Conemaugh School of Nursing and Allied Health Programs

Catalog 2024-2025

Table of Contents

General Disclaimer

This catalog is subject to revision at any time. The school reserves the right to change, withdraw, or supplement this catalog as it deems necessary or appropriate in its policies and operating procedures, curricula, class schedules, course content, training, equipment, tuition and fees, faculty, and staff. This change may be without notice, however, when possible, advance notice will be given. Students are individually responsible for being aware of information contained in the catalog and any amendments thereto. Failure to read and comply with school regulations will not exempt students from penalties that they may incur. Students are advised to read and fully understand the rules, regulations, and policies stated herein and to retain this catalog for use as a reference. The word 'program,' 'school,' or 'schools' in this catalog refers to the Conemaugh School of Nursing and Allied Health Programs.

Conemaugh Health System is required by U.S. Department of Education regulations to provide its students and prospective students with contact information for any relevant state official or agency that would appropriately handle a student's complaint about Conemaugh's education programs. Students are encouraged to utilize Conemaugh's internal complaint policies and procedures prior to filing a complaint with the Commonwealth of Pennsylvania. If a concern cannot be addressed through internal processes, students or prospective students may file a complaint with the Pennsylvania Attorney General's Bureau of Consumer Protection (16th Floor, Strawberry Square, Harrisburg, PA 17120).

Information about the Bureau of Consumer Protection's process for submitting consumer complaints can be found at www.attorneygeneral.gov or by calling 800-441-2555.

Conemaugh Memorial Medical Center
Duke LifePoint Conemaugh Health System and Duke LifePoint

Conemaugh Health System Conemaugh Health System (www.conemaugh.org)**,** of Duke LifePoint Healthcare, is the largest healthcare provider in west central Pennsylvania, serving over a half-million patients each year through the Conemaugh Physician Group, Medical Staff, a network of hospitals, specialty clinics and patient focused programs with 600+ licensed acute, rehab, and long-term beds. This for-profit integrated health care system serves families across six counties in west central Pennsylvania. The commitment to teaching and learning creates a highly skilled and self-generating work force that drives clinical excellence. Our continuum of care begins at the earliest stages of life with specialized services provided by the region's only perinatologist. It ends with compassion and empathy offered by dedicated palliative care, home health, and hospice professionals. Conemaugh Memorial Medical Center (CMMC), the system's flagship hospital, is the most technologically sophisticated hospital between Pittsburgh and Harrisburg. It is a Level I Regional Resource Trauma Center, a Level III Neonatal Intensive Care Unit, a Recognized Stroke Center, and provides air medical transportation services. The hospital also has state of the art Cardiac Catheterization Labs, Minimally Invasive Operating Suites, vascular ORs, robotic assisted surgery, open heart surgery OR suites, Interventional Radiology Labs, imaging equipment including a 128-slice CT and PET/CT, molecular laboratory, and veterinary laboratory.

Our dedicated clinical and non-clinical staff are committed to providing the ideal patient experience through comprehensive care and attention to our patients' needs. Our teaching programs attract diverse professionals who bring skill and an international perspective.

The Journey to Excellence is the commitment to create a culture dedicated to:

Our Mission – Making Communities Healthier.
Our Vision - We want to create places where:

- People choose to come for healthcare.
- Physicians want to practice.
- Employees want to work.

Our High Five Guiding Principles –

- Delivering high-quality patient care
- Creating excellent workplaces for our employees
- Supporting physicians
- Providing community value
- Ensuring fiscal responsibility

Our CORE Values

- Champion Patient Care
- Do the Right Thing
- Embrace Individuality
- Act with Kindness
- Make a Difference Together

CMMC's commitment to education is evidenced by our hospital based Conemaugh School of Nursing, Allied Health Programs (Emergency Medical Services, Histotechnology, Medical Laboratory Science, Radiologic Technology, and Surgical Technology), four physician education

residency programs, a pharmacy residency program, a sports medicine fellowship, a psychology internship, and more than 200 medical school rotations every year. The Medical Skills Lab is one of only 58 national human simulation labs accredited by the American College of Surgeons.
CMMC's Main Campus is 26.5 acres, and the Lee Campus is 6.6 acres. Included in the Conemaugh Health System are Conemaugh Meyersdale Medical Center, Conemaugh Miners Medical Center (Hastings), and Conemaugh Nason Medical Center (Roaring Springs). These three medical centers serve as regional tertiary centers. In addition, Conemaugh Med Well Urgent Care Centers are available for those seeking treatment who are not critically ill. The Crichton Rehabilitation Center meets rehabilitation needs and the Transitional Care Unit aids in medical care of patients needing post-acute services.

Performance Excellence is demonstrated with the initiation of the Define-Measure-Analyze-Improve-Control (DMAIC) Model and adopted rapid cycle Lean Team approaches. Our Lean Six Sigma processes are utilized to reduce variation via standardization of flow and systematizing processes.

CMMC has been recognized as achieving quality health care services and positive patient outcomes of comparable medical centers. CMMC has received national recognition for Cardiology, Cardiac Surgery, Neurosurgery, Orthopedic Surgery, Vascular Surgery, Women's Health, Maternity, Pulmonary, and Critical Care. In 2023, US News and World Report recognized Conemaugh Health System for high performance in Heart Attack, Heart Failure, Stroke, and Diabetes. Demographically, health care is essential to the community that surrounds Conemaugh Memorial Medical Center. Nearly 25% of residents are age 65 years or older. This is well above the Pennsylvania average of 17.8%. With an aging population and alarming regional rates for cardiovascular disease and diabetes, Conemaugh Health System is strategically investing in health and wellness programs in the community served. Through Duke LifePoint, we are working together to strengthen and improve healthcare delivery by providing the hospitals with the clinical, quality, and operational resources they need to grow, prosper, and to keep communities healthy and strong.

Johnstown Visit Johnstown | Johnstown Pennsylvania Visitors Bureau (visitjohnstownpa.com) located in the Laurel Highlands, nestled in the western slopes of the Allegheny Mountains in western Pennsylvania. The breathtaking scenery and fascinating history offer a unique combination of fun and education. The Johnstown Inclined Plane is the steepest vertical, vehicular incline in the world. The view overlooks the downtown city of Johnstown.

The Laurel Highlands region, with its forests, mountains, lakes, and rivers, abounds in recreational opportunities during all seasons. Three ski resorts, a dozen hiking trails, including the 70-mile Laurel Highlands Trail, 15 miles of cross-country skiing trails in the Laurel Mountains, the 46-mile Ghost Town Train, boating, fishing, swimming, snowmobiling and additional outdoor activities are available. Johnstown also offers a wealth of cultural and sporting activities, including the All- American Amateur Baseball Association (AAABA) Championship tournament and the Sunnehanna Amateur Golf Tournament and was named Kraft Hockeyville USA in 2015.

Entertainment and historical opportunities are abundant in Johnstown and its surrounding area. The Pasquerilla Performing Arts Center on the campus of the University of Pittsburgh at Johnstown, is the home of the Johnstown Symphony Orchestra. Additional entertainment is available from the Johnstown Youth Symphony, the Johnstown Symphony Chorus, and the Johnstown Concert Ballet. Other local entertainment is available at the Palace Theatre, the State Theatre, and the Arcadia Theater.

Local theaters, with summer stock and local performers, include the Cresson Lake Playhouse, the Mountain Playhouse, and St. Vincent College Theater. Johnstown's Community Arts Center caters to painters and craftspeople with specialties such as watercolor, woodcarving, calligraphy, and photography. The Center features an annual fair, Log House Arts Festival, Holly Bazaar, and Festival of Trees.

The work of both local and national artists is highlighted in exhibits at the Southern Alleghenies Museum of Art on the Saint Francis University campus in Loretto, PA, and The Johnstown Art Museum. The Pasquerilla Conference Center near the 1st Summit Cambria County War Memorial Arena hosts numerous conferences, as well as city, state, and national events. In addition, the Point Stadium and 1st Summit Cambria County War Memorial Arena are home to the Prospect League Baseball team, the Johnstown Mill Rats and the North American Hockey League, the Johnstown Tomahawks, respectively. These arenas also host other sporting events and concerts.

The Flight 93 Memorial where 40 passengers and crew lost their lives while stopping an attack on the United States Capitol on September 11, 2001 is within close driving distance. Johnstown gained national attention in May 1889 when the South Fork dam broke causing a devastating flood that took 2,209 lives.

Opportunities for educational advancement are prevalent including the University of Pittsburgh at Johnstown, Saint Francis University, Mount Aloysius College, Indiana University of Pennsylvania, and Pennsylvania Highlands Community College.

General information
Conemaugh School of Nursing and Allied Health Programs

Education Philosophy and Goals

Education plays a vital role in an individual's growth and development. All education at CMMC is grounded in the mission, vision, guiding principles, and CORE values of the organization. Continuous improvement principles also serve as a foundation for all educational programs. The philosophy of lifelong and continual learning creates a culture at CMMC, conducive to personal growth and successful adaptation to a rapidly changing world and health care environment. The level of education for employees, students, and patients is geared to the appropriate developmental level to promote the opportunity for learners to master the content. Principles of adult learning theory are utilized throughout the process of education program design, development, and implementation where it is appropriate. The adult learner is self-directed, knowledgeable, and experienced. The climate for learning is open, collaborative, and interactive, capitalizing on the concept that the learner is the most valuable resource to the learning process and to the organization. Learning goals and objectives are matched with appropriate teaching strategies to offer an enriching educational program to all learners. Teaching strategies may include role-play, group activities, games, simulations, or self-directed learning activities. The assumption for adult learners is that they assume responsibility for their own learning and are motivated to seek experiences to develop skills and competencies to meet their learning needs. The goals of all education programs at CMMC are to provide readily applicable instruction resulting in learning, which is defined as a change in behavior. Learning is evidenced through increased knowledge, skills, and attitudes that enable employees and students to continuously improve their work processes and competencies. Clearly identified learning needs are a necessary component of educational programming. The effectiveness of educational programs is measured utilizing outcome-based criteria specific to the identified learning need.

Conemaugh School of Nursing and Allied Health Programs

Mission, Vision, Purpose, Philosophy, and Values

Conemaugh School of Nursing and Allied Health Programs is committed to providing education to improve patient outcomes and support Conemaugh Health System's mission and commitment to quality.

Mission

- To prepare an individual as a caring, competent, entry-level clinical professional who functions in a variety of health care settings and is complementary to the interdisciplinary team, and to prepare individuals to seek licensure and/or certification.

Vision

- We will be the premiere education schools for the region.

Purpose

- To teach individuals the art, science, and profession of nursing, emergency medicine, histotechnology, medical laboratory science, radiologic technology, and surgical technology.

- To produce graduates trained to the highest standards to serve our customers.

Philosophy

- We will continually learn, seek, and improve our programs and promote lifelong learning.
- We will meet the expectations of our students and those who seek to employ our students.
- We will relentlessly pursue and teach quality.

Values

- We believe that the professions require independent and collaborative relationships with many other disciplines in healthcare.
- We believe in the dignity and humanity of all individuals.
- We hold reverence for life.
- We teach participation and teamwork necessary for excellence.
- We recognize diversity and creativity as a source of strength.

Administrative

The Conemaugh School of Nursing and Allied Health Programs:

- Reserves the right to select candidates who give evidence that they will be able to fully meet requirements and standards of the School of Nursing and Allied Health Programs. Preference for selection is given to applicants who best demonstrate an overall aptitude for the career discipline.

- Reserves the right to terminate the enrollment of the student who does not meet academic standards, financial obligations, or professional behaviors.

- Complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended in 1976 (Public Law 93-380). Student records are subject for review by approving accrediting and financial reviewing bodies in compliance with the Buckley Amendment. The school acknowledges the student's rights to privacy and to review their records. Student files are open to the student upon written request. The record is reviewed in the presence of the Program Director or designee. The student has the right to add a written statement to their education record. The student has the right to seek to amend their education record. Release of information is prohibited except with written consent of students. Specific information on student rights is available from the Program Director and in the Student Handbook.

- Reserves the right to change any catalog information, student guide, tuition, fees, provisions, or requirements at any time during the student's program, however, when possible, advance notice will be given.

- Is committed to equal opportunity and does not discriminate against qualified persons on the basis of race, color, religion, sex (including gender identity, sexual orientation, and pregnancy), age, national origin, ancestry, veteran status or disability, creed, pregnancy, genetic information, and any other status legally protected by federal, state, or local law in its educational admission policies, enrollment policies, financial aid, student activities, and

services.

- Reserves the right to dismiss a student who does not meet the expected levels of clinical or didactic achievement. A student may be dismissed for unethical professional practice or attitudes incompatible with professional performance. The student must comply with all Hospital and School policies. When no specific School policy exists, the Hospital policy is in place.

Admission

Conemaugh School of Nursing and Allied Health Programs actively recruits students of diverse backgrounds to create a varied student body. Applicants must be citizens of the United States or in good standing with the United States Department of Immigration. A test of English as a Foreign Language (TOEFL CB, TOEFL iBT) may be required. A composite score above 500 is required. or a standard of 55 for the Pearson Test of English Academic [PTE Academic] or the International English Language Testing System [IELTS] with a score of 7.5 may be required. For new class selection, the application will be considered for admission based on seat availability. If the class is filled and seats are unavailable, the candidate will be considered for waiting list status and/or granted admission in the next available class.

Student applying to the School of Nursing and/or an Allied Health Programs must complete an application and pay an application fee. Students may be required to provide an essay explaining why this is their career choice, provide three references from non-family members who can attest to the academic ability and character of the applicant, and complete a personal scored interview. Transcripts from high school and post-secondary institutions also need to be provided. Students must also possess the physical, cognitive, and emotional ability to function in the career field. The Admissions Committee of the school reserves the right to require additional information, testing, or evaluation to make a decision regarding acceptance. Qualified applicants are considered for acceptance into the School of Nursing and Allied Health Programs when all application requirements are completed, and a decision is rendered by the Admissions Committee of the school. Consideration shall be given to scholastic aptitude, academic achievement, personal qualities, and physical and emotional health necessary to fulfill the outcomes of the program. Provisional admission status may be granted under special circumstances at the discretion of the Admissions Committee. All data submitted to the Admissions Committee is utilized in creating a complete picture of the applicant’s eligibility and the likelihood for success and is retained by the school. The Admissions Committee has final authority in deciding a candidate’s acceptance or rejection. Failure to fulfill conditions and all admission requirements will result in non-enrollment in the program of study. If you are not eligible for employment in the Conemaugh Health System, you are ineligible to participate and complete clinical practicum in our organization. Inability to engage in clinical assignments to meet course outcomes will result in involuntary program withdrawal. Students must meet the requirements of all partnership agreements in order to participate in any offsite clinical rotations. Any falsification, misrepresentation, or omission of information in the application and financial aid process will result in denial of program admission and/or enrollment in the program. Candidates are notified in writing of the acceptance decision.

Final admission/acceptance into the given program is awarded upon the candidate’s passing of a health examination, a drug screen, and criminal background checks which are explained in detail under the health and criminal clearances section.

All students must have a Social Security number prior to entering the Conemaugh School of Nursing and Allied Health Programs.
Note: There are specific program prerequisites and admission requirements that are requested of each school and are provided in that given section of this catalog.

College Credit Transfer Policy/Post Secondary Education

Transfer students are welcome and follow our standard admission process. Perspective student candidates are required to submit official transcript(s) of all completed post-secondary college course work with the application and are reviewed by the Admissions Committee. General education credits earned from an accredited institution within ten years of the program start date are considered for transfer. To meet the eligibility for transfer, students must provide an official transcript with evidence of course completion with a “C” or better (C minus will not be accepted). Course description and syllabi may be required to determine equivalency. Each enrolled student will receive an official transfer letter stating the courses approved for transfer. The transfer of credit will not apply to the student’s overall grade point average.

Health

The Student Health Program is supervised by the Nurse Manager of Employee Health Services and Director of the School of Nursing and Allied Health Programs with an emphasis on prevention and the maintenance of positive health habits. The goals of the program are to promote the continued physical and emotional health of students to meet the demands of the education and chosen career, prevention of infectious disease transmission by screening students for contagious diseases or the lack of immunity to preventable infectious diseases, and a general health evaluation. Also to support the concept of the student accepting responsibility for maintenance of their own health. Students are to adhere to the policies and procedures and the school does not assume responsibility for the health and safety of students who fail to adhere to the policies and procedures. The student nurse health office is located in the education building and the nurse can be reached at 814-534-9485.

Each applicant is required to have a pre-entrance physical health examination within 30 days prior to the start of classes that will be done at the Employee Health Office at CMMC. Students should provide an updated immunization record at the time of their physical that should show documentation of 2 MMR, 2 Varicella, and Tdap vaccines. All students are required to have blood titers drawn in order to determine immunity for Hepatitis B – Hepatitis B Surface Antibody. If an immunization record is not available or up to date, blood titers will be drawn also for rubella IGG, rubeola IGG, and varicella IGG. Any vaccinations that a student will require as per the Employee Health Immunization Policy and as per titer results may be administered to the student and provided by the school. A ten-panel drug testing is required with a negative test result and testing is conducted by the Student Health Nurse within 30 days prior to the start of classes. A required one or two-step PPD – tuberculin skin test – will be done at the start of the program. A chest x-ray may be required if there is a history of a positive tuberculin skin test or if clinically indicated. All health status examinations must be completed prior to enrollment in the Conemaugh School of Nursing and Allied Health Programs. The flu vaccine is **MANDATORY**. It will be available through the Student Health Nurse from October – December. If a student has received the vaccine at a location other than the school, documentation must be submitted to the Student Health Nurse. Medical and/or religious exemption requests for the flu vaccine is

available from the Student Health Nurse. Anyone not receiving, providing documentation, and/or having an approved exemption of the flu vaccine will not be permitted to participate in clinical experiences. Students should also provide documentation of the COVID vaccine if it was received. N95 Respirator Fit Testing may be done annually for students who are required to wear a N95 masks during clinical rotations.

CMMC promotes health and well-being and adheres to the provision of a drug-free, smoke-free shift. It is CMMC's policy that students be physically and mentally fit. It is strongly recommended that each student possess health insurance. Any expenses of medical care and hospitalization is the student's responsibility. Health services such as basic first aid, nursing assessment, and brief counseling are available for students who become ill during scheduled program hours along with referral to resources and treatment in the community. When there is a charge for such services, the student's health insurance carrier is billed. If the student does not have insurance, the student is billed.

In compliance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendment of 1989, CMMC prohibits the unlawful manufacturing, possession, use or distribution of illicit drugs and alcohol by students and employees on its property or as a part of its activities. This Drug and Alcohol-Free Workplace Policy is in effect throughout CMMC and is distributed yearly to all students. Annual education on substance abuse is presented. If a problem of substance abuse is suspected or documented, CMMC's Drug and Alcohol-Free Workplace Policy is implemented. Drug and alcohol screening/testing is done prior to acceptance and as deemed appropriate. Legal sanctions, under the Controlled Substance, Drug, Device and Cosmetic Act or comparative legislation, may include probation, fines, or imprisonment.

Latex Allergies: The environment of various clinical sites cannot assure that the area is latex free. Those individuals who have latex allergies may require accommodations that the school cannot provide. The school cannot ensure that all learning sites utilized in the education process can be latex free.

The Conemaugh Health System has a Smoke-Free Shift Policy, which applies to students.

Statement of Policy
It is the policy of CMMC to prohibit smoking as well as the use of smokeless tobacco by all physicians, employees, students, patients, and visitors on all identified Conemaugh property. Smoking is not permitted during the school day. The use of tobacco products by physicians and employees on all identified CMMC property compromises the image of CMMC as a health care institution. As a leader in medicine and the community, CMMC has an obligation to its patients and to the public to strongly assert the risks of tobacco use. Establishment of a tobacco free environment makes such a statement. Patients have often expressed their concerns when they smell smoke on their caregiver. Visitors express their concern of the lingering smoke at building entrances. Seeing employees smoke or using tobacco in front of the CMMC campus buildings reflects negatively on us as a healthcare institution. The cigarette butts that frequent the sidewalks and parking lots are an eyesore, taking away from the beauty and cleanliness of our campus. Compliance with the policy will be monitored and disciplinary action will occur if violated.

Criminal Clearances

Students are required to provide a PA State Police Criminal Record Check (Act 34 Clearance), a Federal Bureau of Investigation Criminal Record Check, and a Pennsylvania Child Abuse History Clearance (Act 33 Clearance) prior to enrollment for any education program. **Original Clearance Document** must be provided and is a clearance for employment. Students who submit clearances completed prior to six (6) months from the first official day of school must sign an Attestation paper that no criminal activity occurred from the date of the clearance until the current date. A returning student will be required to provide original clearances dated no more the five years from the student's anticipated graduation date. Additionally, if a student comes to our facility and they have not been a resident of Pennsylvania for the past two consecutive years, they must go through the Department of Aging for an additional clearance per the Older Adults Protective Services Law.

During the student's time in the program, a student must notify, in writing, the Program Director within five days of any conviction, including but not limited to convictions involving drugs and/or alcohol.

Any individual convicted of one of the prohibitive offenses will not be eligible for program enrollment or if enrolled, will be terminated from the program. Conviction of a crime, which includes misdemeanor, gross misdemeanor, or felony is also addressed, with the only exceptions being speeding and parking violations. All alcohol and/or drug related violations must be reported. The offenses that will result in non-admission or program termination may be obtained upon request from the Conemaugh Health System Human Resources (People Services) Department. There may be other convictions that could lead to denial. Potential students should be aware that prohibitive offenses (as identified by the Department of Health, Act 169, of 1996, as amended by Act 13 of 1997) would prevent employers in many health care facilities from hiring them even though they obtained a license/certification from a licensing board. The following questions will be asked by licensing boards and should be answered as "No" (if "Yes," the applicant should contact the appropriate licensing board for guidance and may need to provide a detailed explanation and official court documentation of the charges):

- "Have you ever been convicted, pleaded guilty or entered a plea of nolo-contendere, or received probation without verdict, accelerated rehabilitative disposition (ARD) as to any felony or misdemeanor including any drug law violations, or do you have any criminal charges pending and unresolved in any state or jurisdiction? You are not required to disclose any ARD or other criminal matter that has been expunged by order of a court."
- "Have you withdrawn an application for a license, certificate or registration, had an application denied or refused, or for disciplinary reasons agreed not to reapply for a license, certificate or registration in any profession in any state or jurisdiction?"
- "Have you had disciplinary action taken against your license, certificate or registration issued to you in any profession in any other state or jurisdiction?"

Professional Accountability and Conduct

As a potential healthcare professional, students are to abide by college, hospital, and school regulations and expectations. Inappropriate behavior, dress, grooming, language, and attitude are not tolerated. A student who continues to exhibit this behavior can be placed on

probationary status or dismissed from the program. Students have a responsibility to monitor other individuals' patterns of practice. Mistakes and errors can lower the standards of practice expected in providing quality patient care. The person who conceals mistakes of others is as guilty of that error as the actual participant.

Professional success depends upon more than academic achievement. The student is expected, as are Conemaugh employees, to adhere to high standards of personal and professional conduct. This includes appropriateness of dress, politeness to others, cooperation, dependability, confidentiality, and accountability. Integrity is essential. Hospital policies and standards have been adopted for the welfare of patients, employees, and students. Corrective action will occur if policies and standards are not followed. Students are expected to attend class, scheduled meetings, any assemblies, and graduation.
All employees/students are expected to always conduct themselves in accordance with the Code of Conduct and other health system policies. Inappropriate conduct, disruptive behavior or any other inappropriate actions caused by alcohol/drug use at any time on campus, at any designated social functions (whether on or off premises) or while representing the school in any way, will be cause for corrective action up to and including dismissal from the program.

Technology Requirements

Administration, faculty, and staff of the Conemaugh School of Nursing and Allied Health Programs rely on email to disseminate information. Communication left in the student's email is the responsibility of the student to retrieve and students are encouraged to check email frequently for communication. Other communication may be thru the school's learning platform and the Remind app for emergency notifications.

Examinations/testing is done either on provided computers or in written format. Computers and printers are available 24/7 to students in the library of the Education Building. Students may have at home assignments/homework that require computer and printer use, so it is the option of the student to use their own personal computer and printer or the library computers and printers.

Student Employment

Some students may need to maintain employment, either at CMMC or other employment location, while enrolled in the program. These guidelines apply:

1. The school assumes no responsibility for employment.
2. The school uniform and/or photo identification badge may not be worn at the employment location.
3. The employment schedule must not interfere with the academic schedule.
4. The school is not responsible for the student during employment hours.
5. Excessive hours of employment may negatively impact academic success.
6. If currently licensed (i.e., Practical Nurse), a student may work in that capacity.

Work Policy

All student activities associated with the curriculum especially while students are completing clinical rotations, will be educational in nature. Students will not be substituted for hired staff personnel within the clinical institution.

Educational Facilities

The CMMC Main Campus and Education Building contains the classrooms, offices, skills lab, a simulation lab, library, computer center, student lounge, and a variety of audiovisual materials. The Education Building offers classroom facilities to accommodate a class as small as 15 to as large as 90. Conemaugh Health System facilities and selected community resources are used for clinical rotations. Clinical experiences are correlated with and enhance theory instruction. Students may participate in selection and evaluation of new materials and recommended additions to the Health Sciences Library. The computers, audiovisuals and printed materials are located in the library and adjacent to the computer center. CMMC copyright policy can be found in the School of Nursing and Allied Health Programs Student Handbook.
Clinical locker rooms allow students to store their belongings while at the school. Students must provide their own lock, and it should be in place at all times. The Organization and School are not responsible for personal property maintained, lost, stolen, or brought to the Campus.

Books and Uniforms/Dress Code

Books for courses taught at Conemaugh, Penn Highlands Community College, and UPJ are purchased by the student and are not included in the tuition and estimated costs. Students are required to purchase Conemaugh School of Nursing and Allied Health Programs uniforms for classroom and clinical attire which are also not included in the tuition and fee amounts. The schools will provide the student with information regarding ordering books and uniforms.

Dress code guidelines are developed for maintaining safety standards, regulatory standards, infection control, professional image, promoting patient satisfaction, and achieving positive outcomes. Grooming and attire worn by individuals connected with the School of Nursing and Allied Health Programs should reflect an image of respect and professionalism in an academic and hospital setting. Dress that is appropriate, modest, and in good taste is expected on all CMMC Campus areas and any out rotations when representing the schools. Students are to be properly groomed, have clean, natural looking colored hair, conservative jewelry and make up, and artificial free, short fingernails. Every impression made on patients and the public is significant, regardless of department, location, or assignment. At the discretion of the instructor/assigned staff, extremes in appearance or in attire will results in corrective action, probationary status, or possible program dismissal from the learning experience. The student photo identification badge must be worn at all times on the upper chest with photo and information visible. The ID badge is distributed by the school and the student is responsible for it. Lack of a hospital photo ID badge requires that a badge be immediately purchased from the Security department for a fee. Further dress code policies are listed in the School of Nursing and Allied Health Programs Student Handbook/Guide.

Housing

All students are responsible for their housing needs. Many apartments are in the vicinity of the Hospital offer housing to Conemaugh students.

Meals

Meals may be purchased in the Crossroads Cafe or students may carry meals from home. A refrigerator and microwave are available in the student lounge in the education building. Several restaurants are located within one or two blocks of the Hospital.

Transportation and Parking

Students are responsible for providing their own transportation to class and clinical experiences. Student parking is available on a first come first serve basis. Those parking areas are designated by the color orange and black circle on the map. A shuttle transports the student to and from the Parking Lot #24 and #25 to the Main Campus. Violation of the parking policy can lead to corrective action or even dismissal. A map is located at the end of the catalog.

Accommodations to Achieve Learning Outcomes

The school complies with all federal, state, and local statutes and regulations in accordance with the American Disability Act. The school does not deny a disabled applicant admission without considering requests for measures to accommodate that prospective student's disability. Reasonable consideration of the educational and safety needs of the student and safety needs of patients are assessed. Reasonable accommodations will be made for a known applicant with a disability unless the accommodation would impose an undue hardship on the operation of the facility and school. The process of providing accommodations to disabled students will include, but not be limited to, medical determination of the disability. Students needing reasonable accommodations for testing and skill performance are to make an appointment with the Director, Conemaugh School of Nursing and Allied Health Programs, the Program Director, and/or the Student Health Nurse, to discuss the nature of the accommodation required by the school. Requests for reasonable accommodations should be documented at least one month prior to enrollment. The policy and forms to request reasonable accommodations are available from the Director, Conemaugh School of Nursing and Allied Health Programs, the Program Director, and/or the Student Health Nurse. Expenses for the learning assessment and/or medical determination are the responsibility of the student. Results will be shared with the Director/Instructors/Clinical Educators of the enrolled school to be able to follow the reasonable accommodations. It is the policy of the school to oversee that the policies and practices are administered consistently without discrimination. At the request of the student, documentation of a learning disability or physical limitation with the type of reasonable accommodation provided by the school will be submitted to the appropriate licensing board for testing accommodations. Specific details of physical requirements and working conditions are available upon request.

Transcript Service

Upon program completion in the Conemaugh School of Nursing and Allied Health Programs, an initial unofficial transcript is issued without charge. Upon written request, all official and unofficial transcripts are furnished at no charge. Click here for a Transcript Requests (conemaugh.org). When requesting a transcript, give name at the time of graduation, year of graduation, last four digits of social security number, and address where the transcript is to be sent. Official transcripts are not issued to the graduate unless sealed in an envelope that is signed by the Director of the Conemaugh School of Nursing or the Program Director of the individual Allied Health Programs.

Counseling/Guidance Services

Counseling is defined as the confidential and mutual exchange of ideas, opinions and advice resulting from discussion, deliberation, and the formation of a helping relationship. Counseling/Guidance Services are designed to assist the student in personal and professional adjustment, self-understanding, and self-direction that may negatively affect your academic achievement. Counseling/Guidance will be conducted in accordance with student needs and/or instructor observations. Conemaugh School of Nursing and Allied Health Programs does not have a trained counselor or therapist however referrals can be made to outside agencies.

Academic, career, and professional counseling is provided by the Program Director, faculty, Clinical Educators, the Director, and the Associate Director of the school. Areas include theory, clinical performance, test taking skills, time management skills, study skills, and licensing board and/or certification examinations.

Brief personal counseling is provided by the Student Health Nurse, Program Director of the School, Director of School of Nursing and Allied Health Programs and/or Associate Director of the School of Nursing and Allied Health Programs. Areas include self-understanding, self-direction, and personal adjustment. Referrals and consultations are made, as necessary. The Student Health Nurse will also assist in referral of community resources.

Classroom and Clinical Attendance

Students are expected to attend regularly and be punctual for all classes and clinical rotation areas along with remaining for the entire class time. This helps to facilitate students' accomplishment of student learning outcomes, for students to demonstrate application of skills and judgement, and to give faculty the opportunity to evaluate achievement in accomplishing course outcomes. Attendance will be taken for scheduled class and clinical time. Absenteeism may affect grades and could result in academic failure. In the event of unavoidable absence, the student is responsible for information presented in class/clinical rotations. Personal appointments should not be made during scheduled course activities or school functions. If an unavoidable absence is required, prior arrangements should be made with the Program Director and/or faculty. In the event of an absence, it is the student's responsibility to contact the Program Director and/or faculty/Clinical Educator the beginning of the school day of return for makeup requirements. Makeup work for an excused absence must be completed within the time frame established by the Program Director and/or faculty.

Students enrolled in Penn Highlands Community College and Pitt Johnstown courses must comply with the college and course specific requirements concerning attendance.
Further classroom and clinical attendance guidelines are available in the Conemaugh School of Nursing and Allied Health Programs Student Handbook/Guide.

Reinstatement

If a student wishes to reapply to any of the Conemaugh School of Nursing and Allied Health Programs, they will be instructed to follow the admission process and submit appropriate documentation the same as first time applicants. The student's academic and performance records are reviewed prior to granting admission. During the withdrawal period, the applicant must have demonstrated continued academic ability, be viewed by the faculty as possessing an aptitude for the career discipline and show evidence of commitment to the learning process. The Admissions Committee determines the placement and conditions under which the student may reenter. In the case of a student who earns an "F" in a college course or in a Conemaugh Education Program or an "unsatisfactory" clinical grade in a course, eligibility for readmission may be forfeited.

Students who withdraw for personal reason(s) or are academically withdrawn may reapply for the following class and repeat the course. If a lapse of more than one year has occurred, the student may be required to repeat course and clinical content. All requests are evaluated on an individual basis and readmission is not guaranteed. A student is permitted one re-admission to the Conemaugh School of Nursing and Allied Health Programs.

The Conemaugh School of Nursing and Allied Health Programs academic transcript will reflect all course grades earned. The course grade and credit value determine the calculated grade point average each semester, and as the student progresses in the curriculum plan, a cumulative grade point average is determined.

For the student who previously withdrew from the program, their former grades remain on the academic transcript for repeated courses but are no longer counted in the student's current enrollment grade point average.

If you have been involuntarily withdrawn from any Conemaugh School or Program due to violation of hospital policy, you are not permitted to apply or reapply to the program.

Student Financial Services General Information

The Student Financial Services Office supports the mission, vision, and values of the institution in its operational practices. The Student Financial Services Office helps students pursue all available forms of financial assistance to bridge the gap between the cost of school and their available resources.

The Student Financial Services Office handles all financial aid, bursar/billing functions, enrollment verification, and student account services. The office is located in the education building and the administrators can be reached at 814-534-9890 or 814-534-3402.

Payment of Tuition and Fees

Information regarding current tuition and fees is available on the school website Student Financial Services | Conemaugh School of Nursing (www.conemaugh.org/student-financial-services) and at the Student Financial Services Office. Tuition, fees, and expenses are published each academic year on an estimated basis and are subject to change.

Students become responsible for tuition and fees at the time of registration. All financial arrangements for tuition and fees must be made on or before the tuition due date for each semester or registration may be cancelled. Students are billed by semester for all enrolled courses including the general education courses. Payment is due two weeks prior to the first day of each semester.

Students must have one of the following payment methods in place by the tuition due date each semester:

Payment of Balance in Full
The school accepts cash, check, money orders, and credit/debit payments. Payments may be mailed to the school or at the Student Financial Services Office during regular business hours. Payments are not accepted over the phone.

Approved Financial Aid
It is the responsibility of the student who intends to use financial aid to cover their account balance to complete all parts of the financial aid process by the deadlines established by the Student Financial Services Office. Costs not covered by financial aid are the responsibility of the student and must be paid on or before the tuition due date.

Payment Plan
Successful enrollment in a payment plan requires a completed agreement, payment of a $25.00 enrollment fee, and payment of the first month's payment. Additional information regarding the payment plan may be obtained through the Student Financial Services Office.

Third Party Payments
Students whose tuition and fees are funded through a third party, such as a business or agency, must have written documentation from the third party submitted to the Student Financial Services Office upon registration or by the tuition due date.

Student Financial Obligations

Students are responsible for payment of tuition and fees for the courses that they are enrolled in each semester. Failure to satisfactorily attend or complete courses does not absolve a student from his or her financial obligations for those courses. Students who apply for financial aid are responsible for payment of any balance not covered by financial aid.

A $25 late fee is assessed to an account not paid by the due date. Additional late fees are charged in 30-day increments if balances remain unpaid. The late fees process also applies to students on a payment plan who are not meeting the payment schedule.

Students with outstanding financial obligations may not be permitted to advance in the program or participate in graduation until the financial obligations are met. At the discretion of School Administration, students may also be prevented from attending class and clinical.

The Student Financial Services Office makes every attempt to contact each student to arrange satisfactory payment of the outstanding amount. If all efforts have been exhausted and the debt is still outstanding, the unpaid account is referred to a private collection agency based on the outstanding balance and the delinquency is attached to his or her credit report.

Veterans Benefits

Conemaugh recognizes the sacrifice of those who have served in the United States Armed Forces. Thank you for your service!

If you are a veteran, service member, survivor, or dependent of a veteran, you may be eligible for veterans' educational benefits to help you achieve your educational goals if you attend one of the following Conemaugh programs:

- Nursing
- Radiologic Technology

For information about using military educational benefits at Conemaugh, contact our Veteran Certifying Officials in the Student Financial Services Office. You can also log on to the **U.S. Department of Veteran Affairs** website by visiting Education and Training Home (va.gov) https://benefits.va.gov/gibill/ for additional information about educational benefits. The VA Certificate of Eligibility or Statement of Benefits obtained from the Department of Veterans Affairs needs to be submitted to the Veteran Certifying Officials in the Student Financial Services Office.

Conemaugh will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 33 Post 9/11 GI Bill® or Chapter 31 Vocational Rehabilitation benefits.

Note: A covered individual is any individual who is entitled to educational assistance under Chapter 31 Vocational Rehabilitation and Employment or Chapter 33 Post 9/11 GI Bill® benefits.

For veterans utilizing the Chapter 33 Post 9/11 GI Bill® and for training beginning on or after August 1, 2018, the Monthly Housing Allowance (MHA) payment amounts are based on the Department of Defense's Basic Allowance for Housing (BAH) rates for an "E-5 with dependents" for the zip code of the campus or training location where the student has a majority of classes. Conemaugh's main campus (1086 Franklin Street, Johnstown, PA 15905) is the location where all students attend the majority of their classes. For a list of additional clinical sites, please visit Education & Programs (conemaugh.org).

Professional Judgment Policy

Professional Judgment Definition

Students and families may at times experience unique situations and Student Financial Services may adjust, with appropriate documentation, the FAFSA or cost of attendance allowances that are specific to a student's situation. This is called Professional Judgment (PJ), and the determinations are made on a case-by-case basis. There are two categories of professional judgment situations that students or families may pursue based on special and unusual circumstances. A student may have both special and unusual circumstances. Verification must be completed for a selected student prior to any professional judgment (PJ) considerations can be made to adjust any values used to calculate the student aid index (SAI).

Special Circumstances

Special Circumstances are changes in financial or family circumstances that may impact a student's eligibility for federal financial aid. Examples of special circumstances include but are not limited to:

- Change in employment status, income, or assets.
- Change in housing status (e.g., homelessness)
- Tuition expenses at an elementary or secondary school
- Additional family members enrolled in college.
- Medical, dental, or nursing home expenses not covered by insurance.
- Child or dependent care expenses
- Severe disability of the student or other member of the student's household
- Other changes or adjustments that impact the student's costs or ability to pay for college.

Steps to Request a Special Circumstance Professional Judgment

Conemaugh Student Financial Services will begin processing special circumstance requests after June 1, prior to the start of the award year. Professional judgment requests cannot be processed after a student ceases to be eligible, including when a student is no longer enrolled.

1. Complete the Free Application for Federal Student Aid (FAFSA) online at **fafsa.gov.**
    - A PJ request cannot be processed until the FAFSA application is completed.
    - If a student's FAFSA is selected for verification or conflicting information needs resolved, all documentation needed for verification must be turned in to Student Financial Services.
2. Contact Conemaugh Student Financial Services (814) 534-9890 or (814) 534-3402 to request a Professional Judgment.
    - Student Financial Services will let you know what documentation is required to review your request for professional judgment.

Processing and Notification of Special Circumstance Professional Judgement Outcomes

1. Once all documentation has been submitted, allow 2-4 weeks for review and processing. Processing time can take longer during peak times.

2. Students will be notified via us postal mail of the outcome of the professional judgment and award adjustments will be provided as well.

3. Please note that a Professional Judgment request does not guarantee approval. In addition, even if approved, the recalculation of FAFSA data does not always result in an increase of aid eligibility. If the professional judgment is not in your favor, it will not be processed.

Unusual Circumstances

Unusual circumstances are conditions that support a change to a student's dependency status based on a unique situation. This process is called a dependency override and is done on a case-by-case basis.

Unusual circumstances include but are not limited to:

- Human trafficking as described in the Trafficking Victims Protection Act of 2000
- Legally granted refugee or asylum status
- Parental abandonment or estrangement
- Student or parental incarceration

Unusual circumstances DO NOT include:

- Parents refuse to contribute to the student's education.
- Parents will not provide information for the FAFSA or verification.
- Parents do not claim the student as a dependent for income tax purposes.
- Student demonstrates total self-sufficiency.

Steps to Request an Unusual Circumstance Professional Judgment

Conemaugh Student Financial Services will begin processing special circumstance requests after June 1, prior to the start of the award year. Professional judgment requests cannot be processed after a student ceases to be eligible, including when a student is no longer enrolled.

1. Complete the Free Application for Federal Student Aid (FAFSA) online at **fafsa.gov.**
    - A PJ request cannot be processed until the FAFSA application is completed.
    - If a student's FAFSA is selected for verification or conflicting information needs resolved, all documentation needed for verification must be turned in to Student Financial Services.
2. Contact Conemaugh Student Financial Services (814) 534-9890 or (814) 534-3402 to request a Professional Judgment.
    - Student Financial Services will let you know what documentation is required to review your request for professional judgment.

Processing and Notification of Unusual Circumstance Professional Judgment Outcomes

1. Once all documentation has been submitted, allow 2-4 weeks for review and processing. Processing time can take longer during peak times.
2. Unusual Circumstance requests will be determined as quickly as practicable, but no later than 60 days after the student commences enrollment.
    a. After 60 days, incomplete requests will be denied but can be completed at a later date if the student is still eligible.
3. Students will be notified via postal mail of the outcome of the Dependency Override.
    a. If Approved –
        i. Students should submit any outstanding or unsatisfied requirements and view and accept their financial aid awards.
    b. If Denied – Students will need to add parental information on the FAFSA.
        i. Log back in to your FAFSA at studentaid.gov to complete and resubmit your FAFSA with parental information.

Professional Judgment Responsibility and Documentation

It is the responsibility of Student Financial Services to use sound judgment when considering the use of Professional Judgment. Student Financial Services must keep in the student's file sufficient documentation to support the decision to exercise Professional Judgment. All information used to determine a Professional Judgment will be documented.

Verification Policy

Some students who apply for federal financial aid may need to have their information verified. Students selected for verification must provide additional information, such as a federal IRS tax transcript, W-2 etc.

Selection of Applications to be Verified

CMMC will verify all accepted student files who have been selected for the verification process by the Department of Education.

Verification Selection and Professional Judgment (PJ)

Verification must be completed for a selected student prior to any professional judgment (PJ) considerations can be made to adjust any values used to calculate the student aid index (SAI).

Student Notification of Requirements

Students selected for verification will receive written notice stating that additional information is necessary for their student aid file. This notification letter also states what additional information is required, in addition to the fact that no financial aid can be disbursed until all required information is received and verified. Along with the letter of notification, selected students will receive a verification worksheet to be completed and submitted with the other required

information. The notification letter will instruct students to submit the required information to Student Financial Services.

Time Requirements for Submission of Required Information

All requested information must be submitted in a timely fashion allowing for review and corrections, if applicable, to be completed. The letter received will include a date in which the student needs to submit the verification information. Students are notified that financial aid cannot be processed, awarded, or disbursed until verification is completed.

Information to be Verified

Students who are selected for verification are placed in a verification group by the Department of Education to determine which FAFSA information must be verified.

- V1 – Standard Verification Group
    - Tax filers must verify AGI, income earned from work, income tax paid, untaxed portions of IRA distributions, untaxed portions of pensions, IRA deductions & payments, tax exempt interest income, education credits, foreign income exempt from federal taxation, and family size.
    - Non-tax filers must verify income earned from work and family size.
- V4 – Custom Verification Group
    - Student identity and statement of purpose must be verified.
- V5 – Aggregate Verification Group
    - This is essentially a combination of V1 and V4 requiring the verification of the items listed in V1 and V4. Results must be reported within 60 days following the first request to the student for documentation of identity.

Verifying Application Information

When all required information is received, the ISIR and the information submitted for verification purposes are entered on a verification worksheet checklist and compared. If there are errors or discrepancies, then corrections may need to be made. If the entire student information is correct, then the aid that the student is eligible for is awarded and disbursed. The verification process is reviewed and completed by the financial aid administrators.

During the verification process there are times when the Financial Aid Administrator has the authority to change ISIR information based on the Department of Education regulations. Within these regulations, there may be times when there may be more than one process that can be followed. The Financial Aid Administrators treat all students consistently and equitably. For example, if the filer of a joint return has become widowed, divorced, or separated since filing the return, it may be necessary to determine the individual's income, and taxes paid using the joint return and W-2 forms. In this instance, Conemaugh Student Financial Services uses the tax table method as outline in the Federal Student Aid Handbook.

Correction Procedures

When the verification process determines that corrections must be made to a student's application information, Student Financial Services makes the necessary corrections through a Department of Education website.

After the necessary corrections have been processed, the student's revised financial aid will be determined based on the revised eligibility. The student is advised of changes to their student aid index (SAI) and Title IV aid changes and will receive an updated financial aid notification stating the changes via email and/or mail. At this time, the student will have the opportunity to accept or decline the aid.

Overpayment

An overpayment occurs when a student receives more financial aid than he/she is eligible to receive. Overpayments occur due to an error by either the school or the student.

Overpayment due to School Error:

If the overpayment is caused by an error on the part of the school and the overpayment cannot be eliminated during that same award year, then the school is responsible for the repayment of the overpayment to the awarding source by the earlier of 60 days after the student’s last day of attendance or the last day of the award year.

Overpayment due to Student Error:

If the overpayment is caused by an error on the part of the student and cannot be eliminated during that same award year by adjusting later disbursements, the student is ineligible for additional financial aid disbursements until the overpayment is repaid in full or payment arrangements are made to the awarding source.

Referring Overpayments to the Department of Education:

The school can only refer overpayments to the Department of Education (FSA’s Debt Resolution Services) for collection if they were caused by student error. The amount of the overpayment must be $25 or more. To refer overpayments to the Department of Education, the referral must follow the format in The Federal Student Handbook.

Once an overpayment has been referred to the department, the school is not able to make additional disbursements of federal aid until notified by the Department of Education. After the overpayment has been referred to the Department, the school has no further responsibility unless the student wishes to make repayment. The school is then required to collect the money on behalf of the Department.

Referral of Fraud Cases:

If the school suspects that a student, employee, or other individual has misreported information or altered documentation to fraudulently obtain federal funds, the suspicions and evidence will be reported to the Office of Inspector General (OIG) at https://oig.ed.gov/contact-us.

Department of Education Deadline for Verification

Each year the Department of Education issues a deadline for the last day on which corrections will be processed. Students who fail to complete the verification process by this date forfeit any federal financial aid for which they may have been eligible. In this case, any funds disbursed by the school would be treated as an overpayment due to an error by the school.


School of Nursing
Making Communities Healthier
Conemaugh Health System
Duke LifePoint Healthcare

Conemaugh School of Nursing History

The Conemaugh Valley Memorial Hospital originated from community need following the Great Johnstown Flood on May 31, 1889. The flood necessitated the emergency construction of a makeshift tent facility to care for a 14-year-old girl with diphtheria on June 7, 1889. Within two weeks, numerous other tents were constructed in an orchard, between the Little Conemaugh and Stonycreek Rivers, as a health care facility. The flood resulted in the loss of 2,209 human lives. One out of every three persons was never identified, and 99 families were completely annihilated; 98 children were orphaned, 322 individuals faced widowhood and 10,000 people were left homeless.

People throughout the world responded by donating funds for the construction of a hospital. Clara Barton, at the age of 67, quickly traveled to the disaster site with a small number of volunteers, making this the first disaster aid response organized by the Red Cross. Lavinia Dock, nurse, feminist, author, pioneer in nursing education, and social activist, who helped found the organization that would become the National League of Nursing, NLN, requested a leave from duty at Bellevue Hospital, New York, NY to assist Miss Barton in caring for the numerous diphtheria victims in Johnstown. On February 4, 1892, Conemaugh Valley Memorial Hospital opened its doors to patients. Today, it is a Level 1 Trauma Center staffed with 520 beds.
Four years later, on February 7, 1896, the Conemaugh Valley Memorial Hospital Conemaugh School of Nursing admitted its first class of six female students. The curriculum had a well-developed two-year plan of rigorous study and clinical laboratory experience. Four students, the Class of 1898, proudly completed the course of study as the first graduating nurses.

Jessie L. Green, a graduating senior from that class, was asked to design a Conemaugh School of Nursing pin. She and her classmates wished to honor the massive contribution of the Red Cross to the recovery of their community, the founding of the Hospital and the formation of their School; thus, the pin took the form of a pink cross.

For over 100 years, graduates of the Conemaugh School of Nursing have contributed their knowledge and skills to the improvement of health care.

Conemaugh School of Nursing (Website: Conemaugh School of Nursing) has consistently achieved above national and state first time test taker passing rates on the State Board of Nursing NCLEX Exam. In 2023 and 2024, 100% pass rate was achieved.

Diploma Nursing Program

A diploma nursing program prepares students with a solid foundation through a hospital-based training program leading to a rewarding nursing career to become registered nurses (RN's). These programs traditionally combine classroom instruction with extensive hands-on clinical training in a hospital setting. This practical experience allows students to develop strong clinical skills and gain confidence in their abilities to provide patient care. Graduates of diploma programs can perform the same duties as RNs who graduate from associate or bachelor's degree programs. Diploma nursing programs are typically shorter in duration and more affordable. Graduates of diploma programs are eligible to take the NCLEX-RN exam and become licensed registered nurses which enables them to enter the workforce and earn a

salary sooner. Graduates of diploma programs are well-prepared for entry-level RN positions in various healthcare settings, including hospitals, clinics, long-term care facilities, and community health organizations. Registered nurses from a diploma nursing program can continue to earn a salary and choose to further their education by pursuing a Bachelor of Science in Nursing (BSN), a Master of Science in Nursing (MSN), or specialized certifications which are typically online with the possibility of employer tuition reimbursement leading to expanded career opportunities and higher earning potential.

Career and Typical Demands of a Nurse

A nurse is a healthcare professional who provides holistic care to patients, coordinates their healthcare needs, and offers emotional support, empathy, and advocacy to patients and their families across various settings, from hospitals and clinics to community health centers and home care. Nursing requires a combination of medical knowledge, technical skills, compassion, and strong communication abilities. A nurse's ability to manage physical demands, cope with psychological stressors, collaborate with physicians and other healthcare team members, and maintain professionalism contributes significantly to patient outcomes and the overall healthcare system. Key responsibilities and tasks include patient care, assessment, medical interventions, patient education, care coordination, advocacy, emotional support, accurate documentation, health promotion, and responding to medical emergencies.

Typical physical and psychological demands of a nurse include

- Patient care including lifting, moving, and transferring patients.
- Physical endurance including long shifts, standing, and walking for extended periods.
- Manual dexterity to perform tasks that require fine motor skills, clinical procedures, and use of medical equipment.
- Potential exposure to hazards that include infectious disease, hazardous substances, and physically demanding conditions.
- Effective communication not only with patients but with families and other members of the healthcare team
- Handle stress in a high-pressure environment by being able to critical think, problem solve, use clinical judgement, professionalism, and empathy while upholding ethical standards, policies, and confidentiality.
- Continuous learning and adaptation to stay up to date with advances in medical knowledge, technology, and nursing practices.
- Adhere to high standards of personal and professional conduct to include dress, politeness, cooperation, integrity, and dependability.

Typical demands, risk factors, and related safety hazards for healthcare workers may be found at the following websites:

- Healthcare Workers | Healthcare Workers | CDC
- Healthcare - Overview | Occupational Safety and Health Administration (osha.gov)

Approval

Conemaugh School of Nursing has appeared on the list of approved nursing schools since the list was compiled in 1918 by the Pennsylvania State Board of Nursing, PO Box 2649, Harrisburg, PA 17105 • 717-783-7142 • FAX 717-783-0822. Website: Nursing | Department of State | Commonwealth of Pennsylvania

Accreditation

Conemaugh School of Nursing is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN) 3390 Peachtree Road, NE, Suite 1400, Atlanta, Georgia 30326 • 404-975-5000 • FAX 404-975-5020 • Home (acenursing.org). Graduates of the ACEN-accredited programs outperform other graduates on licensure and advanced-certification examinations. The ACEN focuses on curriculum, faculty, and student outcomes.

About ACEN

The Accreditation Commission for Education in Nursing (ACEN) supports the interests of nursing education, nursing practice, and the public by providing specialized accreditation for all levels of nursing education and transition-to-practice programs. The ACEN is a nonprofit, non-governmental organization, and participation in its accreditation process is voluntary.

The ACEN is recognized as an accrediting body by the U.S. Department of Education (ED) and by the Council for Higher Education Accreditation (CHEA). The ACEN is one of the largest specialized accrediting agencies, accrediting nursing programs throughout the United States, its territories, and internationally.

As the leader in nursing education accreditation, the goal of the ACEN is to be a supportive partner in strengthening the quality of nursing education and transition-to-practice programs.

ACEN's Mission

The Accreditation Commission for Education in Nursing (ACEN) supports the interests of nursing education, nursing practice, and the public by the functions of accreditation. Accreditation is a peer-review, self-regulatory process by which non-governmental associations recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality. Accreditation also assists in the further improvement of the institutions or programs as related to resources invested, processes followed, and results achieved. The monitoring of certificate, diploma, and degree offerings is tied closely to state examination and licensing rules and to the oversight of preparation for work in the profession.

ACEN's Purpose

The purpose of the ACEN is to provide specialized accreditation for all levels of nursing education and transition-to-practice programs located in the United States, U.S. Territories, and internationally.

ACEN's Goals

As the leading authority in nursing accreditation, the goal of the ACEN is to be a supportive partner in strengthening the quality of nursing education and transition-to-practice programs through:

- Supporting nursing education and transition-to-practice programs in obtaining and maintaining accreditation
- Promoting peer-review
- Advocating for self-regulation
- Fostering quality, equity, access, opportunity, mobility, and preparation for practice, or transition-to-practice, at all levels of nursing preparation
- Developing standards and criteria for accreditation

Program Outcomes

The Conemaugh School of Nursing demonstrates evidence of achievement in meeting the following program outcomes:

1. Performance on the licensure exam: The program's three-year mean for the licensure exam pass rate will be at or above the national mean for the same three-year period.
2. Program completion: 60% of all students who begin in the Fundamentals of Nursing course in semester 1 will complete the program on time, which is six semesters.
3. Graduate Program Satisfaction: 80% satisfaction with the program by graduate at 6-12 months post-graduation.
4. Employer program satisfaction: 90% or greater of the employers will be satisfied with graduates' overall ability to function as an entry-level clinical nurse at 6-12 months post-graduation.
5. Job placement rates: 90% of the new graduate cohort will be employed in nursing by nine months post-graduation.

End of Program Student Learning Outcomes

The graduate of Conemaugh School of Nursing will:

1. Integrate theoretical knowledge of nursing and implements technical aspects of care by following standards of safe, evidence based professional practice.
2. Functions as a member of a multidisciplinary health care team in a variety of health care settings with the purpose of achieving safe, quality, individual, family and community care.
3. Facilitate communication among individuals, families, and communities through the implementation of interpersonal skills and information technology.
4. Incorporates human science into problem solving and critical thinking while utilizing the nursing process.
5. Achieves theory and clinical course outcomes translating into satisfactory performance as an entry-level professional nurse in a variety of health care setting.

Additional Requirements for Admission

The School of Nursing requires that students have a "C" (C minus will not be accepted) grade or better in high school algebra, biology, and chemistry. A passing score on the General Education Development (GED) test is acceptable. To meet the algebra, biology or chemistry requirement if needed, an admissions representative can provide suggestions for course completion.

The Conemaugh School of Nursing does not transfer nursing courses from another nursing program. Anatomy and Physiology I and II must have been earned within five years of program

start date. Once enrolled, students are required to complete courses offered by Pennsylvania Highlands Community College during the scheduled semester following our curriculum plan. If enrolled students wish to complete course work during the summer semester between freshman and senior year, approval must be granted from the Director/Associate Director. An official transcript must be on file before the start of the Fall semester. If an official transcript is not received, then the student will be scheduled to take the general education course following the curriculum plan. The Conemaugh School of Nursing does not offer advanced standing for LPN training.

Pre-Entrance Examination

An applicant is required to submit one standardized test score as part of the admission process. If the applicant has a Scholastic Aptitude Test (SAT) within five years of admission date and meets the minimum required score (1000) or a Test of Essential Academic Skills (TEAS) within three years of admission date and meets the minimum required score (58.7%), a Test of Essential Academic Skills (TEAS) exam will not be required. After the three or five-year timeframe, all high school and college prepared students must complete the TEAS exam as a step in the admission process and meets the minimum required score (58.7%). The applicant may take the TEAS entrance exam twice per calendar year.

CPR Certification

Consistent with Hospital policy, students are required to have current American Heart Association certification in Basic Life Support. Curriculum and testing must include Adult 1 and 2-Rescue CPR, Infant/Child CPR, and Adult, Infant and Child Conscious and Unconscious Obstructed Airway. A CPR certification session is scheduled by the school during enrollment prior to patient care provisions on the clinical area. Failure to comply may interfere with meeting course outcomes.

Math Competency

Competency in math calculation is expected as a nursing course prerequisite requirement to the clinical component for safe administration of medications. Students are expected to earn at least 85% on examinations of dosage calculation. Tutorial sessions, worksheets, and computer assisted instruction are available. Students must demonstrate satisfactory ability to calculate dosages to be offered the opportunity to administer medications in the clinical setting. A student is afforded three opportunities to achieve a passing grade. Failure to pass math competency results in involuntary program withdrawal. Maintaining math calculation competency for safe administration of medications is required to meet course outcomes and progress in the curriculum as planned. Medication dosage calculation questions will be part of meeting theory grade requirements and clinical learning outcomes.

Tuition and Fees

School of Nursing Cost Sheet

Information regarding current tuition and fees for the School of Nursing is available on the school website Student Financial Services | Conemaugh School of Nursing www.conemaugh.org/student-financial-services and at the Student Financial Services Office. Tuition, fees, and expenses are published each academic year on an estimated basis and are subject to change.

Conemaugh School of Nursing students are eligible to receive federal and state financial aid and most financial aid is determined on the basis of financial need as determined by the Free Application for Federal Student Aid (FAFSA). Conemaugh satisfies the definition of an eligible institution under the Higher Education Act of 1965 as an institution of higher education. The institution's approval to participate in the student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA Programs) is documented in the Program Participation Agreement (PPA) and the Eligibility and Certification Approval Report (ECAR).

Applicants for federal financial assistance must submit the FAFSA at www.studentaid.gov. **The school code is 006537**. Accepted students should submit the FAFSA by May 1st prior to the academic year for which funds are being requested. Transfer students should submit the FAFSA upon acceptance. Students are given additional information regarding financial aid and how to apply upon acceptance.

All students will be charged per credit for tuition and comprehensive fees each semester. The comprehensive fees will be charged to all students enrolling in credit courses and is determined based on enrollment status. This fee supports the services provided to students and covers expenses related to health, testing, skills/sim lab, activities, etc.

Textbooks, uniforms, and equipment supplies are purchased through outside vendors and are not included in the tuition and fee amounts billed.

Program of Study and Curriculum

The full-time nursing program is two years in length. During the academic nursing program 50 nursing credits and 33 college credits are provided. Conemaugh School of Nursing faculty have designed a curriculum plan based on Jean Watson's Human Care Theory, Concepts of Relationship-Based Care, National Patient Health Safety Goals, Pennsylvania Nurse Practice Act, Diploma nursing graduate competencies, evidence-based standards of nursing, ACEN Standards, Institute of Medicine Reports, educational theories, Department of Health Standards, ANA Standards, NCLEX-RN test plan, Department of Education Regulations, and congruence with the governing organization.

Various college and university nursing programs provide career ladder opportunities for nursing graduates toward attaining a Baccalaureate Degree in Nursing (BSN) and/or master's degree in nursing (MSN). Recognition of Conemaugh nursing courses or successful achievement on challenge exams affords the Conemaugh graduate additional college credits for advanced placement in RN-BSN or RN-MSN programs. Conemaugh School of Nursing has partnerships and articulation agreements with colleges and universities that transfer a specific number of college credits and/or offer substantial discounts toward BSN, MSN, and DNP programs. Here is a listing of colleges and universities we associate with: Carlow University, Grand Canyon University, Mount Aloysius College, Chamberlain College of Nursing, Drexel University, and Pennsylvania Highlands Community College.

Conemaugh School of Nursing actively encourages career advancement in nursing education. The nursing courses are taught by knowledgeable and experienced Conemaugh nursing faculty. The instructor/student ratio in the classroom setting ranges from 1:20 - 1:100, based on the nature of the course. The instructor/student ratio in the clinical setting is 1:3-1:13, based on the nature of the educational experiences.

The college courses are provided by Pennsylvania Highlands Community College (PHCC). The student progresses in knowledge and clinical competency toward meeting the student learning outcomes. Students enrolled in the program are expected to dedicate their full attention to meeting the curriculum demands of the Conemaugh nursing program. Upon completion of the program requirements, the graduate receives a diploma and is eligible to take the Registered Nurse Licensure Exam (NCLEX-RN).

Prerequisite to First-Year Enrollment
Anatomy and Physiology I and II - 8 college credits

An official college transcript must be received prior to program enrollment, giving evidence that at least a “C” grade (C minus is not accepted) was attained in the Anatomy and Physiology courses. These courses must be equivalent to eight college credits and possess separate laboratory components.

There are no Prerequisites to Second-Year Enrollment

Description of Courses
Taught by Pennsylvania Highlands Community College

BIO 202 - **Human Anatomy and Physiology I** - **3 credits**
This course introduces the student to the structure and function of the human body. This is a semester long introduction to Human Anatomy and Physiology and prepares the student for Human Anatomy and Physiology II. Course topics will include the organization of the body at the molecular, cellular, and tissue levels and homeostatic mechanisms associated with the endocrine, integumentary, skeletal, muscle, and nervous systems.
Prerequisite(s): BIO 104 Principles of Biology I or accepted by CSON or high school biology within the last five years
Co-requisite(s): BIO 212 Human Anatomy and Physiology Lab

BIO 212 - **Human Anatomy and Physiology Lab I** - **1 credit**
This course introduces the student to the structure and function of the human body. This is a semester long introduction to Human Anatomy and Physiology Lab applications. Students will experience and apply the material learned in lecture through experimentation and application of the scientific method to the following topic areas. Course topics will include the organization of the body at the molecular, cellular, and tissue levels, focusing on the integumentary, skeletal, muscle, and nervous systems.
Prerequisite(s): BIO 104 Principles of Biology I; or accepted by CSON; or high school biology within the last five years
Co-requisite(s): BIO 202 Human Anatomy and Physiology I

BIO 204 - **Human Anatomy and Physiology II** - **3 credits**
This course is the second half of a yearlong introduction to Human Anatomy and Physiology. Course topics will include the organization of the body systems at the molecular, cellular, and tissue levels and homeostatic mechanisms associated with the cardiovascular, respiratory, lymphatic, digestive, urinary, and reproductive systems.
Prerequisite(s): BIO 202 Human Anatomy and Physiology I or accepted by CSON
Co-requisite(s): BIO 214 Human Anatomy and Physiology II Lab

BIO 214 - **Human Anatomy and Physiology Lab II** - **1 credit**
This course is the continuation of BIO 212 Human Anatomy and Physiology I Lab. Students will experience and apply the material learned in lecture through dissection and application of the scientific method to the following topic areas: cardiovascular, muscular, lymphatic, respiratory, digestive, urinary, reproductive, and endocrine systems.
Prerequisite(s): BIO 202 Human Anatomy and Physiology I or accepted by CSON

Co-requisite(s): BIO 204 Human Anatomy and Physiology II Lecture

ENG 110 - **English Composition I** - **3 credits**
This course emphasizes the techniques of writing expository essays with stress upon careful thinking, word choice, sentence structure, and methods of organization. Students practice the writing of clear, coherent, and unified paragraphs and essays. Editing skills and the use of correct grammar and mechanics are also emphasized. Students are taught research skills and are required to write an argumentative research paper. This is the standard college English composition course.
Prerequisite(s): Placement Testing

HSC 146 - **Pharmacology** - **3 credits**
This course emphasizes drug therapy as an integral part of health care. Students will develop a theoretical knowledge-base of major drug classifications and be able to relate this knowledge to the pharmacologic aspects of client/patient care. This study of pharmacokinetics and pharmacodynamics assists in analyzing patient responses to drug therapy.
Prerequisite(s): BIO 202 Human Anatomy and Physiology I and BIO 212 Human Anatomy and Physiology Lab I; BIO 204 Human Anatomy and Physiology II and BIO 214 Human Anatomy and Physiology Lab II

BIO 215 Medical Microbiology and Lab – 4 credits
This course provides an overview of the basic principles of microbiology including cell biology, cell metabolism, genetics, microbes in the environment, pathogenic microbes and their importance to disease, treatment, and diagnosis. Laboratory techniques and procedures of microbiology will be studied. Laboratory work involves culturing, staining, studying, and identifying microorganisms.
Prerequisite(s): BIO 104 Principles of Biology I or accepted by CSON

PSY 100 - **General Psychology** - **3 credits**
This course is a general introduction to the scientific study of the brain, behavior, and mental processes of humans and animals, with emphasis on the goals of psychology: to describe, explain, predict, and control behavior. Students examine the substance of psychology such as biopsychology, sensation and perception, learning, memory, cognitive processes, affective behaviors, and mental illness through an examination of the theories, principles, and methods of research used in the field. Examples and applications enable the student to acquire the elements of critical thinking as adapted to the research environment. Students produce an APA formatted research paper. This course applies the fundamental principles of psychology as a natural science. Students explore current research through reading original empirical research and write an APA formatted analytic research paper.

PSY 130 - **Human Development Across the Lifespan** - **3 credits**
This course covers various aspects of human development across the life span. It focuses on theoretical issues, developmental tasks, human differences, and applications of the knowledge with the area of human development. Human development is a broad field that looks at the changes, processes, and challenges encountered in daily living. Life span development examines the body of knowledge we call development. This course will expose students to the wide range of environmental factors, from physical to multicultural, aging, typical and atypical interactions between the organism and the environment, the normal and the challenges, the

success, and the failures of living.

SOC 100 - **Introduction to Sociology** - **3 credits**
This is an introductory course that will familiarize the student with the basic principles and theories associated with sociology. This course will prepare students to look critically at a variety of social issues. Critical thinking is emphasized as students are provided thought provoking opportunities in challenging them to examine their diverse world.

HSC 270 - **Diet Therapy for Nursing Students** - **3 credits**
Nutrition plays a vital role in maintaining good health and preventing chronic disease. Nutritional therapy in clinical situations is an adaptation of the principles of normal nutrition. Proper application of these principles can maximize restoration of health. This course introduces the nursing student to the fundamentals of medical nutrition therapy with direct application to the nursing process. The course provides an introduction of human nutrition including nutritional requirements, metabolism, and nutritional biochemistry. Nutritional needs and problems across the lifespan are addressed. Nutritional therapeutics for specific disease states are thoroughly examined.

HSC 167 - **Critical Thinking & Ethics in the Health Sciences** - **3 credits**
This nonclinical course examines the components of critical thinking, decision making, logic, ethico-legal principles, and regulations, and handling difficult situations in the health care environment. The learner clarifies personal values, cultural perspectives, and gains increased appreciation for human uniqueness, autonomy, and freedom of choice.

Taught by Conemaugh School of Nursing Faculty

A nursing course consists of theory and clinical practicum. The students must successfully pass both components to progress to the next course and in the program.

Fundamentals of Nursing: 16 weeks - **10 credits**

This course introduces the student to the role of the professional nurse as a member of the health care team. The theory of Relationship-Based Care and Watson's Theory of Nursing are the foundation of providing holistic, culturally sensitive, compassionate care. Key components are data collection, assessment skills, reflective critical thinking, logical problem-solving, utilization of the nursing process, ethico-legal aspects, health promotion through the teaching-learning process, development of basic nursing knowledge, and the historical background of the nursing profession. Mathematics for drug calculation and basic pharmacological principles are presented. Students are introduced to specific patient care concepts through the care of patients experiencing surgery and those with select musculoskeletal and eye and ear disorders. The clinical practicum provides students the opportunity to demonstrate basic technical skills and accountability through the human-to-human caring transaction with the patient and family.

Medical Surgical Nursing I: 16 weeks - 10 credits

This course builds upon previously learned knowledge and technical skills. Physical assessment, data collection, and interview skills are enhanced to obtain a comprehensive health history. Student's focus on meeting individualized health needs of every patient; their lifestyle and potential for rehabilitation are analyzed as well as encouraged collaboration with a multidisciplinary health team. A range of acute and chronic alterations in health care are addressed. Attention is given to the gastrointestinal, musculoskeletal, cardiovascular, integumentary, reproductive, hematological, and respiratory systems. In addition, alterations in health for patients with diabetes mellitus and oncologic disorders are discussed. Supervised clinical experiences correlate with nursing theory. Emphasis is placed on maintaining dignity, respect, and sensitivity to oneself and others. Clinical case studies address acute and chronic situations to help the patient and family reduce health risks and make modifications in lifestyle to reinforce basic prioritization, decision-making, and delegation activities. Students begin to gain experience in intravenous and phlebotomy skills as the course progresses. Critical thinking skills are enhanced through case studies addressing excellence in nursing care in the human-to-human interaction of nurse and patient.

Medical Surgical Nursing II: 8 weeks - **5 credits**

This course enhances, as well as emphasizes, the ongoing progression of multiple medical-surgical problems that patients may encounter. There is an increased emphasis on collaboration with the multidisciplinary health team. Students focus on meeting individualized health needs of every patient in expanding patient assignments. Course content focuses on community-oriented health, epidemiology, urinary, Alzheimer's, delirium, dementia, brain tumors, endocrine disorders, head and neck cancer, leukemia, and multiple myeloma. The student provides priority care for a multiple patient assignment focusing on maintaining care utilizing caring values. Clinical emphasis is on the acute and chronic care of patients by using priority decision-making and delegation activities. Critical thinking skills are fostered in this course by utilization of clinical case studies, use of the patient simulator and care of patients on the clinical units.

Mental Health Nursing: 8 weeks - **5 credits**

This course focuses on patients with mental health needs, personality disorders, psychiatric disorders, homelessness, substance abuse, and violence. The human caring occasion allows the identification of behavioral patterns, developmental theories, and therapeutic communication. The student aids the patient in attaining a higher degree of harmony. Experience in 1:1 interaction as well as group processes allow the opportunity to analyze the dynamics of patient and self. Clinical experiences in acute, chronic and community settings foster mastery of interpersonal skills based on the patient's thoughts, feelings, and behaviors. Communication skills are enhanced through student participation in individual and group health teaching exercises. Clinical conferences allow discussion of ethico-legal issues, innovative treatment, political issues, holistic nursing care, healing and giving hope in helpless situations. The student gains competency in transpersonal human care interactions to enhance harmony and openness to diversity.

Maternal/Child Nursing: 8 weeks - **5 credits**
This course focuses on the uniqueness of mother-infant developmental process and the family structure. Conception, pregnancy, childbirth, and infant to adolescence are studied. In addition, social health issues of sexually transmitted disease and teenage pregnancy are addressed. Emphasis is on prevention and the promotion and maintenance of health during this developmental process, fostering critical thinking, anticipatory guidance, and the exploration of community resources. Clinical experiences in maternity, pediatrics, and Regional Intensive Care Nursery (RICN) settings allow the student to synthesize knowledge of normal, abnormal complications and illness. Additional clinical experience is provided in the community setting. Clinical case studies emphasize the individuality of mother, father, infant, child, adolescent, and significant others. Physical, psychosocial, and cognitive development theories are integrated with the nursing care of different age groups. The course's family-centered approach brings forth a deep respect for the wonders and mysteries of life.

Complex Medical Surgical Nursing: 8 weeks - **6 credits**
This course emphasizes the complex and multiple medical-surgical problems experienced by patients. Knowledge is expanded on the acute phase of illness and the advanced nursing care of adults with acute and chronic alterations in health. Course content is focused on HIV, obesity, burns, hepatic, neurological and renal difficulties, as well as other complex system disorders. Students are also introduced to the role of the nurse in case management. The psychosocial and spiritual dimension involves the co-creation of coping skills for the individual and family. Community resources are stressed. The clinical practicum provides an expanded opportunity to prioritize and organize the health care needs of multiple acutely ill patients. The student anticipates and alters their plan of care to the ever-changing health status of the complex patient. Time management and a higher level of clinical judgment are required. Critical thinking and problem-solving is fostered by the use of a patient simulator and clinical case studies.

Critical Care Nursing: 8 weeks - **6 credits**
This course analyzes advanced nursing concepts for the comprehensive care of individuals with life threatening illness. Central to the scope of the course is the development of advanced knowledge and clinical skills in the critical care environment. Course content consists of respiratory, cardiac, shock, traumatic brain injury, spinal cord injury, trauma emergencies, and natural or man-made disasters. Ethico-legal issues involved with life threatening illness are addressed. Critical care and emergency services foster growth in nursing judgment, prioritization of care and decision-making. The clinical practicum requires the utmost collaboration of the interdisciplinary health team for patients and families coping with a life-

threatening situation. Case studies and the patient simulator allow synthesis of theory to clinical practice in caring for patients at high risk for multi-system failure.

Advanced Nursing and Leadership: 8 weeks - **3 credits**
This course cultivates the transition of novice to an entry-level professional nurse position who provides excellence in care provisions to every patient. It addresses theories of leadership, management, and advanced concepts of nursing care. Prioritization of care, delegation, quality improvement, personnel performance, ethico-legal issues, and the power of nurses to influence public health policy is addressed. Clinical experiences involve the accountability for the total care of a group of patients. Students gain confidence with experience in leadership and management skills. Clinical judgment, collaboration with the health team, and evaluating the effectiveness of the nursing process enhances critical thinking, decision-making and flexibility. Central to the development of independence is the demonstration of self-directed learning. Clinical case studies and the examination of advanced nursing concepts lead to preparation for the NCLEX-RN examination.

Nursing Curriculum

15 hours college theory = 1 college credit
45 hours college lab = 1 college credit
15 hours nursing theory = 1 credit
45 hours nursing clinical = 1 credit

Prerequisite
Human Anatomy & Physiology I (3 credits)
Human Anatomy & Physiology I Lab (1 credit)
Human Anatomy & Physiology II (3 credits)
Human Anatomy & Physiology II Lab (1 credit)
Total 8 college credits

First Year – 40 Weeks
Fall Semester I (16 Weeks)

Course	Credits	Theory	Lab	Clinical	Hours
Fundamentals of Nursing	10	90	42	152	270
English*	3**	45	0	0	45
Human Development*	3**	45	0	0	45

Semester I - Average weekly contact hours: 24
Total college credits: 6 Total nursing credits: 10
Total semester credits: 16 Nursing theory/clinical ratio: 1:2
Holidays: Labor Day, Thanksgiving Recess
Semester Break: 1-2 weeks

Spring Semester II (16 Weeks)

Course	Credits	Theory	Lab	Clinical	Hours
Medical Surgical I	10	90	20	160	270
Medical Microbiology*	3**	45	0	0	45
Medical Microbiology Lab*	1**	0	45	0	45

Semester II - Average weekly contact hours: 24
Total college credits: 4 Total nursing credits: 10
Total semester credits: 14 Nursing theory/clinical ratio: 1:2
Semester Break: 1 week

Summer Semester III (8 Weeks)

Course	Credits	Theory	Lab	Clinical	Hours
Medical Surgical II	5	45	0	90	135
Pharmacology*	3**	45	0	0	45

Semester III - Average weekly contact hours: 24
Total college credits: 3 Total nursing credits: 5
Total semester credits: 8 Nursing theory/clinical ratio: 1:2
Holiday: Memorial Day Semester Break: Summer

* indicates college course
** indicates college credit

Program Hours
Nursing Theory hours: 420
Nursing Clinical hours: 990
Science Lab hours: 45
College Theory hours: 360
Total Program hours: 1815

Prerequisite to Second Year
None

Second Year – 40 Weeks
Fall Semester IV (16 Weeks)

Course	Credits	Theory	Lab	Clinical	Hours
Mental Health	5	45	0	90	135
Maternal Child	5	45	0	90	135
Diet Therapy*	3**	45	0	0	45
General Psych*	3**	45	0	0	45

Semester IV - Average weekly contact hours: 24
Total college credits: 6 Total nursing credits: 10
Total semester credits: 16 Nursing theory/clinical ratio: 1:2
Holidays: Labor Day, Thanksgiving Recess
Semester Break: 1-2 weeks

Spring Semester V (16 Weeks)

Course	Credits	Theory	Lab	Clinical	Hours
Complex Medical Surgical	6	45	0	135	180
Critical Care	6	45	0	135	180
Sociology *	3**	45	0	0	45

Semester V - Average weekly contact hours: 26
Total college credits: 3 Total nursing credits: 12
Total semester credits: 15 Nursing theory/clinical ratio: 1:3
Semester Break: 1 week

Summer Semester VI (8 Weeks)

Course	Credits	Theory	Lab	Clinical	Hours
Advanced Nursing	3	15	0	90	105
Critical Thinking*	3**	45	0	0	45

Semester VI - Average weekly contact hours: 20
Total College Credits: 3 Total nursing credits: 3
Total Semester Credits: 6 Nursing theory/clinical ratio: 1:6
Holiday: Memorial Day
Semester Break: Summer

The weekly class schedule may vary because of final examination week and holidays. Vacation periods are incorporated throughout the Curriculum Plan. While the credit hours listed for the Pennsylvania Highlands Community College are accurate, the number of class hours may vary due to departmental policy and holidays. Time may be allotted for lab set up and clean up.

Academic Progression

Students advance through the program by meeting standards of academic achievement, attendance, professional behavior, financial obligations, hospital policies, school policies, and program requirements. Promotion of the student is based on:

1. Meeting course requirements.
2. Demonstrating mastery of all end of program student learning outcomes and course outcomes.
3. Maintaining satisfactory performance in previously learned courses and clinical competencies.
4. Adhering to program requirements.
5. Achieving a passing grade of no less than a "C" in all courses within the curriculum plan.
6. Receiving a clinical performance grade of "Satisfactory" in each nursing course.

It is recommended that you follow Conemaugh School of Nursing's schedule of classes. If you opt to take a college course prior to the school's curriculum plan and receive a "D" or "F" grade, you will be required to retake the college course during the scheduled time. Only one repeat of a "D" or "F" grade will be permitted.

A student with an "Incomplete" grade is not eligible for promotion until all course requirements are fulfilled/completed within the time frame established by faculty.
The student is expected to inform family members and/or significant others of grades and School status. For financial aid purposes, students are required to maintain satisfactory academic progress. Please see the Satisfactory Academic Progress Policy for more information.

Granting the diploma, degree, or certificate is not contingent upon passing an external certification or licensure examination.

Academic Standing

Academic standing is determined by a grade point system. Theory grades are determined on a percentage basis with a letter grade equivalent. The student's academic grade point average (GPA) is obtained by multiplying the number of credit hours by the number of quality points. The total number of quality points is then divided by the total number of credit hours to determine the GPA. A cumulative GPA will be maintained for each student to establish class rank. Courses transferred into the program are not calculated in the determination of the term GPA.

The honor roll scale at Conemaugh School of Nursing is: 3.0-3.49 GPA, Honors; 3.5-3.74 GPA, High Honors; and 3.75-4.0 GPA Highest Honors.

Grading System

The grading scale at Pennsylvania Highlands Community College (PHCC) (Percentage grade for each letter grade is determined by the course faculty.):

Grade	Quality Point	Description
A	4	Superior/Excellent
B	3	Good/Above Average
C	2	Satisfactory/Average
D	1	Pass/Unsatisfactory
I	0	Incomplete
F	0	Failure
W	0	Withdrawal
S	0	Satisfactory
U	0	Unsatisfactory
RD	0	Report Delayed
AU	0	Audit

Grading scale at Conemaugh School of Nursing:

Letter Grade	Percentage	Quality Point	Interpretation
A	93-100	4.0	Outstanding
B+	90-92	3.25	
B	85-89	3.00	Above Average
C+	82-84	2.25	
C	78-81	2.00	Average
D	70-77	1.00	Below Average
F	0-69	0	Failure
I			Incomplete
W			Withdrawal
S			Satisfactory
U			Unsatisfactory
WF			Withdrawal/Failure

Evaluation of Clinical Performance

Determination of the clinical performance grade is based on the student meeting established standards of achievement, attendance, and program requirements.
The final clinical grade indicates that the evaluation was based on consistency in performance and that adequate time for evaluation in meeting outcomes has occurred.

Satisfactory (S) - Successfully meets all mandatory learning outcomes of the course and program requirements.
Unsatisfactory (U) - Failure to meet one or more of the course learning outcomes and/or program requirements.
Incomplete (I) - Inability to meet course requirements within a scheduled time period.

Graduation

Candidates for graduation from the School of Nursing must have satisfactorily completed all academic and clinical requirements. Students are encouraged to complete a Program Evaluation Survey prior to graduation. All students who borrow a federal direct student loan are required to complete the online exit counseling. All fees and outstanding debts must be paid and all Hospital property, i.e., Library materials must be returned before a diploma is granted. Students are encouraged to attend graduation activities.
The diploma and pin of the Conemaugh School of Nursing are awarded at the graduation ceremony. Graduates receive recognition for academic honor roll placement. Special awards are presented to those individuals who exemplify excellence in professionalism, academic and/or clinical performance.

Licensure

Upon graduation, graduates of the Conemaugh School of Nursing can sit for the State Board of Nursing Licensing examination. No application for licensure as a registered nurse shall be considered unless accompanied by a fee determined by the State Board of Nursing by regulation. Every applicant, to be eligible for examination for licensure as a registered nurse, shall furnish evidence satisfactory to the Board that he or she is of good moral character, has completed work equal to a standard high school course as evaluated by the Board and has satisfactorily completed an approved program of professional nursing. Approved programs shall include baccalaureate degree, associate degree, diploma nursing programs and programs in transition from approved diploma-to degree-granting programs when all other requirements of the Board have been met.

(a) The Board shall not issue a license or certificate to an applicant who has been convicted of a felonious act prohibited by the act of April 14, 1972 (P.L. 233, No. 64), 2 known as “The Controlled Substance, Drug, Device and Cosmetic Act,” or convicted of a felony relating to a controlled substance in a court of law of the United States or any other state, territory, or country unless:

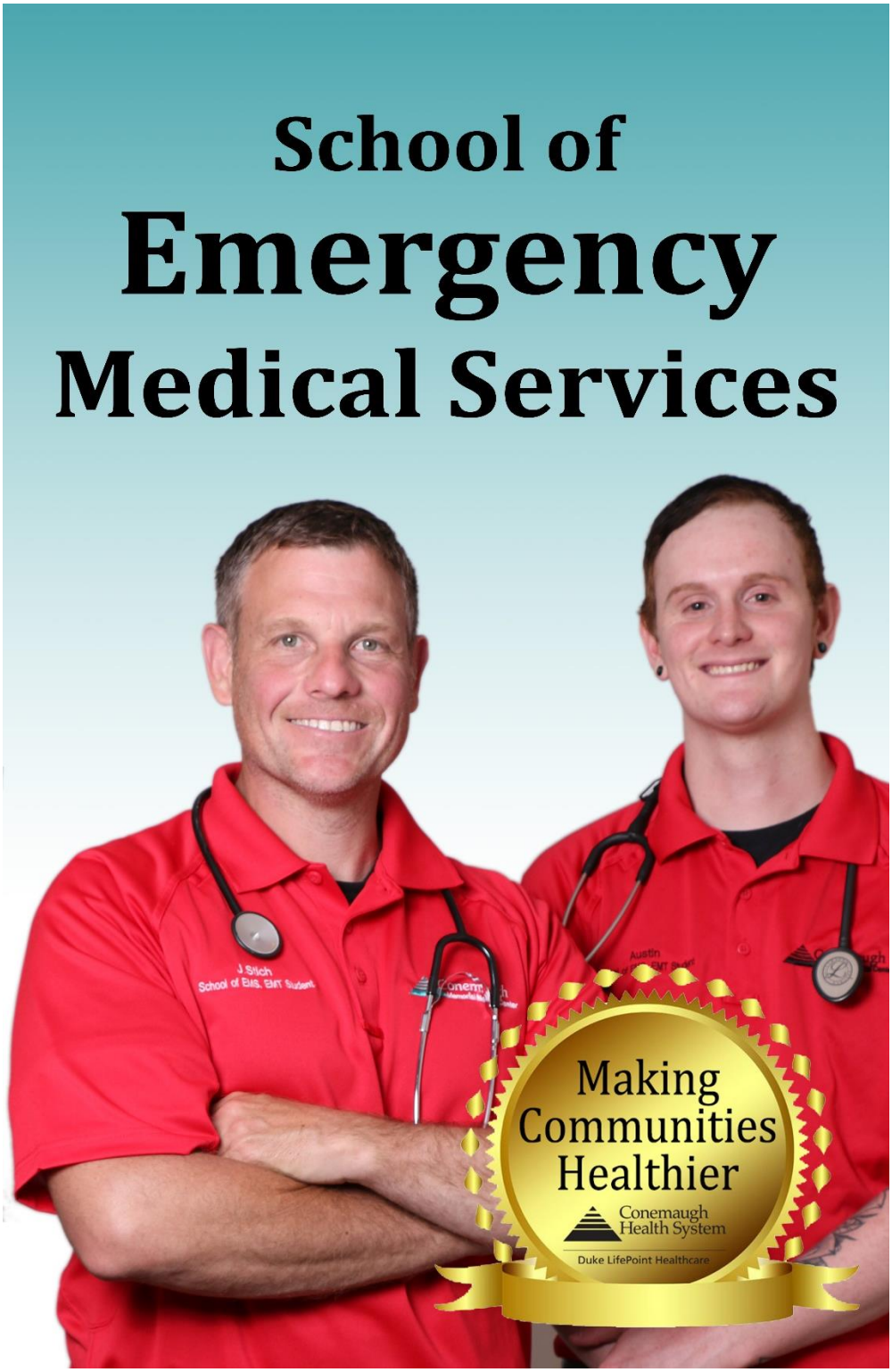
(1) at least ten (10) years have elapsed from the date of conviction;

(2) the applicant satisfactorily demonstrates to the Board that he has made significant progress in personal rehabilitation since the conviction such that licensure of the applicant should not be expected to create a substantial risk of harm to the health and safety of patients or the public or a substantial risk of further criminal violations; and

(3) the applicant otherwise satisfies the qualifications contained in or authorized by this act. As used in this subsection the term “convicted” shall include a judgment, an admission of guilt or a plea of nolo contendere. An applicant's statement on the application declaring the absence of a conviction shall be deemed satisfactory evidence of the absence of a conviction unless the Board has some evidence to the contrary.

Temporary Practice Permit

The State of Pennsylvania and most other states allow the graduate to practice Professional nursing under a Temporary Practice Permit up to one year or until results of the Licensure examination are received. If the graduate fails the licensure examination, the Temporary Practice Permit expires immediately.


School of
Emergency
Medical Services
Making Communities Healthier
Conemaugh Health System
Duke LifePoint Healthcare

Conemaugh School of Emergency Medical Services History

Education in the field of Emergency Medical Services began in the Greater Johnstown Area in the mid-1970s with the EMT-Basic Program. In late 1976, education at the EMT-P level began at Portage Area High School. The program at that time was administratively operated by the then Cambria Somerset Emergency Medical Services Council. To be more centrally located for both counties, the program was moved to the Greater Johnstown Career and Technology Center. With changes occurring in the Emergency Medical Services system statewide, the Cambria Somerset Council became part of the Southern Alleghenies Emergency Medical Services Council. As the Paramedic Program grew, it was moved to Conemaugh Memorial Medical Center in 1995 where a Paramedic Advisory Committee was formed to provide input on the paramedic program. Since then, it has become part of Conemaugh's successful Allied Health Programs. The Conemaugh School of Emergency Medical Services (Website: School of Emergency Medical Services) has undergone numerous changes since its inception to assure students, as well as the citizens of the Commonwealth, receive quality education.

Career and Typical Demands of a Paramedic

A paramedic is a highly trained healthcare professional who provides emergency medical care and transportation to patient in critical situations in the pre-hospital setting. They are often among the first responders to medical emergencies and accidents and are responsible for delivering advanced life support and medical interventions to stabilize patients. Paramedics work in various settings, including ambulance services, fire departments, hospitals, and air medical services. Key responsibilities and tasks performed by a paramedic include responding to emergency calls and providing on-scene medical care for injuries, illness, and trauma, CPR, Advanced Cardiac Life Support, defibrillation, IV therapy, medication administration, and airway management, patient assessment and triage, and safe transportation.

An emergency medical technician (EMT0 is a healthcare professional who provides basic emergent medical care and transportation for critical and emergent patients. They are often the first responders on the scene of an emergency and are trained to stabilize and transport patient to healthcare facilities for further treatment. EMT's work in a variety of settings, including ambulance services, fire departments, hospitals, and private medical transport companies. Key responsibilities and tasks performed by an EMT include responding to emergency calls, initial patient assessment – vital signs, gathering medical history, and assessing injuries, Basic Life Support, CPR, controlling bleeding, splinting fractures, administer oxygen, and safe transportation.

Typical physical and psychological demands of a paramedic and EMT include

- Patient care including lifting, moving, and transferring patients.
- Physical endurance including long shifts, standing, and walking for extended periods to include navigating uneven terrain, tight spaces, and hazardous environments.
- Manual dexterity to perform tasks that require fine motor skills, clinical procedures, and use of medical equipment.
- Potential exposure to hazards that include infectious disease, hazardous substances, and physically demanding conditions.

- Effective communication not only with patients but with families and other members of the healthcare team and emergency responders such as firefighters and police officers
- Handle stress in a high-pressure environment by being able to critical think, problem solve, use clinical judgement, professionalism, and empathy while upholding ethical standards, policies, and confidentiality.
- Continuous learning and adaptation to stay up to date with advances in medical knowledge, technology, and emergency medical protocols.
- Adhere to high standards of personal and professional conduct to include dress, politeness, cooperation, integrity, and dependability.

Typical demands, risk factors, and related safety hazards for healthcare workers may be found at the following websites:

- Healthcare Workers | Healthcare Workers | CDC
- Healthcare - Overview | Occupational Safety and Health Administration (osha.gov)

Accreditation

Conemaugh School of Emergency Medical Services is accredited by the Pennsylvania Department of Health and Division of Emergency Medical Services. As an Advanced Life Support Training Institute and Continuing Education Sponsor site, Conemaugh School of Emergency Medical Services is accredited by the Commission on Accreditation of Allied Health Education Programs. Upon the recommendation of the committee on Accreditation of Educational Programs for the Emergency Medical Services Professions.

State Accredited by the:
Commonwealth of Pennsylvania, Bureau of EMS, 625 Forester St. Harrisburg, PA 17120
Phone: 717-787-8740 Fax: 717-772-0910
Emergency Medical Services (EMS) | Department of Health | Commonwealth of Pennsylvania

Upon the recommendation of:
Southern Alleghenies EMS Council, 3013 Beale Ave. Suite B101 Altoona, PA 16601
Phone: 814-201-2265 Fax: 814-201-2429
SAEMS | Southern Alleghenies EMS Council | Altoona, PA www.saems.com

Nationally Accredited by:
Commission on Accreditation of Allied Health Education Programs, 9355 – 113th St. N, #7709 Seminole, FL 33775
Phone: 727-210-2350 Fax: 727-210-2354
CAAHEP | Home www.caahep.org

Upon the recommendation of the:
Commission on Accreditation of EMS Education Programs, 8301 Lakeview Parkway Suite 111-312 Rowlett, TX 75088
Phone: 214-703-8445 Fax: 214-703-8992
CoAEMSP – Committee on Accreditation for the EMS Professions – Credible education through accreditation www.coaemsp.org

Program Outcomes

The Conemaugh School of Emergency Medical Services demonstrates evidence of achievement in meeting the following program outcomes:

1. Provides a structured educational process in the field of emergency medical services.
2. Emphasizes scientific knowledge, clinical and field experience, and compassion in the training of pre-hospital providers.
3. Fosters critical thinking skills through student teacher interaction.
4. Enhances commitment to meeting community needs.

End of Program Student Learning Outcomes

The graduate of Conemaugh School of Emergency Medical Services will:

1. Assumes the role as a caring and competent Paramedic or EMT.
2. Utilizes critical thinking strategies and decision-making strategies in caring for their patients.
3. Demonstrates responsibility for self-direction in lifelong learning.
4. Provides care in a responsible, legal, and ethical manner.
5. Demonstrates concern for the healthcare needs of our community.

Additional Requirements for Admission

To enter the EMT Program at Conemaugh's School of Emergency Medical Services, each applicant must meet the following requirements:

- Be at least 16 years of age prior to the conclusion of the program.

To enter the Paramedic Program at Conemaugh's School of Emergency Medical Services, each applicant also must meet the following requirements:

- Be at least 18 years of age prior to the start of the program.
- Possess a High School diploma or equivalent.
- Have current EMT certification in the Commonwealth of Pennsylvania.
- Successful completion of a post-secondary Anatomy and Physiology course. It is preferred to be college or university level Anatomy and Physiology I and II however other courses that meet the curriculum requirements may be utilized if approved by the School of Emergency Medical Services.
- Possess current certification in CPR in accordance with National Guidelines for Health Care Professions.

There is no advanced standing for Registered Nurses in the Paramedic Program.

Students who wish to transfer from another Pennsylvania Emergency Medical Services Training Institute into the Conemaugh School of Emergency Medical Services Paramedic Program must meet all the entrance requirements. Transfer into the School of Emergency Medical Services can only occur at the beginning of a semester. Those who wish to transfer must have a recommendation letter from the former school indicating satisfactory progress in didactic and

clinical experience. In addition to the letter, the transferring student must successfully complete a written and practical exam for proper placement in the curriculum of the Conemaugh School of Emergency Medical Services.
A student, who wishes to transfer from the Conemaugh School of Emergency Medical Services to another Paramedic Training Institute, must submit in writing to the coordinator a request for program withdrawal and transfer. This request shall include the reason for said transfer, the name, address, phone number and contact person for the institute they wish to transfer to. It is the student's responsibility to present the School of Emergency Medical Services Director with the required information the receiving institute requires.

CPR Certification

Consistent with Hospital policy, students are required to have current American Heart Association certification in Basic Life Support. Curriculum and testing must include Adult 1 and 2-Rescue CPR, Infant/Child CPR, and Adult, Infant and Child Conscious and Unconscious Obstructed Airway. CPR instruction is provided at Conemaugh prior to the start of class. Students must be certified prior to being in the clinical area. Failure to comply may interfere with meeting course objectives.

Tuition and Fees

Emergency Medical Technician Cost Sheet
Paramedic Cost Sheet

The School of EMS Paramedic / EMT program is not eligible for financial aid.
Information regarding current tuition and fees for the School of EMS Paramedic / EMT program is available on the school website Tuition & Fees | Conemaugh School of EMS
www.conemaugh.org/school-of-ems-tuition-and-fees
and at the Student Financial Services Office. Tuition, fees, and expenses are published each academic year on an estimated basis and are subject to change.
Textbooks, uniforms, and equipment supplies are purchased through outside vendors and are not included in the tuition and fee amounts billed.

Program of Study and Curriculum

The School of Emergency Medical Services follows the 2021 Emergency Medical Services Education Standards. The didactic portion of the Paramedic program consists of 405 hours of classroom instruction, which includes 100 hours of skills laboratory time. The skills laboratory experience includes practice on mannequins, simulated scenarios, and innovative teaching/learning strategies to fine tune skill competency. The clinical/field portion of the program is 630 hours. This includes rotations through several hospital departments as well as ambulance services. The total Paramedic program length is 1,035 hours and is one year in length. Upon successful completion of the program, the graduate is eligible to test for the National Registry EMT-P Exam. This exam also serves as the PA State Paramedic Exam.

The EMT program length is 200 hours of classroom and lab instruction, 12 hours of emergency room clinical and 10 EMS calls. EMT basic course is held varying times during the year with a

summer accelerated program. Length of study is 2.5-3.5 months depending on the time of year the class is offered.

Paramedic Curriculum Design

To prepare competent entry-level Paramedics in the cognitive (knowledge) psychomotor (skills) and affective (behavior) learning domains.

Semester I (16 weeks)		
Didactic Topics		Clinical Rotations
Emergency Medical Services Systems Workforce Safety and Wellness Public Health Medical Legal Ethics Communications Documentation Pathophysiology Life Span Development	Patient Assessment Critical Thinking Obstetrics Gynecological Emergencies Neonate Care Psychiatric Emergencies Medication Administration Principles of Pharmacology	OB/Labor Psychiatric Respiratory Care Patient Assessment IV Therapy Field Team Member

Semester II (16 weeks)	
Didactic Topics	Clinical Rotations
Emergency Medications Airway Management Respiratory Emergencies Cardiovascular Emergencies Neurological Emergencies Eye, Ears, Nose and Throat Abdominal and Gastrointestinal Emergencies Genitourinary and Renal Emergencies Endocrine Emergencies Cardiac Arrest Management Hematologic Emergencies	Field Team member Emergency Department Critical Care / Cardiac Catheterization Lab Operating Room

Semester III (8 weeks)	
Didactic Topics	Clinical Rotations
Infectious Disease Toxicology Trauma Pediatric Geriatrics Patients with Special Needs	Field Team Member Emergency Department Clinical Enrichment

Semester IV (10 weeks)	
Didactic Topics	Clinical Rotations
Emergency Medical Services Operations ACLS, PALS, AMLS, PHTLS, EPC Enrichment	Field Internship (Team Leader)

Paramedic Description of Courses

Preparatory – 44 hours
The preparatory section of the course covers the following topics. Emergency Medical Services Systems, Workforce Safety and Wellness, Public Health, Medical Legal, Ethics, Communications, Documentation, Medical Terminology, Reading Research

Airway Management & Ventilation – 16 hours
This section covers airway management from manual airway through advanced airway management.

Patient Assessment – 36 hours
This module covers the following topics: History taking, Physical Exam Techniques, Patient Assessment, Critical Thinking and Clinical Decision Making, Pathophysiology, Life Span.

Trauma – 32 hours
This module covers the following topics: Trauma Systems and Mechanism of Injury, Bleeding, Soft tissue trauma, Burns, Face and Neck Trauma, Head and Spine Trauma, Chest Trauma, Abdominal and Genitourinary trauma, Orthopedic Trauma, and Environmental Emergencies.

Medical – 191 hours
This module covers the following topics: Respiratory, Cardiovascular, 12 Lead EKG Neurologic Emergencies, Disease of the Eyes, Ears, Nose and Throat, Abdominal, Gastrointestinal, Genitourinary, Renal, Gynecologic, Obstetric, Endocrine, Hematologic, Immunologic, infectious, Toxicology and Psychiatric Emergencies.

Special Patient Populations – 40 hours
This module covers the following topics: neonatal Care, Pediatric, Geriatric and Patients with Special Challenges.

Shock and Resuscitation – 12 hours
This module covers the following: Assessment based management approach, Management of Cardiac Arrests, Management and Resuscitation of the Critical Patient.

Operations – 34 hours
Covers the following topics: Transport Operations, Incident Management, Mass Casualty Incidents, Vehicle Extrication and Special Rescue, Hazardous Materials, Terrorism, Disaster Response, and Crime Scene Awareness.

Pre-Hospital Trauma Life Support – Included with Trauma

This course is designed to provide prehospital care provider with a specific body of knowledge related to prehospital assessment and care of the adult and pediatric trauma patient.

Pediatric Advanced Life Support and Emergency Pediatric Care – Included with Special Populations

These courses give the prehospital provided the educations, skills and confidence needed to effectively treat pediatric patients.

Advanced Cardiac Life Support – Included with Medical

This course will prepare the student to manage a cardiac emergency and manage a cardiac arrest.

Clinical – 405 hours

The clinical rotation allows the student to go into the hospital and other healthcare environments to see what happens after patient care is transferred from Emergency Medical Services. This allows the student to utilize their skills while in a more controlled environment. Clinical areas include Emergency Department, Trauma, Intensive Care Unit, Telemetry, Psychiatric, OR, NICU, Ambulance Services, Cardiac Catheterization Lab, and Respiratory Care. The Enrichment area is where students participate in any of the sections to complete all their goals.

Field Internship – 220 hours

At the completion of the third semester, successful students are assigned a particular ambulance service and are evaluated as a probationary paramedic. Although the student is not an actual paramedic, they are with at least one experienced paramedic preceptor and the student is in charge of the call and the preceptor evaluates the student's performance to identify and weakness that may require remediation.

EMT Description of Courses

Preparatory – 38 hours
This section covers the following topics. Emergency Medical Services Systems, Workforce Safety and Wellness, Medical Legal, Ethics, Communications, Documentation, Lifting and Moving, the Human Body and Life Span Development.

Patient Assessment – 22hours
This section covers the aspects of Patient Assessment including scene size up, triage, obtaining vital signs, and patient histories.

Airway and breathing – 18 hours
This section covers the basic of Airway Management, and Respiratory Emergencies.

Cardiovascular – 28 hours
This section covers the following topics: Principles of Pharmacology, Basic Life Support resuscitation and management. Pit Crew CPR, and Cardiovascular Emergencies.

Medical – 38 hours
This section covers the following topics: Shock, Neurological Emergencies, Gastrointestinal and Urologic Emergencies, Endocrine and Hematologic Emergencies, Immunologic Emergencies, Toxicology, Psychiatric Emergencies and Environmental Emergencies

Trauma – 24 hours
This section covers the following topics: Mechanism of Injury, Bleeding, Soft-Tissue Injuries, Face and neck Injuries, Head and Spine Injuries, Chest Injuries, Abdominal and Genitourinary Injuries, and Orthopedic Injuries.

Special Populations – 16 hours
This section covers the following topics: Gynecological Emergencies, Obstetrics and Neonatal Care, Pediatric Emergencies, Geriatric Emergencies, Patients with Special Challenges.

EMS Operations – 16 hours
This section covers the following topics: Transport Operations, Vehicle Extrication and Special Rescue, Incident Management, Hazardous Materials Awareness Level, Terrorism Response and Disaster Management.

EMT Readiness (optional) – 24 hours
The section provides the EMT student with an option to obtain additional education that may be required for employment. Courses include: ACLS for the EMT, and Emergency Vehicle Operators Course.

Clinical Rotation – 12 hours
Students will rotate through the hospital emergency room to assess a minimum of 10 patients.

Field Rotation – 32 hours
Students will rotate through a Pennsylvania Licensed BLS/ALS EMS Service to serve as an involved team member for 10 calls.

Academic Progression

Students advance through the program by meeting standards of academic achievement, attendance, professional behavior, financial obligations, and program requirements. Progression in the curriculum does not occur until all course requirements are fulfilled in the time frame established by the faculty. Promotion is based on:

1. Achieving a final minimum theory grade and clinical grade.
2. Complying with all rules and regulations outlined in the Allied Health Policy Manual, Memorial Medical Center and or other facility policy manuals, Emergency Medical Services Student handbook, PA Dept. of Health Personnel Manual, NHTSA EMS Educational Standards, and eligibility requirements for testing at the State and National Registry Examination.
3. Satisfactory completion of all clinical requirements set forth in each clinical rotation.
4. Maintaining satisfactory performance in previously learned clinical competencies.
5. Paramedic Students must maintain PA State EMT and CPR Certification as outlined in Title 28 Health and Safety Rules and Regulation during enrollment in the program.
6. EMT Students must possess a valid CPR certification prior to clinical and field rotations.

Granting the diploma, degree, or certificate is not contingent upon passing an external certification or licensure examination.

Grading System

Conemaugh School of Emergency Medical Services utilizes the following grading criteria:

Percentage	Letter Grade	Status
90 - 100	A	Excellent
80 - 89	B	Above Average
	P	Pass
	W	Withdrawal
	I	Incomplete
	S	Satisfactory
	U	Unsatisfactory

Clinical Rotation

The clinical rotation provides students with an opportunity to reinforcement skills taught in the didactic and clinical lab components through practice in clinical areas of approved health care facilities and Emergency Medical Services. All clinical experiences will be under the supervision of a designated preceptor. Each student is responsible for using the software tool FISDAP for scheduling rotations. The School of Emergency Medical Services has agreements with hospitals in Bedford, Blair, Cambria, Huntington, Fulton, Clearfield, Centre, and Somerset counties. Additional facility requests may be initiated for clinical learning experiences. Students

may request a specific Emergency Medical Service; however, approval of that service is determined by the School of Emergency Medical Services Coordinator and Medical Director.

Repeating Courses

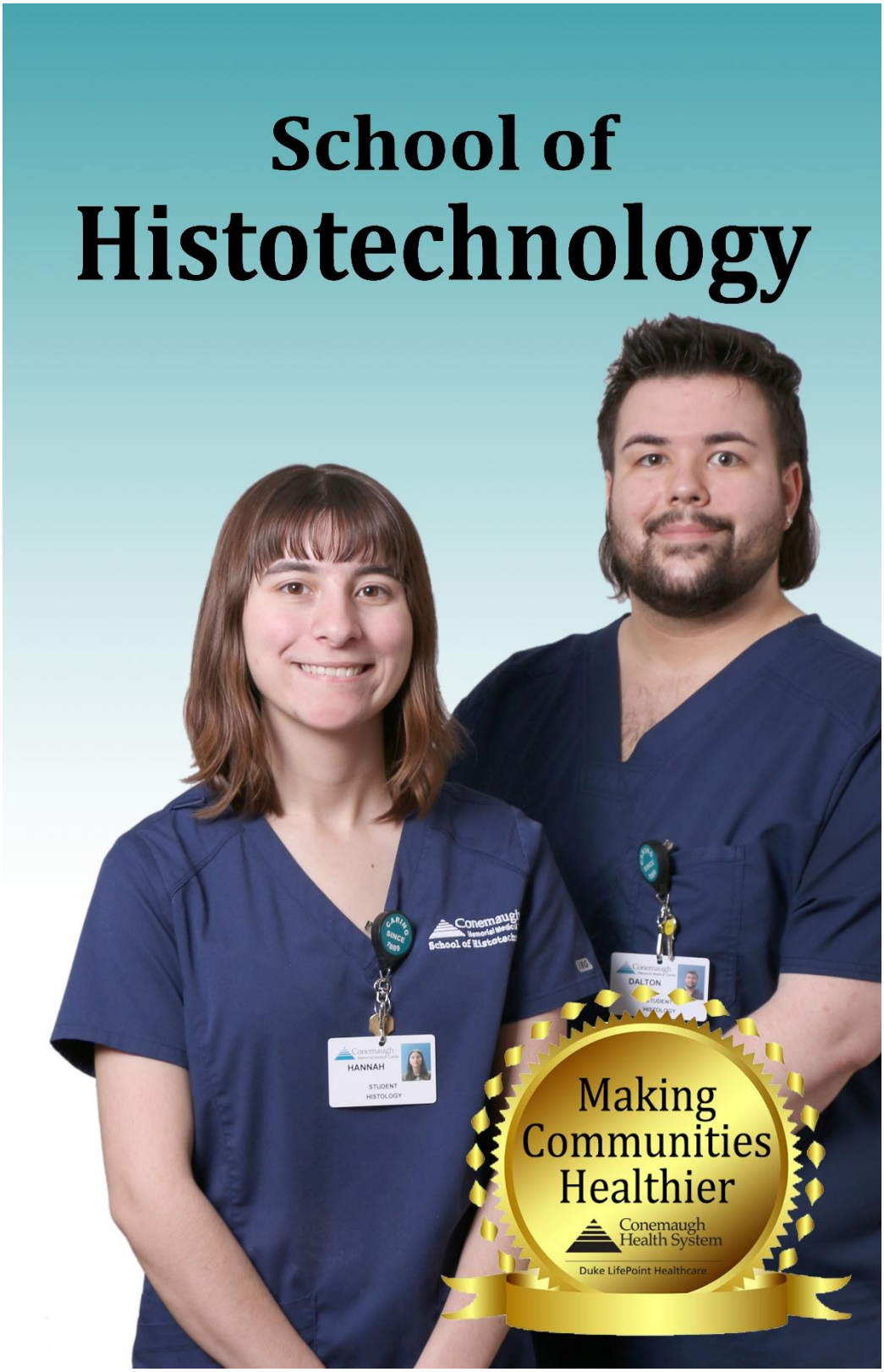
A student who repeats a course will have both grades identified on the academic transcript of the program. The last grade earned will be the grade used in computing their grade point average. The faculty can recommend or require that a student repeat a course if there is evidence of knowledge or performance deficiency in previous course content. Since courses are composed of theory and clinical practicum, both components must be repeated. Current tuition and fees are charged for repeating a course.

Graduation

A certificate of completion is awarded to each student who successfully fulfills all academic and clinical requirements of the program. All outstanding debts must be paid and all hospital property, library materials and ID badge are to be returned before the certificate of completion is granted. Conemaugh School of Emergency Medical Services graduates are encouraged to be active in regional and national professional associations.

Certification

Upon successful completion, the graduate will be eligible to take the respective National Registry Computer Adaptive and Practical Exam, the current evaluation mechanism for the PA Department of Health. Testing eligibility and process is done in accordance with the National Registry and the PA Department of Health.


School of
Histotechnology
HANNAH
STUDENT
HISTOLOGY
DALTON
Making
Communities
Healthier
Conemaugh
Health System
Duke LifePoint Healthcare

Conemaugh School of Histotechnology History

The birth of histologic technique dates back to 1664 when Robert Hooke cut sections of cork with his penknife and observed them under a microscope. In 1670, Leeuwenhoek made sections from a writing feather, a bovine optic nerve, and the centers of dried flowers by using his hand-sharpened shaving razor. These events were the beginning of what was to become an important and unique laboratory discipline.

Histotechnology is a structural science concerned with the demonstration of cellular morphology, chemical composition, and function of normal and abnormal tissue.

Many dyes and chemicals are used in Histotechnology, and it is important to know their composition, how they act, and how they react with each other. With this knowledge, combined with an understanding of tissue composition, the histotechnologist treats the tissue with these chemicals and dyes. The chemical reactions produce colors which make it possible to distinguish tissue structures.

The histotechnologist also operates and maintains delicate instruments (many computer related) which are used in the preparation of tissue sections for microscopic diagnosis and examination.

Histotechnology is a dynamic profession with new procedures and methodology continually evolving. Once formal education is completed, individuals have many opportunities for continuing education via state professional societies and the National Society for Histotechnology.

The School of Histotechnology (Website: School of Histotechnology) has had an excellent reputation since its beginning in 1973. You have made your decision to enter the health care service and dedicate your life to the highest standards of excellence and integrity. Your reward will include career satisfaction granted to only a few.

Career and Typical Demands of a Histotechnologist

A histotechnologist is a specialized medical laboratory professional who plays a vital role in the diagnostic process, by preparing high-quality tissue samples and slides for microscopic examination by a pathologist which is essential for accurate disease diagnosis and treatment planning. These professionals play a crucial role in the diagnosis and study of diseases. Histotechnologists typically work in hospitals, medical laboratories, research institutions, and universities. They require specialized training through an accredited program and need to be certified by professional organizations, such as the American Society for Clinical Pathology (ASCP) to practice. Key responsibilities and tasks include processing tissue samples by fixing, embedding, sectioning, and staining to highlight different structures and components within the tissue, maintain quality control procedures to ensure the accuracy and reliability of test results, and manage laboratory equipment, medical records, and comply with safety and regulatory standards.

Typical physical and psychological demands of a histotechnologist include

- Excellent hand-eye coordination, fine motor skills, and manual dexterity to handle delicate instruments and perform precise and accurate tissue processing tasks.
- Physical endurance that includes standing often for extended periods and lifting and moving containers of reagents and supplies
- Visual acuity to distinguish between tissue structures and ensure accurate staining and slide preparation.
- Effective stress management, attention to detail, critical thinking, problem solving, and communication skills while upholding ethical standards, policies, confidentiality, and laboratory regulatory requirements.
- Potential exposure to hazards that include infectious disease, hazardous substances, and physically demanding conditions.
- Continuous learning and adaptation to stay up to date with advances in histology techniques, laboratory technology, and healthcare practices.
- Adhere to high standards of personal and professional conduct to include dress, politeness, cooperation, integrity, and dependability.

Typical demands, risk factors, and related safety hazards for healthcare workers may be found at the following websites:

- Healthcare Workers | Healthcare Workers | CDC
- Healthcare - Overview | Occupational Safety and Health Administration (osha.gov)

Accreditation

The School of Histotechnology at Memorial Medical Center is accredited by the National Accrediting Agency for Clinical Sciences (NAACLS), 5600 N. River Road, Suite 720, Rosemont, IL 60018-5119; (773) 714-8880; (773) 714-8885 – fax; NAACLS - National Accrediting Agency for Clinical Laboratory Science - Home www.naacls.org. NAACLS is a nonprofit organization that independently accredits clinical laboratory scientist/medical technologist, clinical laboratory technician/medical laboratory technician, histotechnologist, histologic technician, pathologist's assistant, and diagnostic molecular scientist education programs. Continuous accreditation has been granted since 1970. The hospital is accredited by: Joint Commission on Accreditation of Health-Care Organizations, One Renaissance Boulevard, Oakbrook Terrace, IL 60181; (630) 792-3885, and Department of Public Welfare, Commonwealth of PA, PO Box 2675, Harrisburg, PA 17105; (717) 787-7436. The Memorial Medical Center's Lab is accredited by the College of American Pathologists (CAP), 325 Waukegon Road, Northfield, IL, 60093-2750; (800) 323-4040.

Program Outcomes

The Conemaugh School of Histotechnology demonstrates evidence of achievement in meeting the following program outcomes:

1. Provides a structured education process, which prepares graduates to assume histotechnologist positions.
2. Emphasizes scientific knowledge and technical skill in role development.
3. Utilizes critical thinking skills through the learning process between student and teacher.
4. Enhances commitment to meeting ever changing and progressive health standards.

End of Program Student Learning Outcomes

The graduate of the Conemaugh School of Histotechnology will:

1. Exercises principles of safety and practices in a professional manner within ethico-legal dimensions.
2. Synthesizes knowledge and clinical techniques in accessioning, fixation, tissue processing, embedding, routine and special staining, immunochemistry, frozen section procedures and troubleshooting in histopathology.
3. Evaluates factors that affect histotechnology processes and makes corrections as warranted.
4. Masters expected competencies in an accountable and professional manner as an entry level histotechnician in collaboration with other health team members and complimentary to medicine.

Additional Requirements for Admission

The applicant must complete the 27 college credits required in the first year of the Pennsylvania Highlands Community College histotechnology curriculum plan or have previously obtained a minimum of an associated degree from an accredited institution with the required courses in biology, chemistry, and math. The grade average for enrollment in the clinical courses is preferred to be a C or better in all first year planned courses in the curriculum plan. An application and fee is submitted to Conemaugh School of Histotechnology.

Tuition and Fees

Billing and financial aid awards for the School of Histotechnology are processed through Pennsylvania Highlands Community College. Detailed information may be found on the Pennsylvania Highlands Community College official website at Tuition and Fees - Pennsylvania Highlands Community College (pennhighlands.edu). Students who have a previous degree and are obtaining a certificate only should contact Conemaugh School of Nursing and Allied Health Student Financial Services to make payment arrangements.
Textbooks, uniforms, and equipment supplies are purchased through outside vendors and are not included in the tuition and fee amounts billed.

Program of Study and Curriculum

The program consists of didactic, laboratory, and clinical courses. The student completes the first year of the curriculum plan at Pennsylvania Highlands Community College (PHCC). Upon successful completion of 20 specific general education college credit courses and acceptance to the Conemaugh School of Histotechnology, the student has dual enrollment status. The clinical portion of the program consists of 29 histotechnology credits and 13 credits of chemistry, medical terminology, anatomy, and operational health informatics from PHCC. The faculty/student ratio is based on the nature of the education experiences. Students enrolled in the two-year program are expected to dedicate their full attention to meet the curriculum demands. Upon successful completion of the program requirements, 62 college credits, and passing a comprehensive histotechnology program exam, the graduate receives the Associate of Applied Science Degree from PHCC and a diploma from Conemaugh School of Histotechnology. The graduate is ready to take the National Examination of the American Society of Pathologists (ASCP) exam.

Description of Courses

Taught by Pennsylvania Highlands Community College Faculty

HSC 123 – Operational Health Informatics
This course offers the student an overview of the field of health informatics and basic computer skills by providing the fundamental concepts of health informatics and how technology is used in the delivery of health care. The course is intended to increase the knowledge and skills of the allied health worker related to the configuration, use, and maintenance of informatics interventions that will evaluate and improve health care delivery.
3 credits

HSC 100 – Medical Terminology
As a study of the professional language of medicine, this course includes description, interpretation, the building, and spelling of medical terms that relate to human anatomy and physiology, health care related diagnostic testing, medical procedures, and various modes of treatment. The course correlates a basic knowledge of anatomy and physiology. This course is a foundation course that allows the student to be able to communicate with medical language in other health science courses and prepares the graduate to communicate effectively in the health care arena.
3 credits

BIO 104 – Principles of Biology I
This introductory course provides an overview of the basic principles of biology including the structure and function of the cell, cellular respiration, photosynthesis, mitosis, meiosis, genetics, and evolution. Lectures emphasize human biology and are complemented by discussions that stress critical thinking. This course is designed to prepare students for more advanced courses in biology.
3 credits

BIO 114 – Principles of Biology I Lab
This introductory course provides an overview of the basic principles of biology including the structure and function of the cell, cellular respiration, photosynthesis, mitosis, meiosis, genetics, and evolution. Lab experiments are designed to teach basic scientific skills, and to reinforce the topics covered during BIO 104 lectures. This course is designed to prepare students for more advanced courses in biology.
1 credit

HSC 105 – Introduction to Health Professions
This course is designed to give first semester students who are pursuing a career in health care a solid foundation of planning and professionalism to successfully complete their education and career goals. This course will also help them become engaged members of the College and professional community. Students will be involved in career exploration, setting real-world goals with academic planning and resume building, learning the tools available for their academic success, and the professionalism needed to carry them forward into the academic world and the job market. This course is taught by Health Care professionals and includes guest speakers from several health care disciplines.
1 credit

COM 101 – Public Speaking
This course is designed to provide an introduction to the knowledge and skills needed to prepare and deliver effective oral presentations. Topics include the principles and practice of adapting to audiences; creating, researching, and structuring messages; rehearsing and delivering extemporaneous speeches; reporting and evaluating other speakers' intent, content, format, and delivery.
3 credits

ENG 110 – English Composition I
This course emphasizes the techniques of writing expository essays with stress upon careful thinking, word choice, sentence structure, thesis statement, and methods of organization. Students practice the writing of clear, coherent, and unified paragraphs and essays. Editing skills and the use of correct grammar and mechanics are also emphasized. Students are taught research and documentation skills and are required to write an argumentative research paper. This is the standard college English composition course.
3 credits

LIF 111 – Health and Wellness
Healthy lifestyle behaviors contribute to wellness throughout the life cycle. This is a health science course that explores variables related to achieving a longer and healthier life. This course discusses how informed personal choices in regard to behavior, exercise, and food intake can promote health and wellness. This course looks at personal behavior choices in regard to various health disorders, such as chronic disease, sexually transmitted disease, eating disorders, alcohol, and drug abuse, allergies, and food intolerances. The goal is for students to use this new knowledge to make informed choices in everyday life.
3 credits

MAT 131 – Intermediate Algebra
This course is designed to prepare students for higher level mathematics through a mastery of algebraic concepts. Topics include factoring, laws of exponents, polynomials, equations, and inequalities (including linear, quadratic, and absolute value), graphing (using linear equations and inequalities), systems of equations, and inequalities, functions, rational expressions, and radicals.
3 credits

PSY 100 – General Psychology
This course is a general introduction to the scientific study of the brain, behavior, and mental processes of humans and animals, with emphasis on the goals of psychology: to describe, explain, predict, and control behavior. Students examine the substance of psychology such as biopsychology, sensation and perception, learning, memory, cognitive processes, affective behaviors, and mental illness through an examination of the theories, principles, and methods of research used in the field. Examples and applications enable the student to acquire the elements of critical thinking as adapted to the research environment. Students produce an APA formatted research paper. This course applies the fundamental principles of psychology as a natural science. Students explore current research through reading original empirical research and write an APA formatted analytic research paper.
3 credits

CHM 115 – Chemistry for Health Professions
This course is designed to introduce the students to fundamental concepts of general, organic and biochemistry and connections of these chemical principles to the health field. Topics include measurement, atomic structure, periodic table, chemical reactions, stoichiometry, properties of gases, matter and energy, chemical bonding, acids and bases, nuclear chemistry, organic structures, physical and chemical properties of organic compounds, stereochemistry, carbohydrates, lipids, amino acids, proteins, enzymes, and metabolism.
4 credits

Taught by Conemaugh School of Histotechnology faculty

HST 101 – Histotechnology 101 *(10 credits)*
This course introduces the student to histologic techniques and the Histotechnology laboratory. The theory of Histotechnology and Carson, Bancroft, and the Armed Forces Institute of Pathology (AFIP) set the foundation for the established histologic techniques. Key components are:

- Laboratory Operations to orient the student to the laboratory safety, regulatory compliance, standard laboratory procedures, and instrumentation.
- Laboratory Mathematics: for the preparation of solutes, solvents, and solutions used in histo-chemical procedures.
- Tissue Fixation: the first step in the histologic process and the foundation for all subsequent histologic processes to be successful.
- Tissue Processing: to employ the tissue processing steps of dehydration, clearing and infiltration to the appropriate schedule for the tissue type, size, and consistency.
- Tissue Embedding: for the proper orientation of tissue samples in the paraffin block for the subsequent steps of the histologic process.
- Decalcification: to prepare bone and other calcified specimens for the subsequent steps of the histologic process.
- Microtomy: for the operation of the microtomes to produce tissue sections in micron increments for the subsequent steps of the histologic process.

The clinical practicum provides the student the opportunity to demonstrate basic technical skills and accountability through the application of these techniques and interaction with the clinical faculty, pathologists, and other laboratory staff.

HST 201 – Histotechnology 201 *(10 credits)*
This course builds on the concepts learned in Histotechnology 101. The student will advance to more complex histologic techniques in the classroom and in the Histotechnology laboratory. The theory of Histotechnology and Carson, Bancroft, and the Armed Forces Institute of Pathology (AFIP) set the foundation for the established histologic techniques. Key components are:

- Theory of Staining: to understand how staining techniques react with the different tissue types and consistencies for the color reactions to identify the intended structures for diagnosis. Routine stains, special stains, metal impregnation techniques, and immunohistochemistry/in-situ hybridization techniques.
- Pigments and Minerals: for stains to distinguish the presence of pigments and minerals as they pertain to the disease process suspected by the pathologist.
- Microbiology: for the staining techniques to distinguish microorganisms as they pertain to the disease process suspected by the pathologist.
- Connective Tissue: for the staining techniques to distinguish connective tissue types and

the disease processes that are determined by their malformations or changes in morphology.
- Central Nervous System: for staining techniques to identify tissues of the central nervous system and their associated disease processes.
- Lipids: for staining techniques to identify carbohydrates. Muco-substance, polysaccharides, and the associated disease process.
- Immunohistochemistry/In-situ Hybridization: for IHC and ISH techniques to distinguish the presence of specific antibodies associated with the disease process.

The clinical practicum provides the student the opportunity to demonstrate basic and more complex technical skills and accountability through the application of these techniques and interaction with the clinical faculty, pathologists, and other laboratory staff.

HST 250 – Histotechnology 250 *(9 credits)*
This course builds on the concepts learned in Histotechnology 101 and 201. The student will advance to becoming a competent histologic technician, be prepared for the registry examination, and ready for employment. The theory of Histotechnology and Carson, Bancroft, and the Armed Forces Institute of Pathology (AFIP) set the foundation for the established histologic techniques. The clinical practicum provides the student the opportunity to demonstrate basic and more complex technical skills and accountability through the application of these techniques and interaction with the clinical faculty, pathologists, and other laboratory staff.
Key components include:
- Preparation for the American Society of Clinical Pathology Board of Certification Examination.
- Microscopic identification of tissues and staining procedure performed.
- Troubleshooting procedures that did not perform appropriately.
- Practical examination consisting of 10 different tissue types, each with a specific staining assignment. The student will prepare each slide to be of high diagnostic quality and free of any artifacts.
- A program comprehensive examination will be given.

Curriculum Plan

The specific calendar of legal holidays, beginning and ending date of each semester may be found on the Pennsylvania Highlands Community College website at [Academic Calendar - Pennsylvania Highlands Community College (pennhighlands.edu)]

Semester 1 Total 14 credits

HSC105	Intro to Health Professions	1 credit	15 theory hours
HSC 100	Medical Terminology	3 credits	45 theory hours
ENG 110	English Composition I	3 credits	45 theory hours
BIO 104	Principles of Biology I Lecture	3 credits	45 theory hours
BIO 114	Principles of Biology I Lab	1 credit	30 lab hours
PSY 100	General Psychology	3 credits	45 theory hours

Semester 2 Total 13 credits

MAT 131	Intermediate Algebra	3 credits	45 theory hours
CHM 115	Chemistry for Health Science	4 credits	60 theory hours
COM 101	Public Speaking	3 credits	45 theory hours
LIF 111	Health & Wellness	3 credits	45 theory hours

Semester 3 Total 13 Credits

HSC 130	Basic Anatomy & Physiology	3 credits	45 theory hours
HST 101	Histotechnology 101	10 credits	45 theory hours 315 clinical hours

Semester 4 Total 13 Credits

HSC 123	Operational Health Informatics	3 credits	45 theory hours
HST 201	Histotechnology 201	10 credits	45 theory hours 315 clinical hours

Semester 5 Total 9 Credits

HST 250	Histotechnology 250	9 credits	15 theory hours 360clinical hours

Curriculum Credit

15 hours College Theory = 1 college credit
30 hours College Lab = 1 college credit
15 hours Histotechnology = 1 credit
45 hours Histotechnology Clinical = 1 credit

The weekly class schedule may vary because of final examination week and holidays. Vacation periods are incorporated throughout the curriculum plan. While the credit hours listed for the Pennsylvania Highlands Community College are accurate, the number of class hours may vary due to departmental policy and holidays. Time may be allotted for lab set up and clean up. Only an authorized degree granting institution in which a student is enrolled may determine whether the completed histotechnology courses may be accepted for college credit.

Program Hours

College Course Theory Hours – 480
College Science Lab Hours – 30
Histotechnology Theory Hours –105
Histotechnology Clinical Hours – 990
Total Program Hours – 1,605

Academic Progression

Practical and written examinations are given at periodic intervals. The grading system is on a percentage, grade, and quality point system. Throughout the course of study, a grade of “C” or better, and a Satisfactory clinical grade must be maintained. Students advance through the program by meeting academic standards, attendance, professional behavior, financial obligations, and program requirements. The final clinical grade indicates that the evaluation was based on consistency in performance and that adequate time for the evaluation in meeting outcomes occurred.

Promotion of the student is based on:
1. Meeting course requirements.
2. Demonstrating mastery of all course outcomes.
3. Maintaining satisfactory performance in previously learned courses within the curriculum plan.
4. Adhering to program requirements.
5. Achieving a passing grade of no less than a “C” in all courses within the curriculum plan.
6. Receiving a clinical performance grade of “Satisfactory.”

A student with an “Incomplete” grade is not eligible for promotion until all course requirements are fulfilled/completed within the time frame established by faculty.

Students have the opportunity to correct areas of weakness by being placed on probationary status. A student is expected to inform significant others of grades and academic standing.

Granting the diploma, degree, or certificate is not contingent upon passing an external certification or licensure examination.

Academic Standing

Academic standing is determined by a quality point system. Theory grades are determined on a percentage basis with a letter grade equivalent. Clinical grades are part of the course grade. The student's academic grade point average (GPA) is obtained by multiplying the number of credit hours by the number of quality points of the course grade. The total number of quality points is then divided by the total number of credit hours to determine the GPA. A cumulative GPA will be maintained for each student to establish class rank. Courses transferred into the program are not calculated in the determination of the Conemaugh's School of Histotechnology GPA.

Grading System

The theoretical grading scale at Pennsylvania Highlands Community College (PHCC) (percentage grades for each letter grade is determined by the course faculty):

Grade	Quality Point	Description
A	4	Superior / Excellent
B	3	Good / Above Average
C	2	Satisfactory / Average
D	1	Pass / Unsatisfactory
I	0	Incomplete
F	0	Failure
W	0	Withdrawal
S	0	Satisfactory
U	0	Unsatisfactory
RD	0	Report Delayed
AU	0	Audit

Determination of the histotechnology grade is based on the student meeting established standards of achievement, attendance, and program requirements. The final grade indicates that the evaluation was based on consistency in performance and there was adequate time for evaluation in meeting theory and clinical outcomes.

The grading system at Conemaugh School of Histotechnology

Grade	Percentage	Quality Point	Description
A	92 - 100%	4	Excellent
B	82 - 91%	3	Good
C	72 - 81%	2	Average
D	62 - 71%	1	Below Average
F	0 - 61%	0	Fail
I		0	Incomplete
W		0	Withdrawal
S		0	Satisfactory
U		0	Unsatisfactory

Evaluation of Clinical Performance

Determination of the clinical performance grade is based on the student meeting established standards of achievement, attendance, and program requirements.
The final clinical grade indicates that the evaluation was based on consistency in performance and that adequate time for evaluation in meeting outcomes has occurred.

Satisfactory (S) - Successfully meets all mandatory learning outcomes of the course and program requirements.
Unsatisfactory (U) - Failure to meet one or more of the course learning outcomes and/or program requirements.
Incomplete (I) - Inability to meet course requirements within a scheduled time period.

Graduation

Candidates for graduation from the Conemaugh School of Histotechnology and Pennsylvania Highlands Community College must have satisfactorily completed all curriculum academic and clinical laboratory requirements to be awarded a diploma. The student must pass the program cumulative final examination. The test is part of the Histotechnology 250 course. All fees and outstanding debts must be paid, and all hospital property returned.

Students are expected to attend graduation activities. The diploma and pin of the Conemaugh School of Histotechnology are awarded at program completion. Graduates receive recognition for academic honor roll placement and clinical attendance. Special awards may be given. Upon successful completion of all program requirements and the student is awarded the diploma and AS degree, the graduate has the option of registering and completing the National Registry Examination of the American Society of Clinical Pathologists (ASCP) exam at a participating center. The school does not guarantee results of this registry exam.

ASCP – Board of Registry

Founded in 1928 by the American Society of Clinical Pathologists (ASCP), the Board of Registry is widely accepted as the most influential leader in the field of certification of medical laboratory professionals. The Board of Governors and the Board of Registry has 21 members:

- Six pathologists (nominated by the ASCP)
- Six medical technologists (nominated by the ASCP Associated Member Section)
- One representative from each of the following seven participating specialty societies:
    - American College of Microbiology
    - American Association of Blood Banks
    - American Society of Cytopathology
    - American Society of Hematology
    - Clinical Laboratory Management Association
    - National Registry in Clinical Chemistry
    - National Society of Histotechnology
    - American Association of Pathologists' Assistants
- Two public members

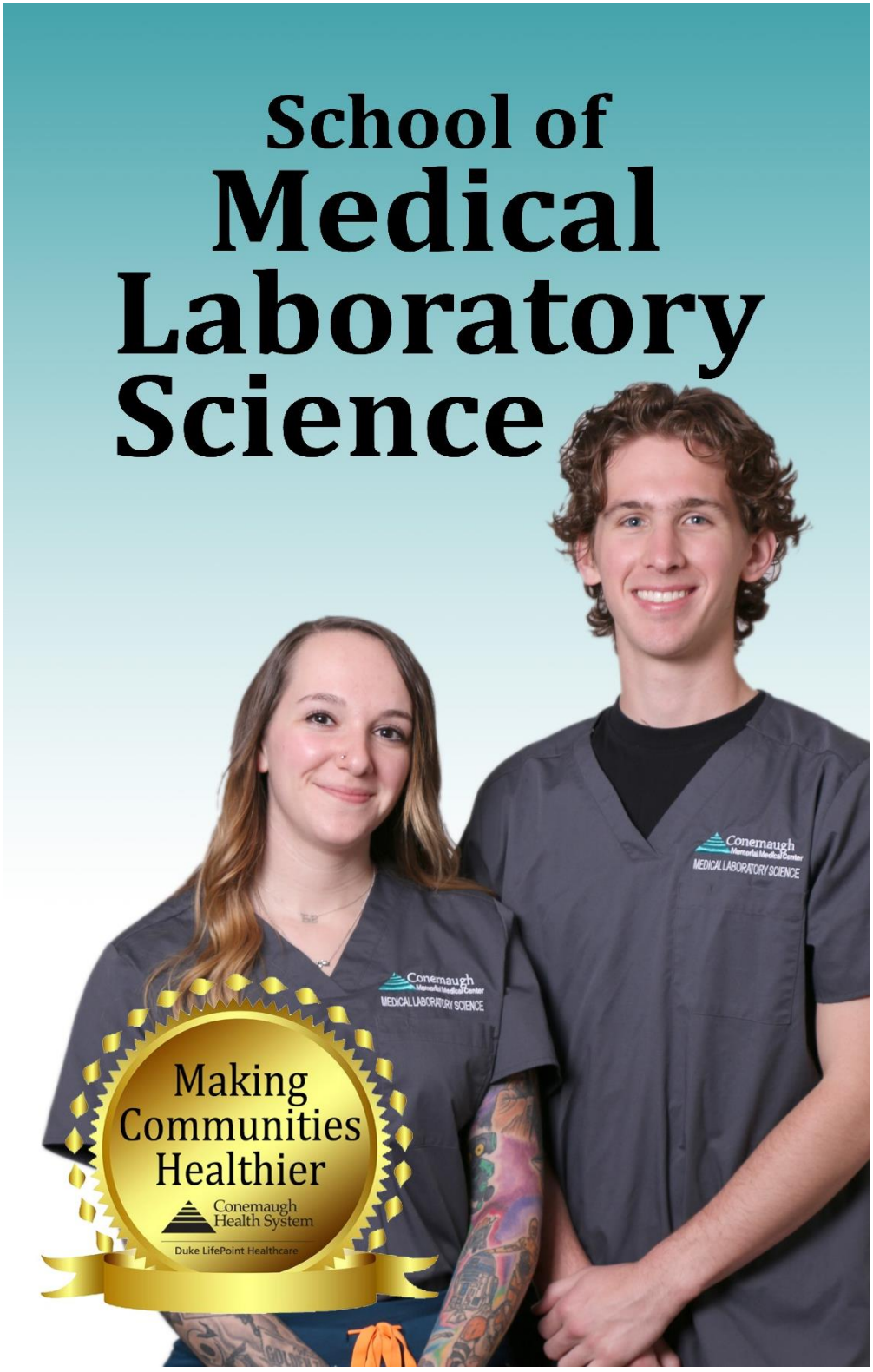
Certification

Certification is the process by which a non-governmental agency grants recognition of competence to an individual who has met certain predetermined qualifications, as specified by the agency or association.

The ASCP Board of Registry provides a mechanism for these individuals to be recognized as having the necessary competence to perform the medical laboratory roles they seek. This mechanism is called certification.

In conducting certification activities, the ASCP Board of Registry:

- Prepares standards that assure competence of medical laboratory personnel.
- Develops and administers appropriate examinations for measurement of competence.
- Develops and uses appropriate scoring procedure.


School of
Medical
Laboratory
Science
Conemaugh
MEDICAL LABORATORY SCIENCE
Making
Communities
Healthier
Conemaugh
Health System
Duke LifePoint Healthcare

Conemaugh School of Medical Laboratory Science History

The Conemaugh School of Medical Laboratory Science (Website: Conemaugh School of Medical Laboratory Science at Conemaugh Memorial Medical Center is the evolution of the laboratory training program established in 1952 as a division of the department of Pathology. Throughout its history the Clinical Laboratory has trained laboratory assistants, medical laboratory technicians, and medical technologists/medical laboratory scientists for careers as credentialed laboratory professionals.

Career and Typical Demands of a Medical Technologist

A medical technologist, also know as a clinical laboratory scientist of medical laboratory technologist, is a healthcare professional who performs laboratory tests and analyses to diagnose, treat, and prevent diseases. They work in hospitals, diagnostic laboratories, clinics, and research facilities. Medical technologists play a crucial role in the healthcare system, providing the data needed to accurate diagnosis and effectively treat individuals. Medical technologists conduct laboratory tests and analyze those results on blood, urine, tissues, and other body fluids by using sophisticated laboratory instruments and technology. They may specialize in areas such as microbiology, hematology, immunology, clinical chemistry, or blood banking.

Typical physical and psychological demands of a medical technologist include

- Excellent hand-eye coordination, fine motor skills, and manual dexterity to handle delicate instruments and perform laboratory tests, handle samples, and operate equipment accurately.
- Physical endurance that includes standing often for extended periods and lifting and moving containers of reagents and supplies, moving around the laboratory, and repetitive motions
- Visual acuity to read and interpret test results, especially with microscopes and fine prints on labels and equipment.
- Effective stress management, attention to detail, critical thinking, problem solving, and communication skills while upholding ethical standards, policies, confidentiality, and laboratory regulatory requirements.
- Potential exposure to hazards that include infectious disease, hazardous substances, and physically demanding conditions.
- Continuous learning and adaptation to stay up to date with advances in medical technology, laboratory technology and techniques, and healthcare practices.
- Adhere to high standards of personal and professional conduct to include dress, politeness, cooperation, integrity, and dependability.

Typical demands, risk factors, and related safety hazards for healthcare workers may be found at the following websites:

- Healthcare Workers | Healthcare Workers | CDC
- Healthcare - Overview | Occupational Safety and Health Administration (osha.gov)

Accreditation

The program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences, 5600 N. River Road, Suite 720, Rosemont, IL 60018-5119. 773-714-8880 FAX 773-714-8886 NAACLS - National Accrediting Agency for Clinical Laboratory Science - Home info@naacls.org

Graduates are eligible for a national certification examination which certifies them as a Medical Laboratory Scientist (MLS) registered with the American Society for Clinical Pathology (ASCP) certified by the National Credentialing Agency for Laboratory Personnel.

Program Outcomes

The School of Medical Laboratory Science demonstrates evidence of achievement in meeting the following program outcomes:

1. Provides a professional environment of encouragement, respect and open communication that fosters learning and professional development.
2. Provides human and technical resources that stimulate scientific curiosity and learning in individual students.
3. Employs a variety of teaching methods using appropriate technology to present the curriculum most effectively and efficiently.
4. Utilizes outcome evaluation strategies to assure that the program continues to meet the needs of the students and the medical community.

End of Program Student Learning Outcomes

The graduate of the Conemaugh School of Medical Laboratory Science will:

1. Perform technically and professionally according to the highest standