



Undergraduate Student Handbook

2015-2016



College of Nursing & Health Sciences
University of Vermont

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The purpose of this Handbook is to inform CNHS students, faculty, and staff of academic policies, standards and procedures that impact student progression, and, ultimately, graduation.

Welcome from the Dean

The College of Nursing and Health Sciences helps to meet the societal needs for preparing and placing health care professionals in the workforce while simultaneously supporting the University of Vermont's vision of excellence in the area of 'health.' As students you are part of our vision for excellence, and we are committed to ensuring your success not only as students but as future health professionals. We are pleased you have selected the University of Vermont and our College to capitalize on your strengths and engage in our dynamic learning community.

Our outstanding faculty will ensure you have meaningful classroom and clinical experiences as well as opportunities to engage in innovative research. Our highly qualified staff will support you in achieving your goals as a student in our College. The Dean's Office will challenge you to discover new ideas, take learning risks and step out of your comfort zone to explore the many academic and research opportunities that will be available to you.

We value diverse perspectives and collaboration among our health colleagues. We recognize the importance of ensuring the voice of all individuals who have been compromised in some way because of a health challenge, and consider that individual in the context of family and community.

Push yourself to work at your full potential but don't forget to 'play' and create balance in your life. I believe you will achieve great things this year and together we can begin to make a difference in the lives of people we encounter along the way.

Best wishes for an outstanding learning experience,

Patricia A. Prelock, Ph.D., CCC-SLP
Dean, College of Nursing & Health Sciences
Professor, Communication Sciences

College of Nursing and Health Sciences Mission

To serve society at state, national and global levels through education of health professionals, development of new knowledge, and healthcare advocacy that transforms lives by preventing illness and injury, promoting health and wellness and assuring evidence-based clinical interventions in the management of disease and disability.

College of Nursing and Health Sciences Vision

To be a premier College of Nursing and Health Sciences in a small public research university preparing exemplary clinician-scientists in the health professions, creating new knowledge and advocating for accessible health care as a human right.

Introduction

The College of Nursing and Health Sciences (CNHS) offers undergraduate and graduate programs in a variety of health disciplines. The curricula include rigorous academic preparation and extensive field experience at selected facilities. All of the professional programs needing accreditation and/or state approval for licensure eligibility have achieved and maintain such status. More information about the College, its mission and philosophy, faculty and programs can be found under the appropriate academic program headings on the UVM web site (<http://www.uvm.edu/~cnhs>) and in the University Catalogue.

College of Nursing and Health Sciences Departments

The College of Nursing and Health Sciences consists of four academic departments:

- Communication Sciences and Disorders
- Medical Laboratory and Radiation Sciences
- Nursing
- Rehabilitation and Movement Science

Undergraduate Degree Programs

- Athletic Training (B.S.)
- Communication Sciences and Disorders (B.S.)
- Exercise and Movement Science (B.S.)
- Medical Laboratory Science (B.S.)
- Medical Radiation Sciences (B.S.)
- Nursing (B.S.) and (RN-B.S.)

CNHS Contact Information

Office of Student Services

002 Rowell Building
Phone: (802) 656-3858
Fax: (802) 656-2191
E-mail: cnhs@uvm.edu

College of Nursing and Health Sciences Dean's Office

University of Vermont
College of Nursing and Health Sciences
105 Rowell Building
106 Carrigan Drive
Burlington, VT 05405-0068

Department of Communication Sciences and Disorders

Pomeroy Hall
Phone: (802) 656-3861
Fax: (802) 656-2528
E-mail: communication.sciences@uvm.edu

The Eleanor M. Luse Center for Communication: Speech, Language and Hearing

Phone: (802) 656-3861
Fax: (802) 656-2528
E-mail: Luse.Center@uvm.edu

Department of Medical Laboratory and Radiation Sciences

302 Rowell Building
Phone: (802) 656-3811
Fax: (802) 656-2191
E-mail: mlrs@uvm.edu

Department of Nursing

216 Rowell Building
Phone: (802) 656-3830
Fax: (802) 656-8306
E-mail: nursing@uvm.edu

Department of Rehabilitation and Movement Science

305 Rowell Building
Phone: (802) 656-3252
Fax: (802) 656-6586
E-mail: rms@uvm.edu

Contact information for faculty and staff of the College of Nursing and Health Sciences can be found on the college website: [CNHS Faculty and Staff Directory](#)

CNHS STUDENT POLICIES, STANDARDS, & REQUIREMENTS

As a student member of the University and CNHS, you have a variety of rights and responsibilities. Students studying in clinical programs may have additional responsibilities associated with their individual programs. University-level rights and responsibilities are outlined in the University Student Planner and the University of Vermont Code of Student Rights and Responsibilities:

- UVM Student Planner:
<http://www.uvm.edu/~slife/orientation/?Page=uvmplanner.html>
- University of Vermont Code of Student Rights and Responsibilities:
<http://catalogue.uvm.edu/undergraduate/academicinfo/rightsandresponsibilities/>

Academic Integrity

The standards for academic honesty and integrity established in this policy apply to all students enrolled at the University of Vermont in any work performed in furtherance of a particular course or course of study.

- The UVM Code of Academic Integrity: <http://www.uvm.edu/policies/student/acadintegrity.pdf>

University of Vermont Policies

In addition to the College of Nursing and Health Sciences policies, all students, faculty and staff must adhere to the University of Vermont policies. For a complete list of all UVM policies please visit: <http://www.uvm.edu/policies/?Page=alphalist.php>

Official UVM Course Catalogue the University of Vermont Undergraduate Catalogue is the official publication of undergraduate degree programs, requirements, and course descriptions. Students at the University of Vermont are responsible for knowing and complying with all course requirements for their respective degrees as stated in the catalogue that is in effect at the time of enrollment. For the UVM Course Catalogue please visit: <http://catalogue.uvm.edu/>

Federal Education Rights and Privacy Act (FERPA)

Student grades, letters of evaluation, attendance records, and private communications are treated as confidential materials in accordance with the requirements of the federal students' records law known as FERPA. In general, the faculty follows the guidelines listed below:

1. Only those individual student records necessary for the fulfillment of teaching and advising responsibilities are kept by the faculty.
2. Student scores or grades are not displayed publicly.
3. Papers, graded exams, books, or lab reports containing student names and grades are not placed in publicly accessible places.
4. Student education record information, including grades or grade point averages, are not shared with other faculty or staff members of the University unless their official responsibilities identify their "legitimate educational interest" in that information for that student.
5. Information from student educational records, including grades or grade point averages, are not

shared with parents or others outside the institution, including in letters of recommendation, without written permissions from the student.

University of Vermont FERPA Rights Disclosure can be found at:

<http://catalogue.uvm.edu/undergraduate/academicinfo/ferparightsdisclosure/>

E-Mail Policy

All students will have a UVM email account. This is the major mode of communication utilized by faculty and staff in the department. Students are expected to use their UVM email account for all UVM correspondence. Failure to read emails sent from faculty/staff, CNHS, or UVM does not excuse students from adhering to deadlines, assignments, requests, etc.

Change of Address

A student's current local address and phone number should be on file through the Registrar's Office. It is essential that there be a way to contact students in case of an emergency. Information may be updated via the following link: https://www.uvm.edu/directory/?Page=change_login.php

Course Evaluations

All syllabi contain information about how to access and complete course evaluations and the expectations for completion. Students are required to complete the course evaluations as a demonstration of professional responsibility and may not be able to view final grades unless the evaluation is completed.

CNHS Student Concern Policy

There are many avenues available for students to discuss concerns or provide suggestions about different aspects of the undergraduate or graduate program. Here are the mechanisms provided to address your concerns:

1. *Discuss your concern with the relevant party.* Meeting directly with the person whose classroom, supervisory or administrative policy or action is in question is always the best first step since it addresses the concern where it arises.
2. *Discuss your concern with your advisor.* If discussions with the relevant party prove unsuccessful, or if you feel more comfortable speaking to your advisor, he or she will be happy to speak with you confidentially.
3. *Discuss your concern with the Department Chair.* The Department Chair will be glad to meet with you to discuss concerns that you may have about any aspect of your program. If you wish to discuss concerns that pertain to a specific faculty or staff member your decision about confidentiality will be respected.
4. *Contact the Office of Student Services in the College of Nursing and Health Sciences.*
 - a. You may *send an email* directly to the Office of Student Services administrator requesting that she share your concern anonymously with the Chair of your department, Graduate Program Director, or both depending on the concern. Send your e-mail to Erica.Caloiero@uvm.edu .
 - b. You may *request a meeting* with the Office of Student Services administrator to share your concern and dialog about how to resolve it. This step represents an action

that goes beyond the Department and might be helpful if you are concerned about basic Department policy that may differ from the College guidelines or if you believe the Department mechanism would not be sufficient. To request a meeting, e-mail Erica.Caloiero@uvm.edu.

- c. You may complete the online student concern form:
http://www.uvm.edu/cnhs/?Page=student_concern_form.html
 - d. Students with a grievance about a course grade should follow the instructions outlined in the UVM Grade Appeals Policy found at:
<http://www.uvm.edu/~uvmppg/ppg/student/gradeappeals.pdf>
5. *Address your concern to the relevant accrediting body.* This step can be achieved by contacting the organization and should be used only in cases where very serious concerns are raised about important Departmental policies or the handling of a particular concern.
- a. Communication Sciences and Disorders – American Speech-Language-Hearing Association's Council of Academic Accreditation (CAA). 1-800-498-2071 or 301-897-5700 or by e-mail at accreditation@asha.org
 - b. Physical Therapy – Commission on Accreditation in Physical Therapy Education:
<http://www.capteonline.org/home.aspx>
 - c. Athletic Training – Commission on Accreditation in Athletic Training Education:
<http://www.caate.net/>
 - d. Medical Laboratory Science — National Accrediting Agency for Clinical Laboratory Science: <http://www.naacls.org/>
 - e. Nuclear Medicine Technology — Joint Review Committee on Education Programs in Nuclear Medicine Technology: <http://jrcnmt.org/>
 - f. Nursing — Commission on Collegiate Nursing Education
 - g. Radiation Therapy — Joint Review Committee on Education in Radiologic Technology: <http://www.jrcert.org/>

CNHS Student ID Policy

All CNHS students, faculty, and staff must wear visible identification in the form of a CAT card while in Rowell, Given, the Medical Education Center, and the Health Sciences Research Facility. If you have lost your CAT card, be sure to get a new one in the Davis Center.

