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# ACADEMIC CALENDAR

## Fall Semester 2004

Tuition fees/room charges due.....	Tuesday, August 3
New student orientation.....	August 19, 20, 23, 24, 25
Move-in day for residents (8:00 a.m.-noon).....	Saturday, August 21
Classes begin .....	Thursday, August 26
Late charges assessed.....	Thursday, August 26
Last day to drop a 6 wk class beginning 8/26.....	Thursday, September 2
Last day to add or drop a class with a refund.....	Thursday, September 9
Mid-term grades due.....	October 15
Last day to drop a class with a “W” .....	October 20
Last day to drop a 6 wk class beginning 10/21 .....	October 28
Student Registration for Spring Semester begins.....	Monday, November 15
Thanksgiving break (College closed)..	Thursday-Friday, November 25-November 28
Last day of classes .....	Friday, December 10
Senior exit forms due.....	Friday, December 10
Examinations .....	Monday-Friday, December 13-17
Tuition fees/room charges due.....	Friday, December 17
Book Buy Back.....	10:30 a.m.-1:30 p.m., Monday – Thursday, December 13 – 16 (Book Store)
Fall Commencement.....	Saturday, December 18
Final Grades Due.....	Monday, December 20
Winter break (College/residence halls closed).....	December 24 – January 2, 2005

## Spring Semester 2005

Residence halls open.....	Monday, January 3
New student orientation.....	Friday, January 7
Classes begin .....	Monday, January 10
Last day to drop 6 wk class beginning 1/10.....	Monday, January 17
Last day to add or drop a class with a refund.....	Monday, January 24
Mid-term grades due.....	Friday, February 25
Last day to drop a class with a “W” .....	Wednesday, March 2
Last day to drop a 6 wk class beginning 02/28.....	Friday, March 4
Spring break.....	Monday-Friday, March 7-11
Student Registration for Summer Session.....	Monday, March 14
Returning student registration for fall .....	Monday, April 11
New student registration for fall .....	Monday, April 25
Last day of classes .....	Friday, April 29
Senior exit forms due.....	Friday, April 29
Examinations .....	Monday-Friday, May 2-6
Final Grades Due.....	Monday, May 9
<b>Commencement .....</b>	<b>Friday, May 13</b>
Residence halls “move-out day”.....	Sunday, May 15

## Summer Session 2005

Classes begin .....	Wednesday, May 18
Last day to drop or add a class with a refund.....	Tuesday, May 24
Last day to drop a class with a “W” .....	Friday, June 10
Independence Day observed (College closed) .....	Monday, July 4
Last day of classes .....	Wednesday, July 27
Senior exit forms due for summer graduates.....	Wednesday, July 27
Final examinations.....	Thursday – Wednesday, July 28- August 3

# General Information

## History of the College

Jefferson College of Health Sciences, formerly the Community Hospital of Roanoke Valley College of Health Sciences, traces its roots to the early 1900s. The College was borne from Community Hospital of Roanoke Valley School of Nursing, established from a 1965 merger of the Jefferson Hospital School of Nursing, founded in 1914, and the Lewis-Gale School of Nursing, founded in 1911. The Community Hospital of Roanoke Valley School of Nursing was controlled by the Community Hospital of Roanoke Valley Board of Directors through the hospital administration, which subsequently delegated the responsibility of the school to the Director of Nursing Education and the faculty.

In 1980, motivated by national trends in nursing education, a task force investigated the possibility of establishing a hospital-based college. In 1982, Community Hospital of Roanoke Valley College of Health Sciences emerged as the first hospital-based college in the Commonwealth of Virginia. The first allied health program, Respiratory Therapy, was developed that same year.

In subsequent years, additional programs were added at the associate degree level. Then in 1995, the College received permission from the State Council of Higher Education for Virginia and was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to begin its first baccalaureate degree programs. In 1997, the College was proud to offer the first Physician Assistant program in the Commonwealth of Virginia.

In October 2003, the College officially changed its name to Jefferson College of Health Sciences. Adding Jefferson to the names returned the College to its roots as the descendant of the Jefferson Hospital School of Nursing. It also highlights the College's pride in its Virginia heritage and location on downtown Roanoke's Jefferson Street.

Jefferson College of Health Sciences, an affiliate of Carilion Health System, offers certificate, associate, and baccalaureate degrees in nursing and allied health programs.

## Mission, Purpose, Vision and Values

The mission, purpose, vision and values of Jefferson College of Health Sciences provide the foundation for the academic endeavors of the institution. These statements reflect the College's commitment to the learning process and the expanding global climate of healthcare and education.

### Mission

Jefferson College of Health Sciences prepares, within a scholarly environment, ethical, knowledgeable, competent and caring healthcare professionals.

### Purpose and Values

Founded in 1982, Jefferson College of Health Sciences, located in Roanoke, Va., is a private institution offering baccalaureate and associate degree programs, and certificate programs, exclusively in healthcare disciplines.

The Jefferson College community values:

- excellence and innovation in education;
- integration of contemporary technologies;
- community-campus partnerships;
- diversity of person and thought;
- integrity in personal and professional life;
- personal, professional and scholarly development;
- commitment to lifelong learning.

Based on these values, we believe:

- The college is a partnership of people. Our students, faculty, staff and alumni are our principal assets.
- Teaching is our primary mission and we recognize the contribution of scholarly activity to the learning process.
- A foundation in general education prepares students intellectually, culturally and ethically for their professional and personal lives.

- Scientific and technical knowledge, competencies and proficiencies are required for successful practice and advancement in students' chosen professions.
- Scholarly environment is required for the intellectual, personal, and professional development of student, staff, faculty and alumni.
- Broad-based, interdisciplinary education fosters community partnerships, improved health and respect for human diversity and dignity.
- Institutional and programmatic accreditation contributes to academic excellence.
- Systematic planning and evaluation contributes to sound management of human, physical, and financial resources.

### **Vision**

Jefferson College of Health Sciences will be nationally recognized as an institution of choice for individuals seeking careers as professionals in healthcare.

### **Institutional Accreditations and Program Approvals**

Jefferson College of Health Sciences is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, 30033-4097: Telephone number: 404-679-4501) to award associate and baccalaureate degrees.

Jefferson College of Health Sciences is certified by the State Council of Higher Education for Virginia (SCHEV) to operate campuses in Virginia.

- The Emergency Health Sciences-Paramedic program is accredited by the Joint Review Committee on Educational Programs for the Emergency Medical Technician-Paramedic (JRCEMT-P) and the Council on Accreditation and Unit Recognition (CAUR) of the Commission on Accreditation of Allied Health Education Programs (CAAHEP).
- The Associate Degree Nursing program is accredited by the National League for Nursing Accrediting Commission (NLNAC) and approved by the Virginia Board of Nursing.
- The Baccalaureate Degree Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE).
- The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (ACOTE).
- The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (ACOTE).
- The Physical Therapist Assistant program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (APTA).
- The Physician Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)
- The Respiratory Therapy program is accredited by the Committee on Accreditation for Respiratory Care (CoARC), in collaboration with the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

### **Institutional Memberships**

- American Association of Colleges of Nursing
- American Health Sciences Education Consortium
- Association of Physician Assistant Programs
- Council of Independent Colleges in Virginia
- American Health Sciences Education Consortium
- National, Regional and State Associations of Student Financial Aid Administration (NASFAA, SASFAA, VASFAA)
- National Association of College and University Business Officers
- National League for Nursing
- Southern Association of Colleges and Schools
- Virginia Association of Allied Health Professions
- Virginia Association of Collegiate Registrars and Admission Officers (VACRAO)
- Virginia Association of Colleges of Nursing

### **Students' Rights to Confidentiality**

The College complies with the provisions of the Family Educational Rights and Privacy Act of 1974 as amended, as it relates to student rights, records, release of information and financial aid. Only persons who have a legal right in accordance with the law to access this information will be allowed to review such records. Such records are accessible to authorized College and administrative personnel who may require review and utilization of such records for educational purposes. The student may request, in writing, the opportunity to review the material or to have transcripts sent to other educational institutions in accordance with regulations governing students' records. The College reserves the right to impose reasonable charges for copies should they be requested.

### **Non-Discriminatory Policy**

Jefferson College of Health Sciences does not discriminate against employees, students, or applicants on the basis of race, sex, disability, age, veteran status, national origin, religion, political affiliation or sexual orientation. The College is subject to Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination in Employment Act, the Vietnam Era Veterans' Readjustment Assistance Act of 1974 and all other rules and regulations that are applicable. Anyone having questions concerning any of those regulations should contact the Equal Opportunity and Affirmative Action Officer at (540) 985-8206, 920 S. Jefferson Street, PO Box 13186: Roanoke, VA 24031-3186.

Individuals with disabilities desiring accommodations in the application process should contact the Counseling Department at (540) 985-8449 or the Director of Student Services at (540) 985-8501.

### **Rights Reserved by the College**

The College reserves the right to make changes in this catalog, without prior notification, as it relates to programs, personnel, cost, general information or any regulatory policies and procedures.

Jefferson College of Health Sciences reserves the right to deny admission to any applicant when it is determined to be in the best interest of the College.

No academic information, grade reports, transcripts or diplomas will be issued for any student who has not met their responsibilities and financial obligations to the College prior to graduation date.

### **College Facilities**

Jefferson College of Health Sciences is located at 920 South Jefferson Street in Roanoke, Virginia. The College facilities include a ten-story brick building and parking deck, with student parking available in several adjacent areas.

The College also leases several rooms at the Roanoke Higher Education Center, located in downtown Roanoke. Parking is available at the RHEC.

The College is unique in offering students classrooms, science and skills laboratories, and residence halls all under the same roof. In addition to this convenience, the College is also located between two major hospitals which provide easy access to clinical work sites and a wealth of healthcare resources.

The residence halls provide students with rooms that are much larger than those found in most colleges and universities. The coeducational residence hall floors consist of shared suites, each with a private bath. Each unit has one or more large closets and kitchenette space. Each suite is wired for Internet connectivity. Meals can be purchased at reasonable prices at Carilion Roanoke Community Hospital, located adjacent to the College. Rooms are furnished with a bed, desk and chair, and a dresser for each student. Linens are the responsibility of the student. Laundry facilities are available in the residence halls. A fitness room is located on the basement level of the facility and is available for student and staff use.

The residence halls include two lounges and kitchens for group use by residents and their guests. Soft drinks, snacks, sandwiches, microwave oven, cable television, radio and pay telephones are available to students in "The Recovery Room," the College's student lounge.

The College and surrounding parking lots are patrolled by Carilion Health System police officers 24 hours a day. Each floor is monitored via closed-circuit security cameras, and a residence staff person is on call 24 hours a day to assist residents with any problems. A security officer is on College premises every evening from 8:00 p.m. to 4:00 a.m.

The College Bookstore offers not only the books and materials needed for classes and clinicals, but also shirts, jackets and other items with the College logo.

Classrooms, located throughout the facility, are wired for Internet access. Laboratories for curricula programs, located throughout the facility, are equipped with equipment and supplies that will prepare students to work in today's healthcare environment. Science laboratories for Chemistry, Microbiology, and Anatomy and Physiology are found on the second floor. There is a Physics lab on the 3rd floor. An electronic classroom is located on the second floor.

The Educational Technology Center (ETC), a computer and testing lab for students use, is open 24 hours a day, seven days a week, with assistance available during specific hours throughout each semester. This lab provides a variety of

software resources to students, including Internet access and course-specific resources. There is also a computer lab adjacent to the LRC, open during LRC hours, and additional computer resources at the RHEC.

The Bursar, Financial Aid, Registrar, Admissions Offices and other College administrative offices are located within the facility.

### **The Learning Resource Center**

The Learning Resource Center (LRC) encompasses the health sciences library, journal collection, audiovisual center and a computer lab. The collection currently comprises more than 9,000 titles, 10,500 volumes, 200 journal subscriptions, and access to over 3,000 online journals. The LRC, an important component of the College's academic program, houses materials to complement classroom instructions. Reference librarians are available to help students organize their research efforts and to assist them with information gathering. Bibliographic instruction for individuals and scheduled classes helps students gain the skills necessary to effectively use information in the fast-changing healthcare field.

Jefferson College of Health Sciences has resource sharing agreements with Roanoke College and Hollins University, greatly enhancing the amount of information available to student at all three schools. The LRC and the Carilion Health Sciences Libraries at Carilion Roanoke Memorial Hospital and Carilion Roanoke Community Hospital have a combined on-line catalog allowing for access to the holdings of all three libraries. The LRC also serves as a biomedical information source for the local community and other local libraries.

### **Facts About the Roanoke Valley Area**

Roanoke, Virginia is located midway between New York City and Atlanta on Interstate 81, 168 miles west of the state capital, Richmond. The city is the economic center of a major metropolitan region and a hub of transportation, finance and industry for the southwestern part of the state. The scenic beauty of the Roanoke Valley, located between the Blue Ridge and the Virginia Alleghany Highlands, makes the city a pleasant place to live and work. The city's position on the East Coast gives it ready access to almost two-thirds of the total population of the nation.

The population of the Roanoke Valley is estimated at just over 230,000. This figure includes the cities of Roanoke and Salem, the town of Vinton, and Roanoke, Botetourt and Franklin Counties. The Roanoke Valley offers a wide range of business, service and entertainment opportunities.

The Roanoke Regional Airport, serviced by daily flights, including jet service to other major metropolitan areas, is a ten-minute drive from Jefferson College of Health Sciences. The College is easily accessible to Interstate 81. Roanoke is also serviced by continental bus lines. The Roanoke Valley is home to more than a dozen major religious denominations, and headquarters for many of these denominations are located in Roanoke. More than 40 day care centers are located in the Valley, many of which offer academic and social programs. The community is served by three comprehensive service delivery hospitals; specialized outpatient substance abuse and psychiatric services; and various nursing homes, home healthcare services and rescue squads.

The College is located within walking distance of the historic downtown Market area, which includes a farmer's market, restaurants and shops, and Roanoke's cultural center, Center in the Square, which offers theater; museums in the arts, sciences and area history; and the only planetarium in southwestern Virginia. In addition, the Roanoke area has a variety of recreational facilities, including:

- over 100 parks and playgrounds;
- a stadium and several arenas which house professional baseball, basketball, ice hockey and soccer teams;
- two civic centers, a municipal auditorium and conference center;
- golf courses and driving ranges, swimming pools, tennis courts, bowling alleys, skating rinks;
- movie theaters;
- Mill Mountain Zoo;
- waterfront recreation at Smith Mountain Lake; just a 45-minute drive;
- nearby national forests;
- Explore Park, a 20-minute drive from the College;
- Natural Bridge, about an hour away;
- Dixie Caverns, a 20-minute drive from the College.

### **College Website**

Jefferson College of Health Sciences maintains a web site at <http://www.jchs.edu>. This website contains additional information about the College, facilities, admissions, programs of study, distance learning, the Learning Resource Center and continuing education, and includes a schedule of the current semester's classes.

# Office of Admissions

## Office of Admissions

Admission to Jefferson College of Health Sciences is selective and based upon a review of each applicant's academic qualifications. Admissions Counselors guide traditional applicants, transfer applicants, and adult students through the application process. There are scheduled planning sessions each week, and applicants are encouraged to make personal appointments to meet their individual needs. The College offers the following degree and program options:

### **Bachelor of Science Degree (B.S.)**

Biomedical Sciences  
Nursing  
Occupational Therapy  
Physician Assistant

### **Associate of Science Degree (A.S.)**

Nursing  
Licensed Practical Nurse to Associate of Science in Nursing  
Accelerated Track for Respiratory Therapists to Associate of Science in Nursing  
Accelerated Track for Paramedics to Associate of Science in Nursing  
Science

### **Associate of Applied Science Degree (A.A.S.)**

Emergency Health Sciences-Paramedic  
Fire & Emergency Medical Services Technology  
Occupational Therapy Assistant  
Physical Therapist Assistant  
Respiratory Therapy

## **The Admissions Process**

Admission to a degree program at the College is on a rolling basis and begins with the submission of an application. The applicant is then notified of any additional requirements to complete the formal application. Applicants are encouraged to apply well in advance of the beginning of the academic year/semester for which they wish to enroll. Receipt of applications will begin on September 1 of each year for acceptance to the following fall semester which begins in August. Review of completed fall applications for regular admission begins immediately and continues until available program spaces are filled. Applications received after that time may be considered on a space-available basis only, and successful applicants will be placed on a wait list. An application to one of the College's programs is considered complete when the College has received all *College Application Requirements* plus any additional *Professional Program Requirements*.

## **College Application Requirements**

Review of applications will take place on completed applications only. Prior to application review, an applicant must submit the following to the Office of Admissions:

- An application and application fee of \$35.00.
- High School transcripts or other appropriate proof of completion or equivalent, or GED:  
High school students must have completed 16 units of high school course work including four units of English, two units of college preparatory mathematics (algebra I and algebra II or geometry), and two units of science (biology and chemistry).

The College requires that students who have passed the test of General Educational Development (GED) complete college preparatory courses in algebra, biology, chemistry, and English with grades of C or better. Recent SAT or ACT scores for students who have completed high school within the past 3 years. Official college transcripts from all colleges attended.

- Proof of professional certification when applicable.

An applicant who previously has earned a baccalaureate degree is not required to submit a high school transcript.

### **Professional Program Requirements**

In addition to the *College Application Requirements* some programs have *Professional Program Requirements*. The following programs have specific requirements, which must be completed prior to beginning the program:

#### **Bachelor of Science Degree Programs**

##### **Nursing RN to BSN (B.S.N.)**

- Completion of a state-approved associate-degree or diploma nursing program
- Current Virginia RN licensure or eligibility for Virginia RN licensure.

##### **Physician Assistant (B.S.)**

Review of applications and supporting materials will begin on November 1 of each year. [Requirements include completion of 60 hours of college credit noted in the Physician Assistant section of this catalog.](#) The majority of upper-level science courses should have been completed within the past ten years.

Applicants to the Physician Assistant program must complete the online College application, located at [www.jchs.edu](http://www.jchs.edu), which includes a brief PA supplemental application. In addition, applicants must also complete the Centralized Application Process for Physician Assistants (CASPA), also available on the College website. If the applicant is currently a student at the College, he or she needs only to complete the online PA Program Supplemental application.

#### **Associate of Science Degree Programs**

##### **Associate of Science, Associate of Applied Science**

##### **Emergency Health Sciences-Paramedic (A.A.S)**

- Must be 18 years or older prior to the beginning of class
- Current EMT-B certification

##### **Nursing Associate Degree (ADN)**

- Certified Nurse Aide or completion of IDS 101 and IDS 101 Lab prior to beginning program  
Please note that applicants with two or more professional course failures in a prior nursing program will not be considered for admission.

##### **LPN to Associate Degree in Nursing (ADN)**

- Current Virginia LPN licensure

##### **Accelerated Track for Respiratory Therapists and Paramedics to RN (A.S.)**

- Completion of an associate degree program in Respiratory Therapy or Paramedic
- Current EMT-P or RRT certification/licensure or eligibility for EMT-P or RRT certification/licensure

### **Application Fee, Processing, Alternative Admissions, Transfer Credit and Notification**

#### **Application Fee**

Any student applying for admission to a professional degree program will be charged a \$35.00 processing fee for each program to which he/she has applied. Students who are not accepted into a professional program but who subsequently enroll in the Associate Degree in Science program or the Baccalaureate Degree in Biomedical Science program will not be charged an additional fee. The application processing fee is valid for twelve months. Subsequently, a new application fee will be charged.

**Processing**

Application processing time varies depending on completion of the application requirements. When an application becomes complete, an admissions decision will be made within twenty-four hours. During application review each applicant is considered individually, and a decision is made to accept, deny, or refer the application to College Counseling Services for Alternative Admissions consideration. If the noted program is full, qualified applicants are placed on a wait list for future consideration.

**Alternative Admissions**

Applicants who do not meet the minimum requirements for admission to a program may be asked to participate in additional assessment options in order to determine their potential for success. These applicants will receive a referral to College Counseling Services for further consideration. Acceptance through Alternative Admissions may require the student to participate in a planned course of study through the general associate of science track in order to be eligible for professional program review.

**PASS** (Pathways to Academic Success) – Applicants who require additional or personal support may be referred for the Pathways to Academic Success Program. This program offers an incremental plan for successful completion of preparatory coursework. Students who are participating in the PASS program will meet with a College counselor on a regular basis for academic or personal counseling.

**STARS** (Short-Term Academic Rewards) – Applicants who do not meet minimum criteria for admission to a program and who have deficiencies in both math and English may be required to participate in both the Associate of Science program and the Short-Term Academic Rewards program. This pre-professional program offers intensive instruction in math and English courses, as well as introductory courses in microcomputers, stress management and college survival skills.

**Transfer Credit**

Files of accepted applicants will be reviewed immediately for transfer credit by the College Registrar. The applicant will be notified of any transfer credit by letter.

**Notification**

The Office of Admissions will notify the applicant by mail. Applicants are required to reply to offers of admission and must submit a deposit to secure a place in the designated program.

Jefferson College of Health Sciences reserves the right to deny admission to any applicant when such denial is determined to be in the best interest of the College. Please refer to the College Non-Discriminatory Policy located in the General Information section of this catalog.

**Visiting Students**

An applicant who seeks to take one or two classes at the College without application to a degree or certificate program is a Visiting Student. An application and application fee of \$35 is required. If a visiting student wishes to apply for admission to a degree program, that student must submit an application for admission to the College through the Office of Admissions.

**Readmission to the College**

Any student who has not been in attendance at the College for one year must apply for readmission through the Office of Admissions, submit the appropriate application fee, and be in good financial standing with the College.

**Good Academic Standing** – Any former student seeking readmission to the College within one academic year of withdrawal must reactivate his or her application by submitting a letter of request to the Program Office. Readmission will be subject to available space in the program and the academic standing of the student when the student left the College.

**Unsatisfactory Academic Standing** – Any student on professional program probation (suspended from professional course sequence) but permitted to continue in attendance in general education courses, may retake the professional course once subject to space availability. Any student desiring to re-enroll must submit a written request to the Program Office at least thirty days prior to the term for which readmission is sought.

**Following Two Final Unsatisfactory Evaluations** – Any student receiving two unsatisfactory evaluations in any professional courses will be considered dismissed from the program and must petition for readmission. Petitions will be considered on an individual basis. The petition must be in writing and should include evidence of remediation or change in personal circumstances that would lead to a higher likelihood of success. A personal interview with the Program Director is required.

***STUDENTS MAY APPLY ONLY ONCE FOR READMISSION TO PROFESSIONAL PROGRAMS***

**Following Administrative Dismissal** – Circumstances surrounding the administrative dismissal of any student will be a determining factor in whether readmission can be considered. No student dismissed for the following reasons will be considered for readmission:

- Evidence of being under the influence of, or excessive use of, alcohol, drugs, chemicals or any other type of mind-altering substances in a clinical environment
- Conviction of a felony
- Diversion of supplies, equipment or drugs for personal or other unauthorized use
- Abuse, neglect or abandonment of patients
- Violation of the policies of clinical agencies
- Violation of a safety rule or a safety practice

### **International Students**

Jefferson College of Health Sciences welcomes international applications and is authorized by federal law to enroll non-immigrant alien students. Information concerning international admissions is also available on the College web site at [www.jchs.edu](http://www.jchs.edu).

In addition to general admission and program requirements, all international students must provide the following:

- An application
- An application fee of \$50.
- Official transcripts - Secondary School transcripts must be mailed by the school official and must display the secondary school's official stamp or seal. College transcripts must be mailed to Jefferson College of Health Sciences by the college official and must display the college's official stamp or seal. The applicant also must have an evaluation of the transcripts completed by a foreign credential evaluation service and sent to Jefferson College of Health Sciences. To receive a list of recommended services, please send an email request to: [admissions@mail.jchs.edu](mailto:admissions@mail.jchs.edu)
- Demonstration of proficiency in the English language. Proficiency in English must be demonstrated by submitting acceptable scores on the "Test of English as a Foreign Language" (TOEFL). A score of 550 on the TOEFL paper-based test or 213 on the computer-based test is the minimum required for consideration of admission to the College.
- Documentation that all financial responsibilities will be met.
- Documentation of acceptable health status.
- All documents must be provided to the College in English and either printed or typewritten. The College reserves the right to adjust or change admission requirements for international students when it is considered to be in the best interest of the institution.

# Finances

## Tuition

Degree Programs	\$12,000 annually for full-time students (Does not include summer session)
Part-Time	\$275 credit hour for part-time, plus fees
Physician Assistant	\$41,350 total program tuition payable based on a schedule over the 6 semesters/summer sessions.
Visiting Student Programs	Tuition or admission costs for any program, other than a degree program, will be determined by that program at the time it is offered.

## Audit

Regular class offering taken non-credit \$100/credit hour

Enrollment requires departmental approval. Students auditing classes that include clinical work or externship will be required to pay an additional fee for liability insurance.

## Fee Schedule

A listing of all current College fees is available in the Bursar's Office.

## Laboratory/Clinical/Externship Fees

Part-time students enrolled in classes with a laboratory, clinical or externship component (designated in the "Schedule of Classes" with an "L," "C" or "E" suffix on the course/section number) carry a \$60 fee per semester or summer session. This fee is due at the same time as tuition.

## Fees for Transfer Credit from Other Colleges

Transfer credit from other colleges and universities: No charge

## Fees for Prior Learning Assessment Credit

In addition to tuition, there is a fee of \$100 per credit hour for credits awarded as a result of Prior Learning Assessment.

## Fees for Credit by Examination

Credit by exam prepared by Jefferson College of Health Sciences:

- \$10 administrative fee and \$100 per credit hour for General Education credits earned.
- \$50 administrative fee and \$100 per credit hour for Nursing credits earned.

The maximum number of attempts to earn credit in any area of examination is defined by each program if not defined by College policy.

## Fees for Drop-Add

A fee of \$10 per drop/add form submitted will be charged to the student who wishes to drop or add a course after initial registration. (For complete information on drop/add procedures, refer to "Drop/Add" in the "Academic Information" section of this catalog).

## Billing

Each student will receive an invoice of charges for each semester or summer session.

1. Payment of College expenses is the responsibility of the student. All charges are due at the date stated on the class schedule for returning students. All tuition, fees and residence hall charges must be paid prior to class attendance.
  - a. The student must clear his or her account by the due date stated on the class schedule in order to maintain valid registration.
  - b. Students receiving financial aid will receive an award letter from the Office of Financial Aid. If charges exceed the financial aid award, payment is expected prior to the due date stated on each semester's class schedule. If the financial aid award exceeds the charges, the student will receive a refund for the excess amount. Refunds, which are processed after the last day to add/drop courses, will be mailed unless otherwise requested by the student.
2. Changes in enrollment status, name or address must be submitted promptly to the Bursar and to the Registrar to ensure proper billing.

### Late Fee for Non-Payment

Students who fail to pay tuition prior to the payment date specified in the Academic Calendar will be subject to a \$50 late payment fee.

### Estimated Program Expenses

Textbooks and supplies                      \$850 estimated per academic year  
Uniforms, lab coats and accessories      \$175 estimated per academic year

### Payment of Expenses

College expenses are billed by academic term and are due at the time of registration. All tuition, fees and Residence Hall charges must be paid prior to class attendance. Students receiving financial aid must have tuition and room cost paid up to the limit of their anticipated financial aid award. Late financial aid applicants are required to pay tuition and fees upon registration.

### Payment Plan

A tuition payment option is available to Jefferson College of Health Sciences students. This plan is administered through Academic Management Services (AMS) located in Providence, Rhode Island.

The AMS Plan enables students to pay all or part of their expenses in nine equal monthly installments without interest. The only cost to the student is a \$60 annual enrollment fee. Also included is tuition payment insurance on the unpaid balance at no additional cost.

AMS Plan brochures are available from the Bursar's Office, Office of Financial Aid and Admissions Office.

### Student Refunds

The College commits resources and incurs costs based on student registration data. Since many of the costs cannot be recovered, refunds to students are limited. A student who completely withdraws from the College is eligible for refund of tuition and refundable fees as described below. Tuition refunds for individual classes are addressed in the Drop/Add section of the "Academic Information" portion of this catalog. Special provisions for federal financial aid recipients are described in the "Financial Aid" section of this catalog.

### Tuition Refund Policy for Non Federal Financial Aid Recipients Withdrawing from JCHS

<u>Withdrawal Date</u>	<u>Refund</u>
Before first day of classes	100% with no administrative fee
On or after first day of classes and on or before last day to drop with a refund*	100% less \$100 administrative fee
After last day to drop with a refund*	No refund

\*The date of the "Last Day to Drop with a Refund" is defined in the "Academic Calendar" section of this catalog.

### Refunds for Residence Hall Rooms

Charges for rooms in the residence hall are billed on a semester basis. The method of determination of refunds for students who vacate their room is the same as shown for tuition refunds, except that the administrative fee in this case is \$200. The \$250 room deposit offsets this fee unless the student has caused damage to his/her room or to the residence hall. Students who occupy a room after the beginning of an academic term are charged a prorated rent and receive no refund if they vacate the room prior to the end of the semester or summer session.

### Nonrefundable Fees

Application Fee                      \$35 for all programs  
Matriculation Fee                    \$500 for Physician Assistant program  
    \$200 for all other programs  
    (fee serves as confirmation of the student's intent to enroll  
    and is applied to the cost of attendance upon enrollment)  
Diploma Replacement Fee      \$60

### On-Campus Housing

Due to limited space, the College cannot guarantee room availability. Priority will be given to students registered full-time (12 credit hours or more) who live outside the Roanoke Valley region.

### **Residence Hall Room Cost**

Residence Hall room rent, payable in advance by semester, is as follows:

2004-2005	Fall	Spring	Summer
	\$1,225	\$1,225	\$850

Specific dates of occupancy are found in the *Residence Hall Handbook* and in the Academic Calendar.

A room deposit of \$250 is required for residence hall occupancy. This deposit is nonrefundable if the student elects not to live in the residence hall after deposit is made. All College residents are encouraged to carry renter's personal property insurance.

### **Meals**

Meals are available on a cash basis in the Carilion Roanoke Community Hospital cafeteria, as well as at other Carilion affiliates.

### **Liability Insurance**

The College provides, at no charge, general liability insurance and malpractice insurance for students and staff during clinical experiences. Liability insurance coverage for students does not extend beyond their student roles.

### **Student Health Insurance**

It is recommended that all students carry health insurance (hospitalization and outpatient care). Some clinical agencies may require students to present proof of insurance to clinical experiences.

A voluntary student group health policy is available through the College if the student chooses to participate. (For additional information, refer to "Student Health Services/Health Insurance," in the Support Services section of this catalog.)

### **Personal Insurance**

Like most colleges, Jefferson College of Health Sciences does not provide personal liability insurance or personal property insurance. These are the responsibility of the student.

*NOTE: Jefferson College of Health Sciences attempts to maintain low and reasonable costs, but all costs are subject to change without notice.*

# Financial Aid

## Introduction

The financial aid program at Jefferson College of Health Sciences is conducted on a nondiscriminatory basis in accordance with the policies of the College and state and federal regulations. The purposes of the financial aid program are to provide students with information on available sources, to screen students with appropriate needs-analysis methods and to obtain appropriate sources of financial aid according to the student's documented need.

The primary responsibility for financing education rests with the student and his or her family (parents and/or spouse). Family, spouse and student income are analyzed and considered as a base resource in determining the student's resources. The Manager of Financial Aid calculates the cost of education and subtracts the amount the student and family are expected to pay toward that cost. What remains represents the student/family documented need. The Manager of Financial Aid will help the student find assistance to meet this documented need. Financial aid awards may be based on student resources, merit, enrollment status and "Satisfactory Progress for Financial Aid" standards.

Financial aid is available from state and federal agencies, civic organizations, health agencies, foundations and institutional aid sources. Each program is regulated by specific policies and/or laws. A financial aid "package" is developed for the student. This package includes aid from various sources (depending on the availability of funds) and will not exceed the amount of the student's cost of attendance. In most aid packages, the assistance offered covers only a portion of the total cost of education.

## Financial Aid Sources include

### State

- Tuition Assistance Grant Program (TAG) and the College Scholarship Assistance Program (CSAP) administered by the State Council of Higher Education for Virginia
- General Assembly Nursing Scholarships administered by Community Health Services, Virginia State Health Department

### Federal

Information for these programs is available through the Jefferson College of Health Sciences Office of Financial Aid or through *The Student Guide*, Financial Aid from the U.S. Department of Education (1-800-4FEDAID). This information is important for both the in-state and out-of-state student seeking aid from the sources listed below.

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Federal Stafford Loan (subsidized and unsubsidized)
- Federal Parent Loans for Undergraduate Students (PLUS)
- Federal Work Study (FWS)

Jefferson College of Health Sciences does not participate in the Federal Perkins Loan program.

## Veterans' Benefits

Most programs are approved for veterans' training. Amounts of benefits payable vary with eligibility and enrollment status. Contact the Office of Financial Aid for details.

## International Students

The Jefferson College of Health Sciences financial aid program provides federal aid only to international students who qualify based on federal regulations.

## Jefferson College of Health Sciences Institutional Awards and Grants

Resources available from Jefferson College of Health Sciences include service/loan agreements and scholarships from its special endowments.

- The Stanley Kamm Memorial Nursing Scholarship: This scholarship was established to honor the memory of Mr. Kamm. In 1969, Kamm was appointed administrator of Shenandoah County Memorial Hospital, a position he held for 16 years. Returning to Roanoke, Kamm was appointed Vice President of Roanoke Memorial Hospital. At the time of his death in 1997, he was administrator of Burrell Nursing Center, a division of Carilion Health System. The scholarship is awarded to one associate or baccalaureate nursing student each academic year.
- Dr. Robert L. A. Keeley Scholarship in Respiratory Education: This scholarship was established by the Virginia Tuberculosis and Respiratory Disease Foundation to recognize Dr. Keeley, a Board Certified physician in general and thoracic surgery and president of the Virginia Tuberculosis and Respiratory Disease Foundation since 1975, for his tireless and selfless efforts in providing support focusing on research and education in the fields of TB and

respiratory diseases. A \$2,500 need-based scholarship is presented to one incoming freshman Respiratory Therapy student with a strong academic record. Paid out at \$1,250 per semester, the recipient is required to earn a 2.0 Grade Point Average with no grade lower than a “C” during the first semester in order to qualify for the second semester’s award.

- **Mary Marshall Nursing Scholarship:** These awards are not outright gifts. Recipients must agree to engage in full-time nursing in Virginia for one month for every \$100 received. The amount of each scholarship is determined by the Virginia General Assembly, the amount of money collected by the Board of Nursing and the number of qualified applicants. Undergraduate awards will not exceed \$2,000 annually. To be eligible, a student must have been a resident of Virginia for at least one year, been accepted as a full-time student in a school of nursing in Virginia, have a cumulative GPA of at least 3.0 in required courses and demonstrate financial need.
- **S. Lynn Marshall Emergency Loan Fund:** This fund was established through contributions given in memory of S. Lynn Marshall, a financial aid officer at the College, and by alumni contributions. Emergency funds are available to any student who applies and qualifies under the loan guidelines. Eligibility is established by an application and emergency needs and does not require a need analysis by the Manager of Financial Aid.
- **Donna Mathews Scholarship:** Dr. Donna S. Mathews began her tenure as Manager of Financial Aid in 1979 at the Community Hospital of Roanoke Valley School of Nursing and continued in this position at Jefferson College of Health Sciences until her retirement in 1990. Dr. Mathews was awarded a Doctorate of Letters by Jefferson College of Health Sciences. The Donna Mathews Scholarship was established in recognition of Dr. Mathews’ more than 32 years of service to the College, CHRV and Jefferson Hospital School of Nursing. The Donna Mathews Scholarship provides funds for full-time last year students who have maintained a 3.0 grade point average. Full-time, as defined in the qualifications for this scholarship, is equal to enrollment for 12 or more credit hours. Students need not qualify for financial assistance to apply for this scholarship.
- **Debra Kimmel McNamara Memorial Nursing Scholarship.** Debra Kimmel McNamara graduated as a diploma nurse from Conemaugh Valley Hospital (PA) in 1976. After 10 years as an RN, Debra completed her BSN at the University of Pittsburgh. Her 24-year nursing career ended as a result of disability associated with breast cancer. The scholarship was established in 2000, by Debra’s husband (a professor at JCHS), and her children in both honor and memory of her dedication to the nursing profession and her family. Student must be a junior or senior returning nursing student and meet several criteria.
- **Theresa A. Thomas Memorial Foundation Physician Assistant Scholarship:** The Theresa A. Thomas Memorial Foundation’s board of directors has made available a challenge grant to assist in the creation of an endowment fund for physician assistant scholarships. The applicant must have roots in or have a significant commitment to work in Virginia’s rural underserved areas, demonstrate financial need, be involved in professional activities such as the Physician Assistant Student Society (for second-year students) and have a competitive grade point average.
- **The Hugh Trout Endowment:** Dr. Hugh Trout Sr. was a Roanoke surgeon who established the Jefferson Hospital. The Hugh Trout Endowment, established by friends and associates of Dr. Trout and by Community Hospital, serves as a continuing, major source of scholarships. Funds from the endowment make it possible for students without adequate financial resources to prepare for a healthcare career through Jefferson College of Health Sciences.

### **Other Financial Aid Sources**

Students may seek applications from the Jefferson College of Health Sciences Office of Financial Aid or directly from the following agencies:

- American Business Women’s Association
- Bedford Community Health Foundation, Inc.
- Business and Professional Women’s Clubs of Roanoke
- Danville Regional Medical Center (Service Commitment - OTA and PTA students only)
- Franklin Memorial Hospital Auxiliary Scholarship
- Roanoke Academy of Medicine Auxiliary Scholarship and Bruce Baird Scholarship
- Thomas L. Robertson, Honorary Nursing Scholarship
- Lewis-Gale Foundation

### **The Financial Aid Process**

All sources of financial aid, both public and private, have regulatory policies governing student and institutional responsibilities. It is the responsibility of the applicant to comply with policies regulating any financial aid for which he or she may qualify. Contact the Office of Financial Aid for specific details on each financial aid source.

Financial aid eligibility depends upon the student's meeting the criteria for each type of aid source. A student must be accepted and/or enrolled in an approved program. He or she must be a U.S. citizen, or eligible non-citizen, making satisfactory progress (see Satisfactory Progress for Financial Aid) toward his or her degree in accordance with College policy. Any change in the student's program of study resulting in an increase or decrease in credit hours, change of program, failure to attend classes or clinicals or failure to meet academic standards, may be cause for partial or total loss of financial aid. It is the student's responsibility to inform the Manager of Financial Aid of any such changes.

**Should the student withdraw from the College or professional program for any reason, he or she must have an exit interview with the Financial Aid Officer, complete an Exit Form and receive debt counseling. Upon graduation, exit interviews are required of students who received a Federal Stafford Student Loan. A student participating in the PLUS program is not required to complete an exit interview.**

Applicants for financial aid must submit a Free Application for Federal Student Aid (FAFSA) to Federal Student Aid Programs. The Office of Federal Student Aid Programs produces a Student Aid Report (SAR). This is used by the Office of Financial Aid as the primary guide to determine eligibility for financial aid. The FAFSA may be obtained from the Office of Financial Aid or by calling 1-800-4FEDAID. Students must submit a FAFSA for each academic year.

