

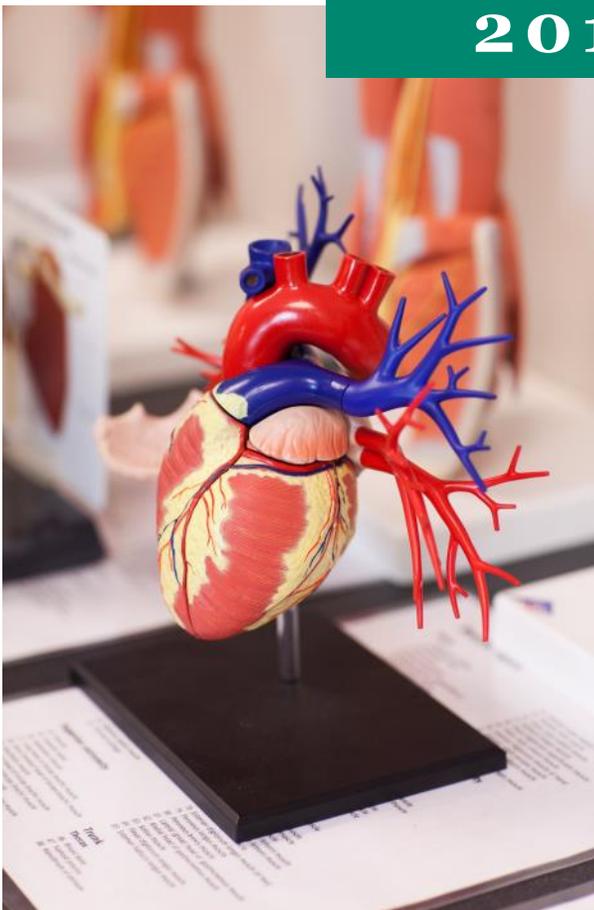


RIVERSIDE

College of Health Careers



COLLEGE CATALOG 2018-2019



Riverside College of Health Careers

Main Campus

316 Main Street
Newport News, VA 23601
757-240-2200
757-240-2225 - Fax
Site Administrator: Robin Nelhuebel

Gloucester Nurse Aide Classroom

7385 Walker Avenue
Gloucester, VA 23061
Site Administrator: Robin Nelhuebel

Website

www.riverside.edu

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

Institutionally Accredited by the Accrediting Bureau of Health Education Schools (ABHES).

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

Original Publication Date: 7/25/2018

Cover photos clockwise from top right: student in skills laboratory, students in skills laboratory, students in front of the College's administrative building, heart model in skills laboratory, students in skills laboratory.

Back cover photos clockwise from top left: student, faculty and students in skills laboratory, students in classroom, students in skills laboratory, students in skills laboratory.

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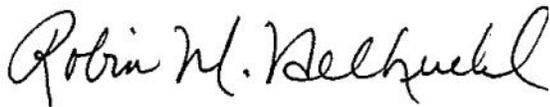
From Riverside Health System – System Director of Education

Welcome!

Thank you for your interest in our College and programs. The faculty and staff of Riverside College of Health Careers are dedicated to providing a quality education for the future healthcare workforce of the Southeastern region of Virginia and beyond.

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

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



Robin M. Nelhuebel, PhD, RN, RT(R)
System Director of Education
Riverside Health System



Riverside College of Health Careers

ORGANIZATION

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

MISSION ▪ VISION ▪ VALUES

The mission of Riverside College of Health Careers is to educate students to become competent entry-level healthcare professionals. Our vision is to be the educational center of choice within our communities renowned for academic and clinical excellence in a student-centered environment. We believe in respect, trust, and teamwork among our students, faculty, and staff that positively enhance our learning environment; change and its ability to drive creativity and innovation that leads to excellence; health careers education that fosters excellence, compassion, competence, safety, lifelong learning, and self-esteem; meaningful community involvement and partnerships that result in improved healthcare education and community wellbeing; fiscal responsibility and resource management that supports growth based on workforce needs.

The College treats our students, faculty, staff, and other stakeholders with consideration, respect, and integrity. We use the strategic planning process to enable the College and its programs to meet evolving healthcare education needs in a variety of settings.

In planning, we listen to our stakeholders so as to better serve their needs and improve educational programs and graduate outcomes. The College provides entry-level practitioners who respond to the changing healthcare needs of Riverside Health System and other healthcare providers in our market area.

PURPOSE

The purpose of Riverside College of Health Careers is to:

- Provide students with quality healthcare education that results in the successful attainment of credentials that meet or exceed requirements to practice in a specific healthcare career.
- Prepare entry-level healthcare professionals who respond to the changing healthcare needs of Riverside Health System and other healthcare providers to care for patients and families in our communities.

RIVERSIDE REGIONAL MEDICAL CENTER (RRMC)

Riverside began serving the Virginia Peninsula community in 1916. In 1963, Riverside moved to the present 72-acre location in Newport News on J. Clyde Morris Boulevard. A 450-bed facility, Riverside Regional Medical Center is the Virginia Peninsula's most comprehensive medical facility combining the most recent computerized medical technology with a healing environment.

Riverside Health System is proud to be affiliated with more than 500 providers in 130+ locations across Hampton Roads with the Riverside Medical Group (RMG). RMG is one of the largest and most diverse multi-specialty group practices in the state of Virginia.



Pictured: Riverside Regional Medical Center

MALPRACTICE INSURANCE

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

Campus Facilities & Resource Information

BACKGROUND

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

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

Construction of the new campus was completed in September 2005. The result was a new educational campus (containing over 96,000 square feet) with modern classrooms, skills laboratories, computer laboratories, and library with wireless internet access throughout. The campus is approximately three miles from Riverside Regional Medical Center (RRMC) which serves as the College's main clinical practice facility. Building 316 houses the College's Administration, Faculty, and Support Services staff. Building 318 contains the nursing, surgical technology and radiologic technology clinical skills laboratories, a large classroom, and a fitness room. Building 320 contains numerous spacious classrooms, a computer lab, the *Recovery Room* student lounge, meeting rooms, and the anatomy skills laboratory. Building 310 contains the Ruby Pope Drumm Health Sciences Library and Alumni Room, multiple computer labs, and the *Treehouse Café* student lounge. Building 314 contains a skills laboratory for the Physical Therapist Assistant Program, a classroom, and a conference room. Campus parking and buildings are handicap accessible.

Today, Riverside College of Health Careers has over 65 Administrative, Faculty, and Support Services staff, and an annual student body average of over 350 men and women. Many graduates go on to find employment in one of the numerous facilities operated by Riverside Health System.

The Newport News Main Street campus is located on Virginia's Greater Peninsula in the southeastern area of the state. Many exciting and famous historical, recreational, and cultural attractions are located on the Peninsula or within an hour's drive of the campus. The College also maintains a Nurse Aide classroom and lab in Gloucester to better serve this population of students.

STUDENT ADVISING

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

CAREER & EMPLOYMENT

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

STUDENT HEALTH

The Student Services Department, along with its partnership with an external service provider, reviews and monitors student's immunization status and ability to meet the Essential Program Requirements on admission and while enrolled. Students are expected to inform the College of any change in their health status that impacts their ability to meet the Essential Program Requirements. The College also evaluates requests for disability accommodations. Students are strongly encouraged to have medical insurance for the duration of their program and the College assumes no responsibility for medical costs incurred by a student.

CAMPUS SAFETY & SECURITY

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

Riverside Health System (RHS) Protection Officers provide a visible presence on the College campus and the Gloucester classroom. They patrol campus properties to deter inappropriate and illegal activities. These officers are not sworn officers and therefore do not have any powers of arrest, do not carry weapons, or use any form of force to detain or arrest.

Campus Facilities & Resource Information, Cont.

CAMPUS SAFETY & SECURITY (CONT'D)

RHS Protection Officers patrol the main campus during evening and weekend classes and are available during daytime hours as needed. RHS Protection may be contacted at: (757) 812-0868 (on-site officer) or (757) 594-2208 (RRMC).

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

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

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

PARKING FACILITIES

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

SKILLS LABORATORIES

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

SIMULATION LABORATORY: The simulation skills laboratory contains a SimMan 3G®, computerized, interactive, high fidelity simulation mannequin who talks, breathes, and responds like a patient. SimMan 3G® provides students with learning opportunities in a variety of realistic patient care situations in a safe learning environment. The simulation skills laboratory also contains a SimJunior® pediatric simulator that represents a 6 year old boy with a wide range of conditions from a healthy talking child to an unresponsive, critical patient. The simulation laboratory is equipped with an audio and video system which allows simulated human interaction between the student and a prerecorded or live human voice, and an audiovisual recording of the simulation for use by the instructor during the debriefing session.

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

Campus Facilities & Resource Information, Cont.

SKILLS LABORATORIES (CONT'D)

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

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

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

NURSE AIDE SKILLS LABORATORIES: The NA program has skills laboratories on both the Newport News campus and the Gloucester Campus. These skills laboratories contain patient beds and geriatric low-fidelity mannequins and sinks at each campus location. These laboratories have student and teaching stethoscopes, blood pressure cuffs, and assorted disposable supplies.

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

RUBY POPE DRUMM HEALTH SCIENCES LIBRARY

The library's collection contains over 5,000 books, 200 print journals, and has access to over 4,000 online journals and 63 eBooks including nursing, medical, and allied health resources. Audiovisual and electronic resources are also available. Online access to *Pubmed* and *The Cumulative Index to Nursing and Allied Health Literature (CINAHL)* is provided via a suite of database programs through EBSCO. The spacious facility is the media center for students, faculty, physicians, and other health system personnel. The students can enjoy refreshments while watching the big screen television in the Treehouse Café. The library computer learning lab provides numerous computers with instructional programs focused on nursing and allied health skills. This lab is open for student use during posted library operating hours.

FACULTY ACCESS

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

STUDENT ORGANIZATIONS

Each admitted class has the option to elect its own class representatives. Information regarding membership to the following organizations is available from the Program Directors: Professional Nursing students—National Student Nurses Association, Practical Nursing students—HOSA (Health Occupations Students of America), Radiologic Technology students—ASRT (American Society of Radiologic Technologists), Surgical Technology students—AST (Association of Surgical Technologists), and Physical Therapist Assistant students—APTA (American Physical Therapy Association).

The College holds regularly scheduled Student Advisory Committee meetings where the students are provided an open forum for discussions with College leadership. A history of recommendations and follow-up actions is maintained. Student feedback is also solicited during exit interviews and surveys. Students indicate satisfaction with the physical campus and available resources. Student and faculty feedback assists in identifying areas of concern and provide direction for strategic planning.

Administrative & Academic Policies

CREDIT FOR PREVIOUS EDUCATION

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

The individual requesting to transfer course credits into a College program will contact Admissions to begin the transfer application process. Transfer requests will include: (1) completed Request for Transfer Evaluation Form; (2) Transfer Evaluation Fee; (3) Course Syllabi for each course being evaluated from previous program; (4) Official Transcripts from previous courses of study; (5) School Course Catalog; and (6) Letter of Recommendation from the Director/Dean of the current or former program of study. An applicant conference with the Program Director or designee may be necessary to determine placement. If testing is necessary to determine placement, a fee will be charged per test. For discipline-specific courses, a list of clinical competencies achieved must be provided preadmission. Validation of clinical competency in an area previously mastered may be required at the discretion of the individual Program Director and fees may apply.

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

ADVANCED PLACEMENT

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

SEMESTER LENGTH & CREDIT DEFINITION

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

Semester hour credits are earned as follows:

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

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

ATTENDANCE

Specific attendance requirements for each program of study are published in the student handbook and course syllabi. To achieve the educational goals of the designated program of study, consistent attendance for all learning experiences is an expectation. Absences interfere with the student's ability to achieve course and curriculum outcomes. Absences are documented and reviewed to determine if disciplinary action is warranted. Students may refer to the College's Academic Calendar which includes all designated student breaks and holidays.

RIGHT TO KNOW

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

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

Administrative & Academic Policies

HEALTH & SAFETY REQUIREMENTS

Required immunizations include:

- Tetanus booster (td or Tdap vaccination) within the past 10 years;
- Two measles, mumps, and rubella (MMR) immunizations, or titers proving immunity;
- Hepatitis B (HBV) immunization series completed, in progress, or a Hepatitis B Vaccination Declination Form signed by the student;
- Lab results showing immunity to varicella (chickenpox) or vaccination series (two doses required);
- Tuberculin Skin Testing:
 - Two Mantoux Tuberculin Skin Tests (TST) within the past 12 months with one of the TSTs administered within the past 30 days. Following the initial two-step TST, a single annual TST will be required. For a previously positive TST, a negative chest x-ray subsequent to the positive TST is required.