Advising

The College of Nursing and Health Sciences offers a high-quality and distinctive first-year experience. Throughout the first year, students have opportunities to interact with faculty, staff and peers through academic, co-curricular and social programs. At specific times during the academic year, students attend small group advising meetings with faculty members and peers in their home departments to discuss curricular requirements and progression through the major. Information sessions and workshops are offered to students throughout the academic year.

In the spring semester of the first year, students are assigned faculty advisors within their department and major. An advisor may be changed when: (a) the advisor or advisee believes that another faculty member could serve the student better, (b) the faculty member's workload warrants readjustment, or (c) the advisor is on leave or terminates employment. Requests for change of advisor should be made to the Office of Student Services.

Advisement is the responsibility of both students and faculty. Students are encouraged to initiate meetings with their advisors each semester to discuss progression and graduation requirements, changes in courses, and concerns about classes. Advisors are available either during scheduled office hours or by appointment throughout the semester to discuss issues or questions advisees may have.

CNHS ESSENTIAL FUNCTIONS

All students in the College of Nursing and Health Sciences must be able to perform the essential clinical as well as academic requirements, so that they can be prepared to actually practice in their chosen fields. The purpose of disseminating these college standards is to assure that all students entering the programs in this college know and understand the professional requirements, and can make informed decisions regarding their pursuit of these professions. Nursing and Health Sciences students must be able to meet these standards either with or without reasonable accommodations.

Professional standards and Essential Functions refer to criteria for behavior that must be demonstrated by students in professional programs. They are based on standards set by professional bodies, such as codes of ethics or standards of professional behavior. All students must meet the professional standards and/or essential functions of the program in which they are enrolled. Students are responsible for knowing and adhering to these standards. Faculty within each department are responsible for reviewing their students' performance based on the published professional standards.

Basic Requirements

Due to the varied nature of the programs in the College of Nursing and Health Sciences, the technical standards differ based on major. All programs in Medical Laboratory and Radiation Sciences, Nursing, Athletic Training and Exercise Science require specific essential functions, as indicated in the following sections. The nature of the professions for which students in our College are being prepared necessitates the following requirements: the capacity to observe and communicate; sufficient gross and fine motor ability to perform physical diagnostic examinations and basic laboratory and clinical procedures; physical strength, dexterity, agility, and endurance; emotional stability to exercise good judgment and to work effectively in stressful situations; and intellectual ability to synthesize data and solve problems. A specific list of the Essential Functions and Professional Standards for each major and department can be found in their department section.

If a student cannot perform each function in the manner described below, she or he will not necessarily be precluded from participating in the program, but will need to be able to perform all essential functions with or without reasonable accommodation. Efforts will be made by the program in which the student is enrolled to arrange clinical experiences in environments where appropriate accommodations can be made; however, the availability of certain accommodations in specific clinical environments may be beyond the University's control.

CNHS CLINICAL REQUIREMENTS

Students in the department's clinical programs must realize there is always an element of risk of exposure to infectious disease. Faculty and clinical staff make every effort to educate all students in appropriate modes of infection control in order to minimize these risks. These students are required to

have a yearly physical exam, and certain immunizations and to participate in special health safety training workshops.

Immunizations are available through the Student Health Center for a fee. Additionally, the UVM Student Health Center offers an insurance plan for students who need health insurance. The University is not responsible for medical costs resulting from injury during clinical education experiences, or during any other curricular activity, unless this injury is due to negligence by the University.

Additionally, students engaged in the college's clinical programs must recognize the risk of exposure to infectious disease. The University is not responsible for medical costs resulting from injury during clinical rotation, or during any other curricular activity, unless this injury is due to negligence by the University.

Clinical Mandatories

Students are required to prove immunity to certain diseases. The Office of Student Services will collect immunization information from students prior to the start of their clinical experiences. For detailed information regarding the immunization requirement please refer to the College of Nursing and Health Sciences website. Prior to the beginning a clinical education experience, a consent/dissent form will be sent to the affiliation sites to document student's inoculation status. You may obtain forms from the department staff. Complete details on CNHS Mandatories are available online:

http://www.uvm.edu/~cnhs/?Page=student_services/ugmandatories.html

OSHA Blood Borne Pathogens Annual Training

The UVM Exposure Control Plan outlines the University's general policy regarding training and re-training for OSHA blood borne pathogens. Additionally students are required to complete an educational OSHA training annually. This training is provided by the Office of Student Services and is available to students through Blackboard.

Criminal Background Checks

Students may be required to undergo a satisfactory criminal background check before starting a clinical affiliation or experience. Students must carefully review and comply with all requirements of any site they wish to affiliate with. All cost for criminal background checks will be borne by the student. Students are strongly encouraged to review the licensure requirements of any state in which they intend to seek licensure and to review all information available from a state's licensing agency regarding the effect of criminal convictions on licensure. State licensing agencies and clinical sites may have differing standards and a decision by CNHS to admit a student or to allow a student to remain in the program after review of a criminal history report does not necessarily mean that the student will be allowed to participate at a clinical site or to obtain licensure.

Confidentiality of Client/Patient Information

For students engaged in academic and clinical education experiences, there are many opportunities to access client /patient information both verbally and through written and/or electronic records, on a need-to-know basis. This is termed a *clinical privilege*. Inherent in this privilege is a responsibility to maintain the confidentiality of this information and prevent disclosure of this information to others who do not need to know, nor should know, this information.

HIPAA (The Health Insurance Portability and Accountability Act) represents national legislation enacted in an effort to protect individuals' rights to privacy and confidentiality. CNHS students must complete training in HIPAA regulations and are required to pass a HIPAA exam. This training is provided by departments through Evolve E-Learning Solutions.

Additional Requirements

Students are responsible for their own transportation to and from clinical sites and, where relevant, the costs of housing for clinical experiences. This includes clinical placements outside of the Burlington area and, in some cases, out-of-state.

All students must carry professional liability insurance during clinical rotations, and will be billed approximately \$40 per year for this insurance. The University is not responsible for medical costs resulting from injury during clinical rotation, or during any other curricular activity, unless this injury is due to negligence by the University.

CNHS ACADEMIC POLICIES

Low Scholarship Policy

The faculty in the College of Nursing and Health Sciences (CNHS) establish the standards for academic trial and dismissal for students in the college. When students do not achieve these standards, they will receive written notice.

Academic Standards

Academic standards refer to the requirements for minimum course, semester, or cumulative grades or grade point averages (GPA). The faculty in each department of the College of Nursing and Health Sciences (CNHS) establish the standards for students' academic achievement within the department or program (major). These standards are outlined in the departmental student handbooks.

Academic Trial

In situations where undergraduate students' performances are marginally unsatisfactory, the students will be placed on "academic trial." As noted in university policy, "On Academic Trial" is an intermediate status between good standing and dismissal in which the student remains enrolled according to the stated academic conditions of the department. If students' performances are wholly unsatisfactory, the students will be dismissed from the university.

Students will be notified by email when their status has been determined to be "on trial." Normally, the period of academic trial is one semester. A departmental standards committee may place a student on trial at the end of a semester in which the GPA was less than the program academic standard for progression. Academic trial may also be used when students are readmitted to a program after discontinuance. Placement on academic trial is not appealable. A student on academic trial should register for courses recommended by the student's academic advisor, the departmental standards committee, or the chair of the department.

Students will be removed from academic trial when the GPA is equal to or greater than the departmental standard. Students will be notified by email that they have been removed from academic trial status no earlier than one semester following placement on trial, but no later than the earliest practicable time

when a determination can be made that the student has met the academic standard for progression in the program (e.g., at the beginning of the fall term if summer courses have been approved to meet the academic standard and the student has shown evidence of satisfactory completion of those courses).

Students who fail to meet program academic standards after having been on academic trial may be discontinued from their programs.

Discontinuation

Discontinued status means that students will not be allowed to register for courses in their academic programs in CNHS. Students remain enrolled at UVM and may register for classes outside their original programs. Discontinued students have two (2) semesters to effect a transfer to another major. Students are responsible for determining the programs into which they are eligible to transfer and for completing application requirements to accomplish the transfer. Students who fail to transfer within two (2) regular semesters will be notified by letter of their status in the CNHS or the University.

Dismissal or Separation from the University

Dismissed students are no longer students at UVM and may not register for classes. Students may be dismissed from the University upon receiving failing grades in one-half or more of their semester hours in any semester (if only one class is taken and failed then this criterion is met). Students who fail to meet requirements set for academic trial periods and students who exhibit consistently low scholarship below the average required for graduation may be dismissed even if they do not meet the requirements for academic trial.

Students dismissed from UVM for low scholarship must direct their appeals for readmission to the dean of the CNHS and receive written permission before they will be permitted to enroll in any UVM course. Students dismissed for disciplinary reasons must receive written approval from the Vice President for Student & Campus Life before being permitted to enroll in any UVM course.

Determination and Notice of Professional/Academic Discontinuance or Dismissal

Academic Standards

At the end of each semester, each student's academic performance is reviewed by the departmental faculty or the faculty designee (departmental student standards/progression committee). The faculty apply the relevant academic standards for the program in which the student is enrolled. The Office of Student Services is responsible for collecting any additional information that may influence student progression decisions, and shares this with the departments prior to action.

Notification

Students who have been placed on academic trial, discontinued from their programs, or dismissed from UVM will receive written notice from the Office of Student Services.

Professional Standards and Essential Functions

At the end of each semester, department faculty or their designee may also review allegations related to any individual student's behavior/performance based on the Professional Standards/Essential Functions. Decisions to discontinue or dismiss students based on Professional Standards/Essential Functions are forwarded to the CNHS Dean's Office for action.

Appeals

General

Students have the right to appeal discontinuation from a program or dismissal from the University. They may not appeal a decision of academic trial status. Appeals may be brought only on the following grounds: (1) procedural error; (2) error of fact; (3) perception of bias; (4) failure of faculty or designated progression committees to adhere to published standards. Letters of appeal must state clearly and precisely the basis for appeal and provide supporting evidence of infringement of the student's rights. Medical problems, personal issues, or other extenuating factors do not generally constitute grounds for appeal.

Process

Written appeals must be submitted to the chairs of students' home departments. The chairs will review available documentation and may seek additional information or advisement in making decisions about the appeals. The students may be asked to provide additional evidence or to be interviewed.

Students who believe that the procedures, facts or policies have been misinterpreted or that the decision was made arbitrarily may, after receiving an unfavorable response from the chair of the department, appeal to the Dean of the CNHS. The Dean may ask the College Student Standards Committee (an interdisciplinary committee representing all departments in the College) to review the facts, standards, procedures, and any other relevant information and to make a recommendation. The Dean of CNHS will then render a decision that is final.

CNHS GUIDELINES FOR STUDENT STATUS CHANGE

Withdrawal

Students who wish to withdraw from the University must notify their chairs in person or writing. Students who have left the University for one semester or more must write to their chairs to request readmission. However, students failing to register at the University for coursework for a period of more than one calendar year without notifying the department in writing will be considered to have withdrawn from the degree program. Students who withdraw will be readmitted to their programs only as space is available. Students should see the relevant undergraduate process for readmission.

Out-of-Sequence

Students who fall out of sequence with their original class cohort due to academic difficulty may return to repeat classes needed for progression in their programs. Students will have a limited time to get back in sequence or risk being moved to a lower cohort or discontinued from their academic program. As curricula change, returning students may need to take courses that were not required when the leaves of absence were granted or when they were required to step out of sequence to repeat courses.

Leave of Absence

Officially registered and matriculated students may apply for a leave of absence if they are in good academic standing according to the policies on student standards in the department and CNHS. Students are encouraged to seek leaves rather than withdraw to keep options open for returning. Leaves are for professional, academic, or personal circumstances, and are subject to approval by the department chair. No more than a one-year leave of absence is normally granted. Students who successfully

petition for leaves of absence are expected to understand the relationship between their leave and program of study. Therefore, petitions for leaves are sought only by students who have, in consultation with their academic advisor, carefully planned a sequence of courses, understand when particular courses are normally offered, and know the date by which degree requirements must be completed. Students who take leaves absence without a plan will not be guaranteed a position in a class upon their return.

When students plan to return from leaves or to repeat required classes, they must notify the department chair in writing one month prior to the scheduled date of return and complete a Re-entry Application found on the CNHS website. Students who do not enroll at the end of leaves of absence periods will be considered withdrawn.

Re-Entry Policy

Students who wish to request re-entry may complete the online application for re-entry: <http://www.uvm.edu/~cnhs/?Page=doccenter/reentry-online-appl.html>. Applications are due November 1 for the spring semester and May 15 for the fall semester. Copies of the application are also available in the CNHS Office of Student Services in 002 Rowell.

Priority for re-entry into CNHS programs will be given in the following order:

1. Students who were not dismissed, but who left a program under specific conditions, and have adequately met the conditions. The priority sequence in this category is:
 - a. Students returning from a formal leave of absence
 - b. Students who have repeated or completed courses or remedial work as required before continuing the sequence of courses in the curriculum.

Though re-entry is guaranteed for students in the above categories (provided the conditions were met), class placements are contingent upon the availability of seats. If no seats are immediately available, the students will be awarded the first available seats in a subsequent class, according to the defined order of priorities (a, b). In the event the pool of qualified students seeking re-entry under condition a or b exceeds the number of seats available, the seats will be allocated by lottery.

2. Students who were formally dismissed from a program or who voluntarily withdrew from a program (ceased to enroll in and follow the prescribed sequence of courses without departmental consent) who wish to be re-admitted must apply to the department as internal transfer students.

COURSE TRANSFER POLICIES

Course Transfer Credits

Courses to be considered for transfer credit are formal academic courses completed outside of UVM at another accredited institution. Students wanting to transfer undergraduate course credit from other institutions into undergraduate programs at UVM should follow the policies and procedures outlined for transfer credit in the UVM undergraduate catalogue. Questions regarding credit transfer should be directed to the Office of Transfer Affairs, 339 Waterman.

Course Substitutions

In some cases, a supervised independent study or alternate coursework may be used to substitute for a required course within the program, with prior approval from the department.

A student currently within the undergraduate program wanting to request either a course waiver or course substitution should do the following:

- Meet with his/her advisor to discuss substitution or waiver
- Complete the *Course Waiver or Substitution Form*
- Obtain the following documents:
 - evidence to support the request (e.g. course description /syllabus)
 - evidence of success in acquiring relevant content knowledge/competency (official transcript)
- Submit the Form and supporting documents to the instructor of the relevant course.
- Together with an advisor, contact the CATS Audit Office to request an audit update.

CNHS AWARDS, HONORS, SCHOLARSHIPS

Dean's List

At the end of each semester the students who stood in the top 20% percent of their class will be recognized on the Dean's List. The Dean's List is determined by the UVM Registrar's Office. Students who make the Dean's List will be notified by letter.

CNHS Honors Day

Honors Day is held each spring to recognize students for excellence in scholarship, leadership, clinical performance, and community service. Students are nominated for awards by their department and the college.

Scholarships

A list of scholarships offered to CNHS students can be found on the following website:

http://www.uvm.edu/~cnhs/?Page=student_services/scholarships.html

Department of Communication Sciences and Disorders

Mission

To serve society at state, national and global levels through education of communication sciences and disorders professionals, development of new knowledge, and healthcare/education advocacy that transforms lives by preventing communication disorders, providing community outreach, promoting the ability of all people to communicate and assuring evidence-based clinical interventions in the management of communication disorders.

Undergraduate Degree Program

Communication Sciences and Disorders

Department of Communication Sciences & Disorders

Vision

To be a premier Department of Communication Sciences and Disorders in a small public research university providing undergraduate students with opportunities to learn about typical communication, preparing graduate students to be exemplary practitioners in the field of speech language pathology, creating new knowledge, and advocating for accessible health care and education as a human right.

Research and Scholarship

The Department places a high value on scholarship. The department expects and encourages faculty to contribute to the body of knowledge by disseminating work in the basic, applied and clinical sciences that has value to society. Extra-mural funding provides a strong foundation for research in the department. To this end, the scholarly environment:

- Promotes the application of evidence to teaching and professional practice
- Provides intellectual stimulation and sharing among colleagues locally, nationally and internationally;
- Encourages the inclusion of students in the research process in a manner that assists in completion of projects and dissemination of knowledge;
- Provides opportunity and freedom to pursue ideas;
- Recognizes the quality of scholarship as well as the quantity;
- Mentors students in the development of their research careers, should they choose this route.

CSD DEPARTMENT ESSENTIAL FUNCTIONS

The following list of essential functions is based upon a document prepared by the Council of Academic Programs in Communication Sciences and Disorders, Palm Spring, CA (CAPCSD) Schwarz, I., Horner, J., Jackson, R., Johnstone, P., Mulligan, M., Roberts, K., Sohlberg, M., (2007) “*Essential Functions in Speech-Language Pathology and Audiology.*” A statement of essential functions is intended to explicitly draw students’ attention to their roles and responsibilities in CSD graduate programs and beyond. In addition, “an essential functions rubric gives both students and programs opportunities to determine what, if any, accommodations might be employed to allow students who are otherwise qualified to help them succeed both academically and clinically” (Horner et al., 2009, p. 242; see also Jackson, Johnstone & Mulligan, 2008). The material is quoted from Horner (2007) except where indicated with [].

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. These skills [demonstrated with or without reasonable accommodations] enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. The starred (*) items, however, are skills that are more inherent and should be present when student begins the program.

COMMUNICATION

- A student must possess adequate communication skills to:
- Communicate proficiently in both oral and written English language.
- Possess reading and writing skills sufficient to meet curricular and clinical demands.*
- Perceive and demonstrate appropriate non-verbal communication for culture and context.*
- Modify communication style to meet the communication needs of clients, caregivers, and other persons served.*
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, [ethically,] and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

MOTOR

- A student must possess adequate motor skills to:
- Sustain necessary physical activity level in required classroom and clinical activities.*
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.*
- Access transportation to clinical and academic placements.*
- Participate in classroom and clinical activities for the defined workday.*
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
- Access technology for clinical management ([e.g.,] billing, charting, therapy programs . . .).

INTELLECTUAL / COGNITIVE

- A student must possess adequate intellectual and cognitive skills to:
- Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.*
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan[ning] and implementation.
- Self-evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and use resources in order to increase knowledge.
- Use detailed written and verbal instruction in order to make unique and dependent decisions.

SENSORY/OBSERVATIONAL

- A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:

- Visually and auditorily identify normal and disordered [communication] (fluency; articulation; voice; resonance; respiration characteristics; oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology; hearing and balance disorders; swallowing cognition; [and] social interaction related to communication).
- Identify the need for alternative modalities of communication.
- Visualize and discriminate imaging findings.
- Identify and discriminate findings on imaging studies.
- Discriminate [and interpret] text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Recognize when a client's family does or does not understand the clinician's written and/or verbal communication.

BEHAVIORAL/ SOCIAL

- A student must possess adequate behavioral and social attributes to:
- Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.*
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, races, religions, sexual orientation[s], and cultural and socioeconomic backgrounds.*
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.*
- Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.*
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.

CSD DEPARTMENT ACADEMIC STANDARDS

The following criteria for academic trial and dismissal, while making allowances for students in the first semester, are designed to encourage academic work of quality at least equal to the minimum that is required for graduation.

Academic Trials

The GPA requirement (hereafter referred to as “the standard”) for CSD undergraduates is 2.0 for students who entered the major prior to fall 2011 and 2.5 for students whose first term in the major was fall 2011 or later.

A first year, first semester student is not placed on trial for a low GPA. However, after the first semester of the first year, a student who earns a semester GPA below the standard is placed on trial. If they don't earn a GPA that meets or exceeds the standard in the next semester, they will be discontinued from the major. No student will be removed from trial until both the semester and the cumulative averages meet

the standard. Once a student is placed on trial, they must meet the standard every semester until their cumulative average meets the standard. If they do not do so, they will be discontinued from the major.

In addition, the following standard applies to students whose first term in the major is fall 2015 or later: Receiving a C-, D, or F in any CSD, LING, or PYSC course required for the major twice, or once in two separate courses, is grounds for discontinuation from the major.

CSD undergraduate students are cautioned that a master's degree is the required level of education for a licensed, certified speech-language pathologist and a doctorate is required for audiologists. Admission into graduate school for both fields is very competitive. A GPA of 3.5 or above is typically necessary for graduate programs.

CSD DEPARTMENT CURRICULUM

A major in Communication Sciences and Disorders provides undergraduate students with expertise in a uniquely human endeavor — the use of complex systems of communication (language, speech, and hearing) across the life span.

Undergraduate program coursework

Students are introduced to the discipline through a series of courses dealing with the typical processes of speech, language, and hearing. These courses deal with physical, neurophysiological, cognitive, and linguistic bases of typical speaking, hearing, and language use; with the acoustics of sound and of speech; with the development of language in children; and with how communication is effected throughout the lifespan.

Curriculum

The curriculum can be found at the following URL:

<http://www.uvm.edu/~cnhs/cmsi/?Page=bs.html>

*Consult the UVM Course Catalogue for degree requirements and other specific requirements as designated by catalogue year.

<http://catalogue.uvm.edu/>

Clinical Experience

Students are exposed to guided speech-language pathology and audiology observations in the [Eleanor M. Luse Center for Communication: Speech, Language and Hearing](#). (The clinic is housed within the CSD Department in Pomeroy Hall on UVM's campus.)

Audiology Internship

Senior students who are interested in the field of audiology and wish to obtain some practical experience in this area of study can be invited to participate in the Audiology Clinic at the Eleanor M. Luse Center. Students obtain knowledge in the testing of hearing, the fitting of hearing aids and the follow-up process, and aural rehabilitation. The purpose of this internship is to increase students' confidence and knowledge in

the areas of hearing assessment and habilitation prior to beginning graduate school in audiology.
Contact: Elizabeth Adams, Au. D, CCC-A, E-mail: Elizabeth.Adams@uvm.edu

Department of Medical Laboratory and Radiation Sciences

Mission

The Department of Medical Laboratory and Radiation Sciences prepares students for careers in the health sciences. Our students are well-grounded in both research concepts and clinical practice. We offer up-to-date curricula facilitated by competent professionals in excellent facilities.

Undergraduate Degree Programs

Medical Laboratory Science, Clinical Laboratory Science Concentration
Medical Laboratory Science, Public Health Laboratory Science Concentration
Medical Radiation Sciences Nuclear Medicine Technology Concentration
Medical Radiation Sciences Radiation Therapy Concentration

Department of Medical Laboratory and Radiation Sciences

Educational goals

The Department accomplishes its mission by creating a stimulating learning environment that attracts, retains, and graduates individuals who are qualified to enter the work force or pursue further education. This educational environment promotes student success by establishing fair policies, quality instruction, and educational support services. The programs prepare graduates to practice independently, assume leadership roles, educate others, conduct research, demonstrate excellent communication, and/or practice skills, and contribute to their fullest potential as members of workforce teams.

Note: Students enrolled in the MLS Post-Baccalaureate Certificate Program are subject to the same policy guidelines as students enrolled in the baccalaureate MLS program.

MLRS DEPARTMENT NON-ACADEMIC PROFESSIONAL STANDARDS

If your major is within the Department of Medical Laboratory and Radiation Science, you will be choosing a health care profession where honesty and integrity are critical personal characteristics required both in your academic studies and in the practice of the profession. These professional standards are based in large measure on the professional standards required by the professional organizations aligned with the respective majors. The requirement to adhere to these standards is in addition to the requirement to adhere to all applicable CNHS and UVM standards.

Disciplinary Action/Discontinuation

Failure to meet or adhere to any departmental or college standards (including non-academic professional standards) or the policies and procedures of the practicum or internship facility will be cause for disciplinary action up to and including discontinuation from the program.

PROFESSIONAL CONDUCT

Professionalism is reflected in a set of attributes you should be developing as you become involved in your professional courses (listed at the end of this section). The following represents the attributes required for your major and your intended profession.

Adaptability: Adapts to changes in scheduling either in the student laboratory or clinical setting; shows good judgment in assigning priorities when faced with several tasks.

Attendance/Dependability: Is punctual for all courses, laboratories and clinical rotations. Must adhere to the attendance policy as defined in each course syllabus.

Clinic/Laboratory Etiquette: Shows propriety and good judgment in behavior and speech; dresses in a professional manner, in accordance with the standards of the clinic and CNHS.

Ethics: Maintains complete honesty at all times; accepts responsibility for one's own mistakes instead of letting them pass or trying to hide them; respects patient privacy and confidentiality of patient information at all times. Adheres to HIPAA and all other applicable laws, regulations, and policies related to confidentiality.

General Interest/Attentiveness: Shows an interest in the subject; follows through with problems at all times; participates in projects willingly; is substance-free while in class, in the laboratory, or on clinical rotations.

Patient Rapport: Maintains a positive, friendly, and respectful attitude toward patients.

Relationship with Peers and Supervisors: Relates to peers and supervisory personnel in a mature and courteous manner; cooperates with others to get the work done.

MLRS DEPARTMENT ESSENTIAL FUNCTIONS

To ensure that your decision to pursue this career is the correct one for you, we ask that you review the essential functions by which you will be assessed as a Medical Laboratory and Radiation Science student. The essential functions include additional non-academic requirements of our programs, comprising the physical, emotional and professional demands of the majors. All MLRS students are responsible for the essential functions outlined in this CNHS handbook. After reviewing the essential functions, you will have a clearer understanding of the program's expectations. Throughout your professional studies, your ability to meet these functions will be evaluated and assessed.

If at any time you do not meet the essential functions, you may be discontinued from the program and the major.

All MRLS students are responsible for the following interdisciplinary functions:

Cognitive functions - The student must be able to thoroughly, efficiently and reliably:

- recall, interpret, extrapolate and apply information from a variety of sources, including reading material, lecture, discussion, patient observation, examination and evaluation/assessment;
- possess and apply mathematical skills and determine what data are needed to solve problems;
- analyze, synthesize and evaluate information from a variety of sources, including, for example, reading material, lecture, discussion, and patient evaluation/assessment;
- apply knowledge, skills, and values learned from course work and life experiences to new situations.

Affective functions – The student must be able to:

- establish professional, trusting, empathetic relationships with a variety of individuals;
- demonstrate respect and engage in non-judgmental interactions regardless of, for example, an individual's age, gender, race, socio-economic status, religion, life-style, and/or culture;
- work independently and effectively in groups under time constraints;
- meet externally established deadlines;
- be an active and engaged learner in classroom, lab and clinical settings;
- maintain alertness and concentration with cognitive, communication and psychomotor tasks for as long as three hours at a time within the academic environment, and as long as ten hours at a time within the clinical environment;
- identify sources of stress and develop effective coping behaviors;

- recognize and respond appropriately to potentially hazardous situations;
- prioritize requests and work concurrently on at least two different tasks;
- project an image of professionalism including appearance, dress, and confidence;
- possess the psychological health required for full utilization of abilities;
- recognize emergency situations and take appropriate action.

Communication functions – The student must be able to:

- attend selectively and in a controlled and respectful manner to various types of communication, including the spoken and written word and non-verbal communication;
- relay information in oral and written form effectively, accurately, reliably, thoroughly and intelligibly to individuals and groups, using the English language; and
- read and write English proficiently (typed and hand-written).

In addition to the above interdisciplinary functions, all Medical Laboratory Science (MLS) students are responsible for the following program-specific psychomotor functions:

Medical Laboratory Science Psychomotor functions – The student must be able to:

- maintain activity throughout an eight to ten-hour work day;
- move freely from one location to another in physical settings such as the clinical laboratory, patient care areas, corridors, and elevators;
- possess sufficient eye-motor coordination to allow delicate manipulation of specimens, instruments, and tools;
- grasp and release small objects (e.g., test tubes, pipette tips, microscope slides and coverslips); twist and turn dials/knobs (e.g., on microscopes, balances, centrifuges, spectrophotometers);
- manipulate other laboratory materials (e.g., reagents, manual and automated pipettes);
- identify and distinguish objects macroscopically and microscopically;
- accurately read charts, graphs, and instrument scales/readout devices;
- lift and move objects of at least 20 pounds;
- possess a sense of touch and temperature discrimination;
- work safely with potential chemical, radiologic, and biologic hazards using universal precautions; and
- develop algorithms and suggest appropriate follow up tests to providers of laboratory information.

In addition to the above interdisciplinary functions, all Nuclear Medicine Technology (NMT) students are responsible for the following program-specific psychomotor functions:

Nuclear Medicine Technology Psychomotor functions – The student must be able to:

- accurately and reliably inspect and observe the skin, facial expression, anatomical structures, posture and movement of others;
- accurately and reliably read equipment dials and monitors which may have very small markings;
- feel pulses, skin condition, muscle and tendon activity, and joint and limb movement;
- negotiate level surfaces, ramps and stairs to assist patients/classmates appropriately;
- lead patients/classmates through a variety of examinations and treatments typically requiring sitting, standing, squatting and kneeling on the floor or treatment table;

- move from one surface level to another (e.g., floor to stand, stand to treatment table);
- react and effectively respond quickly to sudden or unexpected movements of patients/classmates;
- manipulate dials, knobs, electrodes and other small to large parts and pieces of equipment;
- maintain activity throughout an eight to ten-hour work day;
- transport self/patients from one room to another, from one floor to another; transport self from community to community, to and from agencies, homes, etc.;
- put on and take off clothing, including gowns, masks and gloves;
- exhibit sufficient manual dexterity to manipulate small equipment such as syringes for intravenous injections, common tools for screening tests of sensation, etc.; provide support and resistance as needed through complex exercise movements; perform CPR; and treat acutely ill patients without disturbing sensitive monitoring instruments and lines;
- manipulate another person's body in transfers, gait, positioning, exercise and other treatment or diagnostic techniques;
- move dependent real or simulated patients, generating lifting forces of up to 75 pounds. Frequency of this activity will be occasional during laboratory experiences, and will vary from occasional to frequent in clinical experiences depending on the type of practice at the specific clinical site, and
- work safely with potential chemical, radiologic, and biologic hazards using universal precautions.

In addition to the above interdisciplinary functions, all Radiation Therapy (RADT) students are responsible for the following program-specific psychomotor functions:

Radiation Therapy Psychomotor functions – The student must be able to:

- accurately and reliably inspect and observe the skin, facial expression, anatomical structures, posture and movement of others;
- examine and evaluate/assess blood pressure, and lung and heart sounds;
- accurately and reliably read equipment dials and monitors;
- feel pulses, skin condition, muscle and tendon activity, and joint and limb movement;
- negotiate level surfaces, ramps and stairs to assist patients/classmates appropriately;
- lead patients/classmates through a variety of examinations and treatments typically requiring sitting, standing, squatting and kneeling on the floor or treatment table;
- move from one surface level to another (e.g., floor to stand, stand to treatment table);
- react and effectively respond quickly to sudden or unexpected movements of patients/classmates;
- manipulate dials, knobs, and other small to large parts and pieces of equipment;
- maintain activity throughout an eight to ten-hour work day;
- transport self/patients from one room to another, from one floor to another;
- put on and take off clothing, including gowns, masks and gloves;
- exhibit sufficient manual dexterity to manipulate small equipment such as syringes for intravenous injections; perform CPR; and treat acutely ill patients without disturbing sensitive monitoring instruments and lines;
- manipulate another person's body in transfers, positioning, and other treatment or diagnostic techniques;

- move dependent real or simulated patients, generating lifting forces of up to 75 pounds;
- lift or carry up to 34 pounds;
- reach above, reach out, and reach below to accomplish treatment; and
- work safely with potential chemical, radiologic, and biologic hazards using universal precautions.
- Vision: Must be able to see far/near, color vision, depth vision, and see fine details. Must be able to read monitors close and at a distance in changing room light conditions.
- Hearing: Must be able to hear normal speech patterns.
- Environment: Student will work in environmental conditions which include infectious diseases, chemical agents and hazardous/moving equipment.

MLRS DEPARTMENT ACADEMIC STANDARDS

In addition to any applicable UVM academic standards, the Department of Medical Laboratory and Radiation Sciences (MLRS) also has specific academic standards that apply to its programs and majors. These standards apply to all students enrolled in the Medical Laboratory Science (MLS) major (including all concentrations and the post-baccalaureate certificate program) and the Medical Radiation Sciences (MRS) major (including all concentrations).

Academic standards are based on four different criteria:

- Performance in non-practicum or non-internship professional course
- Performance in practicum or internship professional courses.
- Cumulative GPA
- Semester GPA

Academic Trial

A student is placed on academic trial if s/he does not meet the departmental standards for academic performance. The standards are based on the expectation that a student must make progress in a timely way while meeting both the baseline semester and cumulative minimum grade point averages.

- Students who receive less than a 2.0 grade point average in a single semester will be placed on academic trial. Students who receive less than a 2.0 grade point average in a subsequent semester will remain on academic trial. Students who are placed on academic trial must submit a remediation plan which addresses the steps necessary to successfully complete the program.

Departmental (Programmatic) Probation

A student is placed on Departmental (Programmatic) Probation if s/he does not meet one or both of the following requirements.

- Students must maintain a 2.3 cumulative grade point average. Departmental probation occurs when a student drops below a 2.3 cumulative grade point average at the end of a semester. Students who are subject to Departmental Probation as a result of receiving a cumulative overall GPA of less than 2.3 will be given one semester to bring the cumulative GPA to 2.3 or higher. Failure to do so will result in being discontinued as described below.
- Departmental probation occurs when a student receives a grade below C in any non-practicum, non-internship professional course. Professional courses are identified with an asterisk on each major's curriculum

sheet. Upon successful completion of all curricular requirements in his/her major prior to graduation, the student will be removed from probation. Although not required, a student on probation may elect to repeat the course or its equivalent. Obtaining a C or higher in that course would remove the student from probation. Students who are placed on probation or academic trial must submit a remediation plan which will address the steps necessary to successfully complete the program.

Discontinuation

An MLRS student may be discontinued from a program (major) for any of the following reasons:

1. Two grades below C in any non-practicum, non-internship professional courses.
2. One grade below C in any practicum or internship professional course.
3. A cumulative overall GPA (all courses) in two full semesters that is below 2.3

Medical Radiation Science majors may be discontinued for the following additional reasons:

4. Being out of sequence in a professional or clinical course.
5. Being uninvited from further participation in the clinical practicum by the clinical affiliate. This may be related to students being deemed to create an unsafe environment for patients, staff, or fellow students; or failure to comply with Clinical/Laboratory Etiquette in accordance with the standards of the clinic or the CNHS.

Students who are discontinued from an MLRS program, but not UVM, will be given two semesters to transfer into another major at UVM. They will not be allowed to continue taking courses restricted to their former MLRS major. Fourth-year students who are discontinued from their program will not be allowed to graduate in their MLRS major.

Appeal

Probation is not appealable. Discontinued students have the right to appeal. Appeals must be written to the MLRS Chair. Appeals would normally be considered only if there were documented extenuating circumstances unknown to the department. When considered, an appeal may be granted or denied. If granted, then the appeal would stipulate conditions and requirements set forth for the student such as repeating a specific science course or courses. A student discontinued a second time may not appeal the second discontinuation.

Student Fees

There are fees associated with certain MLS, MLRS, NMT and RADT courses which will be listed in the course descriptions. These fees are listed in the UVM Course Catalogue within the appropriate courses.

MLRS DEPARTMENT CURRICULUM

Medical Laboratory Science

The full curriculum can be found at the following website:

http://www.uvm.edu/~cnhs/mlrs/?Page=mls_program.html

Nuclear Medicine Technology Concentration

The full curriculum can be found at the following website:

http://www.uvm.edu/~cnhs/mlrs/?Page=nmt_program.html

Radiation Therapy Concentration

The full curriculum can be found at the following website:

http://www.uvm.edu/~cnhs/mlrs/?Page=rt_program.html

* *Professional courses are identified with an asterisk on each major's curriculum sheet.* Consult the [UVM Course Catalogue](#) for degree and other requirements designated by catalogue year.

Clinical Practica

Each major in the Department of Medical Laboratory and Radiation Sciences includes seven semesters of didactic courses held on campus at the University of Vermont or clinical courses held at the University of Vermont Medical Center adjacent to UVM. In addition, each major has a one semester internship in the spring semester of the fourth year that is located at one of our affiliated institutions. These institutions are located throughout New England and eastern New York. Participation and successful completion of the practicum is a requirement for graduation. Given the limited number of spots at specific affiliates, students are placed by a lottery system. No outside requests will be taken into consideration. Living, housing, and travel arrangements during these semesters are the responsibility of the student.

MLRS DEPARTMENT EDUCATION OUTCOMES

Medical Laboratory Science (MLS)

The Medical Laboratory Science Program graduates competent professionals by providing each graduate with:

- Advanced skills and knowledge in diagnostic laboratory services
- Familiarity with and opportunities for safe practice of analytical laboratory procedures in the university, hospital, and public health settings
- Comprehensive experience to achieve the standards set forth by the program's accrediting body

Upon completion of the Medical Laboratory Science degree requirements, the graduate will:

- Understand the fundamental scientific concepts applicable to medical and public health laboratory sciences
- Use the scientific method and one's academic background to perform laboratory analyses, evaluate laboratory data, and solve problems
- Independently perform a variety of laboratory analyses efficiently and accurately
- Understand relationships between laboratory data, health and disease
- Understand and apply basic concepts and skills in education, management, computer science, laboratory information systems, and medical research
- Develop, recognize and accept personal, professional, and community responsibility
- Appreciate the need for self-improvement through continuing education
- Adhere to the highest level of medical ethics

Medical Radiation Sciences (MRS)

Students in the Medical Radiation Sciences major will select either the Radiation Therapy or Nuclear Medicine Technology Concentration. Graduates of both concentrations are prepared for immediate employment, as well as the pursuit of post-baccalaureate education in the health sciences or professional education in fields such as medicine. Courses in the humanities and basic sciences are taken in the department and throughout the University, including the College of Medicine.

Nuclear Medicine Technology Concentration (NMT)

The Nuclear Medicine Technology Program graduates competent professionals by providing each graduate with:

- Advanced skill and knowledge in the field of nuclear medicine

- Familiarity with and opportunities for safe practice with radiation in the university and hospital settings
- Comprehensive experience to achieve the standards set forth by the program's accrediting body

Upon completion of the Nuclear Medicine Technology concentration requirements, the graduate will:

- Demonstrate an understanding of the scientific method and its role in the continuing development of nuclear medicine
- Understand human biology and the advanced technologies associated with nuclear medicine procedures
- Have the academic training and clinical skills necessary to effectively and efficiently perform as a nuclear medicine technologist
- Understand and apply basic concepts and skills in education, management, computer science, information systems, and medical research
- Develop, recognize and accept personal, professional, and community responsibility
- Appreciate the need for self-improvement through continuing education
- Adhere to the highest level of medical ethics

Radiation Therapy Concentration (RADT)

The Radiation Therapy Program graduates competent professionals by providing each graduate with:

- Advanced skills and knowledge in the planning and delivery of radiation therapy
- Familiarity with and opportunities for safe practice with radiation in the university and hospital settings
- Comprehensive experience to achieve the standards set forth by the profession's accrediting body

Upon completion of the Radiation Therapy concentration requirements, the graduate will:

- Demonstrate an understanding of the scientific method and its role in the continuing development of radiation therapy
- Understand cancer as a disease process having physical, emotional, and social effects
- Have the academic training and clinical skills necessary to effectively and efficiently perform as a radiation therapist
- Understand and apply basic concepts and skills in education, management, computer science, information systems, and medical research
- Develop, recognize and accept personal, professional, and community responsibility
- Appreciate the need for self-improvement through continuing education
- Adhere to the highest level of medical ethics

PROFESSIONAL COURSES

MEDICAL LABORATORY SCIENCE

MLRS 242 or MMG 223: Immunology
MLRS 244: Immunology Laboratory
MLRS 281: Applied Molecular Biology
MLRS 282: Applied Molecular Biology Lab
MLRS 297: Leadership and Management in Healthcare
MLS 221: Clinical Chemistry I
MLS 222: Clinical Chemistry II
MLS 231: Hematology
MLS 255: Clinical Microbiology

NUCLEAR MEDICINE TECHNOLOGY

ANPS 19 and 20: Anatomy and Physiology
MLRS 140: Radiation Science
MLRS 141: Advanced Radiation Science
MLRS 175: Medical Imaging (effective 2012 cohort)
MLRS 297: Leadership and Management in Healthcare
NMT 152: Radiopharmaceuticals
NMT 153: Procedures I
NMT 154: Procedures II

RADIATION THERAPY

ANPS 19 and 20: Anatomy and Physiology
MLRS 140: Radiation Science
MLRS 141: Advanced Radiation Science
MLRS 175: Medical Imaging
MLRS 215: CT Procedures
MLRS 297: Leadership and Management in Healthcare
RADT 152: Principles of Radiation Therapy
RADT 176: Clinical Oncology
RADT 244: Patient Care Issues

MLS 262: Immunohematology
MLS 292: Topics in MLS
MMG 222: Clinical Microbiology

CLINICAL PRACTICA

MLS 220: Clinical Practicum- Chemistry
MLS 230: Clinical Practicum- Hematology
MLS 250: Clinical Practicum- Microbiology
MLS 260: Clinical Practicum-
Immunohematology

MLS PUBLIC HEALTH PRACTICA

MLS 282: Clinical Practicum-Public Health Lab

NMT 155: Instrumentation I
NMT 156: Instrumentation II
NMT 174: Nuclear Cardiology

CLINICAL PRACTICA

NMT 162: Introduction to Clinical NMT
NMT 163: Clinical Practicum I
NMT 164: Clinical Practicum II
NMT 263: Clinical Practicum III
NMT 264: Clinical Practicum IV

RADT 270: Dosimetry Concepts
RADT 275: Dosimetry
RADT 277: Techniques
RADT 280: Quality Assurance & Treatment Planning

CLINICAL PRACTICA

RADT 173: Clinical Practicum I
RADT 174: Clinical Practicum II
RADT 223: Clinical Practicum III
RADT 274: Clinical Practicum IV

The UVM Medical Laboratory Science Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences: <http://www.naacls.org/>

The UVM Nuclear Medicine Technology Program is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology: <http://www.jrcnmt.org>

The UVM Radiation Therapy Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT): <http://www.jrcert.org/>

Department of Nursing

Department Philosophy

Our goal is to enhance the health of a complex pluralistic society through research and the preparation of exemplary practitioners. As a faculty we believe learning, discovery, and engagement are life-long processes. Nursing practice evolves in response to the health needs of a global society and transcends cultural and national boundaries. Health is a dynamic process that involves the interplay of individuals, families, and communities with their environments—economic, social, political, built, and natural—and is filtered through and shaped by health values and beliefs. Health values, in turn, are influenced by personal, spiritual, cultural, and societal beliefs and practices.