### **Refund and Repayment Policies and Procedures**

Refund and repayment policies and procedures for financial aid recipients are consistent with requirements specified by federal guidelines and regulations. The following information outlines how refunds and repayments of financial aid monies will be assessed for students who completely withdraw, drop out, take an unapproved leave of absence, are expelled from classes or otherwise fail to complete the period of enrollment for which they were charged after receiving financial aid disbursements for a semester.

Terms used in the "Refund/Repayment Policies" are defined as:

Refund - The amount of money credited to a student's account, which the school is not, entitled to keep based on the length of time the student attended classes. The refund amount is defined as the difference between the amount paid towards school charges (including financial aid and/or cash) and the amount the school can retain under the appropriate refund policy.

Repayment - The amount of cash disbursements given to a student for a semester to cover off-campus room, board, transportation, books, supplies, child care and miscellaneous personal expenses which the student is not entitled to keep based on class attendance prior to withdrawal.

Title IV Funds - The following aid sources are federal monies governed by Title IV, U.S. Department of Education (USDE) regulations:

Federal Pell Grant  
Federal Supplemental Educational Opportunity Grant (FSEOG)  
College Scholarship Assistance Program (CSAP)  
Federal Family Education Loan Program (FFELP)  
Federal Stafford Loan (both subsidized and unsubsidized)  
Federal PLUS Loan

Non-Title IV Funds - The following aid sources are categorized as non-Title IV funds:

Tuition Assistant Grant Program (TAG)  
Other state, private or institutional sources of aid

### **Institutional Return/Repayment Policies**

Federal law requires students who withdraw from the College after receiving federal financial aid to return funds not earned to the U.S. Department of Education. If a student receives more funds than he or she earned, the College and, in some cases, the student must return the funds. A statutory schedule is used to determine the amount of Student Financial Aid Program (SFA) funds a student has earned if withdrawal from classes occurs prior to the end of the term.

If the student withdraws from class after 60% of the semester has passed, no refund of SFA funds is required to be made to the funding agency. Withdrawals prior to this 60% threshold require refunds of SFA Program assistance to the funding agency in an amount equal to the percentage of time the student was enrolled in and attending classes. The percentage of the semester completed is calculated using the total number of calendar days in the semester for which the College awards the assistance, divided into the number of calendar days completed in that semester, as of the day the student withdraws.

The College's refund of SFA Program funds does not mitigate the student's obligation to make payments to the College for services provided, in accordance with College policy.

## Order of Return of SFA Program Funds

Funds credited to outstanding loan balances for the semester for which a return of funds is required must be returned in the following order:

Unsubsidized Federal Stafford Loans  
Subsidized Federal Stafford Loans  
Federal PLUS Loans

If funds remain after repaying all loan amounts, those remaining funds must be credited in the following order:

Federal Pell Grants  
Federal Supplemental Educational Opportunity Grants (FSEOG)  
Other assistance under this Title for which a return of funds is required

Students may contact the Office of Financial Aid to receive details and examples of the Title IV refund policy.

## Student Withdrawal Refunds

The College incurs cost based on student registration data. Since many of the costs cannot be recovered, refunds to students are limited. A student who completely withdraws from the College is eligible for a refund of tuition and refundable fees as described below. Tuition refunds for individual classes are addressed in the Drop/Add section.

## Add/Drop

Dropping or adding courses must be completed in accordance with the deadlines noted on the College Calendar. An official add/drop form, obtained from the Registrar's Office, must be completed and signed by the student and instructor, then returned to the Registrar's Office. The dropped or added course will be effective the day the completed add/drop form is received. A fee will be assessed for each add/drop form completed.

A student will receive a full refund for each class dropped when the form is submitted by "the last day to drop with a refund" as noted in the Academic Calendar section of this catalog. A student enrolled in only one class who then drops the class will be considered "withdrawn" and will then be subject to the tuition policy for students who withdraw from the College.

## Withdrawal Date

The withdrawal date, determined from the attendance records, is usually: (1) the date the student began the withdrawal process prescribed by the school; (2) the date the student otherwise provided official notification to the school of the intent to withdraw; or (3) if the student did not begin the withdrawal process or otherwise notify the school of the intent to withdraw, the midpoint of the semester for which SFA Program assistance was disbursed or a later date documented by the school.

If the school determines that a student did not begin the withdrawal process or otherwise notify the school of the intent to withdraw due to illness, accident, serious personal loss, or other circumstances beyond the student's control, the school may determine the appropriate withdrawal date.

## Institutional Refund Policy Based on Withdrawal Date

### Withdrawal Date Refund

Before the first day of classes	100% with no administrative fee
During the first 6 calendar days of the term (first-time students only)	100% with no administrative fee
During the first day of classes through 10% of the term	90% less \$100 administrative fee
After more than 10% of the term through 25% of the term	50% less \$100 administrative fee
After more than 25% of the term	24% less \$100 administrative fee

through 50% of the term

After more than 50% of the term

No refund, no administrative fee

If the student completes the program in less time than the published course duration, contracted tuition shall be fully earned by the College upon date of completion and the student will not be entitled to any refund due to early completion.

## Satisfactory Academic Progress For Continuance of Financial Aid

In order to be academically eligible to receive federal and state financial aid, students must be in an eligible program of study and making satisfactory progress in their course of study. All entering students at the College, including those returning after a period of non-enrollment, are admitted with the confidence that they will make satisfactory progress.

The maximum number of credits which may be attempted in pursuit of a certification or degree is 150% of the number of credits required by that program.

Financial aid recipients must maintain a minimum cumulative grade point average based on their official grade level as follows:

Class Minimum	Cumulative GPA
Freshman	2.00
Sophomore	2.00
Junior/Senior	2.00

Students are reviewed for satisfactory academic progress at the end of each Fall and Spring semester. Students must complete at least two-thirds (67%) of all credit hours attempted. Successful completion of a course is defined as earning a grade of "A," "B," "C," "D," "P" or "S."

If You Take	You Must Complete
12 credits	8 credits
11-10 credits	7 credits
9 credits	6 credits
8-7 credits	5 credits
6 credits	4 credits

If a student has not maintained the minimum standards by the end of the semester, financial aid assistance will continue for a probationary period of one (1) semester. If a student is on probation and satisfactory progress is attained, then financial aid is continued and probation status is removed.

If a student is placed on probation, and at the end of the probationary semester, satisfactory academic progress is not attained the student is placed on financial aid suspension and no federal aid is awarded.

In case of less than satisfactory academic progress, reinstatement of aid in full is exceptional and is based on unusual circumstances affecting academic progress that were not within the student's control and are not of a recurring nature.

Students re-enrolling after periods of non-enrollment will be evaluated based on their last period of enrollment.

### **A student will be terminated from financial aid without a probationary period semester if he/she:**

- Has attempted 150% of their program of study. All attempted hours will be considered, including transfer hours from other institutions.
- Fails to maintain a minimum 2.0 cumulative grade point average midway through their program of study.

## The Reinstatement Process

- Reinstatement means that the student has resolved his/her suspension status and will be considered for federal aid another term.
- A student may be reinstated if a grade change increases the cumulative grade point average and/or percent of cumulative credits completed.
- A student may be reinstated after completing credits to raise the cumulative grade point average and/or completion rate of credit hours attempted.

**The student must notify the Office Of Financial Aid of this change.**

### **The Appeal Process**

Students placed on financial aid suspension may appeal their status. Students who choose to appeal must submit a letter clearly outlining the unusual circumstances with supporting documents to the Office of Financial Aid. The Financial Aid Appeals Committee will review student appeal requests on an as needed basis. The student may request to attend the committee meeting to explain their situation. The Committee will review the appeal and the student will be notified in writing of the decision.

All decisions are final.

### **TAG Grant**

Eligibility for the Virginia Tuition Assistance Grant is limited to four years or eight (8) semesters, and students must reapply each year. The Virginia Grant is limited to the cost of tuition.

# Academic Information

## Academic Advising

Jefferson College of Health Sciences, through the academic advisement program, offers every student the opportunity for individualized assistance. Upon acceptance, all students are assigned an academic advisor.

The advisor helps to plan the student's academic program, particularly during pre-registration and registration periods; maintains a check list of the student's coursework completed in his or her program of study; monitors the student's progress; gives information on institutional policy, regulations and procedures, and is available throughout the student's enrollment for additional advisement. Curriculum requirements and degree requirements are specified in this catalog and the student should consult it frequently to ensure proper completion of the chosen program.

The final responsibility for meeting all academic and institutional requirements resides with the student. Therefore, students should be familiar with the *College Catalog*, *College Student Handbook*, program requirements and their own academic transcript.

## Academic Foundations Policy

Jefferson College of Health Sciences expects all students to achieve minimum levels of proficiency in five academic skill areas. Students under-prepared in any of these areas are expected to avail themselves of the varieties of assistance throughout the College to meet these standards within the appropriate timeframe set with their advisor or program director.

- I. To write and speak with unity of purpose, coherent organization, and effective use of English consistent with standard rules and ordinary conventions.
- II. To read and think critically utilizing data from a variety of services to form mature judgments and arrive at sound conclusions.
- III. To analyze quantitative information and to use mathematical skills and tools.
- IV. To gather and evaluate information from libraries, computer-based resources, from observation and from experimentation.
- V. To use computer technology effectively for word processing, information access and data management.

Required courses in each curriculum are designed to assure students have the opportunity to develop these competencies including English Grammar and Composition, Medical Terminology, Anatomy and Physiology, Math, Introduction to Microcomputers and Academic Seminar.

## Academic Grievance Policy

(Students should see the *College Student Handbook* for information about the Academic Grievance Policy)

## Academic Honors

Academic honors are recognized at Jefferson College of Health Sciences through the publication of a Dean's List and a President's List and through designated honors noted on the graduate's diploma.

- **Dean's List**  
The College recognizes and honors students who have achieved outstanding scholastic records by publishing a Dean's List each term. Full-time students who have earned a term Grade Point Average of 3.400 to 3.799 with no semester grade lower than a "C," and who have no incomplete coursework are named to the Dean's List.
- **President's List**  
The College also recognizes and honors students who have achieved outstanding scholastic records by publishing a President's List each term. Full-time students who have earned a term Grade Point Average of 3.800 to 4.000 with no semester grade lower than a "C," and have no incomplete coursework are named to the President's List.

## Academic Achievement

Students who have taken at least six (6) credit hours in a semester and earned a semester Grade Point Average of 3.50 (with no grade lower than a "C" and no withdrawals during the semester and no incomplete coursework) will receive a letter of Academic Achievement from the Dean for Academic and Student Services recognizing his/her achievement.

## Academic and Personal Integrity

### Responsibility for Academic Integrity

Jefferson College of Health Sciences expects students to exhibit high levels of integrity in all activities. The College reserves the right to deny admission to or remove students from any program if they have a record of misconduct or demonstrate behavior that would jeopardize their professional performance.

Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to: cheating on an assignment or examination; using materials during a quiz or examination other than those specifically permitted by the instructor; stealing, accepting or studying from stolen quizzes or examination materials; plagiarism; forgery of signatures; falsification of official documents; falsification of data; falsification of clinical records; misrepresentation of academic qualifications; misuse of materials which belong to the College; stealing or copying of computer programs and presenting them as one's own or misrepresenting completion of clinical hours or assignments. Students who violate these standards of academic integrity may receive a failing grade for the assignment or the course. They will not be granted a grade of "W" in the course and may, depending on the nature of the offense, be suspended or dismissed from a program or the College.

Falsification of official documents or misrepresentation of academic qualifications may result in denial or annulment of admission.

Every faculty member and student is responsible for assuring academic integrity at Jefferson College of Health Sciences. At the beginning of each course, the instructor will discuss the concepts of academic integrity as it relates to the College, his or her expectations, and course design. Faculty will include a statement regarding academic integrity in their course syllabi.

It is the student's responsibility to know what constitutes academic dishonesty, cheating or plagiarism. If students are unclear they should seek the advice of the instructor. Students should see the Academic Honor Code in the *College Student Handbook* for further information.

### Academic Probation

(See Academic Standards of Satisfactory Progress)

### Academic Standards of Satisfactory Progress

All students at Jefferson College of Health Sciences are expected to achieve consistent progress toward completion of a program. Exhibiting such progress is necessary to remain in good academic standing and to remain eligible to receive financial aid.

All students are required to maintain a cumulative Grade Point Average (GPA) of at least 2.0 and complete at least two-thirds (67%) of all credit hours attempted. (See chart below). If a student fails to meet the GPA or credit hour requirement, he/she will be placed on **academic probation** and will not be allowed to register for more than 12 credit hours for the following semester. All students on academic probation will be automatically referred to the PASS program and will be required to participate in an academic contract. Failure to honor any aspect of the contract could result in a student's status being changed from academic probation to College dismissal at any point in the semester.

**College academic dismissal** will occur if at the end of the probationary semester, the student's cumulative grade point average is still below 2.0 or the student fails to complete at least two-thirds (67%) of all credit hours attempted.

Successful completion of a course is defined as earning a grade of "A," "B," "C," "D," "P," or "S." Exception: All professional courses must be completed with a minimum of "C" or equivalent.

If you take	You must complete
1 credit	1 credit
2 credits	2 credits
3 credits	2 credits
4 credits	3 credits
5 credits	4 credits
6 credits	4 credits
7 credits	5 credits
8 credits	6 credits
9 credits	6 credits

10 credits	7 credits
11 credits	8 credits
12 credits	8 credits
13 credits	9 credits
14 credits	10 credits
15 credits	10 credits
16 credits	11 credits
17 credits	12 credits
18 credits	12 credits
19 credits	13 credits
20 credits	14 credits

Students re-enrolling after periods of non-enrollment will be evaluated based on their last period of enrollment.

**Accommodations for Students with Disabilities**

(See Services for Students with Disabilities under Student Support Services in this catalog.)

**Active Military Duty Policy**

The following policy relates to students in the Reserves or National Guard called into active duty:

Any student called to active duty from the reserves of any branch of the military or National Guard will receive special consideration to ensure the smooth transition into and out of the College.

Students leaving a professional program for active duty will be able to re-enter the program at the beginning of the same semester in the suggested plan of study. Students reentering programs may be required to demonstrate current knowledge of preceding courses. If they are unable to demonstrate current knowledge they can audit previous courses at no cost.

Pre-professional students will be able to begin classes at the beginning of the next semester following their return to civilian life. Exceptions and special needs will be addressed on an individual basis through the office of the Dean for Academic and Student Services.

**Add/Drop**

Dropping or adding courses must be completed in accordance with the designated periods on the official Academic Calendar. An official add/drop form, obtained from the Registrar’s Office, must be completed and signed by the student and the course instructor and returned to the Registrar. A fee will be assessed for each add/drop form completed. A full refund for each class dropped will be made to the student, as long as the form is submitted by the date of the “last day to drop with a refund,” as shown in the “Academic Calendar” section of this catalog. A student enrolled in only one class who then drops this class will be considered “Withdrawn” and will be subject to the tuition policy for students who withdraw from JCHS. (See the “Finances” section of this catalog.) The student must also have the add/drop form signed by his or her advisor as appropriate. The dropped/added course will become effective the date the completed drop/add form is received by the Registrar’s Office. The add/drop fee must be paid to the College Bursar.

**Administrative Withdrawal**

After midterm, should mitigating circumstances, beyond the students control, arise which hinder successful academic performance, the student may request an administrative withdrawal.

The student must first seek approval for an administrative withdrawal in writing to the *course instructor*. In this request, the student must identify the mitigating circumstances which were beyond control and prevented successful completion of the course. The instructor, if in agreement with the request, must submit his/her approval in writing to the Dean for Academic and Student Services before it will be considered.

The Dean will make a decision regarding the student’s request for an administrative withdrawal within five (5) business days of receipt of the written recommendation of the instructor. The Dean will forward a written copy of this decision to the student, instructor and the Registrar. The decision of the Dean is final with no right of appeal.

**Advanced Placement**

**The College-level Examination Program (CLEP) and the Defense Activity for Non-Traditional Educational Support (DANTES).**

Jefferson College of Health Sciences participates in the College-level Examination Program (CLEP), a national program sponsored by the College Entrance Examination Board and the Defense Activity for Non-Traditional Education Support (DANTES). The CLEP and DANTES examinations offer any student an opportunity to earn college credit for college-level achievement acquired outside the conventional classroom.

Please contact the Registrar for a list of CLEP and DANTES examinations that are approved for student use.

The following policies apply to the use of CLEP and DANTES examinations at Jefferson College of Health Sciences.

1. No more than 18 semester hours may be satisfied through CLEP /DANTES examinations.
2. CLEP/DANTES credit will not be awarded for courses in which the student has previously received a grade below "C" at either Jefferson College of Health Sciences or elsewhere.
3. Official results must be submitted by the College Entrance Examination Board (CEEB) to the Registrar's Office to be considered for CLEP credit at JCHS. Official results from the Chauncey Group International must be submitted to be considered for DANTES credit.
4. The Registrar will coordinate the determination and award of CLEP/DANTES credit.
5. The CLEP/DANTES credit is treated the same as transfer credit and is not computed in the Grade Point Average.
6. Unsatisfactory scores will not be recorded on the student's transcript.
7. The minimum score accepted for CLEP is 50 and reflects the recommendations of the American Council on Education. The minimum score for DANTES varies based upon the recommendations from the Chauncey Group International. The Registrar maintains a list of these scores.

For advanced placement information regarding individual programs, refer to the advanced placement policies listed under the individual program headings in this catalog.

The Registrar is responsible for the review, evaluation and granting of transfer course credit, CLEP testing and other credit given.

### **Assessment/Outcomes Policy**

To assist the College with continuous self-evaluation, assessment activities are conducted from student entry to student exit and after graduation. Throughout their educational experiences at Jefferson College of Health Sciences, students will be asked to participate in various assessment activities. These may include, but are not limited to, answering survey questions, taking standardized and College-prepared tests, and submitting portfolios of documents from coursework that can be used to evaluate the achievement of specific outcomes. Some of these activities will be required and some may be voluntary.

It is expected that students will apply their best efforts when participating in assessment activities. Their input and cooperation help guide the college in its future direction in helping students be successful throughout their college experience and into the future.

### **Attendance Policy**

Registration in a course presupposes that the student will attend scheduled classes and laboratory sessions. General education courses are an important component of the student's total experience since they provide the foundation for success in the professional courses.

Therefore, the following attendance policies are in effect for Jefferson College of Health Sciences:

1. Students must attend the first meeting of each course in order to ensure enrollment. Students having extenuating circumstances beyond their control and who are unable to attend the first class must notify the instructor or the Registrar's Office prior to the first meeting to request waiver of the attendance requirement. Students who do not attend the first class or notify the instructor are automatically dropped from the class.
2. Students are required to attend on time all regularly scheduled classes, clinical laboratories, field trips, observation assignments, conferences and clinicals. These activities are designed to meet specific objectives for supervised practice in the application of theory and skills. Frequent absences may jeopardize the student's grade or may result in the student being withdrawn from a course.
3. When an absence from any course becomes necessary, it is the responsibility of the student to inform the instructor prior to the absence. If a student cannot take a test or final examination at the scheduled time, the instructor should be contacted prior to the day of the test. If the student is unable to reach the instructor, the Dean for Academic and Student Services should be contacted.
4. Students assume the full responsibility for advising professors of their absences and for initiating the procedure for making up any work missed.
5. In the event of absence due to illness, instructors may require written verification from a primary health care provider.
6. Whenever a student's number of absences (excused or unexcused) for any given course exceeds 25% of the total instructional time, a grade of "F" will be recorded.

- Students enrolled in distance learning courses must follow the course schedule for submitting work. Students must log on or begin coursework prior to the end of the 2<sup>nd</sup> week of the semester or they will be withdrawn from the course.

### **Audit Policy**

Any student has the option to register for a class on an “audit” basis with the permission of the instructor and if space is available. An auditor is a student registered for a class, but regarded as a nonparticipating listener with a particular interest in the subject matter. Auditors may or may not be subject to the class examinations, reports or projects. Students cannot audit the clinical component of professional courses. Auditors are required to meet the course attendance policies.

An audited course does not contribute toward the grade point average and does not meet degree requirements or count towards residency or financial aid hours. Students may participate in all aspects of a class, but will not receive a grade for the semester. Students requesting a change in status must follow the same guidelines as dropping or adding a class as listed in the official Academic Calendar.

### **Background Check**

A criminal background check may be required by Jefferson College of Health Sciences on any student accepted for admission into a professional program. The results of this background check may affect the student’s eligibility to enter or continue in the program.

### **Calculating Grade Point Average**

Students frequently get into academic difficulties because they do not know how to calculate Grade Point Average (GPA). The cumulative grade point average is used to determine the Dean’s List and the President’s List, Academic Probation and College Dismissal. It is the student’s responsibility to determine if his or her cumulative GPA is accurate and to report any discrepancy to the Registrar.

To calculate your GPA, divide the total number of quality points by the total number of graded credit hours attempted. When calculating graded credit hours attempted, do not include courses numbered 100 or above that are graded pass/fail (P/F) or satisfactory/unsatisfactory (S/U) unless a grade of “F” or “U” was earned. Do not include any previous courses transferred to the College. Do not include any JCHS courses numbered 000 to 099 in GPA calculations. Quality points are calculated by multiplying the credit hours in a course by the grade value: A=4, B=3, C=2, D=1, F=0.

Example of GPA calculation:

Course	Grade	Quality points for grade		Credits for course		Total quality points for course
Bio 211	B	3	X	3	=	9
Bio 211L	F	0	X	1	=	0
Bus 111	C	2	X	1	=	2
Eng 111	A	4	X	3	=	12
Gen 100	A	4	X	1	=	4
Hlt 215	B	3	X	3	=	9
Psy 201	D	1	X	<u>3</u>	=	<u>3</u>
Total:				15		39

Total Quality Points (39) divided by Credits Attempted (15) = 2.6

### **Catalog Policy/Rights Reserved**

The catalog for the year in which a student enters Jefferson College of Health Sciences is the governing document for requirements for graduation. However, if the application of regulations in a later catalog would be to the student’s advantage, such regulations may be applied.

If a student leaves Jefferson College of Health Sciences and enrolls as a full-time student at another institution or is dropped for academic or disciplinary deficiency and subsequently re-enrolls at the College, the governing catalog for the student will be that for the year of re-enrollment.

All College publications contain current pertinent information. While striving to ensure the accuracy of published information, the College reserves the right, to make necessary changes in any or all of the regulatory policies and procedures, requirements, personnel, curriculum offerings, general information, and tuition and fees contained herein, and to apply revisions to current and new students alike. Therefore, the information is subject to change without notice and does not constitute a contract between Jefferson College of Health Sciences and a student or applicant. Jefferson College of Health Sciences reserves the right to deny admission to any applicant when it is determined to be in the best interest of the College.

No academic information, grade reports, transcripts or diplomas will be issued for any student who has not met their responsibilities and financial obligations to the College prior to graduation date.

### **Challenge Exam Policy for General Education Courses**

1. The student who desires to challenge a General Education course must do so by the last day of classes the semester BEFORE they expect to take the course. New students in their first semester may challenge until the last day to drop a class with a refund.
2. The student who fails a General Education course cannot challenge that same course.
3. The student may challenge a General Education course only once.
4. The student must attain a grade of "C" (77%) or higher to achieve a passing score, unless specified otherwise.
5. Students wishing to undertake a challenge exam must schedule the examination with the department secretary.
6. The student is responsible for paying test fees as well as fees for College credit if he/she passes the examination. (See the "Finances" section of this catalog.)
7. Credit by exam will not count toward financial aid hours and cannot be used to defer loans.

### **Class Standing**

Jefferson College of Health Sciences is on a semester system. Fall and spring semesters equal 16 weeks each. Summer sessions average approximately 10 weeks. Final examinations and clinical evaluations are scheduled during the last week of the semester. Clinical, practicum and laboratory hours vary and are designated with course descriptions in this catalog.

Students are classified by the total number of credit hours earned at Jefferson College of Health Sciences and any transfer credits that have been accepted by the College and/or completion of required courses for the appropriate year.

The College will not release information on a student's specific rank in class.

### **Classification Policy**

The classification of a student during any academic year will be based on the official transcript issued by the Registrar's Office.

#### **I. According to Hours Enrolled:**

Full-time	A student registered for 12 or more credit hours per semester.
Three-quarter time	A student registered for 9 to 11 credit hours per semester.
Half-time	A student registered for 6 to 8 credit hours per semester.
Freshman	A student with fewer than 24 course credits completed (Grade Level 01) in a designated curriculum.
Sophomore	A student with not less than 24 nor more than 57 course (Grade Level 02) credits completed in a designated baccalaureate degree curriculum or an associate degree candidate with 24 or more credit hours completed in a designated curriculum. Associate degree candidates may not exceed sophomore standing.
Junior	A student with not less than 58 nor more than 91 course (Grade Level 03) credits completed in a designated baccalaureate degree curriculum.
Senior	A student with 92 or more course credits completed (Grade Level 04) in a designated baccalaureate degree curriculum.

For all classes, transfer credits are included provided they meet the requirements of the student's curriculum.

## **II. According to Admission Status:**

Degree Student	A full-time or part-time student, accepted and matriculated into a degree program.
Certificate Student	A full-time or part-time student, accepted and matriculated into a certificate program.
Visiting Student	A student enrolled for fewer than 9 credit hours and not accepted into a program.

### **College Academic Dismissal**

(See Academic Standards of Satisfactory Progress)

### **Computer Use and E-Mail Policy**

(See the computer policy that is posted in each of the College computer labs and in the College Student Handbook.)

### **Course Load Policy**

The course load at Jefferson College of Health Sciences is expressed in semester credits. The average course load varies according to the individual program. (Students should refer to their program of study to determine the average course load per semester).

Students who are placed on academic probation will only be allowed to enroll in 12 credit hours. The student will enroll in courses chosen by the student's advisor and/or Program Director. Students who have registered prior to being informed of their academic probation may have some or all of their next semester's classes deleted based on the recommendation of their advisor and/or Program Director.

### **Course Cancellation**

Class sections with insufficient enrollment may be canceled. Every effort will be made to accommodate displaced students in other sections. Notification of such canceled class sections will be posted on JCHS.edu. Students are encouraged routinely to check for changes in class schedules.

### **CPR Certification**

Jefferson College of Health Sciences will provide opportunities for cardiopulmonary resuscitation certification for all students who are admitted into a professional program. This certification is required of students prior to engaging in clinical practice. CPR certification is not required for students enrolled in the Associate Degree in Science program and the Bachelor Degree in Biomedical Science program.

All students are required to satisfactorily complete one of the following:

- Red Cross: Basic Life Support for the Professional Rescuer
- American Heart Association: Health Care Provider Course

### **Dean's List**

(See Academic Honors)

### **Departmental Honors**

Department or program honors are designated by the faculty of each department or program, and those so distinguished are recognized at the spring commencement ceremony or at each program's pinning ceremony.

### **Directed Withdrawal**

The College reserves the right to direct, after administrative evaluation, the withdrawal of any student whose conduct is not in accord with the ideals, policies, and standards of the College. Students who have been directed to withdraw for other than health reasons will not be eligible to return to this College.

Students with health problems, which in the assessment of the College substantially hinder participation in the educational process and/or may pose a risk to the College, other students, and/or patients, also will be directed to withdraw.

Applications to return by those directed to withdraw for health reasons will be considered on an individual basis. Students who have been directed to withdraw for health reasons and who wish to be considered for readmission must write a letter to the Dean for Academic and Student Services and the Admissions Department. This letter should be included with their admission packet and contain appropriate documentation from a physician to justify consideration for re-enrollment.

### **Earned Transfer of Credit Course Work From Other Institutions**

(See Transfer Credit Policy)

### **Emergency Class Cancellation**

The College will close for weather emergencies and other disasters based on the decision of the College Administration. Students should listen for cancellation notices on local radio and television stations, including WSET 13, WSL 10, WDBJ 7, WFIR AM 960, WSLC Q99 FM, Spirit FM 103.7, WROV 96.3 FM, WVTF 89.1 FM, WYYD 108 FM. See *Student Handbook* for more details.

### **English Language Proficiency**

Students for whom English is not their primary language must demonstrate English proficiency in one of the following ways:

Graduation from an English speaking high school and completion of high school English IV or;

1. A minimum score of 550 on TOEFL written exam, or;
2. A minimum score of 213 on the computer adaptive TOEFL exam, or
3. A minimum score of 19 on the English portion of the ACT.

Students who do not meet the criteria listed above are recommended to take remedial coursework before attending Jefferson College of Health Sciences.

### **Examinations**

Students are expected to adhere to the published final examination schedule. No student may take a final examination in a course at any time except within the period officially set aside for this purpose without the prior approval of the instructor. If a student is unable, because of illness or an acceptable emergency, to appear for the final examination, it is the student's responsibility to inform the instructor prior to the scheduled examination. Instructors have the right to ask for documentation regarding the illness or emergency.

Should the final examination schedule require the student to sit for more than two examinations in a day, arrangements may be made with the Dean for Academic and Student Services to schedule one of the examinations at another time.

### **Failure to Meet Financial Obligations**

Students are responsible for all financial obligations to the College or are responsible to make appropriate arrangements with a College official. The College may take the following measures for students in default of financial obligations:

- deny admission to class or clinical activities;
- deny registration for any subsequent course;
- immediate dismissal from the College;
- withhold grade reports and transcripts;
- withhold the granting of degrees, diplomas or certificates;
- withhold references;
- deny participation in graduation activities; and
- withhold verification of applicant's credentials for licensure/certification.

### **Grade Change Policy**

Final grade reports are mailed to the student after the end of each semester. Final grades are a part of the student's record and are recorded in the student's permanent record. Errors should be reported to the Registrar. Normally, a change of grade(s) cannot take place after the semester following the issuance of the grade.

Grade changes must be submitted in writing on an official Change of Grade form and may only be submitted by the instructor who submitted the original grade.

### **Grade Forgiveness Policy**

A student may improve his/her grade point average by repeating a course a maximum of two times at Jefferson College of Health Sciences. If the course is repeated at JCHS, the old course will be denoted as a repeat course. All grades earned for all courses taken will appear on the grade report, but the best grade earned in a repeated course is used in calculating the cumulative grade point average. If the course is repeated at another institution the course will be recorded as transfer credit earned.

**Please note:** Requests for transfer credit for courses taken at other institutions of higher education must be submitted in writing to and approved by the Registrar's Office prior to taking the course(s).

## Grade Reports and Final Grades

Grade reports are issued to students each semester. The mid-term grade report indicates a student's progress and serves to identify potential academic problems. Students who have a grade of "D" or below in any class are issued a midterm grade report, which is distributed through the student's mailbox or the U.S. Postal Service.

Final grades are mailed from the Registrar's Office to each student's permanent address unless the student gives a written request to the Registrar's Office to do otherwise.

In order for a student to receive a grade or credit in a course, his/her name must appear on the official class list provided by the Registrar's Office. Grade reports are not released to students with outstanding financial account balances who have not made arrangements for payment.

## Grading System

A	4 quality points
B	3 quality points
C	2 quality points
D	1 quality points
F	68 or below
P/S	Passing and Satisfactory are included in the computation of total hours earned; however, no grade quality points are assigned.
IP	In Progress. Continued enrollment in a preparatory course is necessary to meet prerequisite requirements.
K	Credit by examination
W	Withdrawal. Not included in the computation of hours earned or grade points achieved. A student may withdraw from a course before the last day to drop as stated in the official Academic Calendar.
AU	Audit/No credit. Permission of the instructor is required to audit a course. Fee required. (Please see "Finances" section of this catalog.)
I	<p>An incomplete (I) for a course will be granted only in cases of prolonged illness, family emergency or some other documented circumstance beyond the student's control that prevents the student from completing the course requirements on time.</p> <p>A student who wishes to receive an "I" must make a request with the instructor of the course to initiate the process. This must be done before final grades are due in the Registrar's Office. (The form, "Request for Incomplete Grade Form," will be available in the Registrar's Office.)</p> <p>A student needs to have satisfactorily completed the majority of the coursework (over 75%) with a course average of "C" or above, but is unable to complete the work for a term due to illness or other unforeseen circumstances beyond his/her control, the incomplete work must be made up by the last day to drop a class with a "W" in the academic term (excluding Summer Session) immediately following the term in which the "I" was issued. In special cases, such as a lengthy illness, the student, with the consent of the instructor, may petition the Dean for Academic Services to extend the period for completion.</p> <p>Upon completion of the coursework, the "I" will be replaced with a final grade. If the course is not completed within the required time limit, the "I" will be converted into an "F" grade unless a petition is granted by the Dean for Academic Services.</p>
WF	Withdrawal failing

## Graduation Application

It is the responsibility of the student to submit an Application for Graduation two academic sessions (See Academic Calendar for specific date) prior to the academic session in which the student expects to complete curriculum and College requirements for graduation. The student must file the application with the Registrar's Office.

## Graduation Ceremonies

The official date of graduation is the date of the commencement ceremony in May or December, if all degree requirements are satisfied in the appropriate semester.

Formal graduation ceremonies are held each year in the spring and fall. All students who have completed degree requirements in the fall, spring or summer session of that academic year are eligible to participate in the appropriate ceremony.

Students who plan to complete degree requirements at the end of the Summer Semester may participate in the preceding Spring Graduation ceremonies pending completion of degree requirements under the following policy:

1. At the time of Spring Graduation the student may not have more than 6 credit hours pending.
2. The outstanding credits must be completed by the last day of final exams of the Summer Semester immediately following the Spring graduation in which they participated. A written plan of completion of these credits must be filed with the Registrar's Office before participating in the Spring ceremony.
3. The student will not be eligible to participate in any other graduation ceremony for conferral of the same degree.

Degree candidates are expected to dress and conduct themselves in an appropriate manner in accordance with the solemnity of the commencement ceremony. Academic regalia are not to be altered with writing on regalia, carrying personal symbols, displays on caps, etc. Candidates who alter their regalia or behave inappropriately may be dismissed from the graduation ceremony.

Academic regalia, program pins, etc. may be purchased at the College Bookstore.

### **Graduation Honors**

To graduate with honors, a student must achieve the following cumulative grade point average on all credit work attempted at Jefferson College of Health Sciences.

***Cum laude*** Any student who has completed a formal degree program of study at Jefferson College of Health Sciences with a final cumulative Grade Point Average of 3.400 to 3.599 will be designated as graduating *cum laude*.

***Magna cum laude*** Any student who has completed a formal program of study at Jefferson College of Health Sciences with a final cumulative Grade Point Average of 3.600 to 3.799 will be designated as graduating *magna cum laude*.

***Summa cum laude*** Any student who has completed a formal program of study at Jefferson College of Health Sciences with a final cumulative Grade Point Average of 3.800 to 4.000 will be designated as graduating *summa cum laude*.

### **Graduation Marshals**

Full-time, first-year students with the highest grade point averages from each professional associate-degree program may be invited to serve as marshals at Commencement.

### **Graduation Requirements**

A student is eligible for graduation when the following criteria have been met:

- All professional courses must be completed at Jefferson College of Health Sciences unless exceptions are permitted by the appropriate Program Director.
- To earn a baccalaureate degree, a minimum of 40 credit hours of upper division coursework must be earned at Jefferson College of Health Sciences. Individual programs may require additional coursework to be completed at Jefferson College of Health Sciences; the number and nature of credit hours is determined by each program.
- To earn an associate degree, a minimum of 33% of the coursework required for graduation must be earned at Jefferson College of Health Sciences. Individual programs may require additional coursework to be completed at the College. The number and nature of credit hours required for graduation is determined by each program. Articulation agreements with other regionally accredited institutions may affect residency requirements.
- SOC 213: Social Issues in Healthcare and PHL 215: Ethics and Legal Decision-making in Healthcare are core curriculum courses in the Associate Degree program that must be taken at the College. Request for transfer credit for these courses must be submitted in writing to the Registrar.
- The minimum number of course credit hours prescribed in the chosen program of study must be successfully completed with a cumulative 2.0 GPA or better.
- All professional courses must be completed with a minimum grade of "C" or equivalent.
- The Application for Graduation and the Senior Exit Form must be completed and returned to the Registrar's Office.
- All specific program requirements must be satisfied and the appropriate instructional authority in the curriculum must recommend the student for graduation.
- All financial obligations to the College must be met.

A student can meet graduation requirements at any time, but degrees will be conferred only at commencements. Date and time of commencement is determined by the College.

### **Grievance Procedure**

A grievance is a formal, written allegation by a student charging unlawful or unfair treatment in academic matters with respect to the application of the laws, rules, policies, procedures or regulations under which the College operates. The normal Student Academic Grievance Procedure is detailed in full in the *College Student Handbook*. Students should use this procedure when grieving academic issues.

Grievances based on race, religion, color, national origin, age, sex, veteran status or disabilities are heard by the Dean for Administrative Services, who acts in the capacity of the College Equal Opportunity/Affirmative Action officer.

### **Impairment Policy**

Jefferson College of Health Sciences has a professional and ethical responsibility to students and patients who receive care from students to provide a safe teaching and learning experience.

Impairment is defined as being unable to practice with reasonable skill and safety to patients by reason of illness or use of alcohol, drugs, narcotics or chemicals or any other type of material or as a result of any mental or physical condition. When impairment is the result of a suspected or known substance abuse or mental illness, the student shall be referred to the Director of Student Services or to his/her designee. The Director of Student Services (or his/her designee) will refer the student for assessment and evaluation.

Referred students must undergo evaluation as defined by the Director of Student Services or his/her designee. Any student who refuses to be evaluated will be suspended from clinical activities. A student determined to be impaired may also be suspended or dismissed from the College or required to undergo whatever treatment is necessary to remediate the impairment.

A student dismissed from the College due to impairment must submit a written report of treatment to the Director of Student Services (or his/her designee) and compliance with treatment as verified by the provider for use in considering a student request for readmission. Readmission to a program or to the College is not guaranteed and will be considered on an individual basis.

Continuation in the College is contingent upon the student remaining free of mood altering, controlled or addictive substances, following through with any recommended treatment, and being physically and mentally able to meet the didactic and clinical objectives of the program and College and to provide safe, competent care. Students should see the *College Student Handbook* for further information.

### **Independent Study Policy**

Independent Study courses may be offered by certain departments to permit the student independently to investigate specific course areas of interest under the direction of a faculty member.

Permission to take an Independent Study course is contingent upon the following conditions:

1. The student is in good standing academically and has a cumulative grade point average of at least 2.3.
2. A qualified faculty member is willing to serve as supervisor.
3. The instructor, Program Director and Dean for Academic and Student Services must approve the independent study course proposal.
4. Permission to undertake an independent study course must be applied for by submitting an Independent Study Course Contract found in the Registrar's Office.
5. The proposed independent study course does not duplicate a course regularly scheduled at the College.
6. The independent study course is to be completed within the confines of the given semester in which it is approved.
7. Formal approval for any independent study course must be granted by the end of the add period of the semester in which the course is taken.
8. A student may take no more than three credit hours toward the completion of an associate degree and no more than four credit hours of independent study for credit toward the completion of a baccalaureate degree.
9. The cost for an independent study course is the regular per credit hour tuition rate plus an additional \$100 administrative fee.

### **Individual Program Advanced Placement Policies**

For advanced placement information regarding individual programs, refer to the advanced placement policies listed under the individual program headings in this catalog.

The Registrar is responsible for the review, evaluation and granting of transfer course credit, CLEP testing and any other credit given.

### **Jury Duty**

The faculty will make reasonable accommodations for any student required to fulfill Jury Duty obligations. This includes providing additional time to complete assignments, tests, or quizzes missed during this absence.

### **Leave of Absence**

A student in good academic standing who has a cumulative grade point average of 2.0 or above may request a leave of absence for health or other personal reasons.

A leave of absence shall not exceed 12 months. After that, the student will be considered a readmission applicant, unless an extension of the leave of absence has been granted by the Dean for Academic and Student Services.

The student must request the leave of absence in writing through the Registrar's Office after consultation with the Dean for Academic and Student Services. In this written request, he/she must state an intended date of return to the College. A copy of this leave of absence must be sent to the Bursar, Financial Aid department, and the student's advisor and Program Director.

The student on leave of absence must satisfy any conditions of the leave before re-entering and must comply with the course sequence and/or any curricular changes at the time of reentry. The student must inform the College one term before returning so that the College can arrange a suitable orientation. A student's return is subject to available space at the time.

### **Non-Discrimination Policy**

Jefferson College of Health Sciences does not discriminate against employees, students, or applicants on the basis of race, color, sex, sexual orientation, disability, age, veteran status, national origin, religion, or political affiliation in accordance with the requirements of Title VI of the Civil Rights Act, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and all other applicable rules and regulations. Anyone having questions concerning any of those regulations, should contact the Equal Opportunity/Affirmative Action Office:

Mr. Julian Moore, Dean of Administrative Services  
Jefferson College of Health Sciences  
920 S. Jefferson Street  
PO Box 13186  
Roanoke, VA 24031-3186  
Phone: (540) 985-8206

Individuals with disabilities desiring accommodations in the application process should contact the Counseling Services Office at (540) 985-8513 or (540) 985-8449; Toll free (888) 985-8483; FAX (540) 985-9773.

### **Prior Learning Assessment**

By taking GEN 110 a student will be able to build a portfolio of prior learning experiences that match specifically identified College course objectives. The documentation developed in this course may lead to College credit for past learning experiences outside of academia.

### **Professional Courses**

Enrollment in professional courses is limited to students accepted to the professional program or practicing healthcare professionals who have the Program Director's approval.

### **Professional Practices Statement**

#### **Professional/Personal Behavior**

The College staff, faculty and administration believe the following behaviors are inherent in the development of a professional person; therefore the student should:

- maintain confidentiality
- demonstrate integrity
- demonstrate accountability for own actions and omissions
- accept responsibility for own learning

- act in accordance with knowledge of own strengths and limitations
- exhibit promptness in all assigned activities
- follow established policies and procedures of the College and clinical agencies
- demonstrate ethical practice

Students who exhibit unprofessional behavior may be subject to disciplinary actions.

### **Professional Program Dismissal**

An unsatisfactory evaluation is a classroom grade of “D” and/or a clinical “Unsatisfactory.” The accumulation of two unsatisfactory evaluations in professional courses will result in program dismissal. Petition for re-admission to the program will be considered on an individual basis by the program’s admissions committee. (A student must go through the College’s general admission procedure for readmission to the College).

Even if the student has retaken a professional course in which an initial unsatisfactory evaluation was received, that initial unsatisfactory evaluation will still count in the accumulation of two unsatisfactory evaluations.

Should a student receive two final unsatisfactory evaluations in professional courses with clinical components taken simultaneously, the student will be dismissed from the program.

### **Professional Program Probation**

Should a student earn less than a minimum grade of “C” in a professional course, or earn an “Unsatisfactory” in a clinical component, the student will be placed on professional program probation and may be ineligible to take further professional courses. The student may retake the professional course during the next academic session in which the course is offered. When the student completes the course with a grade of “C” or better or “Satisfactory,” probationary status will be removed. If the student is otherwise eligible to remain at the College during professional program probation, the student may continue to be enrolled in general education courses.

### **Publicity Information**

On occasion, the College releases information about student activities. This information may include a student’s name, program of study and awards or degrees conferred.

Any student may have this information withheld by notifying the Registrar’s Office. The College assumes that the failure of any student to do so indicates approval for release of information.

### **Readmission Policy**

(See the Readmission to the College Policy listed under “Admissions” in this catalog.)

### **Registration**

Registration is required each semester before a student may attend classes. Specific registration information is provided in the class schedule each semester.

All students should register for class with their advisor during times designated by the Registrar’s Office. Students who have not been assigned an advisor should see the Registrar. Class schedules are obtained from the Registrar’s Office and are on the College website.

Payment or other satisfactory arrangements for tuition and other College fees must be made in the Bursar’s Office prior to the beginning of each semester. A \$50 late payment fee will be charged to students who do not pay by the payment date defined in the Academic Calendar. Any student who has not completed mandatory check-in procedures will have his/her registration deleted.

Official class rolls will be issued from the Registrar’s Office to all instructors after the last day to add a class. At this time, any student who has not paid tuition fees or made suitable arrangements in the Bursar’s Office will have his or her registration cancelled and will not be permitted to attend class, clinical or externship.

### **Responsibility of the Student**

Students are expected to keep informed concerning the regulations governing academic matters. This catalog covers general questions relating to the academic policies that are to be observed by the student. Problems or questions should be referred to the student’s advisor, Program Director or the Dean for Academic and Student Services for consideration.

The responsibility for meeting degree or certification requirements rests with the student.

### **Satisfactory Progress for Financial Aid**

Students who receive federal financial aid must be making satisfactory progress toward graduation. Satisfactory academic measurable progress for financial aid purposes is defined as a passing grade (“A,” “B,” “C,” “D” or “P”) in at least two-thirds of the credit-hour load in which the student is enrolled each semester. Students may receive financial aid for up to 150% of the length of an academic program. A student who fails to achieve satisfactory, measurable academic progress will be eligible to remain on financial aid for one additional term. Such students will be placed on Financial Aid Probation. Students on Financial Aid Probation have one subsequent term to regain satisfactory, measurable academic progress status. A student deemed ineligible for continuation of financial aid may request reinstatement by submitting a written appeal to the College Office of Financial Aid.

### **Senior Exit Form**

Two weeks prior to graduation, any senior planning to graduate should obtain a Senior Exit Form from the Registrar’s Office. The student must obtain clearance from all departments listed. The form must verify that all obligations to Jefferson College of Health Sciences have been satisfied before the student can be eligible for graduation or have any requests for transcripts honored. The Senior Exit Form must be returned to the Registrar’s Office by the last official day of classes prior to the student’s anticipated graduation.

### **Students’ Rights of Access to Their Educational Record**

The College complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended (often referred to as the “Buckley Amendment”), which protects the privacy of educational records, establishes students’ rights to inspect their records, provides guidelines for correcting inaccurate or misleading data, and permits students to file complaints with the Family Educational Rights and Privacy Act Office. Specifically, students are afforded the following rights with respect to their educational records:

- a. The right to inspect and review the student’s education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar, Dean for Academic and Student Services, or Program Director written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place when the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, the official shall advise the student of the correct official to whom the request should be addressed.
- b. The right to request the amendment of the students’ education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- c. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosures without consent. The right to inspect a student’s academic record is limited to the student. Access to students’ records, except directory information, which may be released, is never granted to individuals from off campus requesting information, unless the student involved has given written permission or as applicable law requires. Directory information is defined as the student’s name, program of study, degrees granted, classification, enrollment status and dates of attendance. Students may restrict access to their directory information by contacting the Registrar’s Office and filing a written request. In addition, the College will release announcements of academic honors and awards upon authorization by the student to do so, and the College will publish for internal use a student directory, which includes names, addresses and campus telephone numbers. Further, to minimize the risk of improper disclosure, academic and disciplinary records are kept separate.

The College expects that students will discuss their academic progress with their parents. Students may authorize disclosure of information to parents or anyone else by completing a Consent to Disclose Information from Educational Records Form available in the Registrar’s Office. Upon request, the College will exercise its discretion to disclose information from the student’s educational records to authorized individuals under the following circumstances: 1) through the written consent of the student; 2) by submission of evidence that the parents declared the student as a dependent on their most recent Federal Income Tax form; 3) and in compliance with a subpoena. In cases of divorce, separation or custody, when only one parent declares the student as dependent, an institution may grant equal access to information from the student’s education records. However, when access is given to one parent, the College must grant equal access to the other parent upon request, unless there is a court order, state statute, or legally binding document stating otherwise. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including security personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another

school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

- d. The right to file a complaint with the U.S. Department of Education concerning the alleged failures by the College to comply with requirements of FERPA. The name and address of the office that administers FERPA is Family Policy Compliance Offices, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-4605.

### **Transcripts**

The Jefferson College of Health Sciences transcript is the official record of student academic progress, documenting all course grades, grade point average, and degrees awarded. The Registrar issues transcripts of a student's Jefferson College of Health Sciences academic record upon written request of the student. The Family Rights and Privacy Act serves as the basis for releasing information about the student.

Telephone requests cannot be honored. Official transcripts will not be issued to students with unpaid accounts and those who are in default on federal loan payments and/or owe a repayment on any federal grant. Requests for transcripts should be received, in writing, by the Registrar's Office no less than 10 working days before they are needed.

When requesting a transcript, students must include name, present address, social security number, birth date, maiden name, estimated date of last attendance, signature and the name and address to which the transcript should be sent. Each official or unofficial transcript is \$3. The College will not provide students with copies of transcripts from other institutions. Copies of transcripts issued directly to students will have written on them "issued to the student."

### **Transfer Credit**

Requests for transfer credit for courses taken at other institutions of higher education must be submitted in writing to the Registrar's Office. Official transcripts from the college or university are required before transfer credit is considered.

- The course considered must be comparable in content and credit hours to the corresponding Jefferson College of Health Sciences course.
- Science courses completed more than 10 years prior to enrollment may not be accepted for transfer.
- Verification through testing of some courses may be possible. Pathophysiology (BIO 300) may be used to validate anatomy and physiology and microbiology requirements with Program Director approval
- Courses with a final grade less than "C" will not be accepted for transfer.
- Transfer credit will only be awarded from a regionally accredited institution.
- Each course selected for transfer must not duplicate a course already completed or a course to be taken at Jefferson College of Health Sciences.
- Foreign transcripts must be evaluated and/or translated by a reputable international evaluation service specializing in course-by-course evaluations.
- Transfer credit will be placed on a student's transcript during the first semester in which the student enrolls as a degree-seeking student.
- Students who wish to transfer courses from a professional program (e.g. a nursing course) must petition the pertinent department for evaluation of credit.
- Students may be asked to submit course descriptions and/or syllabi for evaluation of transfer credit.
- Current Jefferson College of Health Sciences students wishing to take coursework at another college or university are advised to obtain written permission from the Registrar to ensure that the coursework is transferable.
- The Registrar's Office will make the determination concerning the course and its application toward a Jefferson College of Health Sciences degree following consultation with the student's Program Director. Permission to transfer credit while matriculating at JCHS will be based on an evaluation of the extent to which the course meets the objectives of the specific program.
- All decisions regarding transferability of course credit must be verified in writing by the Registrar.
- Grades awarded through transfer credit are not included in the computation of grade point average at Jefferson College of Health Sciences unless the transfer work replaces a course taken at the College (see Grade Forgiveness Policy).

### **Transfer to Another JCHS Program**

Any student in good academic standing who wishes to transfer to another JCHS program should submit a Change of Major form to the director of the new program for approval. This form must be signed by the new (admitting) program

director and the exiting (leaving) program director. The form will then be sent to the Registrar's Office after all the signatures have been obtained.

### **Voluntary Withdrawal**

Any student who wishes to withdraw from the College during a term must complete an add/drop form and an exit form in the Registrar's Office and make satisfactory arrangements before leaving the College. If the student is receiving financial aid, the student must also complete an Exit Interview with the Financial Aid Officer.

Students who cease attending classes, clinicals and/or externships without completing the proper withdrawal procedure will remain academically and financially responsible.

Any student who has not properly "cleared" with the College will not be permitted to re-enroll until such clearance is completed. The official date of withdrawal will be the date the completed drop exit form is received by the Registrar.

Withdrawing students must turn in their identification cards, complete all paperwork and exit surveys, meet with a Financial Aid department officer and clear all charges on their student accounts at the time of their exit interview.

# Support Services

## Student Support Services Purpose

Jefferson College of Health Sciences is committed to providing student services that support educational programs and the College mission: “to prepare within a scholarly environment, ethical, knowledgeable, competent and caring healthcare professionals.” The institution provides a quality educational environment founded on sound standards, policies and accessibility to College programs of study.

The mission of Student Services is to facilitate learning and development by providing opportunities for students to achieve their goals, including mastery of knowledge, the ability to think critically, enhancement of interpersonal skills, cultural awareness and a sense of community. Specifically, Student Services provides programs and services that:

- Promote students’ increased self-understanding and personal development;
- Increase students’ understanding of their roles and responsibilities to others, to society and to themselves;
- Assist students in overcoming barriers that may prevent them from completing their education;
- Integrate students’ classroom and non-classroom living and learning experiences within the College community;
- Promote student appreciation of human diversity;
- Provide guidance in areas of advising, counseling, and career development.

For more information, please refer to the “Student Services” section of the *College Student Handbook*.

## Code for Student Conduct

Students attending the College are accepted as responsible adults working with the faculty in search of knowledge. It is assumed that the rigid regulation of personal conduct will not be necessary since freedom as an objective of education is difficult without the actual existence of freedom. Such freedom must be balanced by individual responsibility and respect for the rights, responsibilities and freedoms of others. Students, therefore, will be held accountable for their own decisions and actions. Failure to assume responsibility for actions that jeopardize the rights and freedoms of others or involve the integrity of the College will result in disciplinary review.

The College expects its students to uphold high standards of academic excellence and personal conduct.

## Description of Counseling Services

Counseling Services is a department within the Division of Student Services. Counseling is a free and confidential service, provided for College students, that seeks to assist in the development and maintenance of students’ academic and personal growth. While students are expected to accept the responsibility for making their own decisions, counselors are available to assist them in making necessary adjustments for improving academic skills, learning to better communicate, strengthening relationships, and solving problems that interfere with learning. Counseling can often provide assistance in dealing with loneliness, anxiety, frustrations and depression associated with the college experience.

Professional counselors and graduate students enrolled in Master’s degree counseling programs provide services at the College. Confidentiality is strictly maintained for all personal information shared in counseling.

Specific services include:

- Individual and group counseling
- Academic skills development
- Preparation for state or national certification exams
- Career counseling and testing
- Arrangements for disability accommodations
- Referral for educational testing for learning disabilities
- Crisis intervention

## Eligibility for Services

All College students are eligible for Counseling Services.

## Limits of Service

Counselors provide primarily short-term or brief therapy- usually lasting 4-6 sessions. If more intensive care, certain specializations or hospitalization services are needed, the staff can assist in making referrals to outside mental health providers.

### **Appointments**

Initial, non-emergency appointments are usually scheduled within one week of the request. Appointments are made between 8:30 a.m. and 3:30 p.m. To make an initial appointment, stop by room 410 or call (540) 985-8513. **In the event of an after-hours emergency, please call RESPOND 776-1100 or CONNECT 981-8181.**

### **Confidentiality**

Communication with Counseling Services is confidential. Contact made with the Counseling Services Department and information resulting from individual sessions, does not become a part of one's student record in the Registrar's Office. No information, unrelated to academics, can be released without the written permission of the client. The exceptions to confidentiality, as mandated by state law include: when the information relates to clear and imminent danger to an individual; when there is reason to believe that a child or vulnerable adult has been, or is likely to be, abused or neglected; when the information is requested by a valid court order. Any disclosure in these situations will be made to an appropriate authority and will be limited to material directly related to the issue involved.

It is important to note that College counselors are allowed to discuss academic information with appropriate College faculty and staff according to FERPA regulations. No other, non-academic information will be released without the student's written consent.

### **Services for Students with Disabilities**

The College is committed to serving students with disabilities by providing appropriate accommodations to assist them, in compliance with federal and state regulations. Under College policy, federal and state laws, qualified people with disabilities are entitled to reasonable accommodations that will allow them access to College programs, jobs, services, and activities, unless the accommodations would pose an undue hardship on the College. The College does not have a structured program designated and designed just for students with disabilities. A person with a disability is anyone who either has, used to have, or is treated as having a physical or mental impairment that substantially limits a major life activity (such as learning, caring for oneself, seeing, breathing, walking or working). A qualified person with a disability is someone whose experience, education, and training enable the person to perform the fundamental job duties or meet essential course or program requirements, with or without a reasonable accommodation. An accommodation is any change in the work or learning environment or in the way things are customarily done that enables a person with a disability to have equal employment or educational opportunities.

The College has designated the Counseling Services department, located in room 703, as the office that coordinates services for students with disabilities. Students with disabilities who desire accommodations should schedule a meeting with a College counselor (540) 985-8513, to discuss program accessibility and individual needs. Reasonable accommodations tailored to meet the individual student's needs, will be made when requested and supported by appropriate documentation. For more information, request a guide for students with disabilities by calling (540) 985-8449.

A request for accommodation is deemed reasonable if it:

1. is based on individual documentation;
2. allows the most integrated experience possible;
3. does not compromise essential requirements of a course or program;
4. does not pose a threat to personal or public safety;
5. does not impose undue financial or administrative burden on the College;
6. is not of a personal nature (i.e. hiring of personal care attendants).

It is the student's responsibility in the accommodation process to:

1. Self-identify as having a disability to a Counselor, or to a faculty, or staff member. Students may voluntarily notify Admissions or contact Counseling Services to self-identify prior to the completion of the admissions process for the purpose of providing information concerning their disability, **OR**
2. The Admissions acceptance packet provides an opportunity for students with disabilities to self-identify. Responses are addressed directly to Counseling Services, kept confidential, and only used to assist in planning reasonable accommodations;
3. Students may elect to contact the Counseling Services Department for formal identification at any time during their enrollment. The point in time at which a student chooses to identify a disability remains at the student's discretion. However, the College is not responsible for making retroactive accommodations;

4. Provide, at the student's expense, current (not more than 3 years old), appropriate documentation of the disability from a medical or other licensed professional qualified to diagnose the disabling condition;
5. Request specific accommodation(s) or service(s) through the department of Counseling Services.

**Student Discrimination Complaint Procedure:**

Under 34 C.F.R. § 104.7(b) the College is required to adopt a grievance procedure providing for the prompt and equitable resolution of complaints alleging noncompliance with Section 504 or its implementing regulations that incorporate appropriate due process standards. Jefferson College of Health Sciences has a complaint procedure to deal promptly and fairly with concerns and complaints about discrimination based on disability as well as other areas of discrimination. The procedure may be used by any student who believes that he or she has been discriminated against or harassed based on race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran's status.

Anyone may bring information or a concern about discrimination or harassment. Complaints are handled as confidentially as possible to protect the rights of both the complainant and the person accused. Retaliation against anyone who makes a complaint or participates in a complaint process will not be tolerated.

**Disability Grievance Procedure:**

All ADA/Section 504 complaints, excluding those filed against the ADA/Section 504 Coordinator, should be addressed to:

ADA/Section 504  
Coordinator of Disability Services  
Jefferson College of Health Sciences, Room 703  
920 S. Jefferson St.  
PO Box 13186  
Roanoke, VA 24031-3186

All ADA complaints filed against the ADA/Section 504 Coordinator should be addressed to:

Dr. David Wiggins, LPC  
Director of Student Services  
Jefferson College of Health Sciences  
920 S. Jefferson St.  
PO Box 13186  
Roanoke, VA 24031-3186

1. Complaints must be filed in writing within 180 days after the complainant becomes aware of the alleged violation. It must contain the name and address of the person(s) filing the complaint, and a description of the alleged violation.
2. An investigation, as may be appropriate, shall follow the filing of the complaint. The investigation shall be conducted by the ADA/Section 504 Coordinator or the Office of the Director of Student Services, depending upon the nature of the grievance. All interested persons and their representatives will have an opportunity to submit evidence relevant to the complaint.
3. A written determination as to the validity of the complaint and a description of the resolution shall be issued by either the ADA/Section 504 Coordinator or the Office of the Director of Student Services, and a copy will be forwarded to the complainant no later than fifteen (30) working days after receipt of the complaint.
4. Upon receipt of the decision, if the student is not satisfied, he/she may file an appeal to the College President. The Office of the President must receive the appeal no later than 30 working days after the date of the written determination by the Section 504 Coordinator or Director of Student Services. The Office of the President, as may be appropriate, shall conduct an investigation, and the College President shall issue a written determination as to the validity of the complaint and a description of the resolution. A copy will be forwarded to the complainant no later than fifteen (15) working days after receipt of the complaint. The decision of the College President is final.

**OR**

The student may file a complaint with the Office of Civil Rights by accessing the complaint form and instructions at <http://www.ed.gov/offices/OCR/complaintintro.html>

# Overview of Academic Programs

## General Education

The general education component of the curriculum is designed to provide a broad understanding of self, others, community and society. Liberal arts and sciences help develop reflective and critical thinking, leading to intellectual and emotional growth. Thus, building a foundation for professional competence in a specialized healthcare field.

## Interdisciplinary Studies

Jefferson College of Health Sciences' primary purpose is to prepare ethical, knowledgeable, competent and caring healthcare professionals. The College provides educational opportunities for career advancement, employment mobility and lifelong learning adapted to the healthcare environment. College curriculum integrates theory, innovative practice and technology in classroom, laboratory and clinical settings.

To meet the demands for cost-effectiveness, expanded access and higher quality care, healthcare delivery systems are constantly changing. Healthcare practitioners that have an interdisciplinary outlook and possess multiple skills are prepared to excel in this dynamic environment.

One component of the Jefferson College of Health Sciences curriculum for achieving excellence in education is Interdisciplinary Studies (IDS). Healthcare practitioners taking IDS courses gain an awareness and knowledge of other disciplines while working together as a healthcare team.

## Distance Learning

In an effort to make education more accessible, Jefferson College of Health Sciences provides high quality courses in a format that helps eliminate time and location constraints. These distance learning courses take advantage of a variety of teaching and learning formats and technologies. The content of distance learning courses is the same as traditional classroom-based courses.

The mission of the Distance Learning program at Jefferson College of Health Sciences is to expand the availability of educational opportunities by breaking down the barriers of time and place for students preparing for healthcare professions and to assist in meeting the lifelong learning needs of healthcare professionals. To accomplish this, the College offers a variety of distance learning opportunities in general education as well as professional program areas and Continuing Education.

Distance learning courses have fewer class meetings and utilize technology to provide alternatives to the in-class lecture and face-to-face student/faculty and student/student interaction. A strong student commitment and the ability to pursue academic goals outside a traditional classroom setting are necessary to be successful in a distance learning course.

The College offers distance learning courses that utilize multiple methods of instructional delivery and student interaction. These courses may combine online components with video or other media or may be in a total online format. The learning format used depends on the individual course. A variety of courses are available, and the course offerings will vary each semester.

# Associate of Science

## Introduction

The Associate of Science (A.S.) degree provides the student with a comprehensive program of study designed to satisfy entry-level eligibility requirements into a professional program. The curriculum is designed to allow students to attain their occupational or educational goals, primarily in healthcare. It offers adequate course flexibility for acceptance into both Jefferson College of Health Sciences' and other institutions' degree programs.

## Purposes

A variety of tracts exist within the A.S. degree curriculum to allow for individualization depending on the student's prior academic background and future career goals.

The purpose of the Associate Degree in Science program is to:

- prepare students for other degree programs offered at Jefferson College of Health Sciences,
- provide opportunities for students who may need to complete prerequisite or developmental coursework prior to acceptance into a professional health sciences program at Jefferson College of Health Sciences, or to pursue post-secondary education,
- prepare students to transfer to another college or university,
- provide a strong foundation in general education, science, mathematics and health sciences,
- provide comprehensive basic science education,
- provide the first two years of coursework (pre-professional) for the Physician Assistant program.

## Preparation for Other Associate Degrees at Jefferson College of Health Sciences

Most programs at Jefferson College of Health Sciences have a competitive admissions process. Students who may not be accepted upon their first application to the program of choice have the opportunity to take college-level coursework to prepare for reapplication. Depending on the program of interest, the course of study for the first year can be individualized, with the student placed in the appropriate level courses.

## Preparation for Transfer to Another College or University

In addition to satisfying entry-level eligibility requirements into a professional program of study at Jefferson College of Health Sciences, individuals with an Associate of Science degree are well prepared to pursue an educational track leading to healthcare or science careers that require baccalaureate- or graduate-level degrees. Additional career opportunities include hospital technician, laboratory technician, medical technologist, biomedical engineer, physical therapist, pharmacist, physician, dentist or veterinarian.

Students wishing to pursue a baccalaureate degree at another institution are responsible for ensuring that courses taken at Jefferson College of Health Sciences will transfer to the institution and program of choice.

To obtain the Associate of Science degree, the student must successfully complete a minimum of 66 credit hours as outlined below and on the following page noting specific core courses and science course requirements.

## Required Courses

### General Education

BIO	101 or 102	General Biology*	3
BIO	101L or 102L	General Biology Lab*	1
BIO	211	Anatomy and Physiology I	3
BIO	211L	Anatomy and Physiology I Lab	1
BIO	212	Anatomy and Physiology II	3
BIO	212L	Anatomy and Physiology Lab II	1
BUS	111	Introduction to Microcomputers*	1
CHM	100	College Chemistry*	3
CHM	100L	College Chemistry Lab*	1
ENG	111	English Composition I	3
ENG	112	English Composition II	3
GEN	100	Academic Seminar	1
MTH	100	College Math*	3
PHL	215	Ethical and Legal Decision Making	3
PSY	201	General Psychology*	3

SOC 213	Social Issues in Healthcare	3
Electives	**	30

\* These course may be substituted with higher level courses within the same discipline. For example, MTH 165 replaces MTH 100, BIO 253 replaces BIO 101, or PSY 204 replaces PSY 201.

\*\* Students may use successfully completed coursework from other programs to meet elective requirements.

### Associate of Science Degree Sample Schedule

Semester 1	16 credit hours	
GEN 100	Academic Seminar	1
ENG 111	English Composition 1	3
BUS 111	Intro to Microcomputers	1
BIO 101	General Biology I	3
BIO 101L	General Biology I Lab	1
CHM 100	College Chemistry	3
CHM 100L	College Chemistry I Lab	1
MTH 100	College Math	3
Semester 2	16 credit hours	
BIO 211	Anatomy & Physiology I	3
BIO 211L	Anatomy & Physiology I Lab	1
ENG 112	English Composition II	3
PSY 201	General Psychology	3
Electives		6
Semester 3	16 credit hours	
BIO 212	Anatomy & Physiology II	3
BIO 212L	Anatomy & Physiology II Lab	1
SOC 213	Social Issues in Healthcare	3
Electives		9
Semester 4	18 credit hours	
PHL 215	Ethical and Legal Decisions	3
Electives		15

Note: Semester loads could be lowered by taking classes in summer sessions.

# Biomedical Sciences

## Introduction

The Bachelor of Science degree in Biomedical Sciences prepares graduates for entry into a variety of professional healthcare programs. The student is well prepared to compete successfully in Medicine, Chiropractic Medicine, Veterinary Medicine, Pharmacology and Physician Assistant programs as well as graduate studies in Science and Biomedical Science. The Biomedical Sciences program will train the student for careers in the business world. Biomedical Science graduates will be prepared in areas such as pharmaceutical drug representation and laboratory techniques in both the biomedical and forensic fields.

The Biomedical Sciences program offers individualized attention. Small classes and personalized mentor guidance helps each student achieve his or her academic goal in the healthcare field. Students who intend to pursue postgraduate studies participate in a semester of mentor-guided research.

## Transfer of Credits

The College accepts credits for transfer purpose from other institutions. Science courses completed more than five years prior to current enrollment may **not** be accepted for transfer. Challenging courses through testing may be possible. At a minimum, 33 percent of coursework for the B.S. in Biomedical Sciences must be taken at Jefferson College of Health Sciences.

## Biomedical Sciences Program of Study

The Bachelor of Science in Biomedical Sciences requires the successful completion of 126 semester credit hours. The program is designed to allow students the maximum flexibility in designing their coursework.

The following are the minimum, coursework/credit requirements for the B.S. degree.

Chemistry	20 hours to include CHM 111, CHM 111L, CHM 112L, CHM 241, CHM 241L, CHM 360
Biology	40 hours to include BIO 211, BIO 211L, BIO 212, BIO 212L, BIO 253, BIO 253L, BIO 312, BIO 407, BIO 410
Physics	8 hours
English	6 hours to include ENG 111 and ENG 112
Math	6 hours to include MTH 210
Sociology	3 hours to include SOC 213
Psychology	3 hours
Computers	3 hours
Humanities	6 hours to include PHL 215
Electives	31 hours

The above requirements total 126 hours. Individual schedules are developed by the student and their advisor.

A minimum of 40 semester hours must be in the 300/400 level. A grade of 'D' will not be accepted for credit in the specifically named courses above. The 95 credits of required coursework must carry of grade of 'C' or better. A grade of 'D' cannot be transferred from another institution.

## Biomedical Sciences Sample Program of Study

### Year One

#### Semester I - 15 weeks - 15 credit hours

ENG	111	Grammar & Composition I	3
BIO	101	General Biology I	3
BIO	101L	General Biology I Lab	1
CHM	111	General Chemistry I	3
CHM	111L	General Chemistry I Lab	1
GEN	100	Academic Seminar	1
BUS	131	Computer Concepts & Applications	3

#### Semester II - 15 weeks - 17 credit hours

ENG	112	Grammar & Composition II	3
BIO	102	General Biology II	3
BIO	102L	General Biology II Lab	1
CHM	112	General Chemistry II	3

CHM	112L	General Chemistry II Lab	1
MTH	165	College Algebra	3
PHL	215	Ethical & Legal Decisions in Healthcare	3
<b>Year Two</b>			
<b>Semester III - 15 weeks - 15 credit hours</b>			
BIO	211	Anatomy & Physiology I	3
BIO	211L	Anatomy & Physiology I Lab	1
CHM	241	Organic Chemistry I	3
CHM	241L	Organic Chemistry I Lab	1
PHY	201	General Physics I	3
PHY	201L	General Physics I Lab	1
ENG	201	Survey of American Literature	3
<b>Semester IV - 15 weeks - 17 credit hours</b>			
BIO	212	Anatomy & Physiology II	3
BIO	212L	Anatomy & Physiology II Lab	1
CHM	360	Biochemistry I	3
PHY	202	General Physics II	3
PHY	202L	General Physics II Lab	1
SOC	213	Social Issues in Healthcare Delivery	3
MTH	210	Introduction to Statistics	3
<b>Year Three</b>			
<b>Semester V - 15 weeks - 16 credit hours</b>			
BIO	312	Research Methods	3
BIO	300	Pathophysiology	3
BIO	321	Human Gross Anatomy I	1
BIO	321L	Human Gross Anatomy Lab	1
CHM	361	Biochemistry II	3
CHM	300L	Chemistry Laboratory Methods	2
PSY	202	Human Growth & Development	3
<b>Semester VI - 15 weeks - 15 credit hours</b>			
BIO	203	Microbiology	3
BIO	203L	Microbiology Lab	1
BIO	322	Human Gross Anatomy II	1
BIO	322L	Human Gross Anatomy Lab	1
CHM	310	Pharmacology	3
CHM	351	Analytical Chemistry	3
BIO	401	Molecular Biology	3
<b>Year Four</b>			
<b>Semester VII - 15 weeks - 17 credit hours</b>			
BIO	410	Research	3
BIO	304	Genetics	3
BIO	304L	Genetics Lab	1
PSY	204	Abnormal Psychology	3
BIO	310	Neuroanatomy	3
BIO	310L	Neuroanatomy Lab	1
PHL	301	Critical Thinking	3
<b>Semester VIII - 15 weeks - 15 credit hours</b>			
BIO	412	Immunology	3
BIO	407	Seminar in Biology	1
BIO	404	Cell Biology	3
BIO	415L	Advanced Biomedical Laboratory	2
HLT	301	Nutrition	3
ENG	230	Business and Technical Comm.	3
TOTAL CREDIT HOURS NEEDED FOR GRADUATION			126

# Emergency Health Sciences-Paramedic

## Introduction

The Emergency Health Sciences-Paramedic Associate of Applied Science Degree program is designed to graduate allied health professionals who possess the requisite knowledge and skills to function as competent and caring paramedics. Graduates will be qualified to write the National Registry Examination for EMT-Paramedics, upon recommendation by the program medical director.

## Program Goal

The goal of the Emergency Health Sciences-Paramedic program is to prepare students as competent entry-level EMT-Paramedics.

## Additional Professional Program Requirements

Additional *Professional Program Requirements* specific to the Emergency Health Sciences-Paramedic program are listed in the "Admissions" section of this catalog.

## Program Accreditation

The Associate of Applied Science Degree program in Emergency Health Sciences-Paramedic is accredited by the Joint Review Committee on Educational Programs for the Emergency Medical Technician-Paramedic (JRCEMT-P) and the Council on Accreditation and Unit Recognition (CAUR) of the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

## Advanced Placement

The Emergency Health Sciences-Paramedic program will only review currently certified National Registry EMT-Paramedics for advanced standing. A certification card must be submitted as proof. Paramedics must complete a minimum of 33% of the total credit hours from Jefferson College of Health Sciences in order to be eligible to receive the degree. All coursework must be approved by the Program Director

### Emergency Health Sciences-Paramedic Associate Degree Program of Study

#### Year One

##### Semester I (Fall)- 15 weeks - 14 credit hours

BIO	211	Anatomy and Physiology I	3
BIO	211L	Anatomy and Physiology I Lab	1
BUS	111	Introduction to Microcomputers	1
GEN	100	Academic Seminar	1
EHS	111	Pre-Hospital Care I	3
EHS	111L	Pre-Hospital Care I Lab	2
EHS	151C	Introduction to Clinical/Field Externship	1
EHS	200	Rescue Operations	2

##### Semester II (Spring)- 15 weeks - 17 credit hours

BIO	212	Anatomy and Physiology II	3
BIO	212L	Anatomy and Physiology II Lab	1
EHS	120	Pre-Hospital Care II	5
EHS	120L	Pre-Hospital Care II Lab	2
EHS	160C	Clinical Practice II	2
EHS	171E	Field Externship I	1
EHS	210	Paramedic Pharmacology	3

##### Semester III (Summer)- 10 weeks - 14 credit hours

PSY	201	General Psychology	3
ENG	111	Grammar and Composition I	3
EHS	131	Physical Fitness and Wellness I	1
EHS	170C	Clinical Practice III	2
EHS	172E	Field Externship II	1

EHS	220	Pre-Hospital Care III	3
EHS	220L	Pre-Hospital Care Skills III Lab	1

**Semester IV (Fall)- 15 weeks - 14-16 credit hours**

SOC	213	Social Issues in Healthcare	3
EHS	132	Physical Fitness and Wellness II	1
EHS	173E	Field Externship III	1
EHS	225	PreHospital Care IV	5
EHS	225L	PreHospital Care IV Lab	2
EHS	250C	Clinical Practice IV	2
*EHS	207	Introduction to Air Care	2

**Semester V (Spring)- 15 weeks - 13 credit hours**

ENG/PSY		English or Psychology Elective	3
PHL	215	Ethical & Legal Decision Making in Healthcare	3
EHS	133	Physical Fitness and Wellness III	1
EHS	174E	Field Externship IV	4
EHS	285	Professional Seminar	1
EHS	295	Senior Seminar	1

\* Elective

<b>TOTAL GENERAL EDUCATION CREDITS</b>	<b>25</b>
<b>TOTAL CREDIT HOURS NEEDED FOR GRADUATION</b>	<b>72-74</b>

# Fire & EMS Technology

## Introduction

The Fire & EMS Technology Associate of Applied Science Degree program is designed to meet the needs of a rapidly growing market in fire protection and emergency medical services. It provides opportunities for the career, volunteer or beginning fire and emergency service person to advance their theoretical knowledge and practical skills. The program integrates Emergency Medical Technician-Basic, basic and advanced fire suppression, technical rescue skills and public education training. Additionally, students take general education courses in English, math, chemistry, biology, psychology, computers, and health and physical fitness to ensure a well-rounded, educational experience.

## Program Goal

The goal of the Fire & EMS Technology program is to prepare students as competent entry-level firefighters/EMTs.

## Advanced Placement

Applicants holding current certifications in required professional courses may be given exemption credit with documentation of current certification. Thirty-three (33%) percent of the total credit hours required for graduation must be earned through Jefferson College of Health Sciences.

## Transfer of Credit

College credit from other regionally accredited institutions is evaluated for transfer purposes by the Registrar. A minimum of 33% of the total credit hours required to graduate must be taken at the College.

### Fire & EMS Technology Program of Study

<b>Semester I - 15 credit hours</b>			
EHS	100	Emergency Medical Technician-Basic	5
EHS	100L	EMT-Basic Lab	1
EHS	100C	EMT-Basic Clinical	1
MTH	100	College Math	3
BUS	131	Computer Concepts and Applications	3
GEN	100	Academic Seminar	1
IDS		Elective	1
<b>Semester II - 15 credit hours</b>			
FIR	150	Basic Fire Suppression	6
FIR	150L	Basic Fire Suppression Lab	2
CHM	100	College Chemistry	3
ENG	111	Grammar & Composition	3
HPE	131	Fitness & Wellness I	1
<b>Semester III - 16 credit hours</b>			
FIR	200	Advanced Fire Suppression	4
FIR	200L	Advanced Fire Suppression Lab	1
FIR	210L	Basic Truck & Pump Operations	1
FIR	240L	Basic Heavy & Tactical Rescue Lab	2
FIR	260	Building Construction & Inspection	4
BIO	151	Survey of Human Anatomy	3
FIR		Elective	1
<b>Semester IV - 15 credit hours</b>			
FIR	280	Incident Management Systems	1
EHS	290E	Fire & EMS Externship	2
FIR	295	Public Fire Education	3
FIR		Elective(s)	3
ENG	220	Public Speaking	3
PSY	201	General Psychology	3

**TOTAL CREDIT HOURS NEEDED FOR GRADUATION:**

**61**

\*Upon successful completion of the following courses, the student may be eligible to sit for the following certifications.

EHS 100	Emergency Medical Technician-Basic & Lab (EMT-B)
FIR 150	Basic Fire Suppression & Lab (Fire Fighter I, Haz-Mat Awareness, May Day FF Down)
FIR 200	Advanced Fire Suppression & Lab (Fire Fighter II, Haz-Mat Operations)
FIR 210L	Basic Truck & Pump Operations Lab ( EVOG, Basic Pump Operator)
FIR 240L	Basic Heavy & Tactical Rescue Lab ( Rope I, Vehicle Extrication, Confined Space)
FIR 260	Building Construction and Inspection (NFA Building Construction)
FIR 280	Incident Management Systems (NFA Incident Management Systems)
FIR 295	Public Education (Public Fire Educator I, Communicating with Children)
FIR	Elective(s) (1 - 4 Additional Certifications)

# Nursing

## Introduction

The Department of Nursing is a multifaceted department and offers the following degree programs:

1. Associate of Science in Nursing (ADN)
  - a. Traditional ADN Program
  - b. Accelerated Track for LPNs to ADN
  - c. Accelerated Track for Paramedics and Registered Respiratory Therapists to ADN
2. Registered Nurse to Bachelor of Science (RN to BSN)

Nursing is a dynamic, demanding and extremely rewarding profession. Students enrolled in the Associate Degree Nursing programs will be prepared for the challenge of passing the National Council Licensing Examination-Registered Nurse (NCLEX-RN) for licensure and for entering a practice field that requires the ability to synthesize extensive knowledge, skills and values.

Students enrolled in the RN to BSN program will obtain the skills and knowledge necessary for career enhancement and acceptance of a professional leadership role.

It is important for students enrolled in the nursing programs to recognize that the knowledge and skills being learned now must be retained and put together with new knowledge in future courses so that decisions about the care of clients is based on sound judgment.

General education courses provide important tools for use in nursing practice. Nursing knowledge is built on a foundation in anatomy, physiology, microbiology, behavioral sciences, communication and basic mathematics to assure a basis for understanding and responding appropriately to health needs of clients.

Each course in the curriculum builds upon the beliefs and structure outlined in the purpose and philosophy.

When students are ready for graduation, they should have achieved all of the educational objectives listed for their program. Students will find it helpful to consider the extent to which their own skills, knowledge and values reflect their personal progress toward achieving program outcomes.

The faculty of the department is committed to working with students to help them achieve educational and clinical practice goals.

## Mission

The mission of the Department of Nursing is to prepare within a scholarly environment ethical, knowledgeable, competent and caring nurses who value professional development. The Department provides opportunities for those seeking nursing careers, lifelong learning and career enhancement. The Department assists in meeting the region's need for nurses by providing a variety of educational pathways.

The Department of Nursing supports the following College values:

- ◆ Excellence and innovation in education
- ◆ Integration of contemporary technologies
- ◆ Community-campus partnerships
- ◆ Diversity of person and thought
- ◆ Integrity in personal and professional life
- ◆ Personal, professional and scholarly development
- ◆ Commitment to life-long learning

## Program Accreditation

Jefferson College of Health Science has degree-granting authority accorded by the State Council of Higher Education in Virginia. The Associate of Science Degree in Nursing Programs are approved by the Virginia Board of Nursing and accredited by the National League for Nursing Accrediting Commission (61 Broadway - 33<sup>rd</sup> Floor, New York, NY 10006, Phone: 800-669-1656 (ext. 153). The RN to BSN program is accredited by the Commission on Collegiate Nursing Education (One DuPont Circle, NW, Suite 530, Washington, DC 20036, Phone: 202-887-6791.)

## Memberships

The Department of Nursing is a member of the National League for Nursing (NLN) Council of Associate Degree Programs and the American Association of Colleges of Nursing (AACN).

# General Guidelines for All Nursing Programs

## Admission Requirements

Admission requirements for the nursing programs are provided in this catalog under “Professional Program Application Requirements.”

### Minimum Performance Standards

In compliance with the Americans with Disabilities Act, nursing students must be, with reasonable accommodations, physically and mentally capable of performing minimal standards to meet program objectives. The Minimum Performance Standards for Admission and Progression include:

#### Essential Mental Abilities:

1. Follow instructions and rules.
2. Maintain reality orientation accompanied by short and long term memory.
3. Apply basic mathematical skills.
4. Demonstrate safe nursing practice within the defined clinical time period.
5. Gross and fine motor abilities sufficient to provide safe and effective nursing care.
6. Critical thinking ability sufficient for clinical judgment.

#### Essential Communication Skills:

1. Speak clearly in order to communicate with patients, families, healthcare team members, peers and faculty.
2. Interpersonal abilities sufficient to interact with diverse individuals, families and groups.
3. Communication abilities sufficient for clear interaction with others in verbal and written form.
4. Ability to independently read and accurately interpret written communications (i.e., test questions, MD orders, etc.)

#### Essential Physical Abilities:

1. Stand and walk for six to eight hours/day.
2. Walk for prolonged periods from one area to another over an eight-hour period.
3. Bend, squat and kneel.
4. Assist in lifting or moving clients of all age groups and weights.
5. Perform CPR (i.e., move above patient to compress chest and manually ventilate patient).
6. Work with arms fully extended overhead.
7. Use hands for grasping, pushing, pulling and fine manipulation.
8. Demonstrate eye/hand coordination for manipulation of equipment (i.e., syringes, procedures, etc.).
9. Auditory abilities sufficient to monitor and assess health needs.
10. Visual abilities sufficient for observation and assessment necessary in nursing home.
11. Tactile ability sufficient for physical assessment.

Any student who may require accommodations should schedule an appointment with the Program Director.

### Professional Behavior

The faculty expects students to exhibit professional behavior. The following is a list of expected professional behaviors:

- Demonstrates safety in all situations.
- Demonstrates honesty in all situations.
- Incorporates professional and ethical standards, including Patient Bill of Rights and ANA Standards.
- Incorporates agency policies and procedures, standards of care, clinical pathways and practice guidelines as appropriate.
- Demonstrates professional demeanor (e.g., dress code policy per college and agency, respect for others, accepts criticism, cooperative, controls temper, attentive, professional language and no gum chewing).

### Progression and Retention

Once enrolled in one of the ADN programs, the student has up to four years to complete degree requirements. RN to BSN students have five years to complete the program. Any student admitted to the program must maintain satisfactory progress and be considered in good academic standing to remain in the program. Satisfactory progress requires a minimum of final grade of “C” in all required professional, science and math courses.

To be considered in good academic standing, the student must have:

1. A minimum cumulative Grade Point Average (GPA) of 2.00. Any student not attaining a 2.00 GPA is placed on academic probation and has two academic sessions to reach the 2.00 GPA or be dismissed.
2. A minimum grade of "C" in all required professional, math and science courses.

### **Suspension**

Any student earning less than a "C" in any professional course and/or earning an *unsatisfactory* in any final clinical evaluation will be suspended from the professional course sequence. The student may retake the course during the next academic session in which the course is offered, providing the class is not full. Both the classroom and clinical components of the course must be repeated. If the student completes the course with at least a grade of "C" or *satisfactory*, the student may continue in the program. Students are only considered for readmission with advanced standing within one calendar year of failure, withdrawal or suspension.

### **Dismissal**

The accumulation of **two** final *unsatisfactory* evaluations in professional courses will result in program dismissal. An *unsatisfactory* evaluation is defined as a theory grade below "C" and/or an *unsatisfactory* final clinical evaluation.

For a student successfully retaking a professional course in which an *unsatisfactory* evaluation was received, the initial *unsatisfactory* evaluation will count in the accumulation of two *unsatisfactory* evaluations.

### **Readmission after Professional Course Failure or Withdrawal**

Students will NOT be readmitted to the nursing program within three years following two professional course failures. Petitions for readmission will be accepted after the three year period has elapsed. The student should notify the Program Director and the JCHS Admissions Office in writing of desire to reenter the Nursing Program. The student must be in good academic standing at the College. All readmissions are granted on a space available basis. If accepted, the student is required to restart nursing courses from the beginning of the curriculum.

If there are documented extenuating circumstances surrounding the professional course failure or withdrawal, students may apply for readmission prior to the three year time frame. Petitions for readmission must be made in writing to the Program Director and must be accompanied by documentation from a physician or other professional. Documented extenuating circumstances will be stringently reviewed by the admissions committee and readmission is not guaranteed. Nursing courses older than three years must be repeated.

### **Graduation**

A student is eligible for graduation when:

1. The minimum number of credit hours of both general education and professional courses have been successfully completed or transferred with a minimum graduation GPA of 2.00.
2. The minimum number of credits required for graduation (as outlined in the Transfer Credit Policy in this catalog) have been taken at the Jefferson College of Health Sciences.

# Associate of Science in Nursing

## Introduction

The Associate of Science in Nursing Degree program prepares the graduate to render client care while demonstrating clinical competency, critical thinking skills and caring behaviors. Graduates of the Associate of Science in Nursing (ADN) program are eligible to write the NCLEX-RN Licensure examination. There are three tracks in the ADN program: Traditional, Accelerated Track for LPNs, and Accelerated Track for Respiratory Therapists and Paramedics. Following successful achievement of RN licensure, students may complete the course of study for RN-BSN (see RN-BSN program of study).

## Program Objectives

The associate degree nursing program prepares graduates with the knowledge, skills and values inherent in the three roles basic to associate degree nursing practice: provider of care, manager of care and member within the discipline of nursing.

The associate degree nurse provides direct nursing care to diverse clients and groups of clients with health care needs. This includes providing for a safe, effective care environment, physiological integrity, psychosocial integrity and health promotion. The associate degree nurse practices in a variety of structured health care settings.

Graduates of the associate degree program have a sound foundation and are encouraged to further their nursing education and professional development.

Upon completion of the associate degree program, the graduate will:

1. Apply current knowledge from nursing science, the humanities, social and natural sciences in providing nursing care.
2. Perform comprehensive client assessment by collecting information from multiple sources to establish a foundation for provision of client care.
3. Provide safe, competent care and promote positive client outcomes using critical thinking to make clinical decisions.
4. Demonstrate accountability for ethical and professional standards of nursing.
5. Teach the client and significant support person(s) in order to promote and facilitate informed decision making, achieve positive outcomes, and promote self-care activities.
6. Demonstrate caring behaviors toward the client, significant support person(s), peers and other members of the healthcare team.
7. Demonstrate effective communication skills to exchange information verbally, non-verbally, in writing and through information technology, directed toward promoting positive health outcomes.
8. Manage client care as a member of the healthcare team, effectively utilizing resources to meet client needs and to support organizational outcomes.
9. Collaborate with the client, significant support person(s) and members of the health care team to achieve positive client outcomes.
10. Use contemporary technology safely in nursing practice.
11. Use evidence-based information to support clinical decision-making.
12. Recognize the impact of social, economic, legal and political factors on the delivery of healthcare.
13. Value life-long learning and professional development.

## Advanced Placement

If requested, the ADN Program Director will determine advanced placement in professional courses for students after the applicant's acceptance into the Nursing program. Advanced placement will be determined through evaluation of transfer credit. In

addition to the College's general transfer credit policies, all of the following are criteria for advanced placement:

- The ADN Program Director must evaluate courses considered for transfer credit and determine that they are equivalent in content to the courses being replaced.
- Courses considered for transfer credit must be completed with a minimum grade of "C".
- Course outlines must be submitted with the application when requesting advanced placement.
- All general education and nursing course requirements for Level I must be completed prior to advanced placement into Level II.
- Fifty percent of the nursing credit hours must be taken at Jefferson College of Health Sciences.
- Nursing courses considered for transfer credit must have been taken no longer than three years prior to the date of entry into the program.
- The student cannot have more than one failure in a nursing course in a previous nursing program within the last three years.

### **Standardized Testing**

Standardized tests facilitate preparation for taking the computerized NCLEX-RN Licensure examination following graduation. Pre-Licensure ADN students will be required to take nationally normed tests periodically throughout the curriculum and to make a satisfactory score on such tests. In the last semester of the curriculum, students will be required to take a comprehensive exit exam and make a satisfactory score on this exam prior to graduating and prior to taking NCLEX-RN licensing exam. A fee for testing may be charged to the student's account each semester.

### **Licensure**

The application for registered nurse (RN) licensure in the State of Virginia includes questions regarding previous licensure as an LPN or RN, violations of the law constituting a felony or misdemeanor, alcohol or chemical dependency and treatment for physical or mental disorders. According to Section 54.1-3007 of the statutes and regulations of the Board of Nursing, Code of Virginia:

The Board may refuse to admit a candidate to any examination (refuse to issue a license or certificate to any applicant and may suspend any license or certificate for a stated period or indefinitely, or revoke any license or certificate or censure or reprimand any licensee or certificate holder or place him or her on probation for such time as it may designate) for any of the following causes:

1. fraud or deceit in procuring or attempting to procure a license;
2. unprofessional conduct;
3. willful or repeated violation of any of the provisions of this chapter;
4. conviction of any felony or any misdemeanor involving moral turpitude;
5. practicing in a manner contrary to the standards of ethics or in such a manner as to make his or her practice a danger to the health and welfare of patients or to the public;
6. use of alcohol or drugs to the extent that such use renders him unsafe to practice, or any mental or physical illness rendering him unsafe to practice;
7. the denial, revocation, suspension or restriction of a license or certificate to practice in another state, the District of Columbia or a United States possession or territory; or
8. abuse, negligent practice or misappropriation of a patient's or resident's property.

For questions regarding individual situations pertaining to the above, students should contact: Virginia Board of Nursing, 6603 West Broad Street, 5th Floor, Richmond, VA 23230-1712, (804) 662-9909

## Associate of Science in Nursing (Traditional Track)

### Program of Study

Program Prerequisites: CNA Certification (or IDS 101 & 101L), CPR Certification

#### Year One

##### Semester I - 15 credit hours

BIO 211/211L	Anatomy & Physiology I	4	
GEN 100	Academic Seminar	1	
BUS 111	Introduction to Microcomputers	1	
ENG 111	Grammar & Composition I	3	
NSG 101/101C	Introduction to Nursing	4	
NSG 102	Dosage Calculations		1
NSG 111/111L	Nursing Skills I	1	

##### Semester II - 14 credit hours

BIO 212/212L	Anatomy & Physiology II	4	
NSG 103	Introduction to Pharmacology	3	
NSG 130/130C	Adult Health I	5	
NSG 112/112L	Nursing Skills II	2	

##### Summer Session - 11 credit hours

BIO 253/253L	Microbiology	4	
PSY 238	Developmental Psychology	4	
SOC 213	Social Issues in Healthcare Delivery	3	

All first year courses must be completed before beginning level 200 nursing courses

#### Year Two

##### 28 credits

PHL 215	Ethical & Legal Decision Making in Healthcare	3	
NSG 160/160C	Nursing of Older Adults	3	
NSG 211/211C	Mental Health Nursing	3	
NSG 221/221C	Nursing of the Childbearing Family	3	
NSG 230/230C	Adult Health II	5	
NSG 231/231C	Adult Health III	4	
NSG 241/241C	Nursing Care of Infants and Children	3	
NSG 260C	Practicum in Nursing	2	
NSG 284	Professional Seminar I	1	
NSG 285	Professional Seminar II		1

TOTAL CREDIT HOURS NEEDED FOR GRADUATION 68

# Accelerated Track for Paramedic/Respiratory Therapist to Associate of Science in Nursing

Respiratory Therapists and Paramedics build upon previous experience and education to complete an Associate of Science in Nursing, and take the National Council Licensing Examination-Registered Nurse (NCLEX-RN).

Students must satisfactorily complete the registry exams in Respiratory Care or in Paramedic prior to the beginning of fall semester to continue to progress in the program.

## Program of Study

### Summer Session

BIO	203	Microbiology	4
PSY	238	Developmental Psychology	4
NSG	202	Nursing Fundamentals	3
NSG	213L	Nursing Skills	2

*\*\*Pass NREMT-P examination/CCRT examination \*\**

### Fall Semester

NSG	214 & C	Synthesis in Adult Nursing I	5
NSG	103	Introduction to Pharmacology	3
NSG	221 & C	Nursing of the Childbearing Family	3
NSG	241 & C	Nursing Care of Infants and Children	3
NSG	284	Professional Seminar I	1

### Spring Semester

NSG	215 & C	Synthesis in Adult Nursing II	4
NSG	285	Professional Seminar II	1
NSG	260C	Practicum	2
NSG	160 & C	Nursing of Older Adults	3
NSG	211 & C	Mental Health Nursing	3

CREDITS IN NURSING	33
GENERAL EDUCATION CREDITS	8
PARAMEDIC/RESPIRATORY CREDITS	60
<b>TOTAL CREDITS</b>	<b>101</b>

# Registered Nurse to Bachelor of Science in Nursing

## Introduction

The RN to BSN program is designed to provide Registered Nurses the opportunity to obtain a Bachelor in Science Degree in Nursing in preparation for professional leadership and career enhancement. Acceptance and validation of credits will be gained through performance in specified courses.

This program builds upon previous education and experiences of Registered Nurses and features personalized advisement, support and convenient course scheduling, allowing students to continue to work while they pursue their educational objectives.

## Program Goals

The RN to BSN program builds upon previous nursing education to prepare the RN for professional roles as caregivers, managers/leaders, consumers of research and members of the profession of nursing.

The baccalaureate nurse promotes health to individuals, families, groups and communities and implements evidenced based interventions when health is altered. The baccalaureate nurse works in a variety of health care and community settings.

Graduates of the BSN program are prepared to pursue graduate education.

Upon completion of the RN to BSN program, the graduate will:

1. Synthesize current knowledge from nursing science, the humanities, social and natural sciences into nursing practice.
2. Utilize critical thinking skills to provide comprehensive nursing care.
3. Practice within the ethical, legal, and regulatory frameworks of nursing and standards of professional nursing practice, demonstrating accountability for nursing practice.
4. Utilize teaching and learning processes to promote and maintain health.
5. Model caring, culturally competent behaviors in the delivery of comprehensive nursing care.
6. Integrate effective communication skills consistent with the roles of the professional nurse.
7. Apply leadership, management and learning theories to enhance the development of nursing practice in the diverse context of health care delivery.
8. Coordinate the delivery of comprehensive healthcare by demonstrating leadership in collaboration with other disciplines
9. Incorporate contemporary technology into nursing practice.
10. Incorporate evidence-based findings from nursing and health-related research to improve health outcomes.
11. Examine the impact of social, economic, legal and political factors on nursing and the health care system.
12. Demonstrate a commitment to lifelong learning and professional development.

## Articulation Agreements

The nursing department has established an articulation agreement with Virginia Western Community College for graduates of their nursing program. Students admitted under this agreement are subject to the articles of the agreement. Please contact the Registrar at VWCC or JCHS for more information.

### **Advanced Placement Credit**

Three courses will be used to ensure that RN students have requisite knowledge. To validate this knowledge, the student must complete the following courses with a grade of “C” or better:

By passing *NSG 318 - Assessment of Human Responses to Illness*, the student will be awarded 12 advanced placement credits for anatomy and physiology and microbiology.

By passing *NSG 315 - Health, Health Promotion and Framework for Practice*, the student will be awarded 12 advanced placement credits for psychology, human growth and development, sociology and ethics.

By passing *NSG 420* and *420C - Community Health Nursing and Practicum*, the student will be awarded 30 advanced placement credits in nursing.

Students who do not pass these courses may be asked to repeat the course(s) or take prerequisite course(s).

Students must complete six credit hours of English; three credits must be in grammar and composition.

### **Challenge Credit**

Written challenge examinations may be given for specific courses as determined by the admissions committee.

Challenge tests may be taken for *HLT 301 - Nutrition* and

*NSG 300 - Pharmacology*. **These challenge exams must be successfully completed prior to enrolling in NSG 420 or the courses must be taken.** The student will be charged \$100 per credit hour fee for these courses if challenge credit is awarded after successfully passing the test (see “Finances” section of this catalog).

### **Credit for Nursing Certification**

Certification in specialty areas of nursing practice represents the attainment of significant knowledge in areas of nursing beyond basic practice. This certifies that the nurse has achieved advanced knowledge in defined functional or clinical areas of nursing. Certification requires satisfactory completion of an exam and completion of a specific number of clinical hours. In keeping with the philosophy of the RN-BSN program, which recognizes previous education and experience, students may receive credit for professional certification in nursing.

The student who is certified by the following agencies may request credit for the Nursing elective. Students certified by other agencies may petition the nursing curriculum committee for consideration of elective credit.

1. American Nurses Credentialing Center (ANCC)
2. American Association of Critical Care Nurses
3. American College of Nurse Midwives Certification Council
4. Association of Rehabilitation Nurses
5. Council on Certification of Nurse Anesthetists
6. National Certification Board of Pediatric Nurse Practitioners and Nurses
7. National Certification Corporation for the Obstetric, Gynecologic and Neonatal Nursing Specialties
8. The American Academy of Nurse Practitioners

A written request for elective credit with evidence of current certification must be submitted to the Department Chair. Students are eligible for only one certification/3 credit elective.

## RN to BSN Program of Study

To earn a BSN degree from the College, the student must complete 40 credit hours at the College. RN's are permitted to challenge Pharmacology and HLT 301: Nutrition. If successful, 3 credits will be applied to the transcript for each course. These challenge exams must be completed successfully prior to enrolling in NSG 420 or the courses must be taken.

General Education Courses: Advanced placement credits	24	
Nursing Courses (from A.D. or Diploma courses)	30	
English courses (must include one Grammar & Composition course)	6	
<b>TOTAL:</b>	<b>60</b>	
<b>General Education Courses</b>		
PHL 301	Critical Thinking	3
HLT 301	Nutrition (May challenge)	3
	Statistics	3
ENG 325	Communication in Professional Practice	3
	Electives	18
	<b>TOTAL GENERAL EDUCATION CREDITS:</b>	<b>30</b>
<b>Upper Division Nursing Courses</b>		
	Pharmacology (May Challenge)	3
NSG 312	Nursing Concepts, Roles and Issues	3
NSG 315	Health, Health Promotion	3
NSG 318	Assessment of Human Responses to Illness	4
NSG 320	Computers Applications in Healthcare	3
NSG 410	Research Applications	3
NSG 420/420C	Community Health Nursing/Practicum	4
NSG 475/475C	Leadership & Management in Nursing/Practicum	4
NSG 485/485C	Capstone Seminar and Project	2
	Nursing Elective	3
	<b>TOTAL UPPER DIVISION NURSING CREDITS:</b>	<b>32</b>
	<b>TOTAL CREDIT HOURS NEEDED FOR GRADUATION:</b>	<b>122</b>

Students must complete the program of study within five years of beginning upper division nursing courses.

# Occupational Therapy Assistant

## Introduction

The Occupational Therapy Assistant program at Jefferson College of Health Sciences is a two-year Associate of Applied Science degree program designed to prepare students for careers as occupational therapy assistants (OTA's). Working under the supervision of a Licensed Occupational Therapist, the OTA carries out evaluation and treatment procedures in a wide variety of clinical settings. OTA's have opportunities to obtain employment in hospitals, nursing homes, rehabilitation settings, outpatient clinics, private practices, home health agencies and public school systems.

## Philosophy Statement

The philosophy of the OTA program is to embrace the individual's development of performance based on autonomy with the belief that the student must bear considerable responsibility for attaining his or her educational objectives. Faculty members are to encourage and facilitate students' learning by working with them to seek out answers to problems posed within an ongoing, lifelong educational process.

Students are encouraged to recognize their own potential as adaptive, creative and resourceful human beings. In their development as Occupational Therapy personnel, they will first experience a process that focuses on their development of self-awareness with flexibility in the approach of various problems. The faculty then seeks to assist them in the development of technical skills needed to accomplish the OTA's routine tasks. Finally, students must develop a professional sense of self as competent practitioners in the field of Occupational Therapy.

The educational program for the OTA further supports the practice of Occupational Therapy as a vocation and, as such, seeks to graduate individuals who have a predisposition for a career that involves a commitment to be of service to others.

## Accreditation

The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's telephone number is (301) 652-AOTA.

## Licensure

Upon successful completion of the program, graduates will be able to take the national certification examination for the Occupational Therapy Assistant, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of the exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Most states require licensure in order to practice, and state licenses are usually based on the results of the NBCOT Certification Examination.

## The Education Program

The two-year Occupational Therapy Assistant program is distributed over five semesters. The Associate of Applied Science degree is awarded upon successful completion of both academic and fieldwork experiences.

The course of study is sequenced so that students participate in more general education courses at the beginning of the program and more occupational therapy-specific courses later. The final semester (spring of the second year) is spent in two eight-week, off-campus, full-time fieldwork experiences. Student participation in fieldwork site selection is required.

## Dress Code

Casual attire is permitted for lecture sections. Laboratory attire will consist of bathing suits, halter tops, tank tops, shorts, smocks, aprons or "work clothes" depending on the activities.

Fieldwork attire will be equivalent to that which the fieldwork facility follows. It is the responsibility of the student to find out what that attire is prior to beginning the fieldwork experience. White lab coats must have the Jefferson College of Health Sciences OTA Program patch sewn onto the upper left sleeve.

For fieldwork experiences students must carry a watch and must wear their Jefferson College of Health Sciences name tag.

## Academic Policies

The academic policies for the OTA program facilitate the development of the requisite knowledge, skills and attitudes of a competent and successful practitioner. All courses with an OTA prefix must be taken in the sequence in the Course of Study. Students are required to successfully complete the first year of study before advancing to the second year. The summer session is considered the start of the second year. Students enrolled in the OTA program must

maintain an overall GPA of 2.0. A minimum grade of 'C' is required in BIO 211 and 212 (Anatomy and Physiology I and II) and in all courses with an OTA prefix. Students who fail to maintain a GPA of at least 2.0 and/or achieve a minimum grade of 'C' in Anatomy and Physiology and in courses with an OTA prefix will be suspended from the professional course sequence. Students may, however, continue to take general education courses. The professional course in which the grade was lower than a 'C' may be repeated during the next session in which the course is offered when space in the program permits. Students suspended from the professional course sequence must submit in writing their intention to return to the program. This must be received by the Program Director prior to August 1 of the academic year in which the student intends to reenter the professional course sequence. Failure to do so will preclude the student from enrolling in OTA courses; the student will have to reapply to the program to continue to take OTA courses. Students suspended a second time will be dismissed from the program. Students dismissed are not eligible for readmission to the OTA program at Jefferson College of Health Sciences. Additional academic policies are applicable to all courses with an OTA prefix. Written tests, examinations, and lab practicals are to be taken on the assigned day and at the assigned time. OTA students who are not in attendance during days/times when in-class tests, examinations or lab practicals are to be accomplished, and have an excused absence, will be required to sit for the missed assignment within three regular school days of the original test date. Should illness extend beyond 2 days, the student will be required to provide documentation of medical intervention and will be required to accomplish the assignment within three days of his/her return to class. Students will not be allowed to make up missed tests, examinations or lab practicals if they have an unexcused absence.

Written assignments are due at the beginning of the class period on the day assigned. The assignment grade will be lowered one letter grade (seven points) for each workday late. Oral presentations are to be presented on the assigned date. Rescheduling of an oral presentation will result in a reduction in the grade earned. Written assignments, accompanying oral presentations, are due following the presentation, unless noted otherwise.

### **Academic Honesty Policy**

Students in the OTA program are expected to adhere to the College policy on academic honesty (see Academic Honor Code in this catalog). Plagiarism, cheating and lying are violations of this policy.

### **Attendance Policies**

Attendance at each lecture and laboratory session is required. Students are expected to be prompt for each lecture and laboratory session and to remain for the entire lecture and lab period. In the event of an unavoidable absence, students are to notify the course instructor prior to the absence. Students are responsible for obtaining any written material and handouts from classes and labs missed. Students also are responsible for making up any missed laboratory activities. A student is considered tardy when not in class or lab at the scheduled starting time. Being tardy three times is the equivalent of one unexcused absence.

### **Fieldwork Education**

Fieldwork education is an integral part of the OTA program as it provides the medium for acquisition of skills that cannot be attained in other settings. Fieldwork assignments are made by the coordinator of academic fieldwork education in advance of the fieldwork experience. Students are assigned to fieldwork experiences in a variety of settings. These sites are local, in-state and out-of-state. The coordinator of academic fieldwork education cannot guarantee local placements so there may be additional expenses and time involved. Transportation to and from the fieldwork sites is the responsibility of the students. Students are also responsible for securing their own housing for out-of-town fieldwork sites.

**Level IA Fieldwork:** Students are sent to facilities which do and do not provide OT services. The focus is principally on the diversity of settings in which OT may function, the interpersonal dynamics within the facilities and communication between the staff and client populations. This fieldwork occurs during the second semester of the first year.

**Level IB Fieldwork:** Students are sent to facilities and will have limited responsibilities for client evaluation, treatment intervention, and program implementation and development. Students will attend one facility with a pediatric population and one with an adult/geriatric population. These fieldwork experiences occur during the first semester of the second year.

**Level II Fieldwork:** These full-time fieldworks are designed to allow the students to apply all skills, knowledge and techniques learned during the academic stage of their education. They will be responsible for generalizing information, problem solving in a variety of situations and adapting to the environment such that by completion of their level II fieldwork experiences they should be functioning as an entry level OTA. These two fieldwork experiences occur during the second semester of the second year.

Students are expected to attend fieldwork on the assigned day, at the assigned time. Any unavoidable absences from the fieldwork must be reported to both the facility (fieldwork supervisor) and the College (coordinator of academic fieldwork education or Program Director). All missed Level IA and IB fieldwork time will be made up at the convenience and discretion of the fieldwork facility and according to their policies. If the facility does not have a

policy, the facility may follow the JCHS-OTA program policy which states that the student can not miss more than two days per Level II fieldwork without making up time missed.

Students requesting a change in their regularly scheduled fieldwork day and time must have this approved by the coordinator of academic fieldwork education **and** the fieldwork supervisor. Failing to report absences to the appropriate individual or unauthorized changes in the fieldwork schedule will result in suspension from the fieldwork experience.

**Note:** For further policies and procedures, please refer to the OTA Program Fieldwork Manual. Every student accepted into the OTA program will have access to the fieldwork manual via “Blackboard.” The policies stated in there will be strictly enforced. Failure to comply with these policies will result in failure to complete the fieldwork assignment and could lead to dismissal from the OTA program.

## Occupational Therapy Assistant Program of Study

It is strongly recommended that students begin taking some general education courses at Jefferson College of Health Sciences during the summer prior to their first year. Since the Occupational Therapy Assistant program is demanding, taking these courses in advance of the professional studies will significantly lighten the course load during the first year. The student must maintain a minimum grade of ‘C’ in all OTA specific courses to progress through the curriculum. All OTA students must complete Level II fieldwork within 18 months following completion of academic preparation. Core courses (marked with an \*) must be taken at Jefferson College of Health Sciences.

<b>Semester I - 17 credit hours</b>			
BIO	211	Anatomy & Physiology I	3
BIO	211L	Anatomy & Physiology I Lab	1
BUS	111	Introduction to Microcomputers	1
ENG	111	Grammar & Composition I	3
GEN	100	Academic Seminar	1
HLT	215	Medical Terminology	3
OTA	101	Fundamentals for the Profession	2
PSY	201	General Psychology	3
<b>Semester II - 19 credit hours</b>			
BIO	212	Anatomy & Physiology II	3
BIO	212L	Anatomy & Physiology II Lab	1
OTA	104	Therapy Skills	4
OTA	151	Functional Anatomy	3
OTA	151L	Functional Anatomy Lab	1
OTA	163	Prin. & Proc. of OT - Psych. Disorders	3
OTA	163C	Prin. & Proc. - Psych. Disorders Clinical	1
PSY	204	Abnormal Psychology	3
<b>Summer Session - 11 credit hours</b>			
OTA	203	Pathology of Disease	2
*PHL	215	Ethical & Legal Dec. Making in Healthcare	3
PSY	202	Human Growth & Development	3
*SOC	213	Social Issues in Healthcare Delivery	3
<b>Semester III - 18 credit hours</b>			
OTA	231	Pediatric Programming	3
OTA	231L	Pediatric Programming Lab	0
OTA	231C	Pediatric Programming Clinical	1
OTA	241	Geriatric Programming	3
OTA	241L	Geriatric Programming Lab	0
OTA	241C	Geriatric Programming Clinical	1
OTA	252	Therapeutic Adaptations	4
OTA	252L	Therapeutic Adaptations Lab	0
OTA	261	Prin. & Proc. of OT - Physical Dysfunction	3
		Elective	3
<b>Semester IV - 13 credit hours</b>			
OTA	270	Fieldwork Level II-A	6
OTA	271	Fieldwork Level II-B	6

OTA	285	Interdisciplinary Professional Seminar	1
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TOTAL CREDIT HOURS NEEDED FOR GRADUATION			78
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# Occupational Therapy

## Introduction

Jefferson College of Health Sciences offers a four-year, baccalaureate of science degree program in Occupational Therapy.

Occupational Therapy (OT) is an allied health profession. Its primary aims are to provide intervention to individuals whose lives have been disrupted by adverse circumstance, to assist them to gain or regain quality of life, capability and specific skills required of them to function effectively in their own dynamic environments. To that end occupational therapists use meaningful, purposeful “occupational tasks” (those acts and functions of life which demand our time and energies and which otherwise able-bodied individuals take for granted) to develop or redevelop necessary and/or desired skills for life. Those life tasks include (but are not limited to) self care skills such as bathing, dressing and toileting; interpersonal communication skills such as carrying on a telephone conversation or speaking with a family member or employer about sensitive issues; everyday living tasks such as homemaker roles, vocational interactions and the everyday business of life; paying bills, balancing the checkbook, purchasing groceries, driving, planning for the future, enjoying leisure pursuits, etc.

Occupational Therapy personnel function in a variety of settings. Graduates of an Occupational Therapy curriculum may work in hospitals, rehabilitation centers, extended care facilities, nursing centers, public schools, developmental day care facilities, adult day care programs, mental health clinics, specialty centers, outpatient clinics, home health agencies, industrial rehabilitation programs, hospice programs, private practice and various community agencies that aid individuals with specific disabilities.

## Program Accreditation

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20824-1220. AOTA’s phone number is (301) 652-2682 (AOTA). Graduates are eligible to sit for the national registry examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT).

## Registration/Licensure

After successful completion of the national registry exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Registry Examination.

Wherever the graduate plans to practice he/she must inquire as to the legal requirements of that particular state.

## Transfer of Credits

Jefferson College Of Health Sciences’ Occupational Therapy program accepts credits for transfer purposes from other institutions. Applicants to the OT program are required to take all necessary professional courses at Jefferson College of Health Sciences. Prerequisite general education course work must be completed prior to entry into the junior and senior year professional program, unless deferred by the Program Director. The Program Director will consider sequence changes only on a case-by-case basis, after review. Students are required to successfully accomplish junior-level coursework before they may embark upon senior-level classes.

## Statement of Purpose

The OT program’s purpose is to produce graduates who demonstrate generalist competency at entry level and possess resource awareness with unique perspectives and experience in dealing more with a person or persons, than a disease or disability. The OT program will graduate a practitioner who has the knowledge, skills and attitudes to engage individuals, who demonstrate some form of impaired coping skills, in a process of effective assessment, evaluation, treatment planning and therapeutic interventions within performance contexts of cultural and environmental demands, according to that individual’s needs and wants.

## Program Goals

1. Provide realistic, up-to-date information to the community and to prospective students regarding the practice of occupational therapy and the role of the Occupational Therapist in healthcare delivery. Information provided by program faculty and staff may be used in part as the basis for informed decision making by individuals seeking a career in the profession and by those pursuing enrollment in the Jefferson College of Health Sciences OT program.
2. Assist the individual who has chosen to apply for admission to the OT program with admission process completion in an objective manner. This process includes (but is not limited to) providing students necessary application forms; informing students of prerequisites (Example: applicants to the OT program must demonstrate a cumulative Grade Point Average of at least 2.7 for freshman- and sophomore-level course

- work to be considered for admission); making students aware of special obligations that must be resolved before admission to the College or the OT program can be granted; providing information on housing and on resources for financial assistance for educational expenses; providing accepted students with advisors and assistance with course registration, orientation to the College's facilities and services, and with scheduling the course of study.
3. Provide state-of-the-art classroom, laboratory and learning resource facilities to enhance student attainment of knowledge and skills needed for graduation and entry-level practice in the profession.
  4. Incorporate a faculty of OT educators and practitioners who are committed to the educational goals of the OT program and its students and who are qualified to provide meaningful, relevant opportunities for learning that reflect prevalent professional practice and prevalent teaching techniques within an institution of higher education.
  5. Provide sites for fieldwork education that offer students appropriate environments within which to develop competence in the day-to-day practice of OT.
  6. Establish and provide criteria for graduation based upon the attainment of identified competencies in both academic and practice aspects of the OT program according to the Essentials for the Education of the Occupational Therapist, American Occupational Therapy Association (AOTA) 1993.
  7. Prepare competent, caring and ethical occupational therapists for entry into the profession.
  8. Instill in OT students the need to continue their professional education after graduation in order to maintain an appropriate level of competency.
  9. Ensure that graduates of the OT program are capable and confident to assume entry-level roles as resource aware and resource accessing, self-reliant practitioners in diverse community-based practice settings.

### **The Educational Program**

The Occupational Therapy program is a four-year course of study leading to a Bachelor of Science degree. Students participate in liberal arts and science course work for the first two years, acquiring foundational knowledge that will be applied during junior- and senior-level course work and beyond

The OT specific curriculum comprises six semesters of academic, laboratory and fieldwork education: Fall/Spring of the junior year, Fall/Spring of the senior year and Summer/Fall after the senior year (during which time full-time fieldwork experiences are scheduled). Students who successfully accomplish OT program academic and fieldwork requirements within that time frame are awarded the Bachelor of Science in Occupational Therapy degree in a December graduation

The professional curriculum prepares graduates that can call upon personal, community and professional resources to function effectively in rural as well as metropolitan healthcare settings.

### **Program of Study**

The Occupational Therapy program curriculum is designed to present students with a logical, progressive schedule of coursework that culminates in two twelve-week (full-time) fieldwork experiences. Individuals beginning the program in the freshman year will accomplish two years of liberal arts and sciences coursework in a pre-OT track with the potential to attain an associate of science degree. If accepted to the OT program at the junior level, the student will enroll for four consecutive semesters in OT-specific coursework encompassing didactic theory, occupational therapy technique and laboratory and fieldwork experiences. All prerequisite academic coursework must be successfully accomplished before students may participate in Level II fieldwork experiences

OT students must complete Level II fieldwork within 24 months following completion of academic preparation

### **Pre-Occupational Therapy**

#### **Program of Study**

#### **Year One**

#### **Fall semester - 15 weeks - 16 credit hours**

BIO	101	General Biology I	3
BIO	101L	General Biology I Lab	1
BUS	111	Introduction to Microcomputers	1
CHM	111	General Chemistry I	3
CHM	111L	General Chemistry I Lab	1
ENG	111	Grammar & Composition I	3
GEN	100	Academic Seminar	1
SOC	213	Social Issues in Healthcare Delivery or SOC Elective 3	

#### **Spring semester - 15 weeks - 17 credit hours**

BIO	102	General Biology II	3
BIO	102L	General Biology II Lab	1
ENG	112	Grammar and Comp. II	3



## **Academic Policies**

Academic Policies of the OT program facilitate the development of requisite knowledge, skills and attitudes/judgments of a competent and successful practitioner.

## **Advance Placement and/or Advanced Standing**

Students may be admitted into the professional portion of the OT program with advanced standing after an individual review. Advanced placement examinations will be offered as needed.

## **Sequence of Courses**

All courses with an OTB prefix must be taken in sequence as listed in the published program of study unless deferred by the Program Director. The Program Director will consider sequence changes only on a case-by-case basis, after review. Students are required to successfully accomplish junior-level courses before they may embark upon senior-level courses.

## **Class Enrollment**

Entrance into OT program (OTB) courses is normally restricted to students of the OT program. Exceptions to this policy must be approved by the OT Program Director and the course instructor.

## **Grade Point Average (GPA)**

Students must maintain a minimum GPA of 2.0 and a grade of "C" or better in all OT program courses, unless specified by letter of acceptance into the program. If a grade of "D" or "F" is awarded, the student will be suspended from the professional sequence of courses. The professional course (in which the grade lower than "C" was attained) may be repeated during the next session in which the course is offered.

## **Readmission to the Professional Sequence**

Students suspended from the professional course sequence must submit in writing their intention to return to the program. This must be received by the Program Director prior to August 1 of the academic year in which the student intends to reenter the professional course sequence. Failure to provide written intent to return will preclude the student from enrolling in OTB courses. Students will be dismissed from the professional program if there is a 'D' or 'F' in coursework following readmission.

## **Employment**

The OT program is an extremely challenging and time-intensive educational experience. Successful completion will require that the student give program-related activities his or her highest priority. For that reason, employment while enrolled is discouraged.

## **Fieldwork Education**

Fieldwork education is an integral part of the OT program. It provides both environments and opportunities to develop skills that cannot be attained elsewhere. Assignments are made by the academic coordinator of fieldwork (ACF) in advance of the fieldwork experience. Students seek to acquire specific skills and are therefore placed within facilities and agencies that provide diverse experiences. These facilities are located both locally and (in the case of Level II in particular) at considerable distance from the College. The OT student is advised to be cognizant of potential and real costs involved for travel and other expenses and the need to plan finances accordingly.

Every semester of the professional course of study includes fieldwork placements and assignments. Fieldwork experiences are graded. A student's failing a fieldwork experience will result in that student being required to repeat the experience. The ACF will reschedule fieldwork experiences as available. No student may graduate from the program with unmet fieldwork accomplishment. A student is allowed one (1) unsuccessful fieldwork experience; two results in program dismissal.

Level I fieldwork includes all placements assigned during Fall and Spring semesters of the junior and senior years. Fieldwork experiences are coordinated with didactic and laboratory sessions so that students gain opportunities to integrate lecture, lab and skills development while learning basic tenets and techniques of intervention.

Level II fieldwork includes two, full-time (usually) placements of three months each, in facilities or agencies under the direct supervision of an experienced and registered occupational therapist.

These placements offer the student multiple opportunities to integrate all previous academic and fieldwork learning to become an entry-level, OT professional. These experiences occur after the successful completion of all other academic courses (other than OTB 480 Seminar) beginning in the summer semester and finishing in late fall. Upon return to the College, students participate in the OTB 480 Seminar course and then a December graduation ceremony. Level II fieldwork must be completed within 24 months following completion of academic course preparation.

Student fieldwork expectations: Students are expected to attend all fieldwork assignments according to schedules set with the ACF and the facility/agency student supervisors. An unavoidable absence must be reported to both the facility supervisor and the ACF before that day's experience. Any missed hours will be made up at the convenience of the facility and according to their policies. At no time will a student schedule to make up missed fieldwork assignments

during time scheduled for academic, laboratory or other fieldwork. If the facility doesn't have a policy, the COHS-OT program policy will be enforced. That policy states: The student cannot miss more than two days (equivalent) without making up missed time.

Schedule changes: A change in already scheduled fieldwork must be submitted in writing in advance of the experience and must be approved by the facility representative (student supervisor) and the OT program ACF. Failure to report absences or unauthorized schedule changes will result in suspension from that fieldwork experience.

Note: For further policies and procedures regarding fieldwork, refer to the OT Program Fieldwork Packet.

### **Occupational Therapy Code of Ethics (abbreviated)**

The complete Code of Ethics is provided to OT program students in the first semester of the junior year.

Principle 1. Occupational therapy personnel shall demonstrate concern for the well-being of the recipients of their services. (beneficence)

Principle 2. Occupational therapy personnel shall respect the rights of the recipients of their services. (e.g., autonomy, privacy, confidentiality)

Principle 3. Occupational therapy personnel shall achieve and continually maintain high standards of competence. (duties)

Principle 4. Occupational therapy personnel shall comply with laws and association policies guiding the profession of Occupational Therapy. (justice)

Principle 5. Occupational therapy personnel shall provide accurate information about occupational therapy services. (veracity)

Principle 6. Occupational therapy personnel shall treat colleagues and other professionals with fairness, discretion and integrity. (fidelity, veracity)

# Physical Therapist Assistant

## Introduction

The Physical Therapist Assistant program is a full-time, two-year program distributed over five semesters.

Classroom, laboratory and clinical components are integrated throughout the curriculum to develop appropriate skills. The clinical component consists of three separate rotations, each with a distinct emphasis.

Clinical affiliations are offered across the region.

The program culminates in the awarding of the Associate of Applied Science degree upon successful completion.

Graduates are eligible to take the State Board Licensing Examination for the Physical Therapist Assistant in any state that offers the license examination.

The Physical Therapist Assistant program also requires that all students be able to perform all physical job functions that are expected from a physical therapist assistant in the clinic. A copy of the technical standards is included with the admissions packet. A list of the technical standards can be found on the program's website (<http://www.jchs.edu/pta.html>).

## Program Accreditation

The Physical Therapist Assistant program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA).

## Mission

The mission of the Physical Therapist Assistant program is to graduate competent, entry-level physical therapist assistants.

## Vision

The vision of the PTA program of JCHS is to be a leader in providing formal and continuing PTA education.

## Physical Therapist Assistant Program of Study

JCHS Curriculum Requirement: All courses with a PTA prefix must be taken in the sequence listed. Students must successfully complete the first-year courses before advancing to the second year. The student must achieve a minimum grade of "C" in all PTA courses and BIO courses in order to advance to the next semester. Each PTA course is a prerequisite to subsequent courses.

### Year One

#### Fall semester - 15 weeks - 18 credit hours

BIO	211	Anatomy and Physiology I	3
BIO	211L	Anatomy and Physiology I Lab	1
BUS	111	Introduction to Microcomputers	1
ENG	111	Grammar and Composition I	3
GEN	100	Academic Seminar	1
HLT	215	Medical Terminology	3
PHL	215	Ethical & Legal Decision Making in Healthcare	3
PTA	106	Basic Skills for the PTA	2
IDS		Elective	1

#### Spring semester - 15 weeks - 19 credit hours

BIO	212	Anatomy and Physiology II	3
BIO	212L	Anatomy and Physiology II Lab	1
PSY	238	Developmental Psychology	4
PTA	108L	Clinical Assessment Skills	2
PTA	110	Integrated Sciences for the PTA	2
PTA	150	Functional and Applied Anatomy	4
SOC	213	Social Issues in Healthcare Delivery	3

#### Summer session - 10 weeks - 10 credit hours

HPE	104	Therapeutic Massage	1
HPE	154	Intermediate Massage	1
PTA	161	Principles and Procedures of PT I	6
PTA	201	Principles of Therapeutic Exercise	2

**Year Two**

**Fall semester - 15 weeks - 15 credit hours**

PTA	202	Neurology for the PTA	2
PTA	203	Pathology for the PTA	2
PTA	234	Principles and Procedures of PT II	4
PTA	235	Principles & Procedures of PT III	4
PTA	251C	Clinical Education I	3

**Spring semester - 15 weeks - 14 credit hours**

PTA	241	Pediatric Physical Therapy	2
PTA	242	Adult Neurological Rehabilitation	3
PTA	252C	Clinical Education II	7
PTA	285	Interdisciplinary Professional Seminar	2

TOTAL CREDIT HOURS NEEDED FOR GRADUATION 76

# Physician Assistant

## Introduction

The Physician Assistant (PA) program prepares graduates in general medicine with emphasis on primary care delivery in rural, medically-underserved areas. PA students attend classes, lab sessions and clinical rotations in the major medical disciplines. Physician Assistants provide diagnostic and therapeutic care in diverse medical specialties, in both ambulatory and nonambulatory practice settings, under the supervision of a licensed physician. PAs increase patient access to primary care, promote cost savings and improve practice efficiency and productivity.

## Additional Admission Requirements

Review of applications and supporting materials will begin on November 1 of each year. The following are requirements in place at the time of publication of this Catalog. Please contact the Office of Admissions to confirm this information.

Completion of 60 hours of college credit that must include the courses in the following list. These courses need not be completed at the time of application but must be completed satisfactorily by the start of the first semester of the program. The majority of upper-level science courses should have been taken within the last ten years.

- 9 semester credits in biology, including one semester of microbiology and two semesters of anatomy and physiology (or one semester of anatomy and one semester of physiology).
- 12 semester credits in chemistry, including two semesters of general chemistry, one semester of organic chemistry, and one semester of biochemistry or cell biology.
- 6 semester credits in behavioral sciences beyond the entry level, preferably including courses in abnormal psychology, human growth and development, developmental psychology or behavioral modification.
- 3 semester credits in social sciences beyond entry level, preferably including SOC 213 - Social Issues in Healthcare.
- 6 semester credits in the humanities.
- 3 semester credits in statistics.

Completion of an application through the Centralized Application Process for Physician Assistants (CASPA) at [www.caspaonline.org](http://www.caspaonline.org). In addition to the CASPA, applicants must complete the online College application, which includes a brief PA supplemental application. If the applicant is currently a student of the College, he/she needs only to complete the online PA program supplemental application.

Evidence of competence in medical terminology.

To be competitive, a cumulative college grade point average of 3.00 and a cumulative science and mathematics grade point average of 2.80 or higher are required. An applicant with a cumulative g.p.a. lower than 2.5 generally will not be considered unless there are extenuating circumstances.

## Program Accreditation

The Jefferson College of Health Sciences' Physician Assistant program is fully accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). Graduates are eligible to sit for the Physician Assistant National Certifying Examination.

## Purposes

The purposes of the baccalaureate-degree Physician Assistant program are:

- To establish a learning environment that encourages intellectual, personal and professional growth.
- To provide an educational environment conducive to acquiring a foundation in current medical knowledge and clinical practice.
- To utilize teaching methodologies that promote lifelong learning.
- To emphasize the importance of quality and cost-effective patient-centered care.
- To prepare students to serve the primary care needs of diverse populations in rural, medically-underserved areas.
- To integrate health promotion, behavioral medicine and disease prevention into traditional medical care.

## **Philosophy**

The PA program curriculum and related clinical experiences emphasize healthcare needs in rural, medically-underserved areas (MUAs) and health professional shortage areas (HPSAs). The program aims to educate PA graduates who will improve access to primary healthcare and advance the coordinated and comprehensive delivery of quality, cost-effective medical care in a variety of healthcare settings.

The PA program curriculum reflects a philosophy of lifelong learning and patient-centered care. Coursework integrates medical treatment modalities with health promotion, behavioral medicine and disease prevention to meet the needs of a changing healthcare environment.

PA faculty and clinical preceptors serve as mentors for students, modeling professional ethics and attitudes conducive to healthcare professionals and demonstrating required medical knowledge and skills. The course of study emphasizes case-based learning and a systems approach, linking theory and practice. Students learn to value and practice interdisciplinary teamwork and healthcare delivery to diverse populations.

## **Educational Outcomes**

Upon completion of the program the graduate will be able to demonstrate the following roles and competencies of generalist physician assistants:

1. Create a health status database utilizing effective interpersonal relationships with patients; comprehensive, problem-specific history taking and physical examination; ordering and performing of laboratory tests, X-rays, EKGs and other diagnostic tests; and recording and communicating findings.
2. Analyze a health status database by differentiating between normal and abnormal findings and developing a preliminary diagnosis, with physician guidance, for common problems presenting in primary care practices.
3. Formulate a health management plan using all necessary resources: patient, supervising physician, patient's family and loved ones, other health professionals, community resources and past medical records.
4. Implement and monitor the health management plan through the following activities:
  - Determine patient understanding of health problems and explain problem, purpose of treatment and management plan.
  - Prescribe medications.
  - Perform therapies, procedures and interventions that include administering medications and performing intubations and cannulations, emergency treatment, minor surgery/suturing of wounds and removing casts, and therapies for musculoskeletal, pulmonary and ENT, cardiovascular, gastrointestinal and genitourinary systems.
  - Observe and record patient progress while making hospital rounds.
  - Provide patient and family education and counseling on prevention and care. Offer support and counsel dealing with concerns and adaptations of healthcare in a variety of settings (home, nursing homes, other extended healthcare facilities).
  - Make appropriate referrals to and coordinate patient care with other healthcare professionals.
  - Maintain attitudes and attributes essential to PAs, including humane care and understanding, respect for privacy, awareness of limitations so that one seeks advice when needed, openness to seek and accept constructive criticism, motivation to expand knowledge base and resistance to compromising the practice of medicine.

## **Licensure**

In order to be licensed, physician assistants must first complete a course of study approved and accredited by the ARC-PA. Only graduates from ARC-PA-accredited programs are eligible to take the Physician Assistant National Certifying Examination (PANCE), given by the National Commission for Certification of Physician Assistants, and become licensed to practice. Graduates of the Physician Assistant program at Jefferson College of Health Sciences are eligible to take this examination. The PANCE is the entry-level exam PA's must pass in order to become nationally certified. Prior to PA licensure in Virginia, the physician defines, with approval from the Virginia Board of Medicine, a PA's scope of practice based on that individual's competencies, education, experience and the state law. Although licensure regulations and procedures vary by state, physician assistants always perform medical tasks delegated to them by the supervising physician.

## **Student Selection**

The College bases acceptance into the PA program on predictors of academic and nonacademic success that include grade point average, orientation to rural primary care, related work and volunteer experience, previous college credit and degrees, number of credits completed at the College, an application essay, letters of reference, and a personal

interview for those applicants the Admissions Committee considers to be competitive. Successful applicants will possess strong interpersonal skills and have the ability to work in a team environment.

### Physician Assistant Program of Study

All program coursework defined in the junior and senior years required for the baccalaureate degree must be completed at Jefferson College of Health Sciences. While previous experience is valued, no advanced placement is given. The College registrar evaluates and must approve all courses transferred from other educational institutions.

<b>Year One (10.5 months)</b>		
<b>Fall semester - 15 weeks - 20 credit hours</b>		
PHA 300	Clinical Medicine I	6
PHA 303 & 303L	Clinical Anatomy & Physiology I	4
PHA 306 & 306L	Clinical Skills I	3
PHA 309	Behavioral Medicine I	2
PHA 312	Clinical Pharmacology I	2
PHA 315& 315L	Clinical Diagnostics I	2
PHA 318	Professional Seminar I	1
<b>Spring semester - 15 weeks - 20 credit hours</b>		
PHA 301	Clinical Medicine II	6
PHA 304 & 304L	Clinical Anatomy & Physiology II	4
PHA 307 & 307L	Clinical Skills II	3
PHA 310	Behavioral Medicine II	2
PHA 313	Clinical Pharmacology II	2
PHA 316 & 316L	Clinical Diagnostics II	2
PHA 319	Professional Seminar II	1
<b>Summer semester - 10 weeks - 12 credit hours</b>		
PHA 302	Clinical Medicine III	4
PHA 308 & 308L	Clinical Skills III	3
PHA 314	Clinical Pharmacology III	1
PHA 317	Clinical Diagnostics III	2
PHA 320	Professional Seminar III	2
TOTAL CREDIT HOURS YEAR ONE		52

<b>Year Two (54 Weeks)</b>		
<b>Fall, Spring &amp; Summer Semester Clinical Rotations</b>		
PHA 401	Internal Medicine (2 months)	6
PHA 403	Family Practice (2 months)	6
PHA 405	Pediatrics (1 month)	3
PHA 407	Women's Health (1 month)	3
PHA 409	Emergency Medicine and Outpatient Surgery (1 month)	3
PHA 411	Behavioral Medicine and Psychiatry (1 month)	3
PHA 413	General Surgery (1 month)	3
PHA 415	General Orthopedics (1 month)	3
PHA 417	Community Health (1 month)	3
PHA 419	Elective (1 month)	3
PHA 420	Preceptorship (1 month)	5
TOTAL CREDIT HOURS YEAR TWO		41
TOTAL PROFESSIONAL CREDITS		93
TOTAL GENERAL EDUCATION CREDITS		60
<b>TOTAL CREDIT HOURS NEEDED FOR GRADUATION</b>		<b>153</b>

# Respiratory Therapy

## Introduction

The Associate of Applied Science in Respiratory Therapy prepares students to become valuable and dedicated members of the healthcare team, who evaluate and treat patients with cardiopulmonary disease. RT students obtain both the knowledge and the skills needed to practice respiratory care through our program of classroom, laboratory and clinical preparation.

Following successful completion of the associate degree, the student writes the National Board for Respiratory Care for the credentialing examinations.

## Certification/Accreditation

Graduates of an accredited respiratory therapy program are eligible to apply for the National Board for Respiratory Care entry level examination. After successful completion of this exam, the graduate can then take the Registered Respiratory Therapist (RRT) national examination. The Respiratory Therapy program is accredited by the Committee on Accreditation for Respiratory Care (CoARC), in collaboration with the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

## Licensure

Upon completion of an accredited respiratory therapy program and upon successful completion of the CRT examination, the student is eligible to apply for licensure to practice in the state which they plan to obtain employment. In the Commonwealth of Virginia, licensure can be obtained by applying to the Virginia State Board of Medicine (VSRC).

## Statement of Purpose

The major purposes of the Respiratory Therapy program are:

- to establish a learning environment that encourages intellectual, personal and professional growth.
- to prepare students to successfully complete the entry-level and registry credentialing process.
- to meet area and global practitioners' needs of the respiratory therapy and medical community.
- to teach the diagnostic and therapeutic skills necessary to perform the expanding number of tasks that fall under the jurisdiction of cardiopulmonary care.
- to integrate health promotion and disease prevention strategies into current healthcare practice while focusing on quality and cost-effective protocols.
- to develop and enhance the realization that ultimately it is the patient whose needs we are trained to serve and for whom this profession exists.

## Transfer of Credits

Requests for transfer credit for courses taken at other accredited institutions of higher education must be submitted in writing to the Registrar's Office.

- The course considered must be comparable in content and credit hours to corresponding Jefferson College of Health Sciences courses.
- Courses with a final grade of less than "C" will not be accepted for transfer.  
All final decisions regarding transferability of course credit must be verified in writing by the Registrar. Grades awarded through transfer credit are not included in the computation of grade point average at Jefferson College of Health Sciences.

## Advanced Placement

Students admitted to the Respiratory Therapy program holding the credential of Certified Respiratory Therapy Technician (CRTT) will be permitted to take a challenge examination for all professional and clinical courses offered during the first year of the program. A minimum grade of 70% must be earned on each examination to receive credit for the course. In addition, the student must demonstrate proficiency on all clinical and laboratory competencies of each course challenged. A separate fee will be charged for each challenge examination. This fee must be paid in the Bursar's Office prior to taking the examination.

## Respiratory Therapy Sample Program of Study

All first year professional courses must be taken in sequence and be completed before advancing to the second year. The summer session is included in the first year.

Semester I - 15 weeks - 16 credit hours			
BIO	211	Anatomy and Physiology I	3
BIO	211L	Anatomy and Physiology I Lab	1
GEN	100	Academic Seminar	1
ENG	111	Grammar & Composition I	3
RTH	100	Introduction to Professional Practice	1
RTH	104	Fundamentals of Respiratory Therapy I	3
RTH	104L	Fundamentals of Respiratory Therapy I Lab	1
RTH	130	Integrated Sciences for Respiratory Care	3
Semester II - 15 weeks - 15 credit hours			
BIO	212	Anatomy and Physiology II	3
BIO	212L	Anatomy and Physiology II Lab	1
RTH	105	Fundamentals of Respiratory Therapy II	3
RTH	105L	Fundamentals of Respiratory Therapy II Lab	1
RTH	110C	Clinical Practice I	2
RTH	121	Respiratory Pharmacology	3
RTH	150	Patient Assessment	2
Summer session - 10 weeks - 13 credit hours			
BUS	111	Intro to Microcomputers	1
RTH	120C	Clinical Practice II	2
RTH	118	Cardiopulmonary Anatomy and Physiology	3
RTH	249	Introduction to Mechanical Ventilation	2
RTH	249L	Introduction to Mechanical Ventilation Lab	1
BIO	253	Microbiology	3
BIO	253L	Microbiology Lab	1
Semester IV - 15 weeks - 17 credit hours			
RTH	200	Respiratory Pathology	3
RTH	220C	Clinical Practice III	2
RTH	201	Pulmonary Function Studies	2
RTH	254	Critical Care I	3
RTH	254L	Critical Care I Lab	1
RTH	252	Pediatrics and Neonatology	3
PHL	215	Ethical & Legal Decision Making in Healthcare	3
Semester IV - 15 weeks - 14 credit hours			
RTH	241	Patient Rehabilitation and Home Care	2
RTH	230C	Clinical Practice IV	2
RTH	255	Critical Care II	2
RTH	285	Professional Seminar	2
SOC	213	Social Issues in Healthcare Delivery	3
PSY	201	General Psychology	3
TOTAL PROFESSIONAL CREDITS			49
TOTAL GENERAL EDUCATION CREDITS			26
TOTAL CREDIT HOURS NEEDED FOR GRADUATION			75

# Course Descriptions

## ACCOUNTING

### ACC 121 Accounting I

This course is designed to acquaint students with the theory and logic underlying accounting procedures and principles. The course content includes the basic accounting cycle, special journals, systems and control, short-term liquid assets and inventories. (3 credit hours: 45 class hours)

### ACC 141 Accounting II

#### Prerequisite: ACC 121

A continuation of the principles learned in ACC 121. The course content focuses on the comprehension of long-term assets and liabilities, current liabilities and payroll, partnerships, corporations, inter-company investments, the statement of cash flows and financial statement analysis. (3 credit hours: 45 class hours)

## ART

### ART 210 - Introduction to Art Appreciation

This course provides an overview of the history of art, major movements in art, basic elements of the visual arts and techniques utilized in art and craft for the non-specialist. (3 credit hours: 45 class hours)

### ART 211 - Drawing I

This is a one-semester studio course concentrating on perspective, portraiture, figure drawing and composition using pencil and charcoal as the primary media. The course offers a means by which the student may develop independent thinking, environmental awareness and self-expression. (3 credit hours: 45 class hours)

### ART 212 - Drawing II

#### Prerequisite: ART 211

This is a one-semester studio course that expands on the experiences and processes of Drawing I. The student will gain additional knowledge and skill through work with pen and ink, stipple and ink washes. (3 credit hours: 45 class hours)

## BIOLOGY

### BIO 101 - General Biology I

The first of a two-semester lecture and laboratory study of cell biology, plants and animals. General Biology I will focus on the basic processes common to all living organisms. The course will include a study of cell biology, bacteria, viruses, single-cell organisms, fungi and plants. (3 credit hours: 45 lecture hours)

### BIO 101L - General Biology I LAB

#### Corequisite: BIO 101

This course focuses on the basic cellular processes common to all living organisms. The course includes a study of cell biology, bacteria, viruses, single-cell organisms, fungi and plants. Experimental work is correlated with the lecture component. (1 credit hour: 30 lab hours)

### BIO 102 - General Biology II

#### Prerequisite: BIO 101 or consent of instructor

The second of a two- semester lecture and laboratory study of cell biology, plants, animals and ecology. General Biology II will focus on ecology, evolution, and animal anatomy, physiology and classification. (3 credit hours: 45 lecture hours)

### BIO 102L - General Biology II Lab

#### Prerequisite: BIO 101, 101L or consent of instructor

#### Corequisite: BIO 102

This course focuses on ecological principles and the classification, anatomy and physiology of animals. Experimental work is correlated with the lecture component. (1 credit hour: 30 lab hours)

### BIO 151 - Survey of Human Anatomy

This course addresses the fundamentals of human anatomy and physiology, with specific emphasis on human anatomy. Knowledge gained in this course will prepare the student for more complex theoretical and conceptual discussions of structures and functions of the human body in BIO 211: Anatomy & Physiology I, and BIO 212: Anatomy & Physiology II. The student will examine the body as a totally integrated and dynamic structure. Laboratory time will be available for specific anatomical structure identification. (4 credit hours: 60 lecture hours)

### BIO 151L - Survey of Human Anatomy Lab

#### Prerequisite: HLT 215 Medical Terminology recommended

#### Corequisite: BIO 151

This course addresses the fundamentals of human anatomy and physiology, with specific emphasis on human anatomy. Knowledge gained in this laboratory will prepare the student for more complex theoretical and conceptual discussions of structures and functions of the human body in BIO 211: Anatomy & Physiology I, and BIO 212: Anatomy & Physiology II. The student will examine the body in the laboratory as a totally integrated and dynamic structure. (1 credit hour: 30 lab hours)

**BIO 211 - Anatomy and Physiology I****Prerequisite:** CHM 100 highly recommended

This course provides a study of the basic structure and function of the human body with an emphasis on unifying concepts and current theories of physiology. The course will prepare students for continued study of human physiology and disease processes in subsequent upper level courses. This is the first in a sequence of two courses in anatomy and physiology. The course focuses on the cellular, skeletal, muscular and neural areas of anatomy and physiology. (3 credit hours: 45 lecture hours)

**BIO 211L - Anatomy and Physiology I Lab****Prerequisite:** CHM 100 highly recommended**Corequisite:** BIO 211

This course provides students with practical, hands-on demonstrations of anatomy and physiology concepts coinciding with material covered in BIO 211. The laboratory course includes components that require student participation in animal dissection and physiology experimentation. (1 credit hour: 30 lab hours)

**BIO 212 - Anatomy and Physiology II****Prerequisite:** BIO 211 or consent of instructor

This course provides a study of the basic structure and function of the human body with an emphasis on unifying concepts and current theories of physiology. The course will prepare students for continued study of human physiology and disease process in subsequent upper level courses. This is the second in a sequence of two courses in anatomy and physiology. The course focuses on cardiovascular, respiratory, endocrine, digestive, immune, reproductive and urinary systems. (3 credit hours: 45 lecture hours)

**BIO 212L - Anatomy and Physiology II Lab****Prerequisite:** BIO 211, BIO 211L or consent of instructor**Corequisite:** BIO 212

This course provides students with practical, hands on demonstrations of anatomy and physiology concepts coinciding with material covered in BIO 212. The laboratory course includes components that require student participation in animal dissection and physiology experimentation. (1 credit hour: 30 lab hours)

**BIO 253 - Microbiology****Prerequisites:** BIO 212, BIO 212L or consent of instructor

This course provides a study of the definition, scope, history and significance of microbiology. Content examines the classification and physiology of microorganisms and disease production, transmission and resistance mechanisms. (3 credit hours: 45 lecture hours)

**BIO 253L - Microbiology Lab****Prerequisites:** BIO 212, BIO 212 L or consent of instructor**Corequisite:** BIO 253

Experiments are designed to teach techniques to culture, isolate and identify microbes with related topics such as water coliform tests and antibiotic and disinfectant sensitivity testing. (1 credit hour: 30 lab hours)

**BIO 300 - Pathophysiology****Prerequisites:** RN Licensure, BIO 212 or consent of instructor

This course will provide the upperclass student with conceptual and theoretical information applicable to pathological conditions resultant in disordered physiology. Mechanisms of production of signs and symptoms of different disease syndromes will be discussed. A body systems approach will allow each student to understand the mechanisms underlying the disease and the clinical manifestations exhibited. (3 credit hours: 45 class hours)

**BIO 301 - Fundamentals of Forensic Science****Prerequisites:** 2 semesters biology or chemistry or consent of instructor

An introduction to the field of forensic science. Topics include the recognition, identification, individualization and evaluation of physical evidence such as hairs, fibers, chemicals, drugs, blood, body fluids, glass, soil, paint, fingerprints, documents, firearms and tool marks. The proper collection, processing and handling of evidence will be emphasized. The laboratory component will include hands-on examination and testing of physical evidence. (3 credit hours: 30 lecture hours, 30 lab hours)

**BIO 304 - Genetics****Prerequisite:** BIO 212 or BIO 102 and CHM 111 or consent of instructor**Corequisite:** BIO 304L

This course will introduce the general genetics of lower and higher organisms integrating both molecular and organismal approaches. Current topics in genetics, particularly those which apply to the healthcare field will be emphasized. (3 credit hours: 45 lecture hours)

**BIO 304L - Genetics Lab****Corequisite:** BIO 304

Exercises and experiments are designed to demonstrate the laws of heredity using a variety of prokaryotic and eukaryotic organisms. Topics may include probability and statistics, cell division, particulate inheritance, including X-linked examples, genetic mapping, chromatography, isolation and analysis of DNA, population genetics. (1 credit hour: 30 lab hours)

**BIO 312 - Research Methodology****Prerequisites: Statistics and a basic computer course or consent of the instructor**

Students critically review and investigate generic healthcare and specialty-specific literature and efficacy studies. Emphasis is placed upon the student's development of abilities to read, fathom and respond to questions regarding selected studies from specialty journals and to pose questions regarding their selected profession in research terms. Course content will set the stage for scholarly research in investigations. (3 credit hours: 45 lecture hours)

**BIO 321 - Gross Anatomy I****Prerequisites: BIO 211, BIO 211L or consent of instructor****Corequisite: BIO 321L**

This course enhances the general knowledge base of that received in a college-level general anatomy and physiology course. Lecture discussion of dissection of the entire musculoskeletal system of a human cadaver that will be performed in the laboratory/morgue, with emphasis on osseous anatomical features, muscles (including tendons and ligaments), nerves and blood supply. (1 credit hour: 15 lecture hours)

**BIO 321L - Gross Anatomy I Lab****Prerequisites: BIO 211, BIO 211L or consent of instructor****Corequisite: BIO 321**

This course enhances the general knowledge base of that received in a college-level general anatomy and physiology course. Dissection of the entire musculoskeletal system of a human cadaver that will be performed in the laboratory/morgue, with emphasis on osseous anatomical features, muscles (including tendons and ligaments), nerves and blood supply. (1 credit hour: 30 laboratory hours)

**BIO 322 - Gross Anatomy II****Prerequisites: BIO 321, BIO 321L or consent of instructor****Corequisite: BIO 322L**

This course enhances the general knowledge base of that received in a college-level general anatomy and physiology course. Lecture discussion will focus on the laboratory/morgue dissection of the entire thoracic, abdominal and pelvic cavities of a human cadaver, with emphasis on visceral structures, nerves and blood supply. In addition, the brain, brainstem and cranial nerves will be discussed in anticipation of laboratory/morgue dissection. (1 credit hour: 15 lecture hours)

**BIO 322L - Gross Anatomy II Lab****Prerequisite: BIO 321, BIO 321L or consent of instructor****Corequisite: BIO 322**

This course enhances the general knowledge base of that received in a college-level general anatomy and physiology course. Lecture discussion will focus on the laboratory/morgue dissection of the entire thoracic, abdominal and pelvic cavities of a human cadaver, with emphasis on visceral structures, nerves and blood supply. In addition, the brain, brainstem and cranial nerves will be discussed in anticipation of laboratory/morgue dissection. (1 credit hour: 30 laboratory hours)

**BIO 330 & BIO 330L- Neuroanatomy & Neurophysiology****Prerequisites: BIO 322 or consent of instructor**

A comprehensive exploration of human nervous system design and functions. Particular attention will focus upon sensorimotor, cognitive, limbic, cortical and subcortical processes. Student will attend to cause/effect relationships between disorders, CNS lesions and associated symptoms. (4 credit hours: 45 lecture hours, 30 laboratory hours)

**BIO 351 - Applied Human Gross Anatomy****Prerequisites: College-level anatomy and physiology. Admission into a professional program of study, program director's recommendation and instructor's consent.**

This course enhances the general knowledge base of that received in a college level general anatomy and physiology course. Lecture focuses on identification of the entire musculoskeletal system of a previously dissected human cadaver with emphasis on osseous anatomical features, muscles (including tendons and ligaments), nerves and blood supply; and on identification of the entire thoracic, abdominal and pelvic cavities of a previously dissected human cadaver, with emphasis on visceral structures, nerves and blood supply. In addition, the brain, brainstem and cranial nerve will be discussed and reviewed in a human cadaver specimen. Approximately twenty (20) percent of this class will be in the laboratory/morgue setting for demonstration. (3 credit hours: 45 lecture hours)

**BIO 401 - Molecular Biology****Prerequisites: BIO 304, CHM 360 or consent of instructor**

A study of the mechanisms responsible for the transmission and expression of the genetic information that results in the control of cellular structures and function. (3 credit hours: 45 lecture hours)

**BIO 404 - Cell Biology****Prerequisites: BIO 101 or BIO 212, CHM 111 or consent of instructor**

This course focuses on the current concepts of the molecular organization and processes within animal, plant and bacterial cells. Emphasis is placed on the structure, function and organization of cells, cellular energetics, genetics, chemical signaling, cell interactions, transport and biotechnology. (3 credit hours: 45 lecture hours)

**BIO 407 - Seminar in Biology****Prerequisite: Completion of a minimum of 90 credit hours**

This course will include a review and discussion of current topics in the field of biology. Lectures will be given by students, JCHS staff and outside speakers. Students will be required to give formal presentations of current research or reviews of literature. Additional topics will include graduate and medical school application procedures, or career options. (1 credit hour: 15 lecture hours)

**BIO 410 - Research**

**Prerequisite:** BIO 312 or consent of instructor

**Corequisite:** BIO 407

The student will conduct an individual research project in the biomedical sciences, as directed by the department. Course is taken in conjunction with BIO 407. (3 credit hours: 45 lecture hours)

**BIO 412 - Immunology**

**Prerequisite:** BIO 253

This course is designed to provide an introduction to the science of immunology by focusing on the tissues, cells and mechanisms involved in the normal immune response. Outside reading will provide supplemental information on various immunological disorders and pathologies. (3 credit hours: 45 lecture hours)

**BIO 415L - Advanced Biomedical Lab**

**Prerequisite:** Consent of instructor. A laboratory course to support BIO 401 and BIO 412

The exercises will utilize serological, immunological and electrophoretic techniques. The process of immune response flow of cellular information will be studied.