OR

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

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

CRIMINAL HISTORY DISCLOSURE

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

- Applicants who refuse to offer this information will be denied entry into the program for which they were accepted.
- The College retains the right to immediately dismiss students who have unsatisfactory background checks or have falsified their application.
- Background checks may also be requested at any time during enrollment.
- Student information is regularly uploaded to the Center for Medicare and Medicaid Services database.
- Background histories may prevent or restrict a graduate's eligibility for licensure or certification exam participation.

GRADING & PROMOTIONS

The College has established policies for grading and promotion. Testing, class participation, attendance, clinical competence, and observation determine the scholastic rating of each student. Grades are assigned as follows:

LETTER GRADE	NUMERICAL GRADE	QUALITY POINT VALUE PER COURSE CREDIT HOUR
A	96-100	4.0
A-	94-95	3.7
B+	91-93	3.3
B	89-90	3.0
B-	86-88	2.7
C+	83-85	2.3
C	80-82	2.0
MC	80	2.0
F	<80	0
S*	Satisfactory	0
U*	Unsatisfactory	0
I*	Incomplete	0
AU*	Audit Only	0
EX*	Exempt Course	0
W*	Withdrew (no grades)	0
WP*	Withdrew Passing	0
WF	Withdrew Failing	0

*Not included in GPA calculation

Administrative & Academic Policies

GRADUATION REQUIREMENTS

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

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

TRANSCRIPTS

Transcripts will not be released to any third party without written consent from the student except as allowed by FERPA.

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

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

TRANSFERABILITY

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

DRUG-FREE/TOBACCO-FREE ENVIRONMENT

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

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

Students charged or convicted in state or federal court of violating a criminal drug statute must inform their Program Director within five (5) calendar days of the charge and/or conviction. A student who is receiving a federal grant such as a Pell grant must report the conviction to the granting agency within five (5) calendar days of the conviction.

Violation of this policy, as well as conviction for drug use, possession or sale anywhere by persons covered under this policy, will be reason for disciplinary action up to and including denial of access to College property and/or disciplinary dismissal from the program of study.

Additional information is posted on our website at www.riverside.edu.

Administrative & Academic Policies

Application Procedure

GENERAL STATEMENT

Enrolled students have online access to the Student Handbook which contains College policies. The following pages provide excerpts from selected academic policies and procedures to help prospective students make informed enrollment decisions. Printed policies and/or a copy of the handbook may be requested from the College Registrar.

DIRECTORY INFORMATION

The College designates the following items as Directory information: name, address, telephone number, gender, email address, date and place of birth, program of study, dates of attendance, expected graduation date, enrollment status, diplomas/certificates and awards received, previous educational institution(s) attended, College generated identification numbers, provided these cannot be used to breach students' personal security, photograph, and participation in officially recognized activities. Directory information may be released to individuals and/or agencies outside the College unless the student has requested in writing that the information be withheld. The National Student Clearinghouse provides enrollment verification and deferment reporting on financial aid students to the education finance industry and the Department of Education based on enrollment information provided by the College. Monthly uploads of directory information may also be provided to the U.S. government's CMS database (Centers for Medicare & Medicaid Services) and other internal or external auditors as requested.

ACCESS TO RECORDS

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

APPLICATION PROCEDURE

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

Application forms and additional information can be accessed at www.riverside.edu. Paper application forms and/or additional information requests should be addressed to: Riverside College of Health Careers, 316 Main Street, Newport News, VA 23601. A completed application, non-refundable applicant processing fee, and transcripts must be submitted as a packet. These are accepted on a continual basis until the published application deadline.

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

Preadmission testing is required for entrance. Disabilities accommodations may be provided. Applicants may retake the ATI TEAS test once in each application cycle, not to exceed three (3) tests total. Retakes are at the discretion of the Admissions Officer. Wonderlic SLE retakes are not permitted. ATI TEAS test study materials are available for purchase at www.atitesting.com. Wonderlic SLE sample questions are available at www.wonderlic.com.

Program	Test	Minimum
Professional Nursing	ATI TEAS	64.9%
Practical Nursing		56.0%
Physical Therapist Asst.		59.4%
Radiologic Technology		60.0%
Surgical Technology		59.4%
Nurse Aide	Wonderlic SLE	13

ADMISSION CRITERIA:

- Complete application packet must be submitted no later than the published application deadline.
- Satisfactory preadmission test results
- Satisfactory criminal check
- Satisfactory urine drug screen
- Previous employment (*Current or past employees of Riverside Health System will be evaluated for job performance and eligibility for rehire. Adverse references from previous employers will be evaluated in the admission process and may result in non-acceptance to the program. Riverside Health System employees (in good standing) are awarded additional points toward admission.*)
- Ability to meet essential program requirements
- Official High School transcript or GED certificate (*The applicant must be a graduate of an accredited high school or have earned a high school equivalency (GED) certificate with a HS GPA of 2.0. Evidence such as a high school transcript or signed attestation of graduation must include the name of the high school attended, city, state, graduation year and that the high school or program was approved by the applicable governing or state authority.*)
- Official College transcripts from all schools attended
- Immigration or citizenship documentation is required if applicant is not a U.S. citizen by birth (*The College is not Student and Exchange Visitor Program (SEVP) certified and cannot accept international students on an F-1 or M-1 visa.*)
- If English is applicant's 2nd language, a TOEFL score of 550 (paper) or 79 (internet based) is required (*Test must have been completed within the last 2 years.*)
- All applicants must be 18 years of age prior to program start date.
- All students must reside in Virginia during program enrollment.

Administrative & Academic Policies

Entrance Requirements

ESSENTIAL PROGRAM REQUIREMENTS

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

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

ADMISSION DRUG SCREENING

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

THE FOLLOWING ITEMS ARE REQUIRED PRIOR TO ENROLLMENT:

- Tuition Deposit (deducted from first semester tuition)
- Student Information Sheet
- Statement of Financial Responsibility
- *Background screening processed through specified service provider
- *Drug testing processed through specified service provider
- *Immunization and Medical Records management through specified service provider
- *CPR certification. Only the *American Heart Association BLS for the Healthcare Provider* will be accepted. (Not applicable to Nurse Aide Program.)
- *Textbooks
- *Student Uniforms from a specified service provider

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



Pictured: Students in computer lab

Administrative & Academic Policies, Cont.

Admissions Information—Entrance Requirements

PROGRAM	COLLEGE PREREQUISITE COURSES *	OTHER INFO
Practical Nursing	No prerequisite college courses required.	<ul style="list-style-type: none"> – The applicant must be a graduate of an accredited high school with a GPA of 2.0 or higher or have earned a high school equivalency (GED) certificate. – High School Seniors may be eligible to apply. ^Δ – Preadmission testing required.
Nurse Aide		
Surgical Technology	Anatomy and Physiology with Lab 4 Credits** English Composition 3 Credits College Math (any 100-level or higher) 3 Credits Psychology: Gen, Intro, or Developmental 3 Credits Medical Terminology 2 Credits	<ul style="list-style-type: none"> – The applicant must be a graduate of an accredited high school with a GPA of 2.0 or higher or have earned a high school equivalency (GED) certificate. – Preadmission testing required. – Documentation of previous healthcare experience (including volunteer hours) is recommended. – Prospective students for the Radiologic Technology Program are urged to review the American Registry of Radiologic Technologists (ARRT) Ethics Pre-Application Review prior to starting any radiologic technology program.
Radiologic Technology	Applicants must have completed the Anatomy & Physiology with Lab, English Composition, and College Math requirements before a formal application can be submitted and reviewed. Psychology and Medical Terminology must be completed prior to matriculation.	
Physical Therapist Assistant		
Professional Nursing	Anatomy and Physiology with Lab 8 Credits** Microbiology with Lab 4 Credits** English Composition 3 Credits Developmental Psychology 3 Credits Applicants must have completed Chemistry, Anatomy & Physiology with Lab, Microbiology with Lab, and English Composition requirements before a formal application can be submitted and reviewed. Developmental Psychology must be completed prior to matriculation.	<ul style="list-style-type: none"> – The applicant must be a graduate of an accredited high school with a GPA of 2.0 or higher or have earned a high school equivalency (GED) certificate. – Preadmission testing required. – Documentation of previous healthcare experience (including volunteer hours) is recommended. – Chemistry: 1 unit of High School or College level chemistry (Also accepted: CLEP of 100 level chemistry course; job-related chemistry; LPN developmental courses in chemistry; adult education courses; or Chemistry related courses in military education).
LPN to RN Advanced Placement Option	Cumulative College-level GPA of 3.0 or better is recommended due to the competitive nature of admissions.	

* All credits are reflected as semester credits. Prerequisite courses must be passed with a grade of “C” or better and taken at a regionally accredited institution. Courses taken at an institution accredited by an agency recognized by the United States Department of Education (ED) or the Council for Higher Education Accreditation (CHEA) may be considered. Foreign transcripts must be evaluated by a current member of the National Association of Credential Evaluation Services, Inc. (NACES).

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

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

Student Accounts Guidelines

TUITION

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

Payment Procedures:

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



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



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

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

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

Student Accounts Guidelines, Cont.

INSTITUTIONAL REFUND & CANCELLATION POLICY

It is the policy of Riverside College of Health Careers to refund tuition to students who meet strict criteria. Multiple mechanisms are used to notify students of their account status.

The purpose of this policy is to inform students of the schedule of institutional charges incurred by students who cancel, withdraw or are dismissed.

DEFINITIONS

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

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

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

Last Known Date of Attendance: The last known date of attendance is the last day a student had a *documented* academically related activity, which may include projects, clinical experience, or examinations.

Add/Drop Date: The Add/Drop date for programs greater than one semester in length will be ten (10) business days after the semester start date. The Add/Drop date for programs less than one semester in length will be three (3) business days after the program start date.

POLICY

- I. The refund process is initiated when a student withdraws, takes a Leave of Absence, cancels their enrollment, withdraws or is dismissed.
 - A. Students who cancel their enrollment, take a Leave of Absence, withdraw, or are dismissed must complete the exit process (see Policy RCHC-SA-220 Student Exit Process).
 - B. Students may obtain the Student Exit Form from the Registrar or their Program Director.
 - C. If a student does not comply with the exit process and/or fails to notify the College of the intent to withdraw, the College will determine the student's withdrawal date based upon the last known date of attendance.
- II. Return of Title IV funds are governed by regulatory policies and procedures of the U.S. Department of Education and State agencies. (See policy RCHC-SA-220 Student Exit Process)
- III. Due to differences between the Institutional Refund & Cancellation Policy and Return of Title IV Funds Policy, students may have an outstanding balance with the College. If the outstanding balance is not paid within 30 days from the date of withdrawal the account will be sent to the Riverside Health System's third-party collection agency.
- IV. Students are notified of account status in a variety of methods which may include communiqués sent through the CMS and/or SIS, phone calls, emails, and/or in writing.
 - A. All fees and payments, with the exception of the non-refundable Application Fee, remitted to the College by a prospective student, will be refunded if the student is not admitted, does not enroll in the program, does not begin the program or course, or is dismissed prior to the start of the program.
 - B. A student applicant (one who has applied for admission to the College) may cancel, by written notice, his enrollment at any time prior to the first day of the class session for which application was made. When cancellation is requested under these circumstances, the College will refund all tuition paid by the student less the non-refundable Application Fee.
 - C. Tuition is calculated based on the courses a student is enrolled in each semester. Tuition refunds will be determined according to the following:
 1. Students who cancel their enrollment or are dismissed from a program during the published Add/Drop period are entitled to a full refund of their paid tuition even if they have signed an Enrollment Agreement.
 2. Students who withdraw after the published Add/Drop date but have completed less than 25% of the total semester are entitled to a 50% refund of their paid tuition.
 3. Students who withdraw after completing at least 25% but less than 50% of the total semester are entitled to a 25% refund of their paid tuition.
 4. Students who withdraw after completing 50% or more of the total semester will not be entitled to a tuition refund.
 - D. No monetary charges will be assessed a student during a Leave of Absence. No additional charges to the student as a result of the Leave of Absence will be imposed.
 - E. Applicant Processing Fees and Transfer Evaluation fees are non-refundable except under extraordinary circumstances such as course cancellations by the College. The College Registrar/Enrollment Manager authorizes the partial or full refund.
 - F. Books and uniforms are not included in tuition.
 - G. Student account credit balances are refunded within 45 days of receipt of a written request to terminate their status as student or the determination of the withdrawal date, whichever is sooner.

Financial Aid & Scholarships

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

FEDERAL PELL GRANT PROGRAM

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

FEDERAL DIRECT LOAN PROGRAM

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

FEDERAL DIRECT PLUS LOAN PROGRAM

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

VARIOUS DONOR SCHOLARSHIPS

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

VETERANS BENEFITS

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

RETURN OF TITLE IV FUNDS

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

Academic Progression

SATISFACTORY ACADEMIC PROGRESS (SAP)

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

SAP is also dependent on the student's ability to complete a program of study within a maximum of 150% of the total program length. The College conducts this quantitative evaluation at specific intervals for each program as well as upon any course failure (see table below).

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

COURSE FAILURE OR WITHDRAWAL

When a student fails or withdraws from a course after the Add/Drop date, they will not be permitted to progress in the program of study until the course is repeated successfully. This will impact the total length of the program for that student.

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

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

REPEATED COURSE & INCOMPLETE (I) COURSE GRADE

An incomplete grade (I) is given by the course faculty when the student is unable to complete course requirements due to serious illness, pregnancy, or emergency.

1. Course work must be completed by the start of the next semester but not to exceed 30 calendar days from the end of the previous semester.
2. If the course work is not completed within the allotted time frame, the "I" grade automatically becomes an "F".

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

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

SAP Evaluation Interval Table

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

PROGRAM	PROGRAM LENGTH	150% of LENGTH (rounded down to nearest whole timeframe)	MINIMUM EVALUATION INTERVALS
Professional Nursing	4 semesters	6 semesters	Completion of Levels 2 & 3
Practical Nursing	3 semesters	4 semesters	Completion of Levels 1 & 2
Physical Therapist Assistant	5 semesters	7 semesters	Completion of Levels 2 & 4
Radiologic Technology	5 semesters	7 semesters	Completion of Levels 2 & 4
Surgical Technology	5 semesters	7 semesters	Completion of Levels 2 & 4
Nurse Aide - Day Division	6 weeks	9 weeks	Completion of week 3
Nurse Aide - Evening/Weekend Division	10 weeks	15 weeks	Completion of week 5

Academic Progression, Cont.

LEAVE OF ABSENCE (LOA)

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

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

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

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

TRANSFER

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

READMISSION

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

EXTENDED ENROLLMENT STATUS

Students who have met their qualitative minimums (passed courses, CGPA of 2.0 or greater, and safe clinical practice) but have failed to complete their program of study within the maximum program length may petition the Program Director for approval to complete their studies in an extended enrollment status. While on extended enrollment status, the student is not eligible to receive financial assistance and will be responsible for all costs incurred. The student must make acceptable financial arrangements with Student Services in order to continue in the program. The student must complete and pass all attempted courses within the extended enrollment status. Any course failure or withdrawal will result in immediate program dismissal.

FAILURE TO MAKE SATISFACTORY

ACADEMIC PROGRESS (SAP)

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

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

ACADEMIC WARNING

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

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

Academic Progression, Cont.

ACADEMIC PROBATION

Academic Probation is a serious enrollment status that alerts the student that unsatisfactory performance, if continued, will result in Academic Dismissal. A student will be placed on Academic Probation when their CGPA falls below 2.0 and/or when another course failure will result in an inability to complete the program within the maximum of 150% of the total program length. The Program Director or Registrar will notify students when they are placed on Academic Probation.

When a student's CGPA falls below 2.0 at the end of a semester, the student will not be permitted to receive financial assistance the following semester. Students who do not progress according to the SAP standards will be denied future financial assistance.

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

ACADEMIC DISMISSAL

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

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

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

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

APPEALS PROCESS

The College provides a mechanism through which students have the ability to address and receive fair consideration regarding issues of an academic and non-academic nature. Students receive ongoing communication regarding performance. Students have the right to appeal perceived unfair, capricious or discriminatory grading, complaints of discrimination and/or harassment, and issues related to ADA accommodations. Students may also appeal a program dismissal. Students will not be subject to adverse actions by any College official as a result of initiating a complaint.

When the student has a complaint or concern, the student is encouraged to attempt informal resolution with the course faculty or staff member concerned. In the event that informal complaint resolution is unsuccessful in resolving the student's concern, the student may file a grievance with the Program Director.

The student has three academic calendar days to submit a written grievance statement to the Program Director after the informal resolution process with course faculty has failed or the student has received notification of course failure or dismissal. The Program Director will meet with the student within two weeks of receipt of the written grievance or as soon thereafter as agreed upon by both parties. The Program Director after considering the student's grievance will make a decision based on the nature of the grievance and College policy.

In the event that the student disagrees with a decision by the Program Director, the student may appeal the decision to the Student Evaluation Committee which provides a vehicle for student appeals of decisions relating to their academic performance and/or behavioral issues. The Student Evaluation Committee is responsible for rendering decisions based on its findings and assigning disciplinary sanctions up to and including dismissal from the program. Finally, an appeal review by the System Director of Education may be requested by the student. The decision of the System Director of Education is final.

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

State Council of Higher Education for Virginia
101 N. 14th Street, 9th Floor, James Monroe Building
Richmond, VA 23219
Tel: (804) 225-2600 Fax: (804) 225-2604

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

School of Nursing

The School of Nursing includes:

an Associate of Applied Science Degree Program in

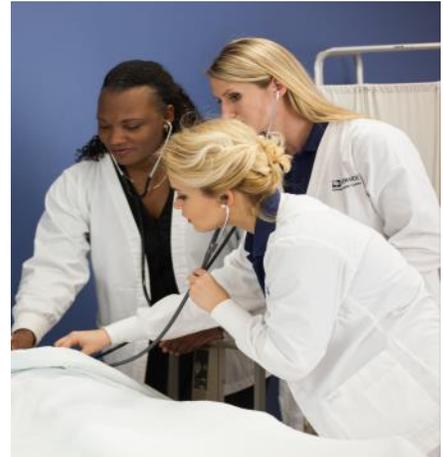
Professional Nursing

a Diploma Program in

Practical Nursing

and a Certificate Program in

Nurse Aide



Pictured: Students in skills laboratory

Old Dominion University and Riverside College of Health Careers Partnership

Riverside College of Health Careers (RCHC) has a partnership with Old Dominion University (ODU) to enhance access to baccalaureate level nursing education. This agreement supports the seamless transfer of academic credits between programs. The concurrent enrollment option blends RN-BSN course work throughout the Associate of Applied Science (AAS) curriculum enabling qualified students to complete AAS requirements, take the NCLEX-RN® licensing exam, and complete requirements for the BSN in just one or two additional semesters following completion of the AAS. A curriculum plan is coordinated with the approval of Riverside College of Health Careers that enables students to enroll in RN-BSN courses at ODU during each semester of the AAS curriculum.

Following graduation from the RCHC-AAS program, students are eligible to sit for the NCLEX-RN® licensing exam. Upon licensure as a registered nurse and successful completion of prerequisite BSN curriculum courses, students in the concurrent enrollment option are awarded 33 additional credits in the ODU-BSN program (as credit for the AAS nursing coursework at no tuition cost) and conferred the BSN degree.

To learn more about the concurrent option to include eligibility requirements and ODU contact information, please visit <https://www.odu.edu/nursing/undergraduate/postlicensure>.

Old Dominion University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, education specialist, and doctoral degrees. Riverside College of Health Careers is not accredited by the Southern Association of Colleges and Schools Commission on Colleges and the accreditation of Old Dominion University does not extend to or include Riverside or its students. Further, although Old Dominion University agrees to accept certain course work from Riverside to be applied toward an award from Old Dominion University, that course work may not be accepted by other colleges or universities in transfer, even if it appears on a transcript from Old Dominion University. The decision to accept course work in transfer from any institution is made by the institution considering the acceptance of credits and course work.

Professional Nursing Program

Associate of Applied Science

PROFESSIONAL NURSING

A registered nurse (RN) uses compassion, care, and intelligence to provide care for patients of all ages. Registered nurses function in a variety of roles including caregiver, educator, manager, and patient advocate. They work to promote health and prevent disease. When illness occurs, the registered nurse assists patients and families by providing physical care, emotional support, and education. The registered nurse performs assessments, documents care, assists with diagnostic tests, administers treatments and medications, monitors advanced technology and equipment, and participates in patient follow-up and rehabilitation. Registered nurses are vital members of the healthcare team. The Professional Nursing Program was established in 1916 as a diploma program and graduated the last diploma class in December 2016. The Associate of Applied Science (AAS) degree program began in 2016. The program is approved by the Virginia Board of Nursing and is accredited by the Accreditation Commission for Education in Nursing (ACEN). Upon completion of the program, graduates are eligible to apply to sit for the NCLEX-RN® (National Council Licensure Examination for Registered Nurses). Application to the Virginia Board of Nursing for licensure testing is the student's responsibility and additional fees are charged. NCLEX-RN® exam pass rates are available on the Virginia Board of Nursing web site http://www.dhp.virginia.gov/nursing/nursing_edprogs.htm or on our website at www.riverside.edu.

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

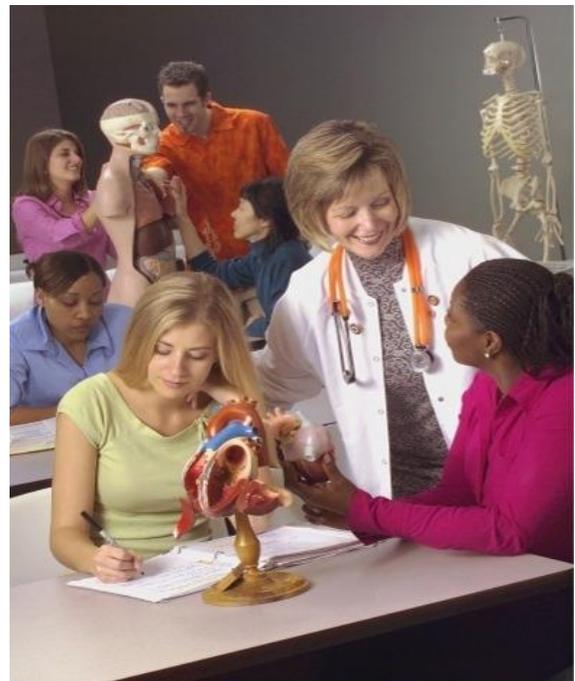
WHAT WE OFFER:

- Program leading to an Associate of Applied Science Degree and eligibility for licensure as a Registered Nurse
- Full-time Day option consisting of four 16-week semesters in addition to specific college level prerequisite preadmission courses - occasional evening or weekend hours may be required
- Full-time Evening/Weekend option consisting of four 23-week semesters in addition to specific college level prerequisite preadmission courses - occasional day hours may be required
- Theoretical instruction integrated with laboratory simulations and clinical experience
- Hands-on clinical experience in our modern medical center and a variety of affiliated clinical sites
- Advanced Placement Option for qualifying LPNs
- Financial Aid for students who qualify
- Career Planning

PROGRAM LEARNING OUTCOMES:

Upon program completion, the graduate will:

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



Pictured: Faculty & students in classroom

Professional Nursing Program

Accreditation

PROGRAM APPROVED BY:

Virginia Board of Nursing
Perimeter Center
9960 Mayland Drive, Suite 300
Henrico, VA 23233-1463
804-367-4515

PROGRAM ACCREDITED BY:

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



LICENSURE:

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

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

INSTITUTIONAL CERTIFICATION:

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

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



INSTITUTIONAL ACCREDITATION:

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



RIVERSIDE REGIONAL MEDICAL CENTER ACCREDITED BY:

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

Professional Nursing Program, Cont.

Course Descriptions

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

LEVEL ONE

NUR 111: FUNDAMENTAL NURSING SKILLS (7.0 CR):

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

NUR 121: PRINCIPLES OF NURSING PRACTICE (2.0 CR):

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

NUR 131: NURSING HEALTH ASSESSMENT (3.0 CR):

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

GEN 121: BASIC NUTRITION FOR NURSING (1.0 CR):

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

LEVEL TWO

NUR 122: PRINCIPLES OF PEDIATRIC NURSING (4.0 CR):

This course focuses on evidence-based nursing care of children from the neonatal period through adolescence. Emphasis is on developmental considerations, family-centered care, health promotion and maintenance, and the teaching needs of children and parents.

NUR 142: ESSENTIALS OF MATERNAL NEWBORN NURSING (4.0 CR):

This course introduces important concepts of healthcare for women during normal and high risk pregnancy, including antepartal, intrapartal, and postpartal nursing care. Care of the newborn is studied, beginning with fetal development and continuing through the newborn transition to extrauterine life. Principles of evidence-based nursing are applied to maternal and newborn care.

NUR 152: NURSING CARE OF ADULTS I (6.0 CR):

This course introduces evidence-based principles of care for adult patients and families experiencing basic medical-surgical and oncologic health problems. Care of patients, based on nursing knowledge, judgment, skill, and professional values within a legal/ethical framework, is presented.

LEVEL THREE

NUR 223: PRINCIPLES OF PSYCHIATRIC NURSING (4.5 CR):

This course focuses on the role of the nurse in evidence-based care of mental health and psychiatric clients. Principles of psychopathology, therapeutic relationships, psychopharmacology, and therapeutic milieu management will be applied.

NUR 253: NURSING CARE OF ADULTS II (7.5 CR):

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

Professional Nursing Program, Cont.

Course Descriptions

LEVEL FOUR

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

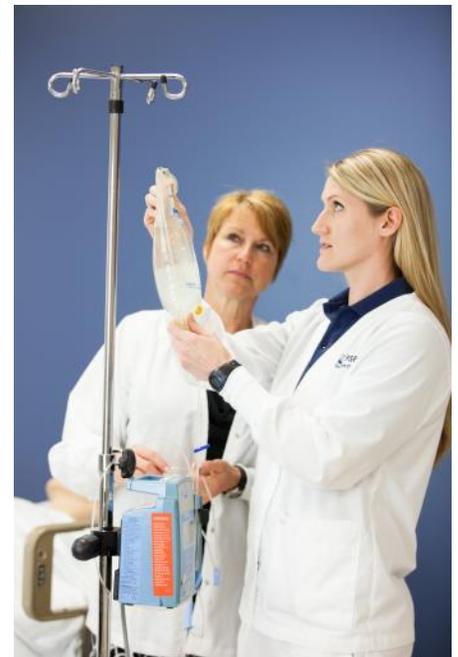
NUR 300: NURSING CAPSTONE (7.0 CR):
This course focuses on leadership and management skills using decision making, problem solving, and critical thinking. Preceptor-guided clinical experiences provide opportunities for students to increase self-confidence and develop the skills necessary for making independent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



Pictured: Student in skills laboratory



Pictured: Students in skills laboratory



Pictured: Student & faculty in skills laboratory

Practical Nursing Program

PRACTICAL NURSING

At the completion of the program the graduate will receive a diploma in nursing and be eligible for licensure examination to become a Licensed Practical Nurse in Virginia. Licensed practical nurses (LPN) use intelligence, care, and compassion to provide direct therapeutic patient care. They serve in a variety of roles and work under the supervision of physicians and registered nurses. The LPN's competence implies knowledge, understanding, and skills that transcend specific tasks and is guided by a commitment to the public and to the high standards of the nursing profession. As an integral part of the healthcare team, the licensed practical nurse performs functions such as, but not limited to, bedside care, taking vital signs, administering and monitoring medications, inserting catheters, providing wound care and dressing changes, implementing care plans, and providing patient and family education to promote health. The LPN supervises nurses' aides and unlicensed assistive personnel.

The Practical Nursing program was established in 1961 and is approved by the Virginia Board of Nursing. It has had continuing accreditation by the National League For Nursing Accrediting Commission (now called the Accreditation Commission for Education in Nursing, ACEN) since 1977. Program graduates are eligible to apply to sit for the NCLEX-PN® (National Council Licensure Examination for Practical Nursing). Application to the Virginia Board of Nursing is a student responsibility and additional fees are charged. NCLEX-PN® pass rates are available on the Virginia Board of Nursing web site http://www.dhp.virginia.gov/nursing/nursing_edprogs.htm or on our website at www.riverside.edu.

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

WHAT WE OFFER:

- Programs leading to a Diploma in Practical Nursing and eligibility for licensure as a Licensed Practical Nurse
- Full-time Day option consisting of two 16-week semesters and one 8-week summer semester - occasional evening or weekend hours may be required
- Full-time Evening/Weekend option consisting of two 23-week semesters and one 12-week semester - occasional daytime hours may be required
- Theoretical instruction integrated with laboratory simulations and clinical experience

- Hands-on clinical experience in our modern medical center and a variety of affiliated clinical sites
- Financial aid for students who qualify
- Career Planning

COURSE DELIVERY METHODS

The majority of courses in this program are delivered on-site with web enhancement via our course management system. Some courses have an online component. These courses are designated as either blended (less than 50% of the course is online) or distance (100% of the content in the course is online). Students enrolled in blended courses will have academic requirements which must be completed online prior to coming to class.

PROGRAM LEARNING OUTCOMES:

Upon program completion the graduate will:

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

Practical Nursing Program

Accreditation

PROGRAM APPROVED BY:

Virginia Board of Nursing
Perimeter Center
9960 Mayland Drive, Suite 300
Henrico, VA 23233-1463
804-367-4515

PROGRAM ACCREDITED BY:

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



LICENSURE:

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

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

INSTITUTIONAL CERTIFICATION:

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

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



INSTITUTIONAL ACCREDITATION:

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



RIVERSIDE REGIONAL MEDICAL CENTER ACCREDITED BY:

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

Practical Nursing Program, Cont.

Course Descriptions

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

LEVEL ONE

PN 101C—CLINICAL PRACTICUM I (2 CR):

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

PN 111—MEDICAL TERMINOLOGY (1 CR):

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

PN 121—NURSING FUNDAMENTALS (5 CR):

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

PN 131—HEALTH ASSESSMENT (1.5 CR):

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

PN 141—NURSING CONCEPTS (2 CR):

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

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

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

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

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

LEVEL TWO

PN 102C—CLINICAL PRACTICUM II (5 CR):

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

PN 122—ADULT HEALTH NURSING I (5 CR):

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

Practical Nursing Program, Cont.

Course Descriptions

LEVEL TWO, CONT'D.

PN 172—MATERNAL-CHILD NURSING (4 CR):

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

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

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



Pictured: Students examining anatomical model of heart

LEVEL THREE

PN 103C—CLINICAL PRACTICUM III (2 CR):

This course provides students with the opportunity to apply and integrate the complex knowledge and skills learned in Levels 1, 2, and 3. Using the nursing process as the framework, students practice technical and interpersonal skills to provide nursing care for patients, families, and significant others in a variety of settings.

PN 123—ADULT HEALTH NURSING II (3 CR):

This course includes concepts related to the pathophysiology, clinical manifestations, selected diagnostic and therapeutic procedures, nursing care and medical management, drug and diet therapy, and complications for adult and older adult clients with alterations of the musculoskeletal, reproductive, gastrointestinal, and endocrine systems, as well as surgical, oncology, and terminally ill clients.

PN 200—CAPSTONE (4 CR):

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

Nurse Aide Program

NURSE AIDE PROGRAM

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

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

Students may elect to take classes at either the Newport News campus or the Gloucester campus. Students electing the Gloucester campus must travel to the Newport News campus for orientation and for the Nurse Aide Capstone course, offered over a 2-day period, which prepares the graduating student for successful completion of the national certification examination through mock testing experiences.

WHAT WE OFFER:

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

PROGRAM LEARNING OUTCOMES:

Upon program completion the graduate will:

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



Pictured: Students in skills laboratory

Nurse Aide Program

Accreditation

PROGRAM APPROVED BY:

Virginia Board of Nursing
Perimeter Center
9960 Mayland Drive, Suite 300
Henrico, VA 23233-1463
804-367-4515

INSTITUTIONAL CERTIFICATION:

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

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



INSTITUTIONAL ACCREDITATION:

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



RIVERSIDE REGIONAL MEDICAL CENTER ACCREDITED BY:

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

Nurse Aide Program, Cont.

Course Descriptions

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

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

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

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

Curriculum Plan

Course #	Course Description	A	CS	CE	Total CLOCK Hours
NA 100	Nurse Aide Education	72	42	50	164
NA 103	Nurse Aide Capstone	4	6		10
	TOTAL HOURS	76	48	50	174
A =	Academic Instructional Hour				
CS =	Clinical Skills Lab Instructional Hour				
CE =	Clinical Experience Hour				

School of Allied Health

The School of Allied Health includes Associate of Applied Science Degree Programs in:

- Physical Therapist Assistant
- Radiologic Technology
- Surgical Technology



Pictured: Student in skills laboratory



Pictured: Student in skills laboratory



Pictured: Demonstration by faculty in skills laboratory



Pictured: Physical Therapist Assistant performing stretches with a patient



Pictured: Students at a PTA Club fundraiser

Physical Therapist Assistant Program

PHYSICAL THERAPIST ASSISTANT

A Physical Therapist Assistant (PTA) is an essential partner in the treatment of patients with movement impairments related to injury or illness as well as preventative wellness programs. Under the direction of a licensed Physical Therapist, the PTA may provide therapies with the goal of improving mobility, relieving pain, and/or the prevention of further injury. Physical Therapist Assistants enjoy the ability to work in a variety of practice settings including: hospitals, private practices, nursing homes, rehabilitation centers, schools, and out-patient settings. Physical Therapist Assistants may choose to further their education in a variety of related fields such as Physical Therapy, Biology, Athletic Training, Exercise Physiology, Chiropractic, Massage Therapy, Education, Physician Assistant, etc.

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

WHAT WE OFFER:

- Program leading to an Associates of Applied Science Degree in Physical Therapist Assistant
- Full-time Day option consisting of four 16-week semesters and one 4-week summer semester in addition to specified College-level prerequisite preadmission courses -occasional evening and weekend hours may be required
- Theoretical instruction integrated with laboratory simulations and clinical experience
- Hands-on clinical experience in our modern medical center and a variety of affiliated clinical sites
- Financial aid for students who qualify
- Career Planning

PROGRAM MISSION:

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

PROGRAM GOALS & STUDENT

LEARNING OUTCOMES:

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



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

Physical Therapist Assistant Program

Accreditation

PROGRAM ACCREDITED BY:

The Physical Therapist Assistant Program at Riverside College of Health Careers is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 757-240-2485 or email charlene.jensen@rivhs.com.

CREDENTIALING:

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

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

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

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



INSTITUTIONAL CERTIFICATION:

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

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



INSTITUTIONAL ACCREDITATION:

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

RIVERSIDE REGIONAL MEDICAL CENTER ACCREDITED BY:

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

Physical Therapist Assistant Program, Cont.

Course Descriptions

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

LEVEL ONE

GEN 111 – INTRODUCTION TO HEALTHCARE (1 CR):

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

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

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

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

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

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

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

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

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

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

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

PTA 141L - PATIENT CARE SKILLS FOR THE PTA - LAB (1 CR):

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

Physical Therapist Assistant Program, Cont.

Course Descriptions

LEVEL ONE, CONT'D.

PTA 191 - SEMINAR I (2 CR):

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

LEVEL TWO

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

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

PTA 132 - DOCUMENTATION (2 CR):

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

PTA 152 - KINESIOLOGY (3 CR):

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

PTA 152 L - KINESIOLOGY - LAB (1.5 CR):

This laboratory course implements and develops skills for assessment of individual muscle strength, gait analysis, goniometry, sensory assessment, balance assessment and postural assessment all related to muscle function and biomechanical principles of joint motion in normal and impaired mobility. This course is taught in conjunction with PTA 152.

PTA 162 - THERAPEUTIC MODALITIES (4.5 CR):

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

PTA 162L - THERAPEUTIC MODALITIES - LAB (3 CR):

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

PTA 192 - SEMINAR II (1 CR):

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

Physical Therapist Assistant Program, Cont.

Course Descriptions

LEVEL THREE

PTA 243 - CARDIOPULMONARY PT (2 CR):

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

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

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

LEVEL FOUR

PTA 234 - MUSCULOSKELETAL PT (3 CR):

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

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

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

PTA 235 - COMPREHENSIVE PATIENT CARE (2 CR):

This course integrates clinical knowledge, scientific knowledge and skills acquired throughout the curriculum by analyzing patients with medically complex diagnoses with multiple system involvement. This course emphasizes problem solving skills in determining the impact of disease interactions across multiple systems and their associated recovery processes. Major emphasis for this course will be on the development of critical thinking, patient progression across the continuum of care, and the ability to integrate knowledge from previous courses on the comprehensive management of patient care.

PTA 244 - NEUROMUSCULAR PT (3 CR):

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

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

This laboratory course includes the simulation, practice, and testing of practical applications and knowledge presented in PTA 244 of various therapeutic exercise and

Physical Therapist Assistant Program, Cont.

Course Descriptions

LEVEL FOUR, CONT'D.

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

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

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

LEVEL FIVE

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

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

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

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

PTA 300 - PTA CAPSTONE (2 CR):

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



Pictured: Students & faculty in skills laboratories

Physical Therapist Assistant Program, Cont.

Curriculum Plan

GEN-ED PRE-REQUISITE REQUIREMENTS						
Course Description	A	CS	CE	Total Hours	CH	
Anatomy & Physiology 1 **					4.0	
College English **					3.0	
College Math **					3.0	
Medical Terminology					2.0	
Psychology (Intro, General, or Dev)					3.0	
**Must be completed prior to application submission.						

Level 1 - 16 Weeks						
Course #	Course Description	A	CS	CE	Total Hours	CH
GEN111	Introduction to Healthcare	15			15.0	1.0
HLT151	Intro to Physics for the Allied Health Prof	45			45.0	3.0
GEN141	A & P for the Allied Health Prof	60			60.0	4.0
GEN141L	A & P for the Allied Health Prof - Lab		45		45.0	1.0
PTA111	Intro to Physical Therapy	30			30.0	2.0
PTA191	Seminar I	30			30.0	2.0
PTA141	Patient Care Skills for the PTA	30			30.0	2.0
PTA141L	Patient Care Skills for the PTA - Lab		45		45.0	1.0
TOTAL LEVEL HOURS		210	90.0	0	300.0	16.0

Level 2 - 16 Weeks						
Course #	Course Description	A	CS	CE	Total Hours	CH
HLT112	Medical Ethics and Law	30			30	2.0
PTA162	Therapeutic Modalities	67.5			67.5	4.5
PTA162L	Therapeutic Modalities - Lab		135		135	3.0
PTA192	Seminar II	15			15	1.0
PTA152	Kinesiology	45			45	3.0
PTA152L	Kinesiology - Lab		67.5		67.5	1.5
PTA132	Documentation	30			30	2.0
TOTAL LEVEL HOURS		188	202.5	0	390.0	17.0

A = Academic Instructional Hour 15 A = 1 CH
 CS = Clinical Skills Lab Instructional Hour 45 CS = 1 CH
 CE = Clinical Experience Hour 45 CE = 1 CH
 CH = Credit Hour

TOTAL GEN-ED PREREQUISITE CREDITS	15.0
RCHC PROGRAM HOURS - THEORY	578
RCHC PROGRAM HOURS - LAB	495
RCHC PROGRAM HOURS - CLINICAL	720
RCHC PROGRAM HOURS	1793
TOTAL RCHC PROGRAM CREDIT HOURS	65
TOTAL RCHC-PTA CURRICULUM CREDIT HOURS	80.0

Level 3 - 4 Weeks						
Course #	Course Description	A	CS	CE	Total Hours	CH
PTA243	Cardiopulmonary PT	30			30	2.0
PTA243L	Cardiopulmonary PT - Lab		67.5		67.5	1.5
TOTAL LEVEL HOURS		30.0	67.5	0.0	97.5	3.5

Level 4 - 16 Weeks						
Course #	Course Description	A	CS	CE	Total Hours	CH
PTA244	Neuromuscular PT	45			45	3.0
PTA244L	Neuromuscular PT - Lab		67.5		67.5	1.5
PTA234	Musculoskeletal PT	45			45	3.0
PTA234L	Musculoskeletal PT - Lab		67.5		67.5	1.5
PTA201C	Clinical Education I - 4 weeks			160	160	3.5
PTA235	Comprehensive Patient Care	30			30	2.0
Clinical Course 201C follows successful completion of level 4 didactic courses						
TOTAL LEVEL HOURS		120.0	135.0	160.0	415.0	14.5

Level 5 - 16 Weeks						
Course #	Course Description	A	CS	CE	Total Hours	CH
PTA202C	Clinical Education II - 6 weeks			240	240	5.0
PTA203C	Clinical Education III - 8 weeks			320	320	7.0
PTA300	PTA Capstone	30			30	2.0
Clinical Course 202C follows successful completion of Level 4 Theory, Lab & Clinical Courses						
Clinical Course 203C follows successful completion of Level 5 didactic courses						
TOTAL LEVEL HOURS		30.0	0.0	560.0	590.0	14.0

Radiologic Technology Program

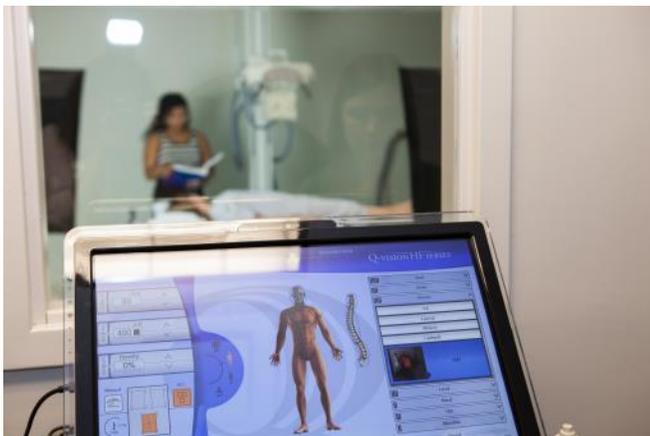
RADIOLOGIC TECHNOLOGIST

A Radiologic Technologist (RT) is an essential partner in the diagnostic area of healthcare who produces images of the human body for use in diagnosing medical problems. The RT educates patients by explaining procedures and obtaining consents before positioning each patient to obtain satisfactory radiographs of the appropriate parts of the body. In addition, Radiologic Technologists keep patient records and adjust and maintain equipment. With experience and additional training, Radiologic Technologists may become specialists, performing mammography, CT scanning, angiography, magnetic resonance imaging, and ultrasound exams as well as other imaging modalities.

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

WHAT WE OFFER:

- Program leading to an Associate of Applied Science Degree in Radiologic Technology
- Full-time Day option consisting of four 16-week semesters and one 8-week summer semester in addition to specified College-level prerequisite preadmission courses - occasional evening and weekend hours may be required
- Theoretical instruction integrated with laboratory simulations and clinical experience
- Hands-on clinical experience in our modern medical center and a variety of affiliated clinical sites
- Financial aid for students who qualify
- Career Planning



Pictured: Radiologic console in skills laboratory

PROGRAM MISSION:

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

PROGRAM GOALS & STUDENT LEARNING OUTCOMES:

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



Pictured: Students in skills laboratory

Radiologic Technology Program

Accreditation

PROGRAM ACCREDITED BY:

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

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

CREDENTIALING:

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

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

INSTITUTIONAL CERTIFICATION:

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SCHEV
101 N. 14th Street, James Monroe Building
Richmond, VA 23219
804-225-2600
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INSTITUTIONAL ACCREDITATION:

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7777 Leesburg Pike, Suite 314 N.
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RIVERSIDE REGIONAL MEDICAL CENTER ACCREDITED BY:

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400 Techne Center Drive
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Milford, OH 45150
www.dnvghealthcare.com

Radiologic Technology Program, Cont.

ARRT ETHICS PRE-APPLICATION REVIEW:

Prospective students are urged to review the American Registry of Radiologic Technologists (ARRT) **Ethics Pre-Application Review** prior to starting any radiologic technology education program. This evaluation is a process for an early ethics review of criminal offenses that would otherwise need to be reported with your Application for Certification when you have completed an ARRT-recognized education program. **Ethics offenses could negate eligibility for the ARRT National Certification Exam. All offenses must be reported regardless of how long ago they were committed.**

Exceptions are:

Offenses committed while a juvenile and processed in the juvenile court system; traffic violations which did not involve drugs or alcohol; charges that were dismissed if there were no court conditions required for the dismissal.

STUDENT PREGNANCY:

A student is not considered pregnant until such time as they declare themselves to be so. It is the choice of the student who is (or becomes) pregnant during the program as to when and if she will notify the Program Director and the Radiation Safety Officer. Notifications of declaration or withdrawal of declaration must be made in writing. Declared pregnant students have several options. After consultation with, and the approval of the Clinical Coordinator and the Program Director, they may:

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

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



Pictured: High resolution MRI at Riverside Regional Medical Center



Pictured: Students in alumni room

Radiologic Technology Program, Cont.

Course Descriptions

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

LEVEL ONE

GEN 111 – INTRODUCTION TO HEALTHCARE (1 CR):

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

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

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

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

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

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

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

RAD 111 – INTRODUCTION TO RADIOLOGIC TECHNOLOGY (2 CR):

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

RAD 111L – INTRODUCTION TO RADIOLOGIC TECHNOLOGY LAB (1 CR):

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

Radiologic Technology Program, Cont.

Course Descriptions

LEVEL ONE , CONT'D.

RAD 121 – PATIENT CARE (3 CR):

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

LEVEL TWO

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

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

RAD 112 – RADIOLOGIC PROCEDURES I (4.5 CR):

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

RAD 112L – RADIOLOGIC PROCEDURES I - LAB (1 CR):

This laboratory course is a complement to RAD 112. Students will simulate, practice and test the radiographic positioning of the upper extremity, lower extremity and pelvic girdle to ensure readiness for practice in the clinical setting. Radiation safety principles are reinforced with

demonstrated use of radiation protection equipment and the application of ALARA principles during simulations.

RAD 152 – RADIATION PHYSICS & EQUIPMENT I (2 CR):

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

RAD 182 – IMAGING MODALITIES (2 CR):

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

RAD 182C – IMAGING MODALITIES CLINICAL (0.5 CR):

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

Radiologic Technology Program, Cont.

Course Descriptions

LEVEL TWO , CONT'D.

RAD 102C – CLINICAL ORIENTATION (2.5 CR):

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

LEVEL THREE

RAD 113 – RADIOLOGIC PROCEDURES II (3 CR):

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

RAD 113L – RADIOLOGIC PROCEDURES II - LAB (1 CR):

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

RAD 153 – RADIATION PHYSICS & EQUIPMENT II (2 CR):

This course is designed to establish a knowledge base in radiographic, fluoroscopic, mobile, and tomographic equipment requirements and design. The content also provides a basic knowledge of quality control.

RAD 103C – CLINICAL EDUCATION I (2.5 CR):

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

LEVEL FOUR

RAD 214 – RADIOLOGIC PROCEDURES III (2 CR):

This course consists of radiography of the skull and facial bones, the urinary system, and additional contrast studies. Positioning and procedural considerations for these exams as well as radiographic anatomy, positioning, and image evaluation criteria will be studied in preparation for the laboratory simulation, practice, and positioning testing that will occur in the complementary RAD 214L laboratory course. The course also continues the instruction of contrast procedures with an introduction to some rarely performed exams such as cystography, myelography, venography, sialography, dacrocystography and hysterosalpingography. Radiation safety principles are reinforced for application during each procedure.

Radiologic Technology Program, Cont.

Course Descriptions

LEVEL FOUR , CONT'D.

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

RAD 254 – IMAGE ACQUISITION & DISPLAY (3 CR):
This course is designed to establish a knowledge base in factors that govern the image production. Primary emphasis of this course is on the study and application of the digital imaging process. Content is designed to impart an understanding of the components, principles, and operation of digital imaging systems found in diagnostic radiology. Factors that impact image acquisition, display, archiving, and retrieval are discussed. Guidelines for selecting exposure factors, evaluating images, quality assurance, and equipment maintenance within a digital system assist students to achieve radiographic images of optimum diagnostic quality.

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

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

LEVEL FIVE

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

RAD 275 – IMAGE ANALYSIS & QC II (1 CR):
This course is a continuation of RAD 274-Image Analysis & QC I and is designed to practice the evaluation of radiographic images to determine image detracting factors to assure consistent production of quality images and quality patient care at an acceptable level of radiation. Students at this level should have a higher understanding of these factors and be more creative and adaptive at making necessary changes in exposure technique and/or other radiographic variables.

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

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

Radiologic Technology Program, Cont.

Curriculum Plan

GEN-ED PRE-REQUISITE REQUIREMENTS						
Course #	Course Description	A	CS	CE	Total Hours	CH
	Anatomy & Physiology 1 **					4.0
	College English **					3.0
	College Math **					3.0
	Medical Terminology					2.0
	Psychology (Intro, General, or Dev)					3.0
**Must be completed prior to application submission.						

Level 1 - 16 Weeks						
Course #	Course Description	A	CS	CE	Total Hours	CH
GEN 111	Introduction to Healthcare	15			15	1.0
GEN 141	A & P for the Allied Health Prof	60			60	4.0
GEN 141L	A & P for the Allied Health Prof - Lab		45		45	1.0
HLT 151	Intro to Physics for the Allied Health Prof	45			45	3.0
RAD 111	Introduction to Radiologic Technology	30			30	2.0
RAD 111L	Intro. to Radiologic Technology Lab		45		45	1.0
RAD 121	Patient Care	45			45	3.0
TOTAL LEVEL HOURS		195	90	0	285	15.0

Level 2 - 16 Weeks						
Course #	Course Description	A	CS	CE	Total Hours	CH
HLT 112	Medical Ethics & Law	30			30	2.0
RAD 112	Radiologic Procedures I	67.5			67.5	4.5
RAD 112L	Radiologic Procedures I Lab		45.0		45	1.0
RAD 152	Radiation Physics & Equip I	30			30	2.0
RAD 102C	Clinical Orientation			112.5	112.5	2.5
RAD 182	Imaging Modalities	30			30	2.0
RAD 182C	Imaging Modalities Clinical			22.5	22.5	0.5
TOTAL LEVEL HOURS		157.5	45.0	135	337.5	14.5

A =	Academic Instructional Hour	15	A =	1 CH
CS =	Clinical Skills Lab Instructional Hour	45	CS =	1 CH
CE =	Clinical Experience Hour	45	CE =	1 CH
CH =	Credit Hour			

Level 3 - 8 Weeks						
Course #	Course Description	A	CS	CE	Total Hours	CH
RAD 113	Radiologic Procedures II	45			45	3.0
RAD 113L	Radiologic Procedures II Lab		45.0		45	1.0
RAD 153	Radiation Physics & Equip II	30			30	2.0
RAD 103C	Clinical Education I			112.5	112.5	2.5
TOTAL LEVEL HOURS		75	45	112.5	232.5	8.5

Level 4 - 16 Weeks						
Course #	Course Description	A	CS	CE	Total Hours	CH
RAD 214	Radiologic Procedures III	30			30	2.0
RAD 214L	Radiologic Procedures III Lab		22.50		22.5	0.5
RAD 274	Image Analysis & QC I	30			30	2.0
RAD 254	Image Acquisition & Display	45			45	3.0
RAD 204C	Clinical Education II			315	315	7.0
TOTAL LEVEL HOURS		105	22.5	315	442.5	14.5

Level 5 - 16 Weeks						
Course #	Course Description	A	CS	CE	Total Hours	CH
RAD 275	Image Analysis & QC II	15			15	1.0
RAD 255	Radiation Biology & Protection	30			30	2.0
RAD 205C	Clinical Education III			360	360	8.0
RAD 300	Capstone Review	75			75	5.0
TOTAL LEVEL HOURS		120	0	360	480	16.0

CURRICULUM BREAKDOWN		Clock Hrs	Credits
TOTAL GEN-ED PREREQUISITE CREDITS			15.0
RCHC PROGRAM HOURS - THEORY		652.5	43.5
RCHC PROGRAM HOURS - LAB		202.50	4.5
RCHC PROGRAM HOURS - CLINICAL		922.50	20.5
RCHC PROGRAM HOURS		1777.5	
TOTAL RCHC-RT PROGRAM CREDIT HOURS			68.5
TOTAL RCHC-RT CURRICULUM CREDIT HOURS with prerequisites			83.5

Surgical Technology Program

SURGICAL TECHNOLOGY

The Riverside School of Surgical Technology was established in 1969.

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

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

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

WHAT WE OFFER:

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

PROGRAM MISSION:

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

PROGRAM GOALS & STUDENT LEARNING OUTCOMES:

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

Surgical Technology Program

Accreditation

PROGRAM ACCREDITED BY:

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

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

Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA)
6 West Dry Creek Circle, Ste. 110
Littleton, CO 80120-8031
303-694-9262 www.arcstsa.org

CERTIFICATION EXAM:

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

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

INSTITUTIONAL CERTIFICATION:

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

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



INSTITUTIONAL ACCREDITATION:

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



RIVERSIDE REGIONAL MEDICAL CENTER ACCREDITED BY:

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

Surgical Technology Program, Cont.

Course Descriptions

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

LEVEL ONE

GEN 111 –INTRODUCTION TO HEALTHCARE (1 CR):

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

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

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

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

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



Pictured: Surgical equipment hand-off in skills laboratory

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

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

SUR 111 – INTRO TO SURGICAL TECHNOLOGY (3 CR):

This course is designed to provide the students with an introduction to the study of surgical technology in the hospital environment with emphasis on the OR and ancillary areas, and the roles of members of the OR team. Safe work practices, positive interpersonal relationships, therapeutic communication skills, and critical thinking skills are stressed. Ethical and moral issues, proper documentation and risk management topics as they relate to the Surgical Technology profession are explored. Preoperative care topics focus on patient's physical and psychological needs as well as the topics of death and dying, and human sexuality. The history of surgery is explored focusing on current practice and trends for the future.

LEVEL TWO

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

This course is designed to provide an overview of the foundations in healthcare and the practitioner's role in the healthcare delivery system.

Surgical Technology Program, Cont.

Course Descriptions

LEVEL TWO , CONT'D.

Principles, practices, and policies of the healthcare organization(s) are examined and discussed in addition to the professional responsibilities of the clinician.

SUR 112 – INTRODUCTION TO BIOMEDICAL SCIENCES (3 CR):

This course introduces basic as well as highly specialized equipment typically utilized in the surgical environment. Emphasis is placed on basic understanding of fundamental skills and concepts in computer science, electricity, and physics as related to safe application of surgical equipment.

SUR 122 – SURGICAL TECHNIQUES (5 CR):

This course outlines and develops elements of perioperative care to include preoperative, intra-operative, and postoperative care of the surgical patient. Preoperative care topics focus on diagnostic and assessment procedures utilized prior to surgery, patient identification, review of the patient chart, transportation and positioning of the surgical patient as well as catheterization and the surgical prep. Intra-operative care focuses on instruction and hands-on experience of fundamental technical skills such as the surgical scrub, gowning and gloving, and establishment and maintenance of the sterile field and principles of asepsis. Topics of specimens, hemostasis, drains, wound closure, tissue replacement materials and wound dressings are explored. Techniques related to the proper care and handling of instruments and supplies are identified. Instruction in post-operative care focuses on patient care in the PACU, discharge planning, and methods of instruments/supplies sterilization. This course is taught in conjunction with SUR 122L.

SUR 122L – SURGICAL TECHNIQUES - LAB (2 CR):

This laboratory course will develop functional introductory skills to reinforce the practical knowledge learned in SUR 122. Skills covered will include patient interviews, vital signs, positioning, draping, surgical prep, surgical scrub, gowning and gloving, surgical equipment and supplies, sterilization and decontamination and an introduction to surgical instruments. Demonstration of course competencies at a proficient level will be required in order to successfully complete course.

SUR 102C – INTRO TO CLINICAL EDUCATION (1 CR):

This clinical course provides supervised clinical observations for the introduction of students to clinical education. Students will familiarize themselves with the layout of various clinical facilities and duties of clinical roles throughout the surgical environment. Students will observe the patient experience from admission through discharge including various surgeries in an effort to illustrate clinical teamwork in the facilitation of safe and effective patient care.

LEVEL THREE

SUR 133 – SURGICAL PROCEDURES I (3 CR):

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

SUR 133L – SURGICAL PROCEDURES I – LAB (1 CR):

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

SUR 143 – PHARMACOLOGY & ANESTHESIA (2 CR):

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

Surgical Technology Program, Cont.

Course Descriptions

LEVEL THREE , CONT'D.

SUR 103C – CLINICAL EDUCATION I (3 CR):

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

LEVEL FOUR

SUR 234 – SURGICAL PROCEDURES II (5 CR):

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

SUR 234L – SURGICAL PROCEDURES II - LAB (1.5 CR):

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

SUR 254 – MICROBIOLOGY FOR THE SURGICAL TECH (2 CR):

This course includes an exploration of microbiology as related to the role of the Surgical Technologist. Cell structures and functions, specific classes of microorganisms, and modes of transmission are identified. Course content includes descriptions of the process of infection, identifies body defense mechanisms to pathogens, and discusses the methods of destruction of pathogens.

SUR 204C - CLINICAL EDUCATION II (6 CR):

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

LEVEL FIVE

SUR 235 – SURGICAL PROCEDURES III (3 CR):

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

SUR 235L – SURGICAL PROCEDURES III - LAB (1 CR):

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

SUR 205C - CLINICAL EDUCATION III (9 CR):

This course provides terminal, supervised clinical experiences in which to demonstrate the performance of skills acquired in the classroom and lab. Students will

Surgical Technology Program, Cont.

Course Descriptions

LEVEL FIVE , CONT'D.

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

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



Pictured: Student in skills laboratory



Pictured: Faculty and students in skills laboratory

Surgical Technology Program, Cont.

Curriculum Plan

GEN-ED PRE-REQUISITE REQUIREMENTS						
Course #	Course Description	A	CS	CE	Total Hours	CH
	Anatomy & Physiology 1 **					4.0
	College English **					3.0
	College Math **					3.0
	Medical Terminology					2.0
	Psychology (Intro or General)					3.0

**Must be completed prior to application submission.

Level 1 - 16 Weeks						
Course #	Course Description	A	CS	CE	Total Hours	CH
GEN111	Introduction to Healthcare	15			15	1.0
GEN141	A & P for the Allied Health Prof	60			60	4.0
GEN141L	A & P for the Allied Health Prof - Lab		45		45	1.0
HLT151	Intro to Physics for the Allied Health Prof	45			45	3.0
SUR111	Introduction to Surgical Technology	45			45	3.0
	TOTAL LEVEL HOURS	165	45	0	210	12.0

Level 2 - 16 Weeks						
Course #	Course Description	A	CS	CE	Total Hours	CH
HLT112	Medical Ethics and Law	30			30	2.0
SUR112	Intro. to Biomedical Science	45			45	3.0
SUR122	Surgical Techniques	75			75	5.0
SUR122L	Surgical Techniques Lab		90		90	2.0
SUR102C	Introduction to Clinical Education			45	45	1.0
	TOTAL LEVEL HOURS	150	90	45	285	13.0

A =	Academic Instructional Hour	15	A =	1 Credit Hour
CS =	Clinical Skills Lab Instructional Hour	45	CS =	1 Credit Hour
CE =	Clinical Experience Hour	45	CE =	1 Credit Hour
CH =	Credit Hour			

Level 3 - 8 Weeks						
Course #	Course Description	A	CS	CE	Total Hours	CH
SUR133	Surgical Procedures I	45			45	3.0
SUR133L	Surgical Procedures I-Lab		45		45	1.0
SUR143	Pharmacology & Anesthesia	30			30	2.0
SUR103C	Clinical Education I			135	135	3.0
	TOTAL LEVEL HOURS	75	45	135	255	9.0

Level 4 - 16 Weeks						
Course #	Course Description	A	CS	CE	Total Hours	CH
SUR234	Surgical Procedures II	75			75	5.0
SUR234L	Surgical Procedures II Lab		67.5		67.5	1.5
SUR254	Microbiology for the Surgical Tech	30			30	2.0
SUR204C	Clinical Education II			270	270	6.0
	TOTAL LEVEL HOURS	105	67.5	270	442.5	14.5

Level 5 - 16 Weeks						
Course #	Course Description	A	CS	CE	Total Hours	CH
SUR235	Surgical Procedures III	45			45	3.0
SUR235L	Surgical Procedures III Lab		45		45	1.0
SUR205C	Clinical Education III			405	405	9.0
SUR300	Certification Exam Preparation	45			45	3.0
	TOTAL LEVEL HOURS	90	45	405	540	16.0

CURRICULUM BREAKDOWN		Clock Hrs	Credits
GEN-ED PREREQUISITE CREDITS			15.0
RCHC PROGRAM HOURS - THEORY		585.0	39.0
RCHC PROGRAM HOURS - LAB		292.5	6.5
RCHC PROGRAM HOURS - CLINICAL		855.0	19.0
RCHC PROGRAM HOURS		1732.5	
TOTAL RCHC TECHNICAL PROGRAM CREDIT HOURS			64.5
TOTAL RCHC-ST DEGREE CURRICULUM CREDIT HOURS			79.5

Administration, Officers, & Board of Directors

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

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

CAMPUS ADMINISTRATION

Robin Nelhuebel, PhD, RN, RT(R)
System Director of Education – Full Time
Capella University

Terri Del Corso, MSN, MPS, RN
Director, Academic Affairs – Full Time
Disabilities Officer
Old Dominion University

G. Michael Hamilton, MEd
Director, Campus Resources – Full Time
Drexel University

PROGRAM ADMINISTRATION

Deborah Sullivan-Yates, MSN, RN
Senior Director of Education Programs – Full Time
Loyola University of Chicago

Beth Compton, MSN, RN
Professional Nursing
Program Director - Full Time
University of Phoenix

Shelia Rice, MSN, RN
Practical Nursing & Nurse Aide
Program Director - Full Time
Western Governors University

Charlene Jensen, DPT, PT, MMHPE
Physical Therapist Assistant
Program Director – Full Time
Shenandoah University

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

Christina Barley, MMHPE, BS, CST, CRCST
Surgical Technology
Program Director – Full Time
Eastern Virginia Medical School

Riverside Regional Medical Center Board of Directors

Jerold (Jerry) W. Allen..... Chairman
Michael J. DoucetteSVP/ Administrator
Royden Goodson..... Vice Chairman
William (Bill) P. Heath, Jr. Member
Peter Galantich, MD.President, Medical Staff
John C. Ishon..... Member
Charles G. (Gary) Minter..... Member
James (Mac) M. Mullins, III, M.D. Member
Dawn Hunt, D.M.D.... Member
Dwayne B. Blake..... Member
Gene Jordan, II..... Member
David Gore, M.D..... Member
Wanda Austin..... Member
Conway H. Shield. Member

Officers and Non-Voting Members

William (Bill) B. Downey..... President/CEO
Michael J. Dacey, M.D.....EVP & Chief Clinical Operations Officer
Nancy W. Littlefield, Doctorate of Nursing Practice.....EVP & Chief Nursing Officer
Walter (Bill) W. Austin, Jr.Sr. Vice President/CFO, Treasurer
Jason O. Houser.....Vice President, Legal Affairs, Secretary
Eric Stone M.D.Vice President, Clinical Operations
Candice Carroll.....Nurse Executive
Christopher P. Stolle, M.D. Vice President, Medical Affairs

Faculty & Staff

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

Professional Nursing

Julia Allaman, MSN, PMHCNS, BC, RN
MSN - Adjunct
Hampton University

Diane Baranek, MSN, RN, CNOR
MSN - Full Time
Walden University

Linda-Marie Burton, MSN, RN
MSN - Full Time
Walden University

Mary Dorsey, MSN, RN
MSN - Full Time
Old Dominion University

Angela Dryden, MSN, RN
MSN - Adjunct
Old Dominion University

Blanca Fletcher, MSN, RN
MSN - Adjunct
Liberty University

Janet Harper, MN, RN
MN - Adjunct
University of Washington

Amy Hobbs, MSN, RN
MSN - Full Time
Walden University

Monica Hunter, MSN, RN
MSN - Full Time
Chamberlain College of Nursing

Robin Koch, MSN, RN
MSN - Full Time
Old Dominion University

Beth Mollick, MS/N, FACCE, RN
MS/N - Adjunct
Virginia Commonwealth University

Patricia Nickell, MSN, RN
MSN - Full Time
Walden University

Tracy Page, MSN, RN
MSN - Full Time
University of Texas at Arlington

Joyce Robinson, BSN, RN
BSN - Part Time
South University

Kelle Shiflett, MSN, RN
MSN - Full Time
Old Dominion University

Monica Smith, MSN, RN
MSN - Adjunct
Old Dominion University

Suzanne Sutton, MSN, RN
MSN - Full Time
Walden University

Donna Ubben, MSN, RN, CCRN
MSN - Full Time
University of Texas at Arlington

Lynn Wagner, MSN, RN
MSN - Full Time
Walden University

Cindee Wolf, MSN, RN
MSN - Part Time
Walden University

Practical Nursing

Victoria Cordaro, RN, MSN, CEN
MSN - Full Time
Walden University

Malia Dimeling, MSN, RN
MSN - Full Time
University of San Francisco

Jo Hadley, MSN, RN
MSN - Full Time
Kaplan University

LynLee Morgan, BSN, RN
BSN - Full Time
Chamberlain College of Nursing

Joyce Robinson, BSN, RN
BSN - Part Time
South University

Nurse Aide

Marcella Brummett, BSN, RN
BSN - Adjunct
Virginia Commonwealth University

Donna McCutchen, BSN, RN
BSN - Part Time
Howard University

Michele Thacker, RN
RN Diploma - Full Time
Riverside School of Professional Nursing

Jennifer Welsh, AAS, RN
AAS - Adjunct
Medical Careers Institute

Faculty & Staff, Continued

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

Physical Therapist Assistant

Heather Cole, AAS, LPTA
AAS - Full Time
ECPI

Rhonda Hubberstey, BS, PT, FAAOMPT
PT - Co-Academic Coordinator of Clinical Education - Full Time
University of British Columbia

Candice Norris, BS, LPTA, CES
BS - Adjunct
Hampton University

Meghan Stone, MPH, LPTA
MPH - Co-Academic Coordinator of Clinical Education - Full Time
Liberty University

Radiologic Technology

Michelle Johnson, BS, RT(R)
BS - Clinical Coordinator - Full Time
Pima Medical Institute

Bristol Lonberger, BA, RT(R)
BA - Part Time
Randolph Macon College

Robin Nelhuebel, PhD, RN, RT(R)
PhD - Co-Program Director
Capella University

Naomi Pollock, MS, RT(R)
MS - Full Time
Eastern Virginia Medical School

Surgical Technology

Carol Branson, BS, RN, CST, CNOR
BS - Adjunct
Christopher Newport University

Candice Browning, BS, CST
AAS - Adjunct
Old Dominion University

Laura Nguyen, BS, CST
BS - Full Time
Old Dominion University

Staff

Lori Arnder, College Registrar/Enrollment Manager

Yvonne Bush, Library Assistant

Christina Claflin, BA, Academic Systems Coordinator

Kathryn Firth, BS, Library Technician

John Golla, Associate Registrar/Admissions

Serita Lee, BS, Financial Aid Coordinator

Kristen Long, BA, Administrative Assistant

Cassandra Moore, MLS, Librarian

Kathleen Hope Rash, MSN, RN, CNE Professional Development Coordinator

Cynthia Reddington, Recruitment Coordinator

Kenneth Richardson, Facilities Coordinator/Safety Officer

Bailey Riley, Associate Registrar/Admissions

Chris Schreiner, MEd, Curriculum & Assessment Specialist

Heather Solyom, Administrative Assistant

Robin Tucker, BS, Academic Technology Coordinator

Katherine Tyree, Library Technician

Jaqueita Walker, Campus Office Manager

Liz Williams, AS, Associate Registrar/Admissions

Student Rights and Responsibilities

POLICY #201 STUDENT RIGHTS AND RESPONSIBILITIES

POLICY STATEMENT:

It is the policy of Riverside College of Health Careers (RCHC) to provide a quality education that ensures students' specific rights and establishes specific student responsibilities. These student rights and responsibilities support the students in their pursuit of a quality education, and upon graduation to practice as an entry-level practitioner in their fields of study. The student rights and responsibilities support concepts of fairness, mutual trust and respect between students, peers, faculty, and staff at Riverside College of Health Careers.

The purpose of outlining student rights and responsibilities is to facilitate the achievement of the goals and objectives of the program; to provide an educational environment that supports fair practices, and to ensure students a voice in their educational process.

PROCEDURE:

STUDENT RIGHTS

I. Students have the right to:

- A. Receive a quality education;
- B. Develop one's individual potential;
- C. Access to faculty, academic technology, classrooms, library, and other resources necessary for the learning process;
- D. Learn in a safe environment;
- E. Receive clear policies and procedures;
- F. Receive fair and impartial evaluation based on academic and clinical performance;
- G. Be given course syllabus, objectives, criteria, and expected outcomes for determining success;
- H. Be given information regarding their progress in the course;
- I. View their grades when finalized and discuss their grades with faculty upon request;
- J. Provide input about educational process and participate in course and program evaluation;
- K. Be treated fairly without discrimination or harassment;
- L. Grieve violations of policy;
- M. Privacy in academic affairs, student records, student meetings, and personal/health information (see Attachment 242.A FERPA Rights);

- N. Be informed and review information contained in their records;
- O. Reasonable ADA accommodations according to ADA law;
- P. Discuss grievances or receive due process on matters of concern to students;
- Q. Appeal judgments and to take reasoned exception to information, data or views offered during the course of study;
- R. Study, work and interact in an environment of professionalism and of mutual trust and respect;
- S. Receive academic advising.

STUDENT RESPONSIBILITIES

II. Students have the responsibility to:

- A. Engage in independent learning;
- B. Exercise freedom to learn in a manner that respects the rights of others;
- C. Behave in a respectful, professional manner with peers, faculty, staff and visitors;
- D. Uphold the Honor Code, (see Attachment 201.A Student Honor Code, and 201.B Student Acknowledgements) and follow all codes of conduct established by the College;
- E. Develop and enhance the capacity for critical judgment;
- F. Maintain standards of academic and clinical performance established for each course of study undertaken;
- G. Make and keep appointments with faculty and staff;
- H. Check communications from faculty and administration on a daily basis and respond in a timely manner as requested;
- I. Review and adhere to the Policies and Procedures of the school, (see Attachment 201.B Student Acknowledgements);
- J. Respect the resources and property of the school;
- K. Uphold and maintain academic and professional honesty and integrity;
- L. Maintain and regularly monitor their student account;
- M. Facilitate the learning environment and process of learning including attending class regularly, being prepared for class, and completing class assignments.

Nondiscrimination Statements & Compliance with Federal Law

NONDISCRIMINATION ON THE BASIS OF DISABILITY

It is the policy of Riverside College of Health Careers to maintain and promote equal educational opportunity without regard to race; age (except where age is a bona fide clinical requirement); color; gender or sexual orientation; cultural, ethnic or national origin; religion; marital status; military or veteran status; disability; physical or mental condition(s), as long as the condition(s) do not limit the applicant/student's ability to perform the Essential Program Requirements with or without reasonable accommodations as outlined in the Americans with Disabilities Act of 1990, Title III Public Accommodations, ADA Amendments Act of 2008, Title IX of the Education Amendments of 1972, and the Rehabilitation Act of 1973 and the Rehabilitation Act Amendments of 1992, Section 504; or any other factor prohibited by law in its educational programs or activities. Inquiries concerning this policy should be addressed to the College's Disabilities Officer who can be reached at (757) 240-2202. The campus is handicap accessible.

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

Title IX, Education Amendments of 1972 - The College does not discriminate on the basis of sex in employment practices for faculty and staff, nor does it discriminate in its educational programs or student activities.

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

Title VII, Civil Rights Act of 1964 - Riverside College of Health Careers seeks to employ individuals and admit students without regard to race; age (except where age is a bona fide clinical requirement); color; gender or sexual orientation; cultural, ethnic or national origin; religion; marital status; military or veteran status; disability; physical or mental condition(s), as long as the condition(s) do not limit the applicant/student's ability to perform the Essential Program Requirements with or without reasonable accommodations as outlined in the Americans with Disabilities Act of 1990, Title III Public Accommodations, ADA Amendments Act of 2008, Title IX of the Education Amendments of 1972, and the Rehabilitation Act of 1973, Section 504; or any other factor prohibited by law in its educational programs or activities. The College extends to those individuals all the rights, privileges, activities, and programs made available to employees and students.

The Rehabilitation Act of 1973, Section 504 - The College does not discriminate against faculty, staff, students, or applicants who are disabled.

The Americans with Disabilities Act of 1990, ADA Amendments Act of 2008, Title III Public Accommodations (and Commercial Facilities) - The College does not discriminate against individuals on the basis of disability with regards to the full and equal enjoyment of the goods, services, facilities, or accommodations of any place of public accommodation.

Family Educational Rights and Privacy Act of 1974 - The College maintains the confidentiality of student educational records and personal information. Students have the right to review their educational records. Educational records are not released to individuals or agencies outside of the College without the student's written consent or request.

Gramm-Leach-Bliley Modernization Act (GLB) of 1999 - The College ensures that the student's financial records are protected and that access is available only to those with authorization to view such records.

Health Insurance Portability and Accountability Act of 1996 - The College protects the healthcare information received by the students, and that such information is only accessible to authorized personnel.

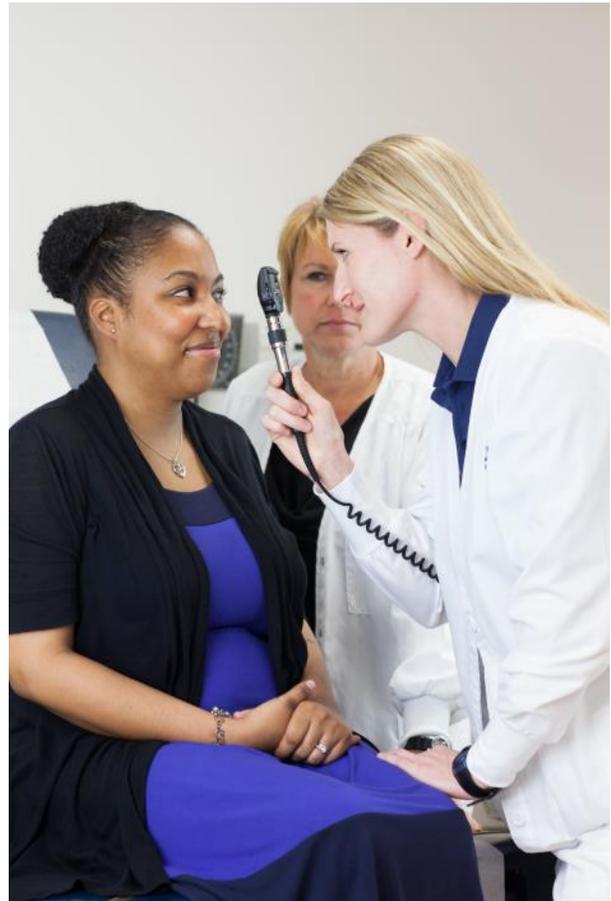
Nondiscrimination Statements & Compliance with Federal Law, Cont.

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

Drug-Free Schools and Campuses Regulations, EDGAR Part 86 - The College prohibits the unlawful manufacture, possession, use, or distribution of illegal drugs (including inhalants) and alcohol on the property of the College, or as part of any College activities. "Illegal drugs" are those chemicals that are specifically identified in Schedule I-V, section 202 of the Federal Control Substances Act (21 U.S.C. 812).

The College notifies students annually about the significant health risks associated with the use of illegal drugs and the abuse of alcohol. Confidential counseling, treatment and rehabilitation programs are available to students. Serious legal sanctions may be invoked under local, state, and federal laws for the unlawful manufacturing, possession, use, or distribution of illegal drugs and alcohol. These sanctions include fines and incarceration commensurate with the offense.

Students charged or convicted in state or federal court of violating a criminal drug statute must inform their Program Director within five (5) calendar days of the charge and/or conviction. Students who receives a federal grant such as a Pell grant must report the conviction to the granting agency within five (5) calendar days of the conviction. Federal law requires that a person who is convicted in state or federal court of violating a criminal drug statute in the workplace must inform his or her employer within five (5) calendar days of the conviction.



Pictured: Faculty members & student in skills laboratory

Nondiscrimination & Compliance, Cont. and Gainful Employment

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



Pictured: Student in skills laboratory

GAINFUL EMPLOYMENT

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

<u>Program</u>	<u>Name</u>	<u>SOC code</u>
Professional Nursing	Registered Nurse	29-1141
Practical Nursing	Licensed Practical Nurse	29-2061
Radiologic Technology	Radiologic Technologist	29-2034
Surgical Technology	Surgical Technologist	29-2055
Physical Therapist Assistant	Physical Therapist Assistant	31-2021
Nurse Aide	Nursing Assistants	31-1014

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

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

ON-TIME GRADUATION RATES

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

JOB PLACEMENT RATE FOR STUDENTS COMPLETING THE PROGRAM

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

MEDIAN LOAN DEBT INCURRED BY STUDENTS WHO COMPLETED THE PROGRAM

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

RADIOLOGIC TECHNOLOGY PROGRAM STATISTICS

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

Gainful Employment Statistics, Cont.

ENROLLMENT BY PROGRAM 2017

Number of students enrolled from January 1, 2017 to December 31, 2017 (% of total student body)

Professional Nursing	Practical Nursing	Radiologic Technology	Surgical Technology	Physical Therapist Assistant	Medical Assistant	Nurse Aide (NN Campus)	Nurse Aide (Gloucester Campus)
182 (43%)	72 (17%)	51 (12%)	21 (5%)	39 (9%)	14 (3%)	33 (8%)	7 (2%)

GRADUATION RATE BY PROGRAM 2017

Number of students graduated from January 1, 2017 to December 31, 2017 (of total students entering program)

Professional Nursing	Practical Nursing	Radiologic Technology	Surgical Technology	Physical Therapist Assistant	Medical Assistant	Nurse Aide (NN Campus)	Nurse Aide (Gloucester Campus)
21 (60%)	20 (85%)	No Graduates	No Graduates	No Graduates	6 (100%)	32 (98%)	7 (100%)



Pictured: Students & faculty in classroom



Pictured: Student & faculty in skills laboratory

Academic Calendar

DAY DIVISION

Fall 2018

Semester Begins: August 20
Last Day to Add/Drop: August 31
College Closed - Labor Day: September 3
Student Break: October 8 - 9
No Classes: November 21
College Closed - Thanksgiving: November 22 - 23
Semester Ends: December 10
Student Break: December 11 - January 4, 2019
College Closed - Christmas - December 25

Spring 2019

Semester Begins: January 7, 2019
Last Day to Add/Drop: January 18
Student Break: March 11 - 15
Semester Ends: April 26

Summer 2019

Student Break: May 1 - May 18
Semester Begins: May 20
College Closed - Memorial Day: May 27
Last Day to Add/Drop: June 3
College Closed - Independence Day: July 4
Semester Ends: July 16
Student Break: July 17 - August 17

EVENING/WEEKEND DIVISION

Fall E/W 2018

Semester Begins: July 2
Last Day to Add/Drop: July 16
Student Break: August 11 - 17
College Closed - Labor Day: September 3
Student Break: October 8 - 9
No Classes: November 21
College Closed - Thanksgiving: November 22 - 23
Semester Ends: December 7
Student Break: December 10 - January 4, 2019
College Closed - Christmas - December 25

Spring E/W 2019

Semester begins: January 5, 2019
Last Day to Add/Drop: January 18
Student Break: March 9 - 15
College Closed - Memorial Day: May 27
Semester Ends: June 18



Pictured: Student in skills laboratory

Nurse Aide Program Enrollment Dates

All dates subject to change

DAY DIVISION

2018

July 30 - September 7

September 17 - October 26

November 5 - December 14

2019

January 7 - February 15

February 25 - April 5

April 15 - May 24

June 17 - July 26

August 5 - September 13

September 23 - November 1

November 11 - December 20

EVENING/WEEKEND DIVISION

2018

July 9 - September 13

October 1 - December 6

2019

January 7 - March 14

April 1 - June 10

July 1 - September 10

October 14 - December 19



Pictured: Students in Ruby Pope Drumm Library

Tuition & Fees 2018-19

The College reserves the right to make changes in tuition and other fees as deemed necessary. Incremental tuition increases are generally made at the beginning of the fall semester if applicable. A \$30.00 charge will be assessed for returned checks.

ENTRANCE FEES	FEES APPLICABLE TO ACCEPTED STUDENTS	AUDIT/TRANSFER STUDENTS
<ul style="list-style-type: none"> • Applicant Processing Fee - \$100.00 (fee is non-refundable and due upon application submission). Current Riverside employees receive a 25% discount off this fee! • Application Conversion Fee - \$25.00 (applicable if changing programs after initial application). • ATI TEAS Test Fee Estimate* - \$58.00 	<ul style="list-style-type: none"> • Tuition Deposit - \$250.00 (credited towards first semester tuition) • Resource Fee - \$100.00 (annual) • Background Screening, Drug Testing, Immunization & Medical Records Management Estimate* - \$111.00 • CPR Course Estimate* - \$65.00 (Only the American Heart Association BLS for the Healthcare Provider will be accepted.) 	<ul style="list-style-type: none"> • Audit/Review Course - \$50.00 per credit (see policy for details regarding course eligibility). • Transfer Evaluation Fee - \$100.00 (fee is non-refundable; waived for current or former military members).

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

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

ADDITIONAL PROGRAM COSTS RELATED TO CLINICAL PLACEMENTS

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

NURSING PROGRAMS:	
PROFESSIONAL NURSING	A.A.S.
\$350 per GEN credit \$450 per NUR credit Total Tuition	\$22,850
Book Estimate: Uniform & Shoe Estimate: Supplies Estimate: Credentialing Estimate:	\$1,435 \$150 \$120 \$436
PRACTICAL NURSING	Diploma
\$350 per GEN credit \$440 per PN credit Total Tuition	\$17,510
Book Estimate: Uniform & Shoe Estimate: Supplies Estimate: Credentialing Estimate:	\$850 \$150 \$120 \$416

ALLIED HEALTH PROGRAMS:	
PHYSICAL THERAPIST ASSISTANT	A.A.S.
\$350 per GEN/HLT credit \$430 per PTA credit Total Tuition	\$27,070
Book Estimate: Uniform & Shoe Estimate: Supplies Estimate: Credentialing Estimate:	\$1,419 \$150 \$90 \$570
RADIOLOGIC TECHNOLOGY	A.A.S.
\$350 per GEN/HLT credit \$400 per RAD credit Total Tuition	\$26,850
Book Estimate: Uniform & Shoe Estimate: Supplies Estimate: Credentialing Estimate:	\$1,275 \$150 \$185 \$200
SURGICAL TECHNOLOGY	A.A.S.
\$350 per GEN/HLT credit \$350 per SUR credit Total Tuition	\$22,575
Book Estimate: Uniform & Shoe Estimate: Credentialing Estimate:	\$741 \$50 included in tuition

Revision Date: 5/30/2018

Tuition Rates Effective Fall Semester 2018

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

Tuition & Fees 2018-19: Nurse Aide Program

The College reserves the right to make changes in tuition and other fees as deemed necessary. Incremental tuition increases are generally made at the beginning of the fall semester if applicable. A \$30.00 charge will be assessed for returned checks.

ENTRANCE FEES	FEES APPLICABLE TO ACCEPTED STUDENTS	TUITION
<ul style="list-style-type: none"> • Applicant Processing Fee - \$10.00 (fee is non-refundable and due upon application submission). 	<ul style="list-style-type: none"> • Background Screening Estimate* - \$35.00 • Drug Testing Estimate* - \$46.00 • Student Parking Fee - \$5.00 • Required Immunizations Estimate* - costs will vary depending on provider and number of immunizations needed. 	<ul style="list-style-type: none"> • Total Tuition - \$700.00 -Book Estimate - \$40.00 (optional) -Uniform & Shoe Estimate* - \$60.00 -Credentialing Estimate* - \$98.00

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

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

ADDITIONAL PROGRAM COSTS RELATED TO CLINICAL PLACEMENTS

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

Revision Date: 5/30/2018
Tuition Rates Effective Fall Semester 2018

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

Methods of Instructional Delivery

Most of the courses taught at Riverside College of Health Careers are delivered on-site with web enhancement via our course management system. Some courses have an online component and are designated as either blended (less than 50% of content delivered online or distance (100% of course content delivered online). Clinical rotations vary in location and students are required to provide their own transportation to and from class and clinical sites.

VARIETY OF INSTRUCTIONAL METHODS

All programs use a variety of teaching approaches. These instructional strategies have been determined as appropriate by the faculty to meet the identified content outcomes of the course and are referenced in course syllabi as methods of instruction. These include, but are not limited to: lecture, voice-over PowerPoint presentations, case study, demonstrations, group projects, individual poster projects, observation, gaming activities, forum discussions, computer simulations, direct patient care, student learning modules, clinical skills lab activities, clinical preceptorship experiences, and attendance at professional organization meetings.

COMPUTER ACCESS & TECHNOLOGY REQUIREMENTS

All enrolled students are required to have access to a computer with Internet access for use with both our course management system and our student information system. The following are recommended standards for home computers:

- *Mozilla Firefox version 3.6.6+, and/or Google Chrome*
- Cookies and pop-ups enabled
- Capability to view, create, and save documents (*Microsoft Office 2007 or later, or Google Education Apps**)

If a computer is not available at home, computer access is available for enrolled students at the Newport News campus in the Ruby Pope Drumm Health Sciences Library Computer Lab, or within local public libraries.

Upon acceptance, students are provided unique secure login information (username and password) and instructions for accessing their schedules and orientation materials.

During New Student Orientation, students will complete a technology orientation which includes a computer literacy quiz and hands-on training as needed.



Pictured: Students & staff in skills laboratory



RIVERSIDE

College of Health Careers



Main Campus
316 Main Street
Newport News, VA 23601
757-240-2200

Gloucester Nurse Aide Classroom
7385 Walker Avenue
Gloucester, VA 23061

www.riverside.edu