Undergraduate Degree Program

Professional Nursing

Department of Nursing

Mission

The mission of the Department of Nursing is derived from its philosophy. It reflects the faculty's assessment of current and projected health needs of people everywhere and the role of the nursing profession in meeting these needs. The mission is: 1) to prepare qualified individuals for professional and advanced nursing practice, 2) to improve the quality of nursing education and service, and 3) to improve the quality of health and health care.

NURSING DEPARTMENT ESSENTIAL FUNCTIONS

Cognitive functions - The student must be able to thoroughly, efficiently and reliably:

- recall, interpret, extrapolate and apply information from a variety of sources, including reading material, lecture, discussion, patient observation, examination and evaluation /assessment;
- collect relevant data needed to solve problems; and
- analyze, synthesize and evaluate information from a variety of sources, including, for example, reading material, lecture, discussion, and patient evaluation /assessment.

Affective functions - The student must be able to:

- establish professional, trusting, empathetic relationships with individuals, families and communities;
- demonstrate respect and engage in non-judgmental interactions with all people regardless of age, gender, race, socio-economic status, sexual orientation , religion , life-style, and/or culture;
- effectively engage in teamwork;
- meet externally established deadlines;
- be an active and engaged learner in classroom, lab and clinical settings;
- attend to cognitive, communication and psychomotor tasks for as long as three hours at a time within the academic environment, and as long as twelve hours at a time within the clinical environment;
- identify sources of stress for self, demonstrate effective coping behaviors; and
- recognize and respond appropriately to potentially difficult and/or hazardous situations.

Communication functions - The student must be able to:

- attend selectively and in a respectful manner to various types of communication, including the spoken and written word and non-verbal communication;

- relay information in oral and written form effectively, accurately, reliably, thoroughly and intelligibly to individuals and groups, using the English language;
- read English (typed and hand-written).

Psychomotor functions - The student must be able to:

- accurately assess and evaluate physiological findings;
- accurately and reliably read and use equipment/technology;
- exhibit sufficient fine motor skills to deliver nursing care;
- safely move another person's body in transfers, gait, positioning, exercise and other treatment or diagnostic techniques without disturbing sensitive monitoring instruments and lines;
- maintain activity throughout an eight to twelve-hour work day;
- transport self/patients from one room to another, from one floor to another; transport self from community to community, to and from agencies, homes, etc.
- put on and take off clothing, including gowns, masks and gloves;
- appropriately respond to emergency situations using agency protocol.

NURSING DEPARTMENT ACADEMIC STANDARDS

To be eligible for graduation from the nursing program, a student must have attained a cumulative grade point average of 2.5 and have achieved a minimum of a C in all required courses (except free electives). Grades in courses accepted for transfer credit are excluded in computing this average. Every candidate for a degree is required to have taken 30 of the last 45 semester hours of credit at the University of Vermont.

Grades in all Professional Nursing (PRNU) courses are based on successful achievement in theory and in practicum, as applicable. Students must demonstrate competency in the theoretical aspects of the course as well as in the clinical aspects of the course to receive a passing grade. If a student does not receive a satisfactory grade for the clinical experience, the maximum grade the student can receive is C-.

NURSING STUDENT PROGRESSION POLICY

The progression policy for undergraduate students in the nursing program is as follows:

1. Cumulative GPA of 2.5 or better to progress in the program. First year, first semester students who do not meet the requirement are placed on academic trial for one semester. Failure to raise GPA to 2.5 upon completion of the first year is grounds for discontinuation from the major. **A first semester GPA of less than 2.0 is grounds for discontinuation from the major.**
2. A "C" or better is required in all courses except general electives. Courses where this standard is not met must be repeated. **Progression to the next semester may be affected.**

3. Receiving a C-, D, or F in any required course twice, or once in two separate courses, is grounds for discontinuation from the major.

NURSING PROGRAM CURRICULUM

Overview of the Baccalaureate Program

The framework of the baccalaureate program in Nursing is derived from a holistic - humanistic perspective. An understanding of the human experience of health forms the focal point of the curriculum.

The curriculum sheet can be found at the following website:

<http://www.uvm.edu/~cnhs/nursing/?Page=undergraduate.html>

*Consult the UVM Course Catalogue for degree requirements and other specific requirements as designated by catalogue year: <http://catalogue.uvm.edu/>

The University of Vermont, Department of Nursing, also has an RN-BS-MS Program for registered nurses. This is an accelerated program in which the students have an option to "step out" after completion of the baccalaureate requirements with a B.S. degree. The major components of the RN-BS curriculum are: required non-nursing courses, elective courses, and major nursing courses. The specific required courses are illustrated on the curriculum plan at the following website:

<http://learn.uvm.edu/program/rn-to-bs/>

Some of the major nursing courses have both a theoretical and practicum component. Credit allocation for class, laboratory, and practicum components of courses is described below.

One credit is equivalent to 1 class hour/week

One credit is equivalent to 2 laboratory hours/week

One credit is equivalent to 3 practicum hours/week

The full curriculum may be found at the following web site:

<http://www.uvm.edu/cnhs/nursing/?Page=undergraduate.html>

NURSING PROGRAM STUDY ABROAD

The following study abroad programs are designed for, or work well with, the nursing major. Students must register with the Office of International Education and complete an information session prior to any other process. Access the UVM Office of International Education website here:

http://www.uvm.edu/~oies/?Page=study/studyabroad.php&SM=sa_menu.html

Public Health, DIS Program Denmark Website:

www.dis.dk

There are public health courses available in Copenhagen, Denmark either May/June or

June/July. These are Health Delivery & Prioritization in Northern Europe or Human Health and Disease: a clinical approach. Please go to the Office of International Education for more information as these courses are subject to change. The credits will transfer in as electives.

PRNU 241: Public Health Nursing in Belize (10 students) **or Uganda** (10 students)

May change; notice will be given in the fall semester.

Program of Study

This faculty-led study abroad course focuses on populations at risk and community partnerships in either Belize or Uganda. Various issues, models, and concepts that impact the health of populations will be explored. The role of the nurse in community and public health will be emphasized. This is a 6-credit course (theory and clinical).

Dates of Program

December-January of senior year for three weeks (exact dates will change year to year)

Environmental Health Programs

There are a number of programs offered around the world for environmental health.

Contact the Office of International Education for assistance in selection.

CLINICAL PRACTICUM EXPECTATIONS

Many of the major nursing courses have both a theoretical and clinical component. Clinical practicum experiences are designed to provide an opportunity to apply knowledge and skills learned in the classroom. Many of these experiences will take place away from the UVM campus and thus access to a car is necessary. When feasible, students will be encouraged to car pool and travel together. Please note that some practicum experiences may occur during the evening and weekend hours.

Attendance at all clinical practicum experiences is a professional expectation. Absences from clinical activities may occur due to personal illnesses, events or family circumstances. On occasion, absences can be anticipated, such as religious holidays and participation in UVM-sanctioned athletic events. Any request for an absence for a special circumstance must be discussed and approved prior to the scheduled clinical day with the individual clinical faculty.

Missed clinical practicum experiences may result in clinical warning, failure, or inability to progress in the program. Make up hours for clinical absence is typically not an option. Students are responsible for notifying both the clinical faculty and clinical site of any absences or delayed arrival to an assigned clinical activity prior to the beginning of the clinical practicum experience.

DRESS CODE FOR CLINICAL EXPERIENCES

Uniform: dress of distinctive design or fashion, worn by members of a particular group and serving as a means of identification; distinctive or characteristic clothing (Webster's New Collegiate Dictionary).

Activity:

1. Pre-clinical preparation: When you go to a clinical agency to retrieve your assignment, introduce yourself to your client and begin to collect pertinent data. You must wear professional casual attire and a lab coat with your name tag (or FAHC ID Badge) and UVM logo clearly displayed.
2. Acute Care Hospital Experiences: Hunter green scrubs, warm up jacket/lab coat if needed, and white shoes are required for direct patient care www.alexandersuniforms.com. Your hair should be neat and clean. Long hair should be pulled back and secured when providing direct patient care. Moustaches and beards must be neat and trimmed. Make-up should be worn in moderation.

For infection control, fingernails should be clean, conservative in length, and neatly manicured. Use of artificial nails, nail decorations, or chipped nail polish is not allowed. Jewelry should be simple and kept to a minimum for your safety and patient safety.

Tattoos and visible body piercings except for ears lobes are not permitted. Colognes and perfumes should not be used in patient areas due to client allergies, sensitivities, and possible adverse reactions.

3. In-Patient Psychiatric/Community/Public Health Settings: Business professional attire is often the norm in psychiatric community and public health agencies. Clothes should be neat, clean, and appropriate to the setting. Low heeled shoes are best for engaging in various clinical activities and to decrease the risk of personal injury.

If you have questions, please consult with your faculty member.

1/18/12

STUDENT EMPLOYMENT

The faculty in the Department of Nursing recognize that employment is a necessity for many students. Your class and practicum schedule, particularly during your junior and senior years, is very time consuming. Practicum experiences may occur during the day or evening hours and may be outside of Burlington city limits, requiring travel time. When making employment commitments be mindful of the flexibility you will need to be available to meet the classroom and practicum requirements. Please be aware that honoring an employment commitment is never a valid reason for absence from class or practicum. Furthermore, if you do not meet the required number of class and clinical hours, you may not be certified as having completed the program and, thus, may be ineligible for graduation.

Nursing Assistant

If you choose to work as a nursing assistant in Vermont it is important for you to be aware of the

Vermont State Board of Nursing Rules and Regulations. These are available from the Vermont State Board of Nursing, 109 State Street, Montpelier, VT 05609-1106, and (802) 828-2396.

The Vermont Nurse Practice Act prohibits an *unlicensed* person from practicing as a professional nurse, practical nurse, or nursing assistant. It is therefore illegal for unlicensed student nurses to perform functions of the registered professional nurse or licensed practical nurse, except when performing these functions under the direction and supervision of a faculty member or faculty member designee.

To be employed as a nursing assistant in Vermont, a student must obtain a license. A nursing assistant refers to an individual who performs nursing or nursing related functions under the supervision of a licensed nurse.¹ For information regarding licensure as a nursing assistant contact the Vermont State Board of Nursing at the address or telephone number above to request an application.

¹State of Vermont, Board of Nursing, Title 26 V .S.A. Chapter 28 and Administrative Rules (6/ 1/95)

CORE COMPETENCIES FOR THE BACCALAUREATE PROGRAM

1. Provide safe, effective, and culturally-sensitive, relationship-centered care across the lifespan.
2. Collaborate and communicate effectively with the interdisciplinary health care team.
3. Use information and technology to enhance health care outcomes.
4. Integrate reliable evidence from the multiple ways of knowing to inform practice and make clinical judgments.
5. Minimize the risk of harm to clients and providers through both individual performance and system effectiveness.
6. Demonstrate accountability for practicing nursing using established moral, legal, ethical, regulatory, and humanistic principles.
7. Influence the behavior of clients within the environment in a way that will facilitate the establishment and acquisition / achievement of shared goals.
8. Advocate for a health environment through individual and collective action.

(Based on Institute of Medicine, AACN Essentials of Baccalaureate Education, American Association of Critical Care Nurses, and Commission on Collegiate Nursing Education)

Registered Nurse Licensing Examination

Upon successful completion of the program, the student is eligible to take the National Council Licensure Examination for Registered Nursing (NCLEX-RN). The licensing examination is administered by Pearson Vue and is a Computerized-Adaptive Test (CAT). State boards of nursing have the sole authority to grant graduates the opportunity to take the NCLEX-RN examination.

Pearson Vue: <http://www.pearsonvue.com/nclex/>

To practice as a nurse anywhere in the United States, registration in the state where you are employed is

required by law. Each state establishes its own laws and regulations. Graduates from the baccalaureate degree program are eligible to apply for licensure by examination in Vermont or any other state. Approval of the application is the prerogative of the state board of nursing. Each student should refer to the state in which they plan to take the NCLEX-RN examination for specific requirements.

Vermont Board of Nursing: http://vtprofessionals.org/opr1/nurses/registered_nurses.asp

WAIVER APPLICATION

Purpose

The attached waiver form has been designed to facilitate the waiver request process. Any Nursing student seeking a waiver of any Department or program policy or regulation must use this form.

Process

Department or Policy Regulation: Complete this section by quoting the policy or regulation you are requesting waived.

Rationale for Waiver: Clearly and concisely state your rationale for requesting the waiver and why it should be granted. All relevant information should be included here.

Advisor screening: Submit signed and dated application to your faculty advisor for his/her input and signature.

Undergraduate Program Coordinator or Chair decision: The Undergraduate Program Coordinator (for undergraduates) or Chair (for graduate students) reviews the completed application and takes final action on the request.

Committee review and recommendation: In some cases the Undergraduate Program Coordinator or Chair will ask the Baccalaureate Education Committee or Graduate Education Committee for their input and recommendation regarding a particular waiver request. After the process has been completed, a copy of the waiver application will be forwarded to the student informing him/her of the decision.

Student Name: _____ Date: _____

Policy/Regulation involved and rationale for waiver request:

Student Signature: _____ Date: _____

Advisor Screening: I have reviewed this waiver request with student.

Advisor Signature: _____ Date: _____

Decision by Undergraduate Program Coordinator (or Department Chair for Graduate Program):

I support the waiver request _____

I do not support the waiver request _____

Comments:

Signature: _____ Date: _____

Consultation with Baccalaureate Education Committee or Graduate Education Committee (if needed):

Signature: _____ Date: _____

Department of Rehabilitation & Movement Science

Mission

To serve society by creating and sharing knowledge, by preparing graduates to provide ethical, evidence-based, and client-centered services, and by promoting interprofessional leadership and practices to enhance health-related quality of life.

Undergraduate Degree Programs

Athletic Training

Exercise and Movement Science

Department of Rehabilitation & Movement Science

Education of Students

The curricula of the various programs and the learning environment for students are designed to develop graduates who demonstrate the knowledge, skills and behaviors essential for those who participate in health promotion, and prevention and management of injury and disability. To this end, the learning environment

- is collaborative, provides access to, and teaches assessment and application of, the expanding body of health-related knowledge;
- enhances students' capacity for sensitive and empathetic communication when interacting with individuals of a variety of backgrounds;
- encourages faculty to serve as mentors and role models for professional excellence and service;
- enhances enthusiasm for life-long learning and on-going professional development that is supported by self-assessment;
- optimizes the use of technology to enhance learning experiences;
- promotes expression of a variety of opinions and perspectives;
- supports inter-professional interactions;
- facilitates students' capacity to utilize theoretical and research-based knowledge in their professional practices;
- enhances students' capacity to solve problems that have critical outcomes for patients and clients;
- facilitates students' ability to integrate their understanding of legal, ethical, cultural, and policy issues in decision-making;
- encourages flexible, creative, and innovative thinking so that students graduate with the ability to manage the complex systems in which they will practice.

Research and Scholarship

The Department places a high value on scholarship. The department expects and encourages faculty to contribute to the body of knowledge by disseminating work in the basic, applied and clinical sciences that has value to society. Extra-mural funding provides a strong foundation for research in the department. To this end, the scholarly environment:

- promotes the application of evidence to teaching and professional practice
- provides intellectual stimulation and sharing among colleagues locally, nationally and internationally
- encourages the inclusion of students in the research process in a manner that assists in completion of projects and dissemination of knowledge
- provides opportunity and freedom to pursue ideas
- recognizes the quality of scholarship as well as the quantity
- mentors students in the development of their research careers

RMS DEPARTMENT LABORATORY GUIDELINES

Faculty also expect students to show respect to peers and professors at all times, to follow the rules for the laboratory as published, to respect the equipment and furniture, and clean up the labs and classrooms after use. Some specific expectations include:

1. Approaching professors with courtesy and respect for their position;
2. Setting up appointments and using office hours to discuss issues with faculty;
3. Attending all required classes and entering on time;
4. Avoiding getting up and leaving the room during lectures unless there is an emergency (we try not to keep to you sitting longer than 1 ½ hours at a time).
5. Turning off cell phones prior to class, lab, tutorial, or meetings with professors or peers;
6. Avoiding running over electric cords with equipment;
7. Removing shoes before feet are placed on treatment tables;
8. Covering treatment tables with sheets before people lie on them;
9. Using pillow cases on pillows;
10. Placing equipment in designated containers, cupboards or closet after use;
11. Returning furniture and treatment tables to their original positions at end of sessions;
12. Throwing away any trash generated during lab and classroom sessions;
13. Cleaning surfaces of treatment tables as needed after use.

Professionalism in appearance is defined as the following:

1. Wear clothing that is not revealing (underwear should not show, tops should be long enough or bottoms high enough at the waist to cover the abdomen, gentlemen should wear shirts, and ladies should wear tops that will not expose breasts);
2. During labs expose skin only as needed to conduct examinations or interventions;
3. When necessary, protect the modesty of your lab partner;
4. Do not wear hats to class or labs (except for religious adherence).

Please remind one another of your responsibilities and obligations when you see lapses. Your faculty will also provide reminders.

Potential Risks in Clinical Settings

As a student in the RMS department, you must learn to treat a variety of conditions as well as participate in health promotion. The type of treatment involved in this endeavor is largely “hands-on,” or involves the use of machinery and thermal agents. In order to assure your learning, you will be asked to practice various hands-on skills and safely use various pieces of equipment. These skills will be practiced on you by other students in your class who have varying levels of competency, as well as by you on other students. You will also apply various examinations and interventions to clients/patients during clinical education experiences. Additionally, your clinical education experiences may expose you to clients/patients who have health conditions that can be transmitted to others.

Manual techniques may involve palpation for anatomical structures, resistance to muscle contraction, stretching of anatomical structures, mobilization of joint structures, assistive exercises, positioning, mobility and transfer techniques, and other active body movements such as gait training, and stair-climbing. Use of machinery and other thermal agents may include the use of motorized treadmill, stationary bicycles, isokinetic resistance devices, mechanical traction, therapeutic electrical stimulation devices, hot packs, ice, ultrasound, infrared, ultraviolet light and others. If your program requires a

course involving human dissection, you will use sharp scalpels and bone saws. You may also encounter bodily fluids of patients/clients in the course of their treatment.

Methods used to reduce the potential risks

In all scheduled learning formats and environments you will have faculty members (academic or clinical) as teachers and facilitators to instruct you and correct you in the required skills. Their instruction will include the precautions, contraindications and safe application of the techniques they will teach you. In all cases, the environment of any lab will be controlled to minimize the harmful effects of chemical substances and faculty will indicate the appropriate use of any protective equipment, including gloves and eyewear.

You may refuse to be the subject or to practice in any case in which you feel you will not be safe or which violates an important religious tenet. If you feel the environment is unsafe, you may request that the faculty member make modifications that will improve the safety of the environment.

RMS DEPARTMENT ESSENTIAL FUNCTIONS

Cognitive functions - The student must be able to thoroughly, efficiently and reliably:

1. recall, interpret, extrapolate and apply information from a variety of sources, including reading material, lecture, discussion, patient observation, examination and evaluation/assessment;
2. determine what data are needed to solve problems; and
3. analyze, synthesize and evaluate information from a variety of sources, including, for example, reading material, lecture, discussion, and patient evaluation/assessment.

Affective functions – The student must be able to:

1. establish professional, trusting, empathetic relationships with a variety of individuals;
2. demonstrate respect and engage in non-judgmental interactions regardless of, for example, an individual's age, gender, race, socio-economic status, religion, life-style, and/or culture;
3. work effectively in groups;
4. meet externally established deadlines;
5. be an active and engaged learner in classroom, lab and clinical settings;
6. attend to cognitive, communication and psychomotor tasks for as long as three hours at a time within the academic environment, and as long as ten hours at a time within the clinical environment;
7. identify sources of stress and develop effective coping behaviors; and
8. recognize and respond appropriately to potentially hazardous situations.

Communication functions – The student must be able to:

1. attend selectively and in a controlled and respectful manner to various types of communication, including the spoken and written word and non-verbal communication;

2. relay information in oral and written form effectively, accurately, reliably, thoroughly and intelligibly to individuals and groups, using the English language;
3. read English (typed and hand-written).

Psychomotor functions – The student must be able to:

1. accurately and reliably inspect and observe the skin, facial expression, anatomical structures, posture and movement of others;
2. examine and evaluate/assess blood pressure, and lung and heart sounds;
3. accurately and reliably read equipment dials and monitors;
4. feel pulses, skin condition, muscle and tendon activity, and joint and limb movement;
5. negotiate level surfaces, ramps and stairs to assist patients/classmates appropriately;
6. lead patients/classmates through a variety of examinations and treatments typically requiring sitting, standing, squatting and kneeling on the floor or treatment table;
7. move from one surface level to another (e.g., floor to stand, stand to treatment table);
8. exert moderate resistance to limb and body movements of patients/classmates while maintaining one's own balance in a variety of positions;
9. react and effectively respond quickly to sudden or unexpected movements of patients/classmates;
10. manipulate dials, knobs, electrodes and other small to large parts and pieces of equipment;
11. maintain activity throughout an eight to ten-hour work day;
12. transport self/patients from one room to another, from one floor to another; transport self from community to community, to and from agencies, homes, etc.
13. put on and take off clothing, including gowns, masks and gloves;
14. exhibit sufficient manual dexterity to manipulate small equipment such as syringes for intravenous injections, common tools for screening tests of sensation, etc.; provide support and resistance as needed through complex exercise movements; perform CPR; and treat acutely ill patients without disturbing sensitive monitoring instruments and lines;
15. manipulate another person's body in transfers, gait, positioning, exercise and other treatment or diagnostic techniques;
16. move dependent real or simulated patients, generating lifting forces of up to 75 pounds. (The frequency of this activity will be occasional during laboratory experiences, and will vary from occasional to frequent in clinical experiences depending on the type of practice at the specific clinical site.)

ATHLETIC TRAINING EDUCATION PROGRAM

Program & Policies

The Athletic Training Education Program (ATEP) provides students the knowledge and practical skills to enter the profession of athletic training. The undergraduate program has been approved by the National Athletic Trainer's Association (NATA) since 1979 and is currently accredited by the Commission on Accreditation of Athletic Training Education (CAATE). It is designed to provide the undergraduate student with professional preparation and eligibility to sit for the Board of Certification (BOC) examination.

First-year athletic training students undertake 50 hours of directed observation of sports practices and games while enrolled in AT 168. During this time they become acquainted with the daily routines of the athletic training staff on campus and engage with upper-level students in the AT program. Upon meeting retention and promotion requirements, students matriculate into the “clinical portion” of the program in their second year, where they are assigned to a different clinical preceptor each semester at both on- and off-campus clinical sites. Students must obtain at least 800 clinical experience hours within a minimum of five clinical experience courses/semesters, in addition to didactic and practicum courses.

<http://www.uvm.edu/cnhs/rms/?Page=at.html>

Once admitted to the clinical portion of the ATEP, students are assigned to Preceptors who directly supervise them in “clinical experiences” each semester. These clinical experiences include varsity collegiate and high school practice and game coverage, outpatient orthopedic clinic rotations, and research opportunities, among others. Each student is evaluated at regular intervals each semester and must demonstrate mastery of educational competencies to continue with the next clinical experience.

ATEP students should adhere to the NATA Code of Ethics. (See website links below.) ATEP students should also be familiar with details related to ethical behavior that are included in their ATEP Handbook.

NATA Code of Ethics:

<http://www.nata.org/codeofethics>

Athletic Training Program Academic Standards

1. All Athletic Training Students must maintain an overall cumulative GPA of 3.0
 - a. First year students must reach this standard by the end of the spring semester
2. All Athletic Training Students must maintain a minimum B average (3.0) in AT core courses as noted on curriculum sheet
3. An ATS must “meet” or “exceed” all expectations to receive a grade of *Satisfactory* (S) in clinical experience courses. If the ATS does not meet expectations in any area, they will receive an *Unsatisfactory* (U). The result of a student receiving a “U” in an Athletic Training Clinical course will be a review of the student’s performance by the preceptor and the ATEP faculty. Reviews are done on a case-by-case basis and any action taken with regard to the ATS and their clinical progression will be determined and then communicated to them in a timely manner.

4. A second “U” in any AT clinical experience course will result in the student being discontinued from the program and/or the student not being endorsed for the BOC examination.
5. A pre-clinical student must receive a grade of Satisfactory (S) in AT 168 to remain in good standing with the ATEP. If the student receives an Unsatisfactory (U), they will be required to obtain a Satisfactory (S) in AT 168 prior to obtaining their first clinical assignment. Students wishing to progress towards clinical experiences must therefore retake AT 168. A student receiving a second “U” in the pre-clinical AT 168 course will result in the student being discontinued from the program.

Failure to meet or exceed any of these Standards will result in disciplinary action taken by the ATEP. Refer to Discipline Policy of the ATEP

Athletic Training Curriculum

The full curriculum outline can be found on the RMS website:

<http://www.uvm.edu/~rms/?Page=at.html>

EXERCISE AND MOVEMENT SCIENCE PROGRAM

Program & Policies

The Exercise and Movement Science (EXMS) major comprises the in-depth study of the theory and applications of exercise and movement sciences in health, fitness and prevention in a variety of populations. Graduates of the EXMS major may pursue careers in related areas of fitness and health, such as health promotion, adapted physical activity for special populations, pharmaceutical sales, recreation management and health and fitness business ventures. They may also pursue one of several clinical certifications, such as ACSM Exercise Specialist, Specialist in Gerontology, or NSCA/Personal Trainer. Finally, students graduating from this program will be qualified for graduate work in Exercise and Movement Sciences. Students following the EXMS major can also select an academic minor to tailor their education to their individual objectives and goals, although a minor is not required. Students may combine this major with the doctorate in physical therapy. This option requires careful planning and should be discussed with your academic advisor early in your academic career at the university.

Exercise and Movement Academic Standards

The Exercise and Movement Science (EXMS) program has specific academic standards that apply to all students in the major. Academic standards in EXMS are intended to promote quality and excellence in academic work and successful completion of program requirements necessary for graduation. Academic standards are based on the following two criteria:

- Academic Performance
- Program Progression

Academic Standard

Students in Exercise and Movement Science must achieve semester as well as cumulative grade point averages of 2.5 or better each semester and maintain these minimum grade point averages thereafter to

remain in good standing and progress in the program.

Academic Trial

A student is placed on academic trial if s/he does not meet the program standards for academic performance. The standards are based on the expectation that students must make progress in a timely manner while meeting both semester and cumulative minimum grade point averages.

First year students who do not meet the GPA requirements will be placed on academic trial. Failure to raise the semester GPA to 2.5 the subsequent semester and the cumulative GPA to 2.5 upon completion of two subsequent semesters is grounds for discontinuation from the major.

Any student beyond the first year whose semester and cumulative GPA is below 2.5 will be placed on academic trial for one semester. An inability to raise the required cumulative GPA to 2.5 during this trial period is grounds for discontinuation from the major.

Students may receive no more than one grade lower than a “C-“ in all core courses (courses with an EXMS or RMS prefix). Any student with more than one grade lower than a “C-“ in these core courses will be placed on academic trial. Courses in which the standard is not met must be repeated. Receiving lower than a “C-“ twice in the same core course or once in two separate core courses is grounds for discontinuation from the program.

In order to remain in good standing within the EXMS program, students must also be consistently progressing in required coursework. Failure to follow the required sequence of courses outlined in the EXMS program of study for more than one semester is grounds for discontinuation from the major.

Discontinuation

A student will be discontinued from the program for any of the following reasons:

1. Unable to meet the conditions set for removal from academic trial.
2. A cumulative overall GPA in two full semesters that is below 2.5.
3. Missing more than one semester of required sequenced coursework.

Any student who is discontinued from the EXMS program, but not UVM, will be given two semesters to affect a transfer into another major at UVM. During this time, the student will be assigned to a CNHS Office of Student Services academic advisor to help navigate this change and will no longer be able to take courses restricted for EXMS majors only.

Exercise and Movement Science Curriculum

The full curriculum outline can be found on the RMS website:

<http://www.uvm.edu/~rms/?Page=exms.html>

*Consult the UVM Course Catalogue for degree requirements and other specific requirements as designated by catalogue year: <http://catalogue.uvm.edu/>

CNHS Student Handbook Signature Page

Print Name: _____

STUDENT HANDBOOK ACKNOWLEDGEMENT

I have reviewed the Student Handbook, understand its content, am aware of its location, and agree to abide by the policies and procedures therein.

Signature: _____ Date: _____

PROFESSIONALISM ACKNOWLEDGEMENT

I have read the expectations for professionalism and will meet my responsibilities by demonstrating the behaviors as outlined.

Signature: _____ Date: _____

UNDERSTANDING PLAGIARISM

I have read the information on plagiarism at the recommended websites. I understand the nature of plagiarism and mechanisms to avoid it.

Signature: _____ Date: _____

ESSENTIAL FUNCTIONS ACKNOWLEDGEMENT

I have read the information on Technical Standards and Technical Standard Accommodations. I understand that I am expected to be able to accomplish, with or without reasonable accommodations, the essential functions of the program to which I have been accepted. I understand my rights with respect to such accommodations and that if I seek such accommodations, it is my responsibility to disclose the disabilities for which I am seeking accommodations to the appropriate Certifying Office (ACCESS, The Center for Health and Wellbeing: Counseling Center, or the Center for Health and Wellbeing: The Student Health/Medical Clinic). I understand that once the Certifying Office notifies the faculty of my need for accommodations, the program in which I am enrolled will provide reasonable accommodations in the classroom and laboratory setting. In addition, efforts will be made to arrange clinical experiences in environments where appropriate accommodations can be made; however, such accommodations in the clinical environment may be beyond The University's control.

Return signed form to:
CNHS Office of Student Services 002 Rowell Building 106 Carrigan Drive Burlington, VT 05405-0068