**BUSINESS**

**BUS 111 - Introduction to Microcomputers**

**Prerequisite:** Successful completion of computer skills pre-test

This course introduces the student to microcomputer hardware and software systems. Topics will include common operating systems (Windows 2000). Microsoft Office Suite is used for word processing, multimedia presentations and internet usage. Students are afforded hands-on experience at individual computer stations. (1 credit hour: 15 class/lab hours)

**BUS 112 - Microcomputer Applications I**

**Prerequisite:** BUS 111

This course is designed to provide additional instruction and practice in word processing and multimedia presentations. Advanced techniques and procedures needed to prepare large assignments are emphasized. The main software package used is MS Word, Excel, and Access. The course also emphasizes advanced Internet methods for research. (1 credit: 15 class/lab hours)

**BUS 113L - Microcomputer Applications II**

**Prerequisite:** BUS 111

This course includes instruction and practice in database management software. Methods of entry, sorting and report generation are included. Application to daily living as well as the professions is included. (1 credit hour: 30 lab hours)

**BUS 114L - Microcomputer Applications III**

**Prerequisite:** BUS 111

The content of this course will vary. Topics may include specialized program software and hardware, spreadsheets and other topics as student interest indicates. (1 credit hour: 30 lab hours)

**BUS 131 Computer Concepts & Applications**

The course introduces the student to common operating systems (DOS, Windows) and includes the following skills: basic programming, word processing, database management, spreadsheets, Internet applications, and multimedia presentations. The course will be divided between lecture and lab. (3 credit hours: 45 class hours)

**BUS 303 - Management and Organizational Dynamics**

This course presents a study of general management and organizational behavior theories and their application to the healthcare environment. Emphasis will be on the use of critical skills in leadership, decision-making, problem-solving, meeting and time management, human relations and the effective management of human resources by healthcare managers. (3 credit hours: 45 class hours)

**BUS 304 – Organizational Behavior**

A survey of individual and group roles and the manager's responsibilities in developing interactive relationships. Leadership, group dynamics, motivation and other behavioral principles are emphasized in this course. (3 credit hours: 45 class hours)

**BUS 330 – Human Resource Management**

This course examines the organizational structure with emphasis on manpower management involved in recruitment, selection, training, wage and salary administration and personnel assessment. (3 credit hours: 45 class hours)

**BUS 340 – Marketing & Public Relations**

This course is the study of the theories, principles and concepts of healthcare marketing, management and public relations with specific emphasis placed on the marketing mix, product, place and promotion. (3 credit hours: 45 class hours)

**BUS 360 – Legal Aspects of HOM**

This course will examine the legal environment faced by the healthcare provider and its' manager. Included will be current concepts such as malpractice, tort law, legal constraints on organizational management, human resource laws and regulations in hiring and laws affecting death and dying. Also examined will be the ethical concerns surrounding the more controversial laws. (3 credit hours: 45 class hours)

**BUS 365 – Fiscal Management of Healthcare**

This course includes methods of financing the delivery of healthcare services in the United States, budgetary methods and financial management techniques for controlling the cost of services to both the provider and consumer. (3 credit hours: 45 class hours)

**BUS 415 - Theories of Leadership**

This course examines the management and leadership concepts that are used in healthcare settings, such as quality management and re-engineering concepts, management theory and supervisory practices. Emphasis would be placed on understanding the concepts, techniques and application of management tools for the 21<sup>st</sup> century manager. (3 credit hours: 45 class hours)

**BUS 460 – Strategic Planning & Policy**

This course examines the strategic planning concepts that are used in the management process within healthcare settings, such as hospitals, long-term care and other related settings. These concepts would include the overview of strategic management, strategy formulation and the implementation of the designed strategy. This course is designed to reflect upon the previous courses taken in the program. (3 credit hours: 45 class hours)

**CHEMISTRY**

**CHM 100 - College Chemistry**

This course is a study of fundamental principles of chemistry with an emphasis on those topics applicable to the health profession. This course will enable the student to prepare for CHM 111. This course does not satisfy requirements for graduation with a BS in Biomedical Sciences, but may count toward total semester credit load. This course is for the student who did not have high school chemistry or does not have a strong chemistry background. (3 credit hours: 45 lecture hours)

**CHM 100L - Fundamentals of Chemistry Lab**

**Corequisite: CHM 100**

A laboratory course to accompany CHM 100. Basic chemistry laboratory techniques are emphasized. (1 credit hour: 30 lab hours)

**CHM 111 - General Chemistry I**

A study of modern chemistry principles, properties of elements, compounds and their quantitative relationships. Stoichiometry and molecular structure are stressed. (3 credit hours: 45 lecture hours)

**CHM 111L - General Chemistry I Lab**

**Corequisite: CHM 111**

A laboratory course designed to illustrate the principles of chemistry being taught in CHM 111. (1 credit hour: 30 lab hours)

**CHM 112 - General Chemistry II**

**Prerequisites: CHM 111 or consent of instructor**

This course emphasizes the study of modern chemical principles, chemical kinetics, chemical equilibrium and chemical thermodynamics. (3 credit hours: 45 lecture hours)

**CHM 112L - General Chemistry II Lab**

**Prerequisites: CHM 111L or consent of instructor**

**Corequisite: CHM 112**

Laboratory course to be taken in conjunction with CHM 112. (1 credit hour: 30 lab hours)

**CHM 241 - Organic Chemistry I**

**Prerequisites: CHM 112 or consent of instructor**

Organic chemistry is a study of carbon containing compounds and their properties, emphasizing nomenclature, isomerism and properties of organic compounds. Compounds of importance to biology and biochemistry are stressed. (3 credit hours: 45 lecture hours)

**CHM 241L - Organic Chemistry I Lab**

**Prerequisites: CHM 112 or consent of instructor**

**Corequisite: CHM 241**

Laboratory course to be taken in conjunction with CHM 241. Experimental work is correlated with lecture component. (1 credit hour: 45 lab hours)

**CHM 242 - Organic Chemistry II**

**Prerequisites: CHM 241 or consent of instructor**

A continuation of the study of organic chemistry. The course focuses on the synthesis and reaction mechanisms of organic compounds. Emphasis is placed on compounds of biological importance. (3 credit hours: 45 lecture hours)

**CHM 300L - Chemistry Methods Lab**

**Prerequisite: Enrollment or completion of CHM 242 or CHM 351 or consent of instructor**

This course studies the basic principles of pharmacology to include the concepts in pharmacokinetics, pharmacodynamics, drug development and drug safety. Major drug categories and commonly used medications are emphasized. (3 credit hours: 45 lecture hours)

**CHM 351 - Analytical Chemistry**

**Prerequisite:** CHM 111 and CHM 112 or equivalent

**Corequisite:** CHM 351L

This course introduces the theory and practice of gravimetric, volumetric, instrumental analysis techniques and treatment of multiple equilibria in aqueous solutions. (3 credit hours: 45 lecture hours)

**CHM 360 - Biochemistry I**

**Prerequisite:** CHM 241/equivalent or consent of instructor

This course presents the biochemical principles that govern living systems. Chemical structure and functional relationships are emphasized in protein and enzymology, carbohydrates, bioenergetics, metabolism, energy conservation and metabolic regulation, biomembranes and transport. (3 credit hours: 45 lecture hours)

**CHM 361 - Biochemistry II**

**Prerequisites:** CHM 360 or consent of instructor

This course is a continuation of Biochemistry I. Emphasis is placed on lipids and their role in energy metabolism and membranes. The role of nucleic acid is studied. (3 credit hours: 45 class hours)

**CHM 362L - BioChemistry Lab**

**Prerequisites:** Completion or enrollment in CHM 360 or 361 or consent of instructor

A laboratory course that demonstrates the principles of biochemistry. (1 credit hour: 45 laboratory hours)

**ECONOMICS**

**ECN 101 - Concepts of Economics**

This course studies basic economic problems faced by any society, together with an analysis of the fundamental concepts and practices of our economic system, involving comparisons with other systems and providing an overview of the characteristics of the market for healthcare services. Specific reference is made to health services expenditures, demand, pricing policies, manpower, access to care, supply of health services, productivity, cost analysis, inflation and the financing of healthcare services. (3 credit hours: 45 class hours)

**EMERGENCY HEALTH SCIENCES - PARAMEDIC**

**EHS 100 - Emergency Medical Technician Basic**

This course is an introductory course to emergency pre-hospital care and follows the 1994 Department of Transportation National Standard Curriculum for the EMT-Basic. Upon successful completion of this course and its corequisites, candidates are eligible to sit for Virginia and national EMT-Basic certification. (5 credit hours: 75 lecture hours)

**EHS 100 L - Emergency Medical Technician Basic Lab**

This laboratory course is a corequisite for EHS 100 and is designed to compliment the lecture materials being taught in EHS 100. The course follows the 1994 Department of Transportation National Standard Curriculum for the EMT-Basic. (1 credit hour: 30 lab hours)

**EHS 100 C - Emergency Medical Technician Basic Clinical**

This clinical course is a corequisite for EHS 100 and is designed to exceed the course requirements for the 1994 Department of Transportation National Standard Curriculum for the EMT-Basic. Clinical time will be spent in the emergency department and with an EMS agency. (1 credit hour: 50 clinical hours)

**EHS 111 - PreHospital Care I**

**Corequisites:** EHS 111L

This course is the first of four professional courses designed to prepare the paramedic student to function as an entry-level paramedic. The course follows the 1998 DOT National Standard Curriculum for the EMT-Paramedic. Content includes Module 1 **Preparatory:** EMS systems, roles and responsibilities, well being of the paramedic, illness and injury prevention, medical legal issues, therapeutic communication and life span development as infants, toddlers, preschoolers, school-age and adolescent populations. Module 2 **Airway Management and Ventilation.** Module 3 **Patient Assessment:** History taking, physical exam, clinical decision making, communication and documentation. Module 8 **Crime Scene Awareness:** Safe operation on the scene. (3 credit hours: 45 lecture hours)

**EHS 111L - PreHospital Care Skills I Lab**

**Corequisites:** EHS 111

This laboratory course is designed to teach and develop competency of psychomotor skills required for the entry level paramedic. The course follows the 1998 DOT National Standard Curriculum for the EMT-Paramedic. Content includes Module 1 **Preparatory:** Well being of the paramedic, illness and injury prevention and basic EMT skills. Module 2 **Airway and Ventilation:** Basic and advanced airway techniques and management. Module 3 **Physical Assessment:** History taking, physical exam, patient assessment, clinical decision making, communication and documentation. Module 8 **Crime Scene Awareness:** Safe operations on the scene. (2 credit hours: 60 lab hours)

**EHS 120 - PreHospital Care II**

**Prerequisites:** EHS 111, EHS 111L

**Corequisites:** EHS 120L

This course is the second of four professional courses designed to prepare the paramedic student to function as an entry-level paramedic. The course follows the 1998 DOT National Standard Curriculum for the EMT-Paramedic. Content includes Module 1 **Preparatory:** General principles of pathophysiology - cellular environment. Module 4 **Trauma:** Trauma systems, mechanism of injury, hemorrhage and shock and thoracic trauma. Module 5 **Medical:** Pulmonary and cardiology. (5 credit hours: 75 lecture hours)

**EHS 120L - PreHospital Care Skills II Lab**

**Prerequisites:** EHS 111, EHS 111L

**Corequisites:** EHS 120

This laboratory course is designed to teach and develop competency of psychomotor skills required for the entry-level paramedic. The course follows the 1998 DOT National Standard Curriculum for the EMT-Paramedic. Content includes Module 1 **Preparatory:** Venous access and medication administration. Module 2 **Airway:** Airway management and ventilation as Rapid Sequence Intubation (RSI) considerations. Module 4 **Trauma:** Trauma systems, mechanism of injury, hemorrhage and shock, and thoracic trauma. Module 5 **Medical:** Pulmonary and cardiology. (2 credit hours: 60 lab hours)

**EHS 131 - (HPE 131) - Physical Fitness & Wellness I**

This course is designed to promote positive lifestyles through the concept of wellness. The wellness topics presented during HPE 131 classroom hours are as follows: Wellness: Why or Why Not?, stress management, fitness, weight management, substance abuse and sexually transmitted diseases. At the conclusion, the student will compare lifestyle habits existing at the beginning and the end of the course. The student will affirm positive changes and identify areas of improvement for the future. Course will be graded pass/fail. (1 credit hour: 15 class hours)

**EHS 132 & EHS 132L - Physical Fitness & Wellness II**

**Prerequisite:** EHS 131

This course will be a combination of aerobic activities and weight training. Group and individual aerobic activities will be included. The lab will introduce the student to the following aspects of weight training: safety, stretching, basic lifting fundamentals, equipment use and program development. (1 credit hour: 30 contact hours)

**EHS 133 & EHS 133L - Physical Fitness & Wellness III**

**Prerequisite:** EHS 132

This course is designed to promote positive lifestyles through the concept of wellness. Students will have weight training labs to strengthen their bodies for lifting, moving and carrying patients. A variety of aerobic activities will be offered. Students are encouraged to develop personal fitness goals. The aerobic portion is designed to help the EMT-P to perform the physical tasks involved in rescue operations. (1 credit hour: 30 contact hours)

**EHS 151C - Introduction to Clinical/Field Externship**

**Corequisites:** EHS 111, EHS 111L

Clinical/Field Externship I provides students with experience in the hospital/prehospital setting under supervision in areas appropriate to the didactic presentation of EHS 110. Students will observe in developing skills in patient assessment and patient care strategies. Areas include the emergency department, anesthesia, and prehospital. (1 credit hour: 50 clinical/field hours)

**EHS 160C - Clinical Practice II**

**Prerequisites:** EHS 151C

**Corequisites:** EHS 120, EHS 120L

This clinical course allows the student to participate in direct patient care under clinical supervision in areas appropriate to didactic information being presented in EHS 120. Areas include: emergency department, operating suite/anesthesia, PACU, critical care and endoscopy. (2 credit hours: 100 clinical hours)

**EHS 170C - Clinical Practice III**

**Prerequisites:** EHS 160C

**Corequisites:** EHS 220, 220L

This clinical course provides students with experience in the hospital setting under clinical supervision in areas appropriate to current studies. Areas include the emergency department, critical care units, adult day care, anesthesia, hemodialysis and cath lab. (2 credit hour: 100 clinical hours)

**EHS 171E - Field Externship I**

**Prerequisite:** EHS 151C

**Corequisites:** EHS 120, EHS 120L

This semester includes 50 hours of field externship time with an approved ALS (Advanced Life Support) agency. The focus of this course is to gain experience functioning at the ALS level. Newly acquired cardiac skills and knowledge will be emphasized. Concepts of the AIC (Attendant in Charge) and the paramedic as a leader will be explored. Students are expected to take charge of calls under the guidance of the preceptor. (1 credit hour: 50 field externship hours)

**EHS 172E - Field Externship II**

**Prerequisites:** EHS 171E

**Corequisites:** EHS 220, EHS 220L

This semester includes 50 hours of field externship time with an approved ALS agency. The focus of this course is to gain experience functioning at the ALS level, while working on paramedic skills. Concepts of the AIC and the paramedic as a leader will be explored. Students are expected to take charge of calls under the guidance of the preceptor. (1 credit hour: 50 field externship hours)

**EHS 173E - Field Externship III**

**Prerequisites:** EHS 172E

**Corequisites:** EHS 225, EHS 225L

This semester includes 50 hours of field externship time with an approved ALS agency. The focus of this course is to gain experience functioning at the ALS level, while working on paramedic skills. Concepts of the AIC and the paramedic as a leader will be explored. Students are expected to take charge of calls under the guidance of the preceptor. (1 credit hour: 50 field externship hours)

**EHS 174E - Field Externship IV**

**Prerequisites:** EHS 173E

**Corequisites:** EHS 285, EHS 295

This semester includes 200 hours of field externship time with an approved ALS agency. The focus of this course is to gain experience functioning at the ALS level, while working on paramedic skills. Concepts of the AIC and the paramedic as a leader will be explored. Students are expected to take charge of calls under the guidance of the preceptor. (4 credit hour: 200 field externship hours)

**EHS 200 - Rescue Operations**

**Corequisites:** EHS 111, EHS 111L

This introductory course to Emergency Medical Service Operations provides the student a general approach to scene management and ambulance operations. The course follows the 1999 DOT National Standard Curriculum for the EMT-P. Content includes all of Module 8 **Operations:** Ambulance operations, medical incident command, rescue awareness and operations, hazardous materials incident, and crime scene awareness. (2 credit hours: 16 lecture hours: 20 lab hours)

**EHS 207 - Introduction to Air Care**

**Prerequisites:** EHS 220, EHS 220L

This is an elective course offered to students who have an interest in air-medical transport. Areas of study include history of air medevac, basic helicopter orientation, management of the critically ill patient, communications and crew resource management. (2 credit hours: 30 class hours)

**EHS 210 - Paramedic Pharmacology**

**Prerequisites:** EHS 111, EHS 111L

**Corequisites:** EHS 120, EHS 120L

This course is designed to teach the cognitive principles necessary in pharmacology for the entry-level paramedic to formulate a field impression and implement a pharmacological management plan. The course follows the 1999 DOT National Standard Curriculum for the EMT-Paramedic. Content includes: Module 1 **Preparatory:** Pharmacology. Drug classes covered will include anesthetics, antianxiety, anticonvulsants, CNS stimulants, psychotherapeutics, CNS peripheral dysfunctions, skeletal muscle relaxants, cardiovascular, anticoagulants, antihyperlipidemics, diuretics, renal system dysfunction, bronchodilators, gastrointestinal, ophthalmic, ears, thyroid, endocrine, reproductive, antineoplastics, infectious disease, Antibiotics, antifungals, antimicrobials, NSAJIDS, uricosuric, vaccines, dermatologic, vitamins and minerals, fluids and electrolytes and antidotes. (3 credit hours: 45 lecture hours)

**EHS 220 - PreHospital Care III**

**Prerequisites:** EHS 120, EHS 120L

**Corequisites:** EHS 220L

This course is the third of four professional courses designed to prepare the paramedic student to function as an entry-level paramedic. The course follows the 1998 DOT National Standard Curriculum for the EMT-Paramedic. Content includes Module 4 **Trauma:** soft tissue trauma, burns and other environmental conditions, head and facial trauma, spinal trauma, abdominal trauma, musculoskeletal trauma, geriatric and pediatric trauma considerations. Module 5 **Medical:** neurology and gastroenterology. (3 credit hours: 45 lecture hours)

**EHS 220L - PreHospital Care Skills III Lab**

**Prerequisites:** EHS 120, EHS 120L

**Corequisites:** EHS 220

This laboratory course is designed to teach and develop competency of psychomotor skills required for the entry-level paramedic. The course follows the 1998 DOT National Standard Curriculum for the EMT-Paramedic. Content includes Module 4 **Trauma:** soft tissue trauma, burns and other environmental conditions, head and facial trauma, spinal trauma, abdominal trauma, musculoskeletal trauma, geriatric and pediatric trauma consideration. Module 5 **Medical:** gastroenterology and neurology. (1 credit hour: 30 lab hours)

**EHS 225 - PreHospital Care IV**

**Prerequisites:** EHS 220, EHS 220L

**Corequisites:** EHS 225L

This course is the final didactic professional courses designed to prepare the paramedic student to function as an entry-level paramedic. The course follows the 1998 DOT National Standard Curriculum for the EMT-Paramedic. Content includes: Module 5 **Medical**: Endocrinology, urology, toxicology, infectious diseases, behavioral & psychiatric disorders, gynecology and obstetrics, allergies and anaphylaxis. Module 6 **Special Considerations**: Abuse and neglect, neonatology, pediatrics, geriatrics, special challenges and acute intervention for chronic patients. (5 credit hours: 75 lecture hours)

**EHS 225L - PreHospital Care Skills IV Lab**

**Prerequisites:** EHS 220, EHS 220L

**Corequisites:** EHS 225

This laboratory course is designed to teach and develop competency of psychomotor skills required for the entry-level paramedic. The course follows the 1998 DOT National Standard Curriculum for the EMT-Paramedic. Content includes Module 5 **Medical**: Neurology, endocrinology, gastroenterology, urology, toxicology, infectious and communicable diseases, behavioral & psychiatric disorders, obstetrics and gynecology. Module 6 **Special Considerations**: Neonatology, pediatrics, geriatrics, abuse and assault and acute intervention for chronic patients. (2 credit hours: 60 lab hours)

**EHS 250C - Clinical Practice IV**

**Prerequisites:** EHS 170C

**Corequisites:** EHS 225, 225L

Clinical Practice IV provides students with experience in the hospital setting under clinical supervision in areas appropriate to the didactic presentation of EHS 225. Areas include: emergency department, pediatric critical care, labor and delivery and behavioral care. (2 credit hours: 100 clinical hours)

**EHS 285 - Interdisciplinary Professional Seminar**

**Prerequisite:** EHS 225, EHS 225L

**Corequisites:** EHS 174E, EHS 285

This course explores concepts of professionalism in emergency medical services and the allied health professions. Students will write and submit resumes for future career opportunities, learn interviewing skills, discuss personal issues surrounding career opportunities and review research in the prehospital arena. (1 credit hour: 15 lecture hours)

**EHS 295L - Senior Seminar**

**Prerequisites:** EHS 225, EHS 225L

**Corequisites:** EHS 174E, EHS 285

This seminar offers to the student a review of all DOT learning objectives for purposes of National REgistry Paramedic Exam preparation. Combinations of practical & written examinations are utilized as preparatory tools. (1 credit hour: 30 lecture hours)

**ENGLISH**

**ENG 100 – English Fundamental**

This course introduces the student to the basic elements of writing and language. Fundamental concepts will be introduced and expanded to provide the student with the skills necessary to complete more advanced writing courses. Focus will be on production of clear and concise sentences that demonstrate proper use of nouns, pronouns, verbs, adjectives, and adverbs. Focus will be on the production of effective paragraphs that demonstrate proper punctuation, mechanics and word selection. (3 credit hours: 45 lecture hours)

**ENG 111 - Grammar and Composition I**

**Prerequisite:** ASSET writing score of 35 or greater

This course is designed to increase student awareness and aptitude in the composing process: invention, drafting, revision and editing. Included in this course are short, frequent writing assignments in various modes, prepared and extemporaneous speech opportunities, preparation of an information research paper and a review of grammar and mechanics. (3 credit hours: 45 class hours)

**ENG 112 - Grammar and Composition II**

**Prerequisite:** ENG 111

This course is a continuation of English 111. The student will continue to develop the skills of essay writing and analysis of rhetorical modes and methods and techniques of formal research learned in Grammar and Composition I. The emphasis will be on literature and the skills of critical analysis, effective and correct methods of research writing and documentation, formal critical reading and analysis. The student will carefully examine literary samples of fiction, poetry and drama. The student will understand, identify and explain how rhetorical features reflect an author's or writer's purpose, audience and subtleties of style to impact readers or audiences. A formal research paper will be written and documented. (3 credit hours: 45 class hours)

**ENG 199 - Writing for Publications**

**Prerequisite:** ENG 111

This course provides the student the opportunity to practice writing and layout skills while contributing to student publications. (1 credit hour: 15 class hours)

**ENG 201 - Survey of American Literature**

**Prerequisite:** ENG 111

This course provides a comprehensive introduction to the principle forms of fiction: short story, poetry, novel and drama, in a study of imaginative literature to include analysis of the genre and critical thinking. The literature will serve as a springboard for writing. (3 credit hours: 45 class hours)

#### **ENG 202 - Survey of English Literature**

##### **Prerequisite: ENG 111**

This course provides a comprehensive introduction to major English works from the Anglo-Saxon period to present. Ideas and characteristics of the British literary tradition are emphasized. Critical reading and writing are included. (3 credit hours: 45 class hours)

#### **ENG 220 - Public Speaking**

This course is designed to develop the mutually dependent skills of speaking and listening in order to facilitate both formal and informal communication. Through careful preparation the student will learn self-confidence, organization and delivery of material. In addition, vocabulary and diction skills will be enhanced. (3 credit hours: 45 class hours)

#### **ENG 230 - Business and Technical Communications**

##### **Prerequisite: ENG 111**

This course is designed to teach clear, purposeful, effective writing and the forms different communications must take. Content includes attention to pre-writing considerations such as audience assessment, intent of the communication and research, as well as the mechanics of writing the draft. Among the forms considered in the course are memorandums, minutes, directions, reports and business letters. (3 credit hours: 45 class hours)

#### **ENG 240 - Creative Writing**

##### **Prerequisite: ENG 111, ENG 112**

Students will examine works of established writers of fiction, poetry and essay while practicing techniques designed to enhance their own creativity. In conjunction, daily journal exercises will serve as a reflective tool. Group discussion and peer editing will facilitate learning. Each individual will design and complete a project in poetry, essay or fiction, or a combination of these genres. (3 credit hours: 45 class hours)

#### **ENG 325 – Communication in Professional Practice**

##### **Prerequisite: ENG 111**

This course is designed to stress the importance of communication, including oral, nonverbal, and written strategies important in the healthcare arena. The course is structured to provide students with the opportunity to develop skills in these areas. The course will focus on the professional writing, oral presentations and refined literature search methods. All writings and supporting documentation will follow APA format. (3 credit hours: 45 class hours)

### **FINANCE**

#### **FIN 121 - Finance, Principles and Applications**

The course centers on the principles and applications of financial management skills that include statement analysis, working capital, capital budgeting and long-term financing with emphasis on net present value, internal rate of return, lease versus purchase analysis and cost of capital calculations. (3 credit hours: 45 class hours)

### **FIRE & EMS TECHNOLOGY**

#### **FIR 150 - Basic Fire Suppression**

##### **Corequisites: FIR 150L**

This course is an entry-level course for beginning firefighters. The emphasis of the course is to prepare the firefighter to carry out most fire ground functions under the direct supervision of an officer or experienced firefighter. Additionally, the course will cover “two-in-two-out” compliance, rapid intervention teams, fire fighter accountability, self-rescue, hazardous material recognition and how to use the DOT Emergency Response Guide. (6 credit hours: 90 class hours)

#### **FIR 150L - Basic Fire Suppression Lab**

##### **Corequisites: FIR 150**

This course is an entry level laboratory course for beginning firefighters. The emphasis of the lab is to prepare the firefighter to carry out most of the practical fire ground functions under the direct supervision of an officer or experienced firefighter. Additionally, techniques will be taught on how to safely rescue their partner and self from immediate danger to life and health atmospheres. Practical scenarios will also be utilized to demonstrate use of the DOT Emergency Response Guide. (2 credit hours: 60 lab hours)

#### **FIR 170 - Electrical Hazards for Fire Personnel**

This course is designed to acquaint firefighters to the unique hazards associated with electrical energy that may be found at an emergency incident. (1 credit hour: 16 class hours)

#### **FIR 175 - Wildland Fire Operations in the Urban Interface, S-205**

This course is designed to meet the training needs for initial attack incident commanders and company officers confronting wildland fire that threatens life, property, and improvements. (1 credit hour: 16 class hours)

#### **FIR 180 - Emergency Response to Terrorism**

This course is designed to provide a general entry-level introduction to the basic concepts for first responder awareness at the scene of a potential terrorist incident. (1 credit hour: 16 class hours)

#### **FIR 185 - Farm Machinery Safety & Extrication**

This course is designed to familiarize the emergency responder with the unique hazards associated with agricultural machinery and environments. (1 credit hour: 16 class hours)

**FIR 200 - Advanced Fire Suppression**

**Prerequisites:** FIR 150, FIR 150L

**Corequisites:** FIR 200L

This course is designed for the firefighter who is prepared to assume more of a leadership role. The course gives the student additional knowledge of fire ground situations so that he or she can make basic evaluations of safety problems and assume leadership roles in carrying out interior attacks and search operations. Additional information will be covered on hazardous material properties, containers, transportation, and protective equipment. (4 credit hours: 60 class hours)

**FIR 200L - Advanced Fire Suppression Lab**

**Prerequisites:** FIR 150, FIR 150L

**Corequisites:** FIR 200

This laboratory course is designed for the firefighter who is prepared to assume more of a leadership role. The lab prepares the student with practical skills for fire ground situations that enable he or she to make basic evaluations of safety and assume leadership roles in carrying out interior attacks and search operations. Additionally, techniques will be introduced on how to defensively contain hazardous materials. (1 credit hour: 30 lab hours)

**FIR 210L - Basic Truck & Pump Operations Lab**

**Prerequisites:** FIR 150, FIR 150L

This laboratory course is designed for the firefighter who is preparing to assume operation responsibilities of fire apparatus. The lab prepares the student to operate an emergency vehicle safely by stressing the principles of defensive driving in both emergency and non-emergency situations. The lab also teaches the basic principles of pump operation at draft, from hydrants, and relay operations. (1 credit hour: 32 lab hours)

**FIR 222 – Flammable Liquids and L.P. Gas**

**Prerequisite:** Firefighter I

This course is designed to review the properties of Flammable Liquids and Liquefied Petroleum Gas (LPG) their use and storage. Various containers, construction, handling devices an different transportation hazards will be addresses. (2 credit hours: 16 class hours)

**FIR 240L - Basic Heavy and Tactical Rescue Lab**

**Prerequisites:** FIR 150, FIR 150L

This laboratory course is designed for the firefighter who is preparing to assume responsibilities on the tactical rescue scene. Principles and practices associated with vehicle, rope, trench and confined space will be the emphasis of the course. (2 credit hours: 60 lab hours)

**FIR 245 - Trench Rescue**

This course teaches a combination of classroom and practical evolutions that allow the student to make open trenches and excavations safe for victim access and removal. (1 credit hour, 8 class hours, 12 practical hours)

**FIR 260 - Building Construction & Inspection**

**Prerequisites:** FIR 200, FIR 200L

This course is designed to teach the firefighter to assess and inspect building construction to determine code compliance, reading of the building to assess construction stability, resistance to fire and likely paths of fire extension. (4 credit hours: 60 class hours)

**FIR 280 - Incident Management Systems**

**Prerequisites:** FIR 150, FIR 150L

This course teaches a standardized approach to the incident command system from day to day operations to a full scale disaster response and the use of mutual aid. (1 credit hour: 15 class hours)

**FIR 290 - Fire & EMS Externship**

**Prerequisites:** FIR 200, FIR 200L

This internship is designed to meet the needs of both the beginning and career fire fighter. New fire fighters will be ride with selected fire and EMS agencies to provide a basic understanding of the daily activities necessary for providing fire and EMS services. Career personnel will ride with supervisory personnel to gain an appreciation of daily operational activities. Students will keep a log of activities and write a paper to support the knowledge obtained. (2 credit hours: 100 field externship hours)

**FIR 295 - Public Fire Education**

**Prerequisites:** FIR 200, FIR 200L

This course provides instruction in developing, scheduling and delivering public fire education programs that are appropriate for the intended audience. Additional topics covered include developmental characteristics and learning capabilities of children from ages 3 - 14. (3 credit hours: 45 class hours)

**GENERAL**

**GEN 100 - Academic Seminar**

This course will detail specific skills related to classroom and individual study at the college level including note taking, textbook usage, critical thinking, test taking, reading and time management. Individual assessment will be used

to design personal student objectives. Problem solving, relationship issues, conflict resolution, assertiveness and substance abuse among healthcare professionals will be examined. Students are required to enroll in GEN 100 the fall semester of their first year of enrollment or in the summer session preceding entry into a program of study. (1 credit hour: 15 class hours) A student may be exempt from GEN 100 if he/she has completed 30 semester college credits with 3.00 or higher cumulative Grade Point Average.

**GEN 102 - Stress Management for Students**

This course will teach the student how to identify personal stressors, explain the physiological and psychological effects of stress and employ stress management techniques. Current research into stress will be discussed. Course will be graded pass/fail. (1 credit hour: 15 class hours)

**GEN 103 – Academic Seminar for the STARS Program**

**Corequisite: GEN 103L**

This course is a concentrated remedial course to be taken consecutively with the laboratory portion. This course teaches students methods to strengthen their academic performance based on the later research in how people learn and succeed. Topics covered include time management, organization, study skills, test-taking, library usage (research), writing in APA style, critical thinking, and Internet research skills. (3 credit hours: 45 class hours)

**GEN 103L – Academic Seminar Lab**

This course provides students with practical experiential academic concepts and skills with material covered in the lecture course GEN 103. The laboratory course includes components that require student participation in exercises designed to improve skills in: grammar, writing, research, using the Internet, note-taking, stress management/health and wellness, reading, memorization techniques, test taking and relationships. (1 credit hour; 30 laboratory hours)

**GEN 107 – Personal Productivity in a Stressful Society**

This course is designed to teach students how to develop and maintain a productive self-esteem. The course will focus on effective methods of stress management, the avoidance of procrastination and perfectionism. The student will learn methods that assist with the management of anxiety and to recognize and manage depression that is associated with college life in a stressful society. Students will also learn the benefits of even temperament. (1 credit hour: 15 class hours)

**GEN 110 - Prior Learning Assessment**

This course will provide the instruction and guidance for documenting prior learning experiences that match specifically identified college course objectives. Students will work with the instructor and designated faculty reader to prepare the appropriate documentation leading to the awarding of college credit for past learning that has occurred in non-academic settings. (1 credit hour)

**HEALTH**

**HLT 111 - Personal Health**

This course introduces the concepts of personal health, including the health-illness continuum, fitness, stress management, nutrition, sexuality, substance abuse and safety with an emphasis on personal responsibility for health. The student will design and implement a balanced nutrition plan and a personal, safe aerobic fitness plan. (3 credit hours: 45 class hours)

**HLT 200 - Issues In Community Health**

This course serves as an introduction to community health. A history of community health organizations and activities will be presented as well as the organization and responsibilities of community health agencies currently operating nationally and locally. In addition, current issues which are seriously impacting on community health, i.e., STDs, substance abuse, environmental factors, etc. will also be addressed. (3 credit hours: 45 class hours)

**HLT 215 - Medical Terminology**

This course provides an understanding of medical terms and abbreviations. It includes the study of prefixes, suffixes, root words and technical terms with emphasis on proper usage, spelling and pronunciation. There will be some basic study of anatomy and physiology as the various systems of the body are introduced with associated medical terms. (3 credit hours: 45 class hours)

**HLT 221 - Concepts of Disease**

This course emphasizes the pathophysiologic basis for representative disease of adults and children. Cause of disease, symptoms and treatment of disease are emphasized. A relationship between knowledge of diseases and disease coding and classification systems will be developed. Emphasis is placed on the relationship of diseases in the elderly. (3 credit hours: 45 class hours)

**HLT 301 - Nutrition**

**Prerequisite: RN Licensure or BIO 211, 212**

This course explores major concepts of nutrition and health. Characteristics of adequate and inadequate nutrition, essential nutrients and nutritional needs across the life span are discussed. Dietary modifications for therapeutic purposes and cultural variations are included. RN students may challenge this course using NLN Challenge Exam. (3 credit hours: 45 class hours)

**HLT 450 – Global Health Issues**

This course is intended to provide a qualitative and quantitative review of global health issues. It will focus on culture variations in healthcare delivery. It will provide a broad survey of the main facts, issues, perspectives, methods, results

and conclusions in the area of global populations and health. It will address some of the unique qualities of ethnomedicine, variations in socioeconomic status and the impact of societal variation on contemporary issues affecting global health. The course will provide an opportunity for students to engage in discussions of comparative regional health issues that impact healthcare delivery. The course will facilitate the student's ability to explain the significant role healthcare plays in the global community. (3 credit hours: 45 class hours)

## **HEALTH AND PHYSICAL EDUCATION**

### **HPE 100 - Basic First Aid and Emergency Care**

Basic Cardiac Life Support (BCLS) provides the opportunity for cardiopulmonary resuscitation certification after 12 hours of basic provider training including one- and two-person CPR, management of the obstructed airway of infants and adults and infant resuscitation according to American Heart Association standards. (1 credit hour: 15 class hours)

### **HPE 104 - Therapeutic Massage**

This course is an introduction to the area of therapeutic massage for the healthcare professional. Topics of instruction will include general principles of therapeutic massage and basic techniques used in massage. Considerations for massage for specific purposes and specialized systems of massage will be discussed. (1 credit hour: 8 lecture hours, 7 lab hours)

### **HPE 120 - Mindfulness & Yoga**

This course will introduce students to the concept of mindfulness, being aware of what is happening in the moment. Mindfulness practices are a valuable method of stress reduction and are valuable in achieving and maintaining wellness for both client and healthcare providers. The primary mindfulness focus will be awareness of the body, experiencing what it feels like to move, breathe and relax. (1 credit hour: 15 class hours)

### **HPE 121 - Mindfulness & Yoga II**

#### **Prerequisite: HPE 120 or permission of the instructor**

This course will further explore the concept of mindfulness, being aware of what is happening in the moment. Mindfulness practices are a valuable method of stress reduction and can facilitate achieving and maintaining optimal wellness for both client and healthcare providers. Mindfulness practices will include continued and expanded focus on body sensations through the practices of yoga and sitting quietly, noticing sensations as these arise in the body and exportation of breathing techniques to facilitate the development of concentration and relaxation. (1 credit hour: 15 class hours)

### **HPE 124 – Self Defense I**

This course is designed to be a basic self defense course. The student will be taught techniques against either violent or minor attacks from many situations. The student will learn various self defense techniques involving holds and escapes. Observation and awareness skills will also be taught to prevent or avoid trouble before it develops. Safe in training will be strictly emphasized during the class. (1 credit hour: 8 lecture hours, 7 lab hours)

### **HPE 131, 132, 133, 134, 135 - Physical Fitness and Wellness**

#### **Prerequisite for HPE 132-135: HPE 131**

This course is designed to promote positive lifestyles through the concept of wellness. The wellness topics presented during HPE 131 classroom hours are as follows: Wellness: Why or Why Not?, stress management, fitness, weight management, substance abuse and sexually transmitted diseases. At the conclusion of HPE 131, the student will compare lifestyle habits existing at the beginning and at the end of the course. The student will affirm positive changes and identify areas of improvement for the future. Course will be graded pass/fail. (1 credit hour: HPE 131 - 15 class hours, 15 lab hours; HPE 132, 133, 134, 135 - 30 lab hours)

### **HPE 154 – Intermediate Massage**

This course is designed for students who have completed therapeutic massage and would like to further increase their knowledge of massage theory and skills for specific types of massage. Types of massage taught will include Eastern, Sport, and Deep Tissue massage. (1 credit: 8 hours lecture, 7 hours lab)

## **INTERDISCIPLINARY STUDIES**

### **IDS 100 - Introduction to Healthcare Delivery Systems**

This course provides students with the opportunity to interact in a multidisciplinary environment while learning basic safety practices and communication skills. The course will include multidisciplinary and interdisciplinary styles of communication including verbal and nonverbal with various groups and settings. Each discipline represented will discuss practice acts and the implications related to the scope of practice with all health team members. The content will provide a fundamental introduction to healthcare trends and settings. (1 credit hour: 15 class hours)

### **IDS 101 & 101L- Introduction to Basic Patient Care Skills**

This course will provide students with the opportunity to interact in a multidisciplinary environment while learning basic safety practices, therapeutic communication skills and basic care of clients. An introduction to the basic patient care principles and concepts will be discussed with an emphasis on meeting the physical, psychosocial and spiritual needs of the individual. Students will be given the opportunity to practice skills in an open lab setting and demonstrate competency by completing the required skills through proficiency check-offs. Required for students pursuing the associate degree in nursing. (1 credit hour: 8 class hours, 10 lab hours)

### **IDS 102C - Basic Patient Care Skills Clinical**

**Corequisite: IDS 101**

This course provides the student with the opportunity to develop and demonstrate basic patient care skills learned in previous coursework. This course will focus on practicing basic patient care principles and concepts to meet the physical, psychosocial and spiritual needs of the individual. Skills to be demonstrated include: therapeutic communication, infection control, safety practices and meeting the basic and special needs of the long term care patient. (2 credit hours: 65 clinical hours, 20 lab hours)

**IDS 107 - Introduction to Sign Language**

This course is designed to teach basic sign language conversational skills to healthcare professionals. When appropriate, vocabulary will be tailored for use in healthcare settings. This course will include a brief overview of Deaf culture including, but not limited to, the Americans with Disabilities Act and the Virginia Relay System. (1 credit hour: 15 classroom hours)

**IDS 111 - Basic Cardiac Rhythm Interpretation****Prerequisite: Health Care Provider CPR certification**

This course will introduce the multi-skilled patient-focused provider to basic skills associated with cardiac rhythm recognition. This unit of instruction will allow the provider to assist other healthcare team members with recognition and care of the patient who requires electrocardiogram (ECG) monitoring. The provider will learn basic cardiac anatomy and electrophysiology, the techniques of lead placements and performance of a 12-lead ECG. However, the main focus will be the recognition of basic dysrhythmias and what responses would be appropriate by the health team member. (1 credit hour: 15 class hours)

**IDS 114 - Twelve-Lead EKG Interpretation****Prerequisites: Health Care Provider CPR certification, IDS 111 or previous courses on dysrhythmia recognition**

This course will introduce the multi-skilled patient-focused care provider to the basic skills of 12-Lead EKG interpretation. This will include a quick review of ECG basics, acquiring the 12-Lead ECG and recognizing and localizing the myocardial infarction. Basic concepts of treatment will be discussed to include thrombolytic and other cardiac management. (1 credit hour: 15 class hours)

**IDS 117 - Basic Venipuncture Skills for Non-Phlebotomists**

This course is designed for healthcare practitioners who may be required to collect specimens for the clinical laboratory. Emphasis will be on routine adult venipuncture methods. Additional topics will include capillary puncture methods and the collection of non-blood laboratory specimens such as 24-hour urines. Students will learn through both didactic and student laboratory instruction. There is no clinical component to this course. (1 credit hour: 15 class hours)

**IDS 117L - Basic Venipuncture Skills for Non-Phlebotomists Lab****Prerequisite: IDS 117**

This course is the laboratory component to the Basic Laboratory Collection Skills for the Non-Phlebotomist (IDS 117). Students are not required to take this course but must have completed IDS 117 in order to enroll in this laboratory study. Students will be divided into small groups and can expect intensive hands-on laboratory experiences. (30 lab hours)

**IDS 120 - Transcultural Healthcare**

This course is designed to examine multi-cultural populations and how their cultural diversity impacts the planning and delivery of healthcare. It will provide a theoretical framework for providing transcultural healthcare through examination and utilization of different models of cultural competence. Major ethnic groups will be studied to understand salient healthcare needs. (1 credit hour: 15 class hours)

**IDS 301 - Statistics for Healthcare**

This course provides students with a conceptual understanding of statistical methods in relation to the purpose, design, and methods of health care research. Both descriptive and inferential applications are presented and students are introduced to the use of computers for data storage, retrieval, and statistical analysis. (3 credits: 45 class hours)

**IDS 305 - Complementary and Alternative Approaches in Healthcare**

This course is designed to provide an overview of complementary and alternative therapies and their impact upon healthcare delivery. Lecture discussions include the attributes and shortcomings of complementary and alternative approaches and conventional medicine. The history and maturation of complementary and alternative approaches will be examined. (2 credit hours: 30 classroom hours)

**IDS 350 - Spanish Language and Culture**

This course for healthcare professionals has been specifically designed using second language learning models. Lessons build upon each other, encouraging the use and re-use of newly acquired language. Emphasis is on the development of oral and aural skills and the practical use of the language for clinical settings. Cultural perspectives are written into each lesson of the course. The cultural perspectives emphasize awareness and sensitivity of the Hispanic client. (3 credits, 45 class hours.)

**IDS 370 - End of Life Issues****Prerequisite: RN licensure or permission of instructor**

This course will provide the student with the opportunity to examine issues related to end of life care. The nine modules of the End of Life Nursing Education Consortium (ELNEC) Curriculum will be incorporated into the course. Students will apply theory related to the physical, psychosocial and spiritual needs of patients near the end of life in clinical practice and/or case study situations. (3 credit hours: 45 class hours)

**IDS 372 - Spirituality in Healthcare Practice**

In this course students examine spirituality from two perspectives: an individual's quest for purpose and meaning and a reflection of a personal relationship with God. This examination includes a review of the major religions as avenues of spiritual expression. However, other avenues of spiritual expression such as the creative arts, service, and relationships are explored. Models that include spirituality as an integral component of personhood are encouraged, through reading, experimental exercises, discussion, and class assignments to embark on or to continue their journey and to reflect on how their spiritual journey and to reflect on how their spiritual journey is integral to clinical practice. (3 credits: 45 class hours)

**IDS 392 - Advanced Patient Assessment**

This course is designed to provide the student with advanced skills and knowledge necessary for the delivery of quality patient care. Topics include: informed consent, medical-legal considerations, sterile techniques, infection control, patient preparation and post procedural care, vital signs, ECG's, conscious sedation, and pharmacology. (3 credits: 45 class hours)

**IDS 423 - Research**

This course is designed to study research methodology pertaining to topics within the allied health profession. The student will evaluate and discuss research designs, sampling designs, data collection methods and data analysis. Various examples of research will be critiqued. The focus will be on students' area of interest and research needs. (3 credits: 45 class hours)

**MATHEMATICS****MTH 100 - College Math**

This course is for the student who did not have high school algebra. The course will include ratios, metrics, fractions, percentages, decimals, conversions and solving for one and two unknowns. This course may or may not satisfy requirements for graduation. Will meet AS Degree requirements. (3 credit hours: 45 lecture hours)

**MTH 101 - Math for Health Sciences**

This course presents a review of arithmetic and teaches elements of algebra, geometry and trigonometry. Direct applications to health-related occupations are included. (3 credit hours: 45 lecture hours)

**MTH 165 - College Algebra**

This course presents various topics from algebra within the complex number system. These include linear and quadratic equations and inequalities, functions and graphs, polynomials, logarithms and systems of equations and inequalities. Some topics from analytic geometry and discrete algebra also will be explored. (3 credit hours: 45 lecture hours)

**MTH 201 - Calculus****Prerequisites: MTH 165 or equivalent**

This course in an introduction to one-variable calculus. Topics covered include functions, limits, differentiation and integration, with an emphasis on applications to the biomedical sciences. (3 credit hours: 45 lecture hours)

**MTH 210 - Introduction to Statistics****Prerequisites: MTH 165 or consent of instructor**

This course will focus on the basic statistical concepts and applications in health sciences. Descriptive and inferential statistics will be covered. (3 credit hours: 45 lecture hours)

**MUSIC****MUS 101 – Introduction to Music Appreciation**

This course provides an overview of the history of music and an introduction to musical elements, forms, and stylistic periods, including discussion of twentieth century music such as jazz and rock. The course is designed to stimulate curiosity and enthusiasm and heighten the student's awareness of music. An introduction to the fundamentals of music theory will be included. (3 credit hours: 45 class hours)

**NURSING**

NOTE: All courses must be taken in the sequence listed in the Program of Study unless authorized by the Program Director.

**NSG 091L - Independent Study in Psychomotor Skills**

This course is designed to provide students, with faculty supervision, opportunity to practice psychomotor skills to increase proficiency, either as remediation or fulfillment of psychomotor skills mastery requirement prior to clinical course entrance. (1 credit hour: 20 lab hours, 10 LRC hours)

**LEVEL I****NSG 101 & 101C - Introduction to Nursing**

**Prerequisite: CNA certification or IDS 101/101L**

**Pre or Corequisite: BIO 211/211L**

**Corequisites: NSG 102, NSG 111L/111L**

This course provides the student with an introduction to nursing. Focus will be on developing assessment skills to evaluate the client's status in regard to meeting basic human needs. The nursing process will be introduced as a framework for delivering client care. Concepts include: caring, basic human needs, stress/adaptation, the nursing process, teaching learning and factors influencing care. (4 credit hours: 45 class hours, 45 clinical hours)

**NSG 102 - Dosage Calculations**

**Corequisites:** NSG 101, NSG 111/111L

This course reviews basic mathematics used by nurses for dosage calculation of medications and solutions. Focus will be on calculating medication dosages (oral and parenteral); intravenous fluids; and solutions. Reading physician's orders and drug labels is also included. (1 credit hour: 15 class hours)

**NSG 103 - Introduction to Pharmacology**

**Prerequisite:** NSG 101 or NSG 200 or NSG 202

**Pre or Corequisites:** BIO 212/212L

This course will provide the student with an overview of the basic principles of pharmacology for the administration of medications and solutions. (3 credit hours: 45 class hours)

**NSG 111 & 111L - Nursing Skills I**

**Prerequisites:** IDS 101/101L (or CNA certification)

**Corequisites:** NSG 101, NSG 102

This course provides the student with psychomotor skills and related fundamental concepts needed to provide therapeutic nursing care and meet physical human needs. Fundamental concepts include standards of care, sterile technique, admitting/discharging the client and cost awareness. Psychomotor skills include physical assessment, wound care, urinary catheterization, skills related to bowel elimination, and nonparenteral medication. (1 credit hour: 30 lab hours)

**NSG 112 & 112L - Nursing Skills II**

**Prerequisites:** NSG 101, NSG 102, NSG 111/111L

**Corequisite:** NSG 103, NSG 130

This course provides the student with advanced nursing skills and related concepts to meet the needs of clients with common health problems. Nursing skills include intravenous fluid and parenteral medication administration and skills related to gastrointestinal, respiratory, musculoskeletal and neurological systems. (2 credit hours: 15 class hours, 30 lab hours)

**NSG 130 & 130C - Adult Health I**

**Prerequisites:** NSG 101, NSG 102, NSG 111/111L, BIO 211/211L

**Corequisites:** BIO 212/212L, NSG 103, NSG 112/112L

This course will provide the student with an opportunity to apply communication, critical thinking and caring within systems to assist adults in meeting their health needs. Emphasis is placed on direct nursing care to diverse adult clients with common health needs affecting sensory/perception, sensory-motor function, hepatic/biliary/pancreatic function and gastrointestinal function. Emphasis also will be placed on the perioperative experience, fluid and electrolyte balance, the client in pain and managing client care. (5 credit hours: 45 class hours, 90 clinical hours)

**NSG 160 & 160C - Nursing of Older Adults**

**Prerequisites:** NSG 101, NSG 102, NSG 111/111L

**Pre or Corequisites:** BIO 212/212L

This course will focus on the unique needs of older adults. The biopsychosocial changes associate with the aging process will be discussed, The aging client will be considered as part of the family community, and society systems. Students will have an opportunity to provide nursing care to older adults in a variety of health care settings. (3 credit hours: 30 class hours, 45 clinical hours)

**LEVEL II**

**NSG 200 - Nursing Transition**

**Prerequisite:** BIO 212/212L

**Pre or Corequisites:** BIO 253/253L, PSY 238, SOC 213

This course serves as an introductory course for licensed practical nurses entering the LPN to Associate Degree Nursing program. It provides the student with an overview of the dimensions of the conceptual framework of the nursing program. Emphasis will be on human needs, growth and development, stress-adaptation, and the roles and competencies of the associate-degree nurse. A major focus will be the nursing process with emphasis on building assessment skills and organizing data for selected nursing diagnoses. Individual skills assessments will be included. (2 credit hours: 30 class hours)

**NSG 202 & 202C - Nursing Fundamentals**

**Prerequisite:** Acceptance into accelerated track for paramedics and respiratory therapists

**Pre or Corequisites:** BIO 253/253L, PSY 238

**Corequisites:** NSG 213L

This course provides the student with an introduction to nursing. The nursing process will be introduced as a framework for delivering client care to meet basic human needs. Concepts include: caring, basic human needs, stress/adaptation, the nursing process, teaching learning, and factors influencing care (3 credit hours: 30 class, 45 clinical hours)

**NSG 211 & 211C- Mental Health Nursing****Prerequisites:** NSG 101, BIO 211/211L, PSY 238, NSG 200, NSG 202**Pre or Corequisite:** NSG 112/112L, NSG 130

This course will emphasize communication critical thinking and caring for diverse clients with altered psychosocial needs within systems. The client's needs will be considered in a variety of settings. Knowledge of the health-illness continuum and its application will be emphasized. Therapeutic interventions will focus on direct care. (3 credit hours: 30 class hours, 45 clinical hours)

**NSG 213L - Introduction to Nursing Skills****Prerequisite:** Acceptance into accelerated track for paramedic respiratory therapists**Corequisite:** NSG 202

This course provides the student with psychomotor skills and related concepts needed to provide therapeutic nursing care and meet physical human needs. Concepts include standards of care, sterile technique, and cost awareness. Psychomotor skills include physical assessment, medication administration and skills related to management of gastrointestinal, musculoskeletal, integumentary, and neurological and urinary systems. (2 credit hours: 15 class hours, 30 lab hours)

**NSG 214 & 214C - Synthesis of Adult Health I****Prerequisite:** NSG 200, NSG 202, NSG 213L, PSY 238, BIO 203, BIO 203L**Pre or Corequisite:** NSG 103

In this course the student will learn to provide therapeutic nursing interventions for adults with common and complex health needs. The student will utilize systems theory, caring behaviors, critical thinking and therapeutic communication skills. Emphasis is placed on providing direct care using the nursing process for diverse adults clients. Clinical experiences will be provided in the acute care and community environments (4 credit hours: 45 class hours, 45 clinical hours)

**NSG 215 & 215 C - Synthesis of Adult Health II****Prerequisite:** NSG 103, NSG 214

In this course the student will learn to provide therapeutic nursing interventions for adults with common and complex health needs. The student will utilize systems theory, caring behaviors, critical thinking and therapeutic communication skills. Emphasis is placed on providing direct care using the nursing process for diverse adults clients. Clinical experiences will be provided in the acute care and community environments (5 credit hours: 45 class hours, 90 clinical hours)

**NSG 221& 221C - Nursing of the Childbearing Family****Prerequisites:** NSG 103, NSG 112/112L, NSG 130, NSG 200, NSG 202, PSY 238**Pre or Corequisites:** BIO 253/253L, SOC 213

This course provides the student with the opportunity to apply communication, critical thinking and caring within systems to assist families in meeting their needs during childbearing. Emphasis is placed on common childbearing needs along the health-illness continuum. Therapeutic nursing interventions will focus on direct nursing care of diverse families and their health needs in a variety of structured health care settings. (3 credit hours: 30 class hours, 45 clinical hours)

**NSG 230 & 230C - Adult Health II****Prerequisites:** BIO 253/253L, NSG 103, NSG 112/112L, NSG 130, PSY 238**Pre or Corequisite:** SOC 213

This course will provide the student with an opportunity to apply communication, critical thinking and caring within the systems to assist adults to meet common health needs on the health-illness continuum. The course will build on concepts and principles presented in Adult Health I. Assessment, therapeutic nursing interventions and evaluation will focus on direct care of diverse clients in a variety of structured health care settings. Principles of cost-effectiveness and decision making will be included in order to manage and coordinate resources and nursing care. (5 credit hours: 45 class hours, 90 clinical hours)

**NSG 231 & 231C - Adult Health III****Prerequisite:** NSG 230

This course provides the student with the opportunity to apply critical thinking, communication and caring within the systems to provide therapeutic nursing interventions to adults with common complex health needs. The course will build on concepts and principles in Adult I and Adult II. The use of power and evaluating nursing care as principles of management will be addressed. Clinical experiences will be provided in the acute care and community environments. (4 credit hours: 45 class hours, 45 clinical hours)

**NSG 241 & 241C - Nursing Care of Infants and Children****Prerequisites:** NSG 103, NSG 112/112L, NSG 130, NSG 200, NSG 202, PSY 238**Pre or Corequisite:** SOC 213, BIO 253/253L

This course provides the student with the opportunity to apply communication, critical thinking and caring within the systems to assist children and their families in meeting needs on the health-illness continuum. Emphasis is placed on normal childhood functioning and common childhood diseases. Therapeutic nursing interventions will focus on direct care of diverse groups of children and families in a variety of structured health care settings. (3 credit hours: 30 class hours, 45 clinical hours)

### **NSG 260C - Practicum in Nursing**

#### **Prerequisites: Completion of all associate of science in nursing courses**

The purpose of this course is to assist the student in making the transition from the role of nursing student to the role of staff nurse. This practicum will occur in a structured health care setting under the supervision of a preceptor. It is to be completed during the last three weeks of the last semester of the program.

(2 credit hours: 90 clinical hours)

### **NSG 261C – Practicum in Nursing (for LPN to Associate of Science in Nursing students only)**

#### **Prerequisites: Completion of all associate of science in nursing courses**

The purpose of this course is to assist the student in making the transition from the role of nursing student to the role of staff nurse. This practicum will occur in a structured health care setting under the supervision of a preceptor. It is to be completed during the last three weeks of the last semester of the program.

(1 credit hour: 45 clinical hours)

### **NSG 284 - Professional Seminar I**

#### **Prerequisite: Completion of all required first level Nursing courses or NSG 200 or NSG 202**

#### **Pre or Corequisites: NSG 214 or NSG 230**

Provides the student with opportunities to explore present issues and future trends which impact on healthcare and nursing. The course will include factors that influence the role transition to professional nursing. (1 credit hour: 15 class hours)

### **NSG 285 - Professional Seminar II**

#### **Prerequisite: Completion of all required first level Nursing courses or permission of the instructor**

#### **Corequisite: With final semester of nursing courses**

Provides the student with opportunities to prepare for successful post-graduate Registered Nurse licensure examination. Offers the student preparation for the job market and job interviewing skills. The course will include factors that influence the role transition to professional nursing. (1 credit hour: 15 class hours)

### **NSG 290 - Nursing Independent Study**

Independent study courses are designed to permit the students, with faculty supervision, to study topics or areas of particular interest. The subjects are usually continuations in greater depth of a topic covered in a regular course and usually involve extensive readings, clinical practice under supervision of a preceptor and may include written papers. Permission of the Program Director is required, with supervising faculty assigned by the Program Director. (1,2,3 credit hours)

## **RN-to-BSN**

### **NSG 300 - Pharmacology**

#### **Prerequisite: RN Licensure or permission of instructor**

This course will include the study of pharmacological agents, their properties and use in health and illness. Specific emphasis is placed on physiological reactions to drugs across the life span. RN students may challenge this course for credit. (3 credit hours: 45 class hours)

### **NSG 312 - Nursing Concepts, Roles and Issues**

#### **Prerequisite: ENG 325, PHL 301 and RN Licensure or permission of instructor**

The RN student is introduced to nursing theories and their impact on the practice of professional nursing throughout this course. The role of the professional nurse, leader, client advocate and the role model is discussed. The student examines the role of the nurse in the health care delivery system, both on the local level and in the political arena. (3 credit hours: 45 class hours)

### **NSG 315 - Health, Health Promotion and Framework for Practice**

#### **Pre or Corequisites: NSG 312, NSG 320**

In this course, students learn the theory, principles and practices of health education and health promotion in nursing practice. Theoretical models of health and health promotions will be explored. Healthy People 2010 will serve as a model for outcomes and practice. Students will examine best practice health promotion models that apply to individuals, group and communities and develop interventions, which incorporate these components. (3 credit hours: 45 class hours)

### **NSG 318 - Assessment of Human Responses to Illness**

#### **Prerequisite: RN licensure or permission of instructor**

This course will explore the etiology, pathophysiologic basis, and clinical manifestations of common disease processes across the lifespan. Common disease processes from each body system will be discussed. Concepts of physical assessment will be incorporated using a body systems approach. Students will demonstrate the physical assessment techniques, integrating knowledge of pathophysiological changes. (4 credit hours: 45 class hours, 30 lab hours)

### **NSG 320 - Computer Applications in Health Care**

#### **Prerequisites: RN licensure or permission of the instructor**

The course provides the student with the opportunity to investigate and use computer applications in the health care environment, particularly in the areas of clinical practice, education and research. The uses of computer technology in communication and networking will also be explored. (3 credit hours: 45 class hours)

### **NSG 370 – End of Life Issues**

#### **Prerequisite: RN licensure or permission of instructor**

This course will provide the student with the opportunity to examine issues related to end of life care. The nine modules of the End of Life Nursing Education Consortium (ELNEC) Curriculum will be incorporated into the course. Students will apply theory related to the physical, psychosocial and spiritual needs of patients near the end of life in clinical practice and/or case study situations. (3 credit hours: 45 class hours)

### **NSG 371 & 371C - Introduction to Perioperative Nursing**

#### **Prerequisite: NSG 130 & 130 C and permission of the instructor, or RN licensure**

This is an introductory course to perioperative nursing and the perioperative setting. Information and concepts essential to perioperative nursing practice in the surgical environment will be presented. Unique didactic and clinical experiences in the surgical suite will provide the foundation required for the beginning level of perioperative nurse practice. (3 credit hours: 30 class hours, 45 clinical hours)

### **NSG 410 - Research**

#### **Prerequisite: Statistics, NSG 312 or permission of the instructor**

This course introduces the student to the role of research in the delivery of health care. The scientific method and research process are examined. The student will evaluate and discuss research designs, sampling designs, data collection methods and data analysis. Various examples of research will be critiqued, focusing on the student's area of health care interests. (3 credit hours: 45 class hours)

### **NSG 420 & 420C - Community Health Nursing**

#### **Prerequisite: RN licensure, HLT 301, NSG 300**

#### **Pre or Corequisites: NSG 312, NSG 315, NSG 318, NSG 320**

This course is designed to develop the RN student's understanding of community health nursing. Topics emphasized include the family as client, the community as client, vulnerable populations, contemporary problems in community health nursing, and settings for community health nursing practice. Clinical experiences take place in a variety of community settings. (4 credit hours: 45 class hours, 45 clinical hour)

### **NSG 430 - High Acuity Nursing**

#### **Prerequisite: RN licensure or NSG 230 or permission of the instructor**

This course is designed to provide students with the knowledge and clinical skills to care for high acuity clients in a variety of health care settings. Students will use case studies to plan comprehensive therapeutic nursing interventions for clients with complex needs. (3 credit hours: 45 class hours)

### **NSG 435 - Nursing Case Management**

#### **Prerequisite: RN licensure**

RN students will learn the information and skills intrinsic to the role of case manager. Students will explore collaborative strategies to enhance client care in a managed care environment and effective means to evaluate outcomes of interventions. (3 credit hours: 45 class hours)

### **NSG 441 – Holistic Nursing**

#### **Prerequisites: RN licensure or permission of the instructor**

This course introduces students to the concept of self-healing within a philosophical and theoretic framework that includes quantum mechanics, mind/body phenomenon, innate intelligence and the energy body. This foundation is used to explore holistic nursing and energy therapy practice. (3 credit hours: 45 class hours)

### **NSG 450 – Global Health Issues**

This course is intended to provide a qualitative and quantitative review of global health issues. It will focus on culture variations in healthcare delivery. It will provide a broad survey of the main facts, issues, perspectives, methods, results and conclusions in the area of global populations and health. It will address some of the unique qualities of ethnomedicine, variations in socioeconomic status and the impact of societal variation on contemporary issues affecting global health. The course will provide an opportunity for students to engage in discussions of comparative regional health issues that impact healthcare delivery. The course will facilitate the student's ability to explain the significant role healthcare plays in the global community. (3 credit hours: 45 class hours)

### **NSG 470 - Special Topics in Nursing**

#### **Prerequisites: RN Licensure or permission of the instructor**

This course offers students the opportunity to study special topics in nursing. Topics include issues in Aging, Forensics, Adult Health, and other courses based upon student needs and interests. (3 credit hours: 45 class hours)

### **NSG 475 & 475C - Leadership and Management in Nursing**

#### **Prerequisite: RN licensure**

#### **Pre or Corequisites: NSG 312, NSG 315, NSG 318, NSG 320, NSG 410**

This course will include examination of leadership, management and change theories. Emphasis is on acquiring the knowledge, skills and abilities required to collaborate in creating, mobilizing and motivating an interdisciplinary team to achieve high quality outcomes. Research findings will be incorporated. An individually designed leadership clinical experience will provide the opportunity to implement concepts. (4 credit hours: 45 class hours, 45 clinical hours)

### **NSG 485C - Capstone Seminar and Project**

#### **Prerequisite: RN licensure**

**Pre or Corequisites: NSG 410, NSG 420/420C, NSG 475/475C**

This is a capstone course designed to integrate concepts of health promotion, community health nursing, leadership and management, and research in a seminar format. The project will be conducted in a service-learning context, designed and implemented in collaboration with a community partner. The seminar will discuss management of the service-learning project with integration of concepts from previous courses. (2 credit hours: 15 class hours, 45 clinical hours)

**OCCUPATIONAL THERAPY ASSISTANT**

NOTE: All courses must be taken in the sequence listed in the Program of Study unless authorized by the Program Director. Level I-A clinical must be successfully completed prior to beginning Level I-B.

**OTA 101 - Fundamentals of the Profession**

This course provides an orientation to the profession of occupational therapy, the roles of the assistant-level therapist and the OTR. Philosophy and practice standards of the profession will be emphasized. Students will become acquainted with the history and development of the profession, its relationship to other health professions and the diversity of its service settings and functions. (2 credit hours: 30 class hours)

**OTA 104 - Therapy Skills**

**Prerequisite: OTA 101**

This course the student will explore basic media activities, to include ceramics and wood working, used by therapists. Self awareness, criteria for activity choices, activity analysis, problem solving and creative processes will be studied. Tool use and safety will also be emphasized. (4 credit hours: 30 class hours, 60 lab hours)

**OTA 151 - Functional Anatomy**

**Prerequisite: BIO 211, HLT 215**

**Corequisite: BIO 212**

This course will present a study of movement of the human body as it relates to activity, disability and occupational therapy treatment. In laboratory sessions students will become familiar with various methods of testing joint range of motion, muscle strength and coordination. (4 credit hours: 30 class hours, 60 lab hours)

**OTA 163 - Principles and Procedures of OT - Psychiatric Disorders**

**Prerequisites: HLT 215, PSY 201**

**Corequisite: OTA 163C, PSY 204**

In this course the student will learn the roles of occupational therapy in psychiatry. Course materials will present frames of reference, basic group process skills, therapeutic use of self and various intervention techniques as they apply to psychiatric settings and populations. Fieldwork will further expose the student to opportunities to integrate new learning. (3 credit hours: 45 class hours)

**OTA 163C - Principles and Procedures of OT - Psychiatric Disorders Clinical**

**Prerequisites: HLT 215, PSY 201, IDS 101**

**Corequisites: OTA 163, PSY 204**

Students are sent to facilities which do and do not provide Occupational Therapy services. The focus is principally on the diversity of settings in which OT may function and the interpersonal dynamics within the facilities and communications between staff and client populations. (1 credit hour: 45 clinical hours) Level I-A Clinical

**OTA 203 - Pathologic Conditions**

**Prerequisites: All 1<sup>st</sup> year courses**

In this course the student will explore the health-illness-health continuum. Etiology, management and prognosis of specific diseases of childhood, adulthood and aged populations will be presented and discussed. (2 credit hours: 30 class hours)

**OTA 231 - Pediatric Programming**

**Prerequisite: PSY 202, OTA 203**

**Corequisite: OTA 231C; 231L**

This course addresses pediatric intervention procedures which are based on an understanding of relevant pediatric frames of reference. The course covers the developmental process from prenatal to adolescence with various diagnostic groups in a variety of settings. The students gain an understanding of the evaluation process, treatment planning, documentation and the role of the COTA in relationship to parents, care givers and other service providers. Concurrent laboratory and fieldwork experiences expand observational skills, provide opportunities for client centered interventions, and refine documentation skills. (3 credit hours: 30 class hours, 30 lab hours)

**OTA 231C - Pediatric Programming Clinical**

**Prerequisite: PSY 202, OTA 203**

**Corequisite: OTA 231**

Students are involved in pediatric facilities and will have limited responsibilities for client evaluation, treatment interaction, program implementation and development.

(1 credit hour: 45 clinical hours) Level I-B Clinical

**OTA 241 - Geriatric Programming**

**Prerequisite: PSY 202, OTA 203**

**Corequisite: OTA 241C; OTA 241L**

This course addresses geriatric intervention procedures which are based on an understanding of relevant geriatric frames of reference. The course covers the normal aging process and how the physical and psychological changes affect elders. Various diagnostic groups and treatment settings are explored. The students gain an understanding of the evaluation process, treatment planning, documentation and the role of the COTA in relationship to care givers and other service providers. Concurrent laboratory and fieldwork experiences expand observational skills provide opportunities for client-centered interventions, and refine documentation skills. (3 credit hours: 30 class hours, 30 lab hours)

**OTA 241C - Geriatric Programming Clinical**

**Prerequisite:** PSY 202, OTA 203

**Corequisite:** OTA 241

Students are involved in geriatric facilities and will have limited responsibilities for client evaluation, treatment interaction, program implementation and development.

(1 credit hour: 45 clinical hours) Level I-B Clinical

**OTA 252 - Therapeutic Adaptations**

**Prerequisites:** OTA 203

**Corequisite:** OTA 161, OTA 252L

In this course the student will learn basic techniques of orthoses construction and fitting for a variety of physical disabilities and therapeutic adaptation for problems ranging from sensory-motor developmental delays to activities of daily living and functional deficits. Laboratory sessions will direct and enable the student to create adaptive devices using knowledge gained in previous media course work. Therapy testing equipment also will be featured. (4 credit hours: 30 class hours, 60 lab hours)

**OTA 261 - Principles and Procedures of OT - Physical Dysfunction**

**Prerequisite:** OTA 203

**Corequisite:** OTA 252

This course will present diagnoses of general medical, neurological and orthopedic conditions commonly treated in occupational therapy practices. Etiology, pathology, course of treatment, prognosis and prevention will be discussed as they apply to the assistant-level therapist. Fieldwork will afford opportunities to develop observational skills regarding various conditions, treatment techniques and documentation. Problem solving to enable normal activity will be emphasized. (3 credit hours: 45 class hours)

**OTA 270 - Fieldwork Level II - A**

**Prerequisite:** ALL other academic course work completed See OTA 271

The essentials of education for the occupational therapy assistant (as outlined by the American Occupational Therapy Association), require that the student successfully complete at least two Level II clinical fieldwork assignments within 18 months of the completion of all other academic course work. It is the intention of these essentials to encourage the student to gain multiple opportunities to further develop clinical skills in diverse settings, thus insuring a broad-based knowledge of the profession and its practices. The student is encouraged to seek out placements that will best serve these ends. Scheduled with the OTA program clinical coordinator, these clinical fieldwork assignments are taken as full-time non-paid, pre-employment experiences. (6 credit hours: 320 clinical hours)

**OTA 271 - Field Work Level II-B**

**Prerequisite:** ALL other academic course work completed. See OTA 270

**OTA 285 - Interdisciplinary Professional Seminar**

**Prerequisite:** Completion of all required professional courses

This course provides the student with opportunities to explore the past and present issues and future trends which impact on health care and health professions. The course focus will include health care models, economics and educational preparation required for various health professionals. The content will build on concepts introduced in OTA 105. (1 credit hour: 15 class hours)

**OCCUPATIONAL THERAPY**

**OTB 300 - Theory I**

**Prerequisites:** Prerequisite into the professional coursework sequence

This course focuses on history of occupational therapy (OT) and the development of OT philosophy, frames of reference, and theory. OT Practice Framework and activity analysis will be introduced with an overview of the OT process. The course will focus on developing critical thinking, clinical reasoning, and interpersonal skills that are necessary to be an effective/successful occupational therapist. The course will also examine OT's role in health and wellness, the OT/OTA relationship, OT ethics and the core values/attitudes of OT practice, the structure/function of national and state OT organizations, and the future of the profession. (3 credit hours: 45 lecture hours)

**OTB 310 & 310L/BIO 330 and BIO 330L - Neuroanatomy & Neurophysiology**

**Prerequisites:** BIO 322 or consent of instructor

A comprehensive review of human nervous system design and functions. Particular attention will focus upon sensorimotor, cognitive, limbic, cortical and subcortical processes. Students will attend to cause/effect relationships between disorders, CNS lesions and associated symptoms. (4 credit hours: 45 class hours, 30 lab hours)

**OTB 312/BIO 312 - Research Methodology**

**Prerequisites: Statistics and a basic computer course**

Students critically review and investigate generic healthcare and specialty-specific literature and efficacy studies. Emphasis is placed upon the student's development of abilities to read, fathom and respond to questions regarding selected studies from specialty journals, and to pose questions regarding their selected profession in research terms. Course content will set the stage for later scholarly research investigations. (3 credit hours: 45 class hours)

**OTB 314 and OTA 314 L- Humans in Motion****Prerequisites: BIO 322 and BIO 322L****Corequisite: BIO 330**

This comprehensive lecture and laboratory study analyzes normal human motion. Students learn through "hands-on" laboratory sessions to enhance lectures and reading material. Students are expected to have previous knowledge of human anatomy/physiology and specifically nervous and musculoskeletal systems. (4 credit hours: 30 class hours, 60 lab hours)

**OTB 316 & 316L – OT in Mental Health: Principles & Methods****Prerequisites: Acceptance into the professional coursework sequence****Corequisites: OTB 300, BIO 310, OTB 325C**

This course focuses on principles and intervention techniques used with individuals and populations experiencing a range of psychosocial dysfunction. Topics include models of practice within psychiatric OT, therapeutic use of self, communication skills, assessment tools, intervention techniques, group dynamic skills, and community-based intervention. (4 credit hours: 45 class hours, 30 lab hours)

**OTB 324 & 324L – OT in Pediatrics: Principles and Methods****Prerequisites: OTB 300, OTB 316****Corequisite: OTB 335C**

The course incorporates knowledge, skills, attitudes and judgments required to participate in OT programs in pediatric settings. Opportunities will be provided to explore and study methods and procedures for evaluation and implementation in pediatric settings. Culture, politics, ethics, legal, socioeconomic and spiritual issues/needs will be addressed through case study, diagnosis related research, evaluation/assessment research, and treatment implementation strategies. (4 credit hours: 45 class hours, 30 lab hours)

**OTB 325C - Fieldwork I – A Mental Health****Restrictions: Student must have on file: completed JCHS Personal Health History, current PPD, current BLS Healthcare Provider/CPR certification, proof of required immunizations or waivers, and medical insurance.****Corequisites: OTB 300, OTB 316**

In this course students engage consumers in community-based fieldwork settings to explore and examine issues of mental health, interpersonal and professional communication skills, and identification and enforcement of theories as they relate to varied, community-based treatment settings. Students will document interactions using journal and selected assigned formats. In accordance with AOTA Essentials and Guidelines Level I fieldwork may be supervised by qualified personnel including but not limited to, licensed occupational therapists, licensed occupational therapy assistants, teachers, social workers, nurses, physical therapists, etc. (2 credit hours: 90 clinical hours)

**OTB 331 and OTB 331L- Community-based Occupations****Prerequisites: OTB 300, OTB 316****Corequisite: OTB 340**

An expansive examination of occupation related to topics presented in OT Theory I and Humans in Motion. Students will examine and apply theories of the profession through involvement with occupational task analysis in minor crafts, community-based occupational assessments, and examination of overall evaluation and intervention processes. (4 credit hours: 30 class hours, 60 lab hours)

**OTB 335C - Fieldwork I – B Pediatric****Prerequisites: Successful completion of prior semester's coursework****Corequisites: OTB 324, OTB 331**

Students will interact with consumer populations in pediatric settings where OT services may or may not be provided. Roles will be assigned by OT program faculty and qualified on-site supervisors. Students will document their observation and interaction using reflective journal entries and structured formats for graded assignments. In accordance with AOTA Essentials and Guidelines, Level I fieldwork will be supervised by qualified personnel including, but not limited to, licensed occupational therapists, certified occupational therapy assistants, teachers, social workers, nurses, physical therapists, etc. (2 credit hour: 90 clinical hours)

**OTB 340 – Media****Prerequisites: Successful completion of prior semester's coursework****Corequisites: OTB 331, OTB 335C**

Students learn process-oriented planning, problem solving, analysis of tool use for work hardening, energy conservation, work simplification and joint protection, using the media of wood, clay, and leather. Detailed occupational task analyses, task grading, and occupation meaningfulness are studied as seen within corequisite, fieldwork assignment in practice settings. (3 credit hours: 15 class hours, 60 lab hours)

**OTB 400 - Theory II**

**Prerequisites: Junior Level OT Professional Coursework****Corequisites: OTB 421, OTB 424, OTB 425C, OTB 431, OTB 460**

This course presents models of practice and frames of reference, which serve as the theoretical foundations of occupational therapy practice. Understanding these models is critical to decision making in assessment tool and therapeutic intervention strategies selection. The course addresses theoretical bases and relevance of the evaluation process. Students become familiar with tools that assess motor control, dexterity, sensory processing and work activities, and instruments designed within particular service delivery models. The course also reviews prevalent and emerging practice. (3 credit hours: 45 class hours)

**OTB 421 - Adult Conditions****Prerequisites: OTB 331****Corequisites: OTB 425C, OTB 431**

This lecture based course concentrates on the evaluation and treatment of medical, surgical, neurological, orthopedic and musculoskeletal, physically disabling conditions. Taught in concert with Adult Conditions Lab, students have multiple opportunities to practice intervention strategies and techniques in a laboratory setting in preparation for their upcoming, full-time fieldwork experiences. Lecture and guest presentations relate a myriad of physically disabling conditions, rehabilitation processes and techniques used by members of our profession. Students interact with client populations during Level I-C fieldwork experiences. (3 credit hours: 45 class hours)

**OTB 424 – OT in Geriatrics: Principles and Methods****Prerequisites: Junior level OT professional coursework****Corequisites: OTB 400, OTB 421, OTB 425C, OTB 431, OTB 460**

This lecture course reviews theories of aging, occupational therapy specific assessment tools and intervention techniques, issues of family dynamics, patient and family education with emphasis on multiplicity of diagnoses. Students will consider needs of several groups: well-elderly, consumers who, due to aging, are becoming more infirmed, consumers who have disabilities and are now aging, and those with degenerative diseases whose impairments multiply due to aging. (3 credit hours: 45 class hours)

**OTB 425C - Fieldwork I – C Adult/Geriatric****Prerequisites: OTB 335C****Corequisites: OTB 421, OTB 424, OTB 431, OTB 460**

Students interact in principally geriatric, community-based settings to provide occupational therapy services, under supervision of experienced occupational therapy personnel and other clinicians. Students will develop intervention programs and document patient assessment and treatment interactions. (2 credit hours: 90 fieldwork hours)

**OTB 431 - Adult Conditions Laboratory****Prerequisite: Junior level OT professional coursework****Corequisite: OTB 421, OTB 424, OTB 425C, OTB 460**

The student will develop skills in techniques of occupational therapy intervention with adult populations. These interventions include self-care, occupational tasks of daily living, orthoses, prosthetics, adaptive devices, adaptation principles and applications for myriad needs and settings. Theoretical frames of reference and a wide range of assessment and treatment tools and techniques are addresses. This course affords the student opportunities to engage in initiation to and practice with assessment tools and intervention techniques, which are specific to segments of our adult, community-based populations. (2 credit hours: 60 lab hours)

**OTB 435C - Fieldwork I – D Senior Project****Prerequisite: OTB 425C, OTB 440****Corequisites: OTB 450, OTB 482**

One day per week students will interact with client populations in various local facilities/programs where occupational therapy may or may not be readily available. Roles and functions will be developed by students in collaboration with occupational therapy faculty in cooperation with onsite supervisors. Objectives will include student presentation of OT service proposals and implementation of those programs within assigned facilities as time permits. Students will document their experiences and meet with course instructor weekly to review experiences and review experiences and review program developments and process. (2 credit hours: 90 clinical hours)

**OTB 440 - Service Management****Prerequisites: Successful completion of prior semester's coursework**

This course provides students opportunities to develop professional skills in occupational therapy-based administrative, service management functions. This course prepares the student to be a self reliant, autonomous practitioner of occupational therapy. (3 credit hours: 45 class hours)

**OTB 445C - Fieldwork II - A****Prerequisites: Completion of all required General Education and OT academic coursework (other than OTB 485, Senior Seminar), successful accomplishment of all Level I fieldwork assignments.****Restrictions: Students must have on file: Completed JCHS Personal Health History, current PPD, current BLS Healthcare Provider/CPR certification, proof of current immunizations or waivers, and medical insurance.**

Students use accumulated academic, laboratory and level-I fieldwork learning experiences to continue toward entry level competence in facilities and with agencies providing occupational therapy services to varied individuals, groups and populations. Supervised directly by experienced and licensed occupational therapists and certified occupational

therapy assistants, students practice the art and science of occupational therapy in preparation for graduation. This experience is a distinct service environment, practice opportunity. Evaluation is pass/fail, no grade assigned. (6 credit hours: 12 weeks, 470 fieldwork hours)

**OTB 450 - Program Development**

**Prerequisites:** OTB 460

**Corequisite:** OTB 440, OTB 482, OTB 435C

This course incorporates knowledge, skills, attitudes and judgments required to develop, alter, or enhance OT programs in a wide variety of practice settings. Opportunities will be provided to explore and study program design, methods and procedures for implementation and evaluation in community-based practice models reflecting future healthcare and business trends. Culture, politics, ethics, legal, socioeconomic and spiritual issues/needs will be addressed through student developed pilot service programs to area agencies/facilities. (3 credit hours: 45 class hours)

**OTB 460 - Clinical Reasoning**

**Prerequisites:** Junior Level OT Professional Coursework

**Corequisite:** OTB 421, OTB 424, OTB 425C, OTB 431

This course challenges the student to view, develop, and use clinical reasoning skills on both micro (individual consumer) and macro (community-based support organization) levels. Addressing case study practice situations in concert with "live" consumers in related clinically-based course work (Level 1-C fieldwork), each student will recognize and prioritize problems and the full range of potential solutions from the consumer's point of view while considering ramifications of difference courses of action. Through class discussion and onsite interviews with consumers and agency representatives, students will analyze pertinent issues in order to recognize outcome management. Students will also develop a group grant proposal for future senior project. (3 credit hours: 45 class hours)

**OTB 465C - Fieldwork II - B**

**Prerequisites:** Completion of all required General Education and OT academic course work (other than OTB 485, Senior Seminar), successful accomplishments of all Level I and Level II-A fieldwork assignments

**Restrictions:** Student must have on file: completed JCHS Personal Health History, current PPD, current BLS Healthcare Provider/CPR certification, proof of required immunizations or waivers, and medical insurance.

Students use accumulated academic, laboratory, level I and level II-A fieldwork learning experiences to continue toward entry level competence in facilities and with agencies providing occupational therapy services to varied individuals, groups and populations. Supervised directly by experienced occupational therapists and certified occupational therapy assistants, students practice the art and science of occupational therapy in preparation for graduation. This experience is a second and distinctly different service environment practice opportunity, Evaluation is pass/fail, no grade is assigned. (6 credit hours: 12 weeks full-time as defined by the fieldwork site)

**OTB 470 & 470L - Technology**

**Prerequisites:** OTB 421, OTB 431, OTB 460

This course provides students multiple opportunities to explore and experience the continuum of technology as it applies to occupational therapy intervention and practice. Students will explore resources, make appropriate selections for intervention, adapt materials and applications for a range of technological interventions to address consumer goals. (3 credit hours: 30 lecture hours, 30 lab hours)

**OTB 482 - OT Elective**

**Prerequisites:** Successful completion of prior semester's coursework

**Corequisites:** OTB 435C, OTB 440, OTB 450

From the entrepreneurial perspective, the student will have an opportunity for group investigation and study under faculty supervision. Students will engage with community organizations and agencies to research specific diagnoses, theory application with community-based populations, technique applications, and evaluation/assessment tool use. Students will develop a market strategy for an occupational therapy service/product of their design, including: creating a brochure, executive summary, and a web page, investigating reimbursement/funding resources and developing accounting procedures for a financial plan. (1-3 credits)

**OTB 485 – Senior Seminar**

**Prerequisite:** OTB 465C

Students meet in the academic setting to discuss imminent professional tasks; employment interviewing, contract negotiation, issues of supervision, registry examination preparation, and resume writing. They also critically review their accomplished program of study and provide feedback to program faculty in order to improve course offerings and content applicability to current fieldwork practice needs. (1 credit: 15 hours lecture)

**OTB 499 – Independent Study (Fieldwork) in Occupational Therapy**

**Corequisites:** All related academic coursework, completed Record of Medical Examination, current CPR certification, current immunizations, current medical insurance coverage or waiver.

Student will interact with consumer populations in the early childhood, psychiatric, and adult settings where OT services are provided. Roles will be assigned by OT program faculty and qualified onsite supervisors. Students will document their experiences and meet with OT faculty and onsite supervisors to report development/outcomes of health promotion programs. This is a specialized fieldwork addressing one or all settings. Specific assignments will be

related to each area addressed and will be assigned on an individual basis. (Variable credit hours: 1-3 credits with a 3 to 1 contact hour ratio)

## **PHYSICAL THERAPIST ASSISTANT**

NOTE: All courses must be taken in the sequence listed in the Program of Study unless authorized by the Program Director.

### **PTA 106 - Basic Skills for the PTA**

This course is designed to orient the student to the physical therapy profession, to begin to define the role of the physical therapist assistant, relevant information of professional history, ethics and physical therapy practice. Course content includes the organization of the medical chart, documentation, peer review, clinical roles and responsibilities of various physical therapy staff and basic patient care skills. (2 credit hours: 30 class hours)

### **PTA 108 - Clinical Assessment Skills**

#### **Corequisites: PTA 105, IDS 101**

Clinical Assessment Skills is a lab class designed to educate the student in basic clinical assessment skills that are routinely utilized by the Physical Therapist Assistant while delivering patient care. Areas of content include obtaining vital signs, goniometric measurement of joint range of motion, manual muscle testing, use of tilt table and appropriate documentation of assessment procedures. (2 credit hours: 60 lab hours)

### **PTA 110 - Integrated Sciences for the PTA**

#### **Corequisite: PTA 106**

This course provides an integration of the major areas of scientific study to prepare the physical therapist assistant student for the proper use of modalities and understanding of exercise principles. The focus is on the study of math skills and physics concepts relevant to the practice of physical therapy. (2 credit hours: 30 lecture hours)

### **PTA 150 - Functional and Applied Anatomy**

#### **Prerequisites: PTA 106, HLT 215, BIO 211 (With permission of the instructor)**

This course is designed to provide the student with an understanding of human movement and how pathological processes affect human movement. Content includes musculoskeletal anatomy, joint structure and function, biomechanics, posture analysis and gait analysis. (4 credit hours: 30 lecture hours, 60 lab hours)

### **PTA 161 – Therapeutic Modalities for the PTA**

#### **Prerequisites: PTA 108L, PTA 110, PTA 150**

This course is designed for the student to carry basic procedures utilized by the physical therapist assistant in the delivery of health care that includes physical agents and massage. The physical agents includes, but not limited to, superficial heat and cold, intermittent venous compression and venous pressure garments, ultrasound and phonophoresis, hydrotherapy techniques, use of sterile technique, traction, infrared, ultraviolet, biofeedback, and LASER. Medical documentation, report writing, preparation and cleaning of treatment areas and emergency procedures will be discussed in each section. (6 credit hours: 30 class hours, 60 lab hours, 120 clinical hours)

### **PTA 201 - Principles of Therapeutic Exercise**

#### **Prerequisite: PTA 108, PTA 110, PTA 150**

#### **Corequisite: BIO 212**

This course is designed to provide information to the student relating to normal and abnormal responses to exercise, exercise physiology and rehab exercise program design and implementation, neuromuscular facilitation techniques and balance and coordination exercises. (2 credit hours: 15 lecture hours, 30 lab hours)

### **PTA 202 - Neurology for the PTA**

#### **Prerequisite: BIO 212, PTA 161**

This course is designed to provide the student with an understanding of the basic structure and function of the human nervous system. Topics include the central nervous system, peripheral nervous system, cranial nerves, motor control, and pain mechanisms. The instructor also will provide relevant illustrations of normal and abnormal nervous system function. (2 credit hours, 30 class hours)

### **PTA 203 - Pathology for the PTA**

#### **Prerequisite: PTA 161, PTA 201, HLT 215**

This course is designed to provide the student with information about the basic pathological processes that occur in the human body that include: Basic Terminology, Diabetes, PVD, Renal Disease, Hematological Disorders, Dermatology, Cardiac, Pulmonary, Cancer, Psychological. (2 credit hours: 30 class hours)

### **PTA 234 – Orthopedic Rehabilitation for the PTA**

#### **Prerequisite: PTA 201**

This course provides the student with the essential information and therapeutic techniques necessary to treat orthopedically-impaired clients in the physical therapy setting. (4 credit hours: 45 lecture hours, 30 lab hours)

### **PTA 235 – Med/Surg Rehabilitation for the PTA**

#### **Prerequisite: PTA 161, PTA 201**

This course will provide the student with the information and therapeutic techniques needed to treat a wide variety of conditions associated with the medical/surgical patient, including; cardiac rehab, pulmonary rehab, wound care, burn care, amputee rehab, orthosis use, home assessment and wheelchair mobility. Basic pharmacology and its affects on

physical therapy care also will be presented throughout the course. The course is designed as a lecture and laboratory format. (4 credit hours: 45 class hours, 30 lab hours)

**PTA 241 - Pediatric Physical Therapy**

**Prerequisites:** PTA 202, 203, 261

This course is designed to provide information and laboratory practice concerning pediatric conditions, including normal motor development, the pharmacology-affected child, cerebral palsy and a wide variety of conditions specific to the infant through adolescent individual. (2 credit hours: 15 class hours, 30 lab hours)

**PTA 242 - Adult Neurological Rehabilitation**

**Prerequisites:** PTA 202, 203, 261

This course is designed to inform the student of common neurological pathology and appropriate physical therapy intervention for this patient population. (3 credit hours: 30 class hours, 30 lab hours)

**PTA 251C - Clinical Practicum I**

**Corequisites:** PTA 203, PTA 235, PTA 234

This full-time practicum is designed to provide the student the opportunity to apply previously learned and practiced skills in an actual clinical setting. The experience is four weeks in length with an emphasis on acute care and/or orthopedics. Supervision during the affiliation will be provided by clinical instructors in the health care facility to which the student is assigned. It is planned for clinical instructors to provide supervision, direction and guidance, but formal instruction will not be a planned part of these clinical experiences. (3 credit hours: 120 clinical hours)

**PTA 252 C - Clinical Practicum I**

**Corequisites:** PTA 241, PTA 242

This full-time clinical experience is designed to provide the student the opportunity to apply previously learned and practiced skills in an actual clinical setting. The experience is eight weeks in length at selected clinical facilities with emphasis on long-term rehab. Supervision during the clinical will be provided by clinical instructors in the health care facility to which the student is assigned. It is planned for clinical instructors to provide supervision, direction and guidance, but formal instruction will not be a planned part of these clinical experiences. (7 credit hours: 320 clinical hours)

**PHILOSOPHY**

**PHL 215 - Ethical and Legal Decision Making in Health Care**

This course includes study of the legal aspects of health care and the principles of ethical decision making in health care issues. The development of professional values is fostered through examination of ethical and legal principles. Problem solving and ethical thinking are strengthened by application of principles and skills learned, to case studies involving legal and ethical questions. An in-depth study of principles of confidentiality is included. (3 credit hours: 45 class hours)

**PHL 301 - Critical Thinking**

This course focuses on the development of creative and critical thinking skills. Students gain knowledge of the creative process and how to problem solve using critical analysis. This collaborative learning experience for adults is aimed at facilitating self-directed learning through an examination of the attitudes and processes that support critical thinking. (3 credit hours: 45 class hours)

**PHL 320 - World Religions**

In this course students develop knowledge of the diversity of world religions, the origins of religions and an understanding of the basic tenants of the major religions. In keeping with the multicultural focus of this course, students are expected to engage in a crosscultural analysis and focus on contemporary features of selected world religions. (3 credit hours: 45 class hours)

**PHYSICIAN ASSISTANT**

**PHA 290 - Independent Study**

This course consists of supervised independent study and research in an area pertinent to health and medicine. The student must present a written proposal for the project and receive the approval of the course instructor immediately after registering for the course. (1, 2 or 3 credit hours; 15, 30 or 45 hours)

**PHA 300 - Clinical Medicine I**

This course is the first in a sequence of three courses that examines diseases commonly encountered in primary care practice. Diseases covered include disorders of the hematologic, immunologic, skin, musculoskeletal, cardiovascular, renal, respiratory and psychiatry systems. Each disease is described in terms of pathophysiology, clinical presentation, diagnosis, and treatment. Attention is also given to primary and secondary methods of disease prevention. Diseases are reviewed from the organ systems approach in coordination with other courses in the clinical core (Clinical Anatomy and Physiology, Clinical Diagnostics, Clinical Skills and Clinical Pharmacology). (6 credit hours: 90 class hours)

**PHA 301 - Clinical Medicine II**

**Prerequisite:** PHA 300

This course is the second in a sequence of three courses that examine diseases commonly encountered in primary care practice. Diseases covered include disorders of the gastrointestinal, endocrine, urinary, reproductive, EENT, and neurological systems. Each disease is examined in terms of pathophysiology, clinical presentation, diagnosis, and

treatment. Attention is also given to primary and secondary methods of disease prevention. Diseases are reviewed from an organ systems approach in coordination with other courses in the clinical core (Clinical Anatomy and Physiology, Clinical Diagnostics, Clinical Skills and Clinical Pharmacology). (6 credit hours: 90 class hours)

### **PHA 302 - Clinical Medicine III**

#### **Prerequisite: PHA 301**

This course is the third in a sequence of three courses that examine diseases commonly encountered in primary care practice. Topics covered in this course include pediatrics, gerontology, emergency medicine, orthopedics and surgery. Diseases are examined in terms of pathophysiology, clinical presentation, diagnosis, and treatment. Attention is also given to primary and secondary methods of disease prevention. Diseases are reviewed from an organ systems approach in coordination with other courses in the clinical core (Clinical Anatomy and Physiology, Clinical Skills and Clinical Pharmacology). (4 credit hours: 60 class hours)

### **PHA 303 & 303L - Clinical Anatomy and Physiology I**

This course is the first in a two course sequence devoted to the study of gross anatomy, clinical physiology, and pathophysiology. Special attention is given to the clinical significance of topographical and regional anatomical features. This course, as much as possible, follows an organ system approach with the remainder of the clinical core. The course includes lecture as well as a lab to include cadaver and computerized dissection displays. (4 credit hours: 45 class hours, 30 lab hours)

### **PHA 304 - Clinical Anatomy and Physiology II**

#### **Prerequisite: PHA 303**

This course is the second in a two course sequence devoted to the study of gross anatomy, clinical physiology, and pathophysiology. Special attention is given to the clinical significance of topographical and regional anatomical features. This course, as much as possible, follows an organ system approach with the remainder of the clinical core. The course includes lecture as well as a lab to include cadaver and computerized dissection displays. (4 credit hours: 45 class hours, 30 lab hours)

### **PHA 306 & 306L - Clinical Skills I**

This course is the first in a sequence of three courses designed to develop clinical skills necessary for practice as a physician assistant in primary care. Knowledge and skills relevant to obtaining a medical history and conducting a physical examination are the focus of this initial course. (3 credit hours: 15 class hours, 60 lab hours)

### **PHA 307 & 307L- Clinical Skills II**

#### **Prerequisite: PHA 306**

This course is the second in a sequence of three courses designed to develop clinical skills necessary for practice as a physician assistant in primary care. This course enhances knowledge and skills relevant to obtaining a medical history, conducting specialty examinations, formulating a differential diagnosis and initial treatment plan, presenting a case in a professional setting. (3 credit hours: 15 class hours, 60 lab hours)

### **PHA 308 & 308L- Clinical Skills III**

#### **Prerequisite: PHA 307**

This course is the third in a sequence of three courses designed to develop clinical skills necessary for practice as a physician assistant in primary care. The skills developed in this course are those related to obstetrics, pediatrics, emergency medicine, geriatrics, orthopedics and surgery. Completion of the PALS and ACLS certification requirements are also included. (3 credit hours: 15 class hours, 60 lab hours)

### **PHA 309 - Behavioral Medicine I**

This course is the first in a sequence of two courses designed to study behavioral medicine. Behavioral medicine represents an integration of behavioral psychology and biomedical sciences in the study of health and disease. This interdisciplinary approach facilitates identification of the complex determinants of disease as well as effective preventive and therapeutic interventions. Issues covered in this first semester include nutrition and exercise, behavior change and addictions. (2 credit hours: 30 class hours)

### **PHA 310 - Behavioral Medicine II**

#### **Prerequisite: PHA 309**

This course is the second of two courses designed to study behavioral medicine. Behavioral medicine represents an integration of behavioral psychology and biomedical sciences in the study of health and disease. This interdisciplinary approach facilitates identification of the complex determinants of disease as well as effective preventive and therapeutic interventions. Topics covered in this section include group and community behavior change, sexuality and special topics. (2 credit hours: 30 class hours)

### **PHA 312 - Clinical Pharmacology I**

This course is the first in a sequence of three courses designed to provide a solid foundation in pharmacokinetics and pharmacological interventions for diseases covered in the Clinical Medicine sequence. In doing so, it serves to fulfill a portion of the State's requirements for physician assistants to apply for prescriptive authority. (2 credit hours: 30 class hours)

### **PHA 313 - Clinical Pharmacology II**

#### **Prerequisite: PHA 312**

This course is the second in a sequence of three courses designed to provide a solid foundation in pharmacokinetics and pharmacological interventions for diseases covered in the Clinical Medicine sequence. In doing so, it serves to fulfill a

portion of the state's requirements for physician assistants to apply for prescriptive authority. (2 credit hours: 30 class hours)

### **PHA 314 - Clinical Pharmacology III**

#### **Prerequisite: PHA 313**

This course is the third in a sequence of three courses designed to provide a solid foundation in pharmacokinetics and pharmacological interventions for diseases covered in the Clinical Medicine sequence. In doing so, it serves to fulfill a portion of the state's requirements for physician assistants to apply for prescriptive authority. (1 credit hour: 15 class hours)

### **PHA 315 & 315L - Clinical Diagnostics I**

This course is the first in a sequence of three courses providing a practical approach to diagnostic testing in the primary care setting. It is designed to train students to order, perform and interpret the results of diagnostic procedures most commonly used in primary care, with attention to cost-benefit ratio. Students will learn the indications for, sequencing of and interpretation of results of tests commonly used in the diagnosis of dermatologic, hematologic, cardiac, pulmonary, infectious and inflammatory disorders. (2 credit hours: 15 class hours, 30 lab hours)

### **PHA 316 & 316L - Clinical Diagnostics II**

#### **Prerequisite: PHA 315 & 315L**

This course is the second in a sequence of three courses providing a practical approach to clinical application of laboratory medicine. It is designed to train students to perform and interpret the laboratory procedures most commonly utilized in a primary care setting. Study will include basic theory, selection, and interpretation of the most frequently used laboratory diagnostics. Topic include tests used in pulmonary, hematologic, cardiologic, gastroenterologic, neurologic, genitourinary, and endocrine disease. (2 credit hours: 15 class hours, 30 lab hours)

### **PHA 317 - Clinical Diagnostics III**

#### **Prerequisite: PHA 316 & 316L**

This course is the third in a sequence of three courses providing a practical approach to clinical application of laboratory medicine. It is designed to train students to perform and interpret the laboratory procedures most commonly utilized in a primary care setting. Study will include basic theory, selection, and interpretation of the most frequently used laboratory diagnostics. Topic include tests used in pulmonary, hematologic, cardiologic, gastroenterologic, neurologic, genitourinary, and endocrine disease. (2 credit hours: 15 class hours)

### **PHA 318 - Professional Seminar I**

This course is the first in a sequence of three courses that will examine the professional issues that physician assistants commonly face in practice. Issues and topics addressed this semester include introduction to computer applications, introduction to using medical literature from the World Wide Web and print sources, evidence-based medicine and statistics. (1 credit hour: 15 class hours)

### **PHA 319 - Professional Seminar II**

#### **Prerequisite: PHA 318**

This course is the second in a sequence of three courses that will examine professional issues physician assistants commonly face in practice. The primary focus will be on public health issues, with particular emphasis on principles and methods of epidemiology and their contribution to clinical and community health practice. In addition, students will learn how to perform a critical analysis of the medical literature. (1 credit hour: 15 class hours)

### **PHA 320 - Professional Seminar III**

#### **Prerequisite: PHA 319**

This course is the third in a sequence of three courses that will examine the professional issues physician assistants commonly face in practice. Topics covered during this semester include:

Introduction to and history of the physician assistant profession

Physician assistant professional organizations (AAPA, VAPA, SAAAPA)

Credentialing and licensing of physician assistants

State statutes and regulations of physician assistants

Prescribing and dispensing prescriptions

Health system organizations and managed care

Continuing medical evaluation, PANCE, PANRE

Role of the physician assistant in a variety of settings

Job searching, resume writing, contract negotiations

Loan repayment, scholarship opportunities

Post-graduate programs

Current issues and future trends of the physician assistant profession

Ethical principles and their application to clinical care

Through lectures, computer technology, classroom and panel discussions, the student will gain insight into these common issues faced by physician assistants during practice.

(2 credit hours: 15 class hours)

### **PHA 401 - Internal Medicine Rotation**

**Prerequisite: Successful completion of year one of the PA Program and all previous rotations.**

This is a required two-month rotation that takes place in outpatient and/or inpatient settings. The purpose of this rotation is to educate the physician assistant student in the diagnosis, management and treatment of acute and chronic medical problems commonly encountered in the internal medicine setting. Emphasis is placed on the care of adult, nonsurgical patients in rural communities. (6 credit hours: 320 clinical hours)

**PHA 403 - Family Practice Rotation**

**Prerequisites: Successful completion of year one of the PA Program and all previous rotations.**

This is a required two-month rotation that takes place in outpatient and/or inpatient settings. The purpose of this rotation is to educate the physician assistant student in the diagnosis, management, and treatment of patients in a family practice setting. Emphasis is placed on the primary care needs of patients in rural communities. (6 credit hours: 320 clinical hours)

**PHA 405 - Pediatrics Rotation**

**Prerequisite: Successful completion of year one of the PA Program and all previous rotations.**

This is a required one-month rotation which takes place in an outpatient and/or inpatient setting. The purpose of this rotation is to educate the physician assistant student on growth and development of the child from infancy to adolescence and the diagnosis, management and treatment of common acute and chronic medical problems seen in pediatric practice. Emphasis is placed on conditions and disease entities commonly encountered in the rural primary care setting. (3 credit hours: 160 clinical hours)

**PHA 407 – Women’s Health Rotation**

**Prerequisites: Successful completion of year one of the PA Program and all previous clinical rotations.**

This is a required one-month rotation that takes place in both settings. The purpose of this rotation is to educate the physician assistant student on maternal and fetal well-being and the diagnosis, management and treatment of common acute and chronic medical problems commonly encountered in women’s health. Emphasis is placed on the care of obstetrical and gynecological patients in a rural primary care setting. (3 credit hours: 160 clinical hours)

**PHA 409 - Emergency Medicine Rotation**

**Prerequisite: Successful completion of year one of the PA Program and all previous clinical rotations.**

This is a required one-month rotation that takes place in an emergency department. The purpose of this rotation is to educate the physician assistant student in the diagnosis, management, and treatment of common emergent, urgent, and non-urgent medical problems which present to the emergency department. Emphasis is placed on those conditions and disease entities commonly encountered in the rural primary care setting. (3 credit hours: 160 clinical hours)

**PHA 411 - Psychiatry Rotation**

**Prerequisite: Successful completion of year one of the PA Program and all previous clinical rotations.**

This is required one-month rotation that takes place in both inpatient and outpatient settings. The purpose of this rotation is to teach the student to evaluate, diagnose, and treat common acute and chronic psychiatric problems through direct patient contact. Emphasis is placed on conditions and disease entities commonly encountered in the rural primary care setting. (3 credit hours: 160 clinical hours)

**PHA 413 - General Surgery Rotation**

**Prerequisites: Successful completion of year one of the PA Program and all previous rotations**

This required one-month rotation is conducted in both clinical and hospital settings. The purpose of this rotation is to educate the physician assistant student in the diagnosis, treatment and management of both the inpatient and outpatient surgical patient. Emphasis is placed on surgical conditions and disease entities commonly encountered in the rural primary care setting. (3 credit hours: 160 clinical hours)

**PHA 415 - General Orthopedics Rotation**

**Prerequisite: Successful completion of year one of the PA Program and all previous clinical rotations.**

This required one-month rotation is conducted in both the clinical and hospital settings. The purpose of this rotation is to educate the physician assistant student in the diagnosis, treatment, and management of both the inpatient and outpatient orthopedic patient. Emphasis is placed on orthopedic conditions and disease entities commonly encountered in the rural primary care setting. (3 credit hours: 160 clinical hours)

**PHA 417 - Community Health**

**Prerequisite: Successful completion of year one of the PA Program and all previous clinical rotations**

This is a required one-month rotation that takes place in a community setting. The purpose of this rotation is to educate the physician assistant student regarding public health efforts to enhance health through community-based health promotion and disease prevention services. Students will be placed in public health departments and other public or private agencies. Activities may include working in an immunization or well-baby clinic; performing blood pressure screenings; attending and/or organizing community meetings regarding health-related issues; making visits to the homes of elderly patients, and planning, implementing and evaluating social marketing campaigns targeting health-related behaviors. (3 credit hours: 160 clinical hours)

**PHA 419 - Elective Rotation**

**Prerequisite: Successful completion of year one of the PA Program and all previous rotations**

The elective rotation is a one-month experience that is designed to provide the students with an opportunity to pursue an area of personal interest, including medical subspecialties, medical education, health administration and research. Students may also use this rotation to strengthen their skills in a required area. (3 credit hours: 160 clinical hours)

**PHA 420 - Preceptorship**

**Prerequisite: Successful completion of year one of the PA Program and all previous rotations**

This required 6-week experience is the student's final rotation. It is designed to provide the student with an opportunity to refine skills in health promotion, disease prevention, diagnosis, management, and treatment of patients in a primary care setting. Ideally, it also provides practical experience in patient care responsibilities at a response site of potential employment. (5 credit hours: 240 clinical hours)

**PHYSICS**

**PHY 201 - General Physics I**

**Prerequisite: MTH 165 or equivalent**

This course will present the fundamental principles of physics with emphasis on classical mechanics, gravitation, special relativity and elements of quantum mechanics. (3 credit hours: 45 lecture hours)

**PHY 201L - General Physics I Lab**

**Prerequisites: MTH 165 or consent of instructor**

**Corequisite: PHY 201**

Laboratory course to be taken in conjunction with PHY 201. Experimental work is correlated with the lecture component. (1 credit hour: 30 lab hours)

**PHY 202 - General Physics II**

**Prerequisites: PHY 201 or consent of instructor**

An introduction to the basic concepts and fundamental principles of electricity, magnetism, optics, wave mechanics and modern physics. (3 credit hours: 45 lecture hours)

**PHY 202L - General Physics II Lab**

**Prerequisites: PHY 201 or consent of instructor**

Laboratory course to be taken in conjunction with PHY 202. Experimental work is correlated with the lecture component. (1 credit hour: 30 lab hours)

**PSYCHOLOGY**

**PSY 201 - General Psychology**

This course offers an introductory study of psychology with emphasis on the learning process, perception, the physical basis of behavior, personality and social psychology. Special emphasis is placed on motives and emotions as they affect human behavior and on individual differences in intelligence. (3 credit hours-. 45 class hours)

**PSY 202 - Human Growth and Development**

**Prerequisite: PSY 201**

This course is designed to study the basic principles of human growth and development. Units of study include biopsychosocial aspects of growth and development across the life span. (3 credit hours: 45 class hours)

**PSY 204 - Abnormal Psychology**

**Prerequisite: PSY 201**

This course examines the nature, causes and dynamics of abnormal behavior. Units of study include the criteria for diagnosis and classification and treatment of psychopathological behaviors. (3 credit hours: 45 class hours)

**PSY 238 - Developmental Psychology**

**Prerequisite: Program-enrolled Nursing and Physical Therapist Assistant (PTA) students given preference when registering for this course.**

This course is designed to provide the student with an overview and general understanding of basic principles of psychology and human growth and development. The course will review the major biological, psychological and sociological factors which contribute to an individual's development, information processing, learning, memory and personality. Various treatment methods used for major mental illnesses also will be addressed. (4 credit hours: 60 class hours)

**RESPIRATORY THERAPY**

NOTE: All professional courses must be taken in the sequence listed in the Program of Study unless authorized by the Program Director. A grade of "C" or better must be obtained in all courses.

**RTH 100 - Introduction to Professional Practice**

This course is designed to introduce the student to the profession of respiratory care. The history, the evolution and the present role of the respiratory professional will be presented. This course also introduces the national and/or state licensing, accrediting agencies, and the professional organizations associated with the respiratory care profession. Students will be exposed to the use of the Internet computer support network and the clinical setting of the respiratory care professional.

(1 credit hour: 15 lecture hours)

**RTH 104 - Fundamentals of Respiratory Therapy I**

**Corequisites: RTH 100, RTH 104L, RTH 130**

This course introduces the student to basic patient assessment, oxygen therapy, basic modalities of respiratory care, and relevant medical terminology. A thorough knowledge of all equipment involved is emphasized.

(3 credit hours: 45 lecture hours)

**RTH 104L - Fundamentals of Respiratory Therapy I Laboratory****Corequisites: RTH 100, RTH 104, RTH 130**

This course teaches hands-on competency and allows practice of some of the basic modalities of respiratory care. Before such modalities may be performed clinically, the student must be “checked off” as he demonstrates competency in the laboratory. Competency and correct procedure for each modality is outlined in the Jefferson College of Health Sciences Student Clinical Manual.

(1 credit hour: 30 lab hours)

**RTH 105 - Fundamentals of Respiratory Therapy II****Prerequisites: RTH 100, RTH 104, RTH 104L, RTH130****Corequisites: RTH 105L, RTH 110C, RTH 118, RTH 150**

This course introduces the student to advanced modalities of respiratory care including arterial blood gas sampling and analysis, pulse oximetry, chest physical therapy, IPPB, and airway management. The student will use patient assessment skills while performing these modalities. A special unit of microbiology will also be covered in this course.

(3 credit hours: 45 lecture hours)

**RTH105L - Fundamentals of Respiratory Therapy II Laboratory****Prerequisites: RTH 100, RTH 104, RTH 104L, RTH 130****Corequisites: RTH 105, RTH 110C, RTH 118, RTH 150**

This course teaches hands-on competency and allows practice of some of the more advanced modalities of respiratory care outside of the Intensive Care Unit. Before such modalities may be performed clinically, the student must be “checked off” as he demonstrates competency in the laboratory. Competency and correct procedure for each modality is outlined in the *Jefferson College of Health Sciences Student Clinical Manual*.

(1 credit hour: 30 lab hours)

**RTH 110C - Clinical Practice I****Prerequisites: RTH 100, RTH 104, RTH 104L, RTH 130****Corequisites: RTH 105, 150L, RTH 118, RTH 150**

This course provides an introduction to the clinical setting and the practice and attainment of skills in Respiratory Care needed for patient care outside of the Intensive Care Unit. All modalities of “floor care” will be taught and practiced after being “checked off” in the laboratory. These modalities include proper documentation (charting) and safe and correct use of oxygen. Also required is an in-depth written case study on a patient receiving respiratory care.

(2 credit hours: 160 clinical hours)

**RTH 118 - Cardiopulmonary Anatomy and Physiology****Prerequisites: RTH 105, RTH 105L, RTH 110C, RTH 150****Corequisites: RTH 120C**

This course is a concentrated study of the structure and functional integration of the respiratory system in conjunction with circulatory system. Included are the factors involved in the mechanics of respiratory ventilation, pulmonary circulation, tissue metabolism, oxygen transport, and carbon dioxide elimination along with arterial blood gas interpretation. A general pharmacology unit will also be introduced. The course is concluded with a study of EKG and arrhythmia interpretation.

(3 credit hours: 45 lecture hours)

**RTH 120C - Clinical Practice II****Prerequisites: RTH 105, RTH 105L, RTH 110C, RTH 118, RTH 150****Corequisites: RTH 121, RTH 249, RTH 249L**

This clinical practice experience is intended to allow the student an opportunity to practice all modalities of “floor care” and refine skills and competencies without introduction of new clinical material. It is also an opportunities for the student to develop time management skills in the performance of respiratory care by accepting a treatment load to perform.

(2 credit hours: 96 clinical hours)

**RTH 121 - Respiratory Pharmacology****Prerequisites: RTH 100, RTH 104, RTH 104L, RTH 118, RTH 130****Corequisites: RTH 105, RTH 105L, RTH 110C, RTH 150**

This course consists of basic pharmacological principles, modes of action, and evaluation of patient response with specific emphasis on drugs used most frequently in the treatment of patients with cardiorespiratory disease.

(3 credit hours: 45 lecture hours)

**RTH 130 - Integrated Sciences for Respiratory Care****Corequisites: RTH 100, RTH 104, RTH 104L**

This course is an integration of the major areas of scientific study with application to respiratory theory and procedure. The focus is on the metric system and basic laboratory mathematics, microbiology, inorganic, organic and physiologic chemistry, medical physics with emphasis upon the physics of gases, fluids, and electricity.

(3 credit hours: 45 lecture hours)

**RTH 150 - Patient Assessment****Prerequisites: RTH 100, RTH 104, RTH 104L, RTH 130****Corequisites: RTH 105, RTH 105L, RTH 110C, RTH 118**

This course introduces the student to the basic knowledge, skills and personal attributes necessary to effectively collect and assess clinical data relative to the cardiopulmonary diseased patient. Respiratory care assessment skills will include the patient interview process and the identification of all cardiopulmonary clinical manifestations demonstrated by the patient, including pertinent laboratory data, pulmonary function studies and chest radiographic data. (2 credit hours: 30 lecture hours)

**RTH 200 - Respiratory Pathology**

**Prerequisite:** RTH 118, RTH 120C, RTH 249, RTH 249L

**Corequisites:** RTH 201, RTH 220C, RTH 252, RTH 254, RTH 254L

This course provides a comprehensive study of the etiology and pathogenesis of respiratory and cardiovascular diseases. Additional focus includes manifestations, diagnosis, treatment and complications of cardiopulmonary disorders.

(3 credit hours: 45 lecture hours)

**RTH 201 - Pulmonary Function Studies**

**Prerequisite:** RTH 118, RTH 120C, RTH 249, RTH 249L

**Corequisites:** RTH 200, RTH 220C, RTH 252, RTH 254, RTH 254L

This course covers basic spirometry to computerized testing procedures. Plethysmography and basic pulmonary function testing procedures will be emphasized. There will be an introduction to polysomnography, metabolic calorimetry, and exercise testing. Interpretation of data and diagnosis of obstructive and restrictive defects will be integrated with individual case studies.

(3 credit hours: 45 lecture hours)

**RTH 220C - Clinical Practice III**

**Prerequisites:** RTH 118, RTH 120C, RTH 249, RTH 249L

**Corequisites:** RTH 200, RTH 201, RTH 252, RTH 254, RTH 254L

This course provides a clinical introduction to the Intensive Care Unit and ventilatory management of the critically ill. Continued competency on previously learned modalities is expected. This clinical experience also provides for observations and participation in the following specialty rotations. 1. Physician Rounds 2. Neonatal Intensive Care 3. Operating Room 4. Sleep Laboratory and polysomnography 5. Rehab and Homecare (2 credit hours: 160 clinical hours)

**RTH 230C - Clinical Practice IV**

**Prerequisites:** RTH 200, RTH 201, RTH 220C, RTH 252, RTH 254, RTH 254L

**Corequisites:** RTH 241, RTH 255, RTH 285

This course provides clinical practice in the Intensive Care Unit with refinement of skills in ventilator management of the critically ill. Continued competency on previously learned modalities is expected. This clinical practice is also for observation and participation in the following specialty rotations. 1. Pulmonary Function Testing Laboratory 2. Neonatal Intensive Care 3. Oral Case study presentation to a pulmonary physician 4. Long-term ventilatory management in a nursing home setting 5. Specialty rotations (2 credit hours: 160 clinical hours)

**RTH 241 - Patient Rehabilitation and Home Care**

**Prerequisites:** RTH 200, RTH 201, RTH 220C, RTH 252, RTH 254, RTH 254L      **Corequisites:** RTH 230C, RTH 255, RTH 285

This course is designed to introduce students to pulmonary rehabilitation and home care. Special emphasis will be placed on patient and family education, components of pulmonary rehabilitation programs, COPD epidemiology, reimbursement, and home care equipment. Students will also be exposed to pulmonary rehabilitation and home care in the clinical setting. (2 credit hours: 30 lecture hours)

**RTH 249 - Introduction to Mechanical Ventilation**

**Prerequisites:** RTH 105, RTH 105L, RTH 110C, RTH 118, RTH 150

**Corequisites:** RTH 121, RTH 120C, RTH 249L

This course serves as introduction to ventilators and monitoring devices, procedures and techniques specifically related to noninvasive and invasive mechanical ventilation. Types of ventilators, mechanics of ventilation, modes of ventilation, troubleshooting the ventilator will be stressed. (2 credit hours: 30 lecture hours)

**RTH 249L - Introduction to Mechanical Ventilation Laboratory**

**Prerequisites:** RTH 105, RTH 105L, RTH 110C, RTH 118, RTH 150

**Corequisites:** RTH 121, RTH 120C, RTH 249

This course is designed to allow students the hands-on experience needed to correctly select, assemble and trouble shoot respiratory care equipment and basic ventilators prior to clinical experience. Students will be evaluated as he/she demonstrates laboratory competency and correct procedures for operation of each ventilator as outlined in the College of Health Sciences Student Clinical Manual. (1 credit hour: 30 lab hours)

**RTH 252 - Pediatrics and Neonatology**

**Prerequisites:** RTH 118, RTH 120C, RTH 249, RTH 249L

**Corequisites:** RTH 200, RTH 201, RTH 220C, RTH 254, RTH 254L

This is a survey course on the etiology, pathophysiology, diagnosis, and treatment of the most frequently encountered clinical respiratory problems indigenous to the newborn and pediatric patient. Special emphasis is given to problems

frequently encountered in the newborn and pediatric intensive care units. Assessment of the newborn and care of the high risk neonate will be stressed. (3 credit hours: 45 lecture hours)

**RTH 254 - Critical Care I**

**Prerequisites:** RTH 118, RTH 120C, RTH 249, RTH 249L

**Corequisites:** RTH 200, RTH 201, RTH 220C, RTH 254L

This course is designed to introduce students to the role of Respiratory Therapist as a member of the critical care team in the intensive care setting. The respiratory therapist will be introduced to ventilators, monitor devices, arterial blood gas interpretation, physiological monitoring and weaning procedures as it relates to mechanical ventilation. (2 credit hours: 30 lecture hours)

**RTH 254L - Critical Care I Laboratory**

**Prerequisites:** RTH 118, RTH 120C, RTH 249, RTH 249L

**Corequisites:** RTH 200, RTH 201, RTH 220C, RTH 252, RTH 254

This course is a continuation of RTH 249L, designed to allow students the “hands on” experience needed to correctly select, assemble, and trouble shoot respiratory care equipment and ventilators prior to clinical experience. Students will practice advanced ventilator management in the intensive care setting. Student’s will be evaluated as he/she demonstrates laboratory competency and correct procedures for operation of each ventilator as outlined in the College of Health Sciences Student Clinical Manual. (1 credit hour: 30 lab hours)

**RTH 254L - Critical Care Management Part 1**

**Prerequisites:** RTH 249

This course serves to introduce the student to the role of the respiratory therapist as a member of the critical care team in the intensive care setting. Indications and contraindications of mechanical ventilation, ventilator management using waveform analysis, weaning, oximetry and ETCO<sub>2</sub> monitoring techniques will be stressed. Special modules of IV therapy and NG tube placement will be introduced. (3 credit hours: 30 class hours, 30 lab hours)

**RTH 255 - Critical Care II**

**Prerequisites:** RTH 200, RTH 201, RTH 220C, RTH 252, RTH 254, RTH 254L

**Corequisites:** RTH 230C, RTH 241, RTH 285

This course is designed to present the fifth semester Respiratory Therapy student with an overview of various critical care practices and pathological complications associated with the care of the critically ill patient in the intensive care setting. Emphasis will be placed on the use of waveform analysis of ventilator management, pharmacological intervention techniques and practices involving the management of the critically ill patient. This course also includes ECG monitoring and arrhythmia interpretation and special modules of IV therapy and NG placement. (3 credit hours: 45 lecture hours)

**RTH 285 - Professional Seminar**

**Prerequisite:** RTH 200, RTH 201, RTH 220C, RTH 252, RTH 254, RTH 254L

**Corequisites:** RTH 230C, RTH 241, RTH 255

This course is designed to prepare students for the professional examinations in respiratory care. Students will be required to take the following mock exams: CRT (Entry Level Exam), RRT (Written Registry Exam), and the Clinical Simulation Exam. The Entry Level Exam and The WRitten Registry Exams are web-based SAEs. Advanced Cardiac Life Support (ACLS) will also be covered in this course. (2 credit hour: 30 lecture hours)

**RTH 290 - Respiratory Care Independent Study**

Independent study courses are designed to permit the students, with faculty supervision, to study topics or areas of particular interest. The subjects are usually continuations in greater depth of a topic covered in a regular course and usually involve extensive readings, tutorial sessions with a faculty supervisor and may include written papers. Permission of the Program Director is required, with supervising faculty assigned by the Program Director. (1,2,3 credit hours)

**SOCIOLOGY**

**SOC 210 - Medical Sociology**

This course is a survey of the social, economic and cultural factors in health and illness. The focus will be the sociology of health and medical care organizations and settings. The sociology of health occupations and selected contemporary issues and health care trends will be discussed. (3 credit hours: 45 class hours)

**SOC 213 - Social Issues in Health Care Delivery**

This course will introduce students to vital social issues affecting health care delivery in the United States. Course content will include health related demographics, ethnic and cultural diversity, applied communication methods and skills and an orientation to community health care. An experiential learning module will place students in a volunteer role working 30 hours with a community agency serving health care needs. Agencies serving geriatric clients or underserved populations will take priority. (3 credit hours: 30 class hours, 30 volunteer hours)

**SOC 225 - Family Dynamics**

**Prerequisites:** SOC 213

This course is designed to provide the student and overview of the diversity of the family unit. Information presented will assist in the comparison of similarities, differences and concerns of various families and individuals. Family structure, ethnic diversity and lifestyle variations also will be addressed. (3 credit hours: 45 class hours)

**SPANISH**

**SPA 111 - Spanish I**

An introductory course that delivers oral and written communication in Spanish with emphasis in the present tense. Tutorial labs are included. (4 credit hours: 60 class hours)

**SPA 112 - Spanish II**

A continuation of Spanish I with emphasis upon communication in the present and past tense. Tutorial labs are included. (4 credit hours: 60 class hours)

# Personnel Roster

as of June 1, 2004

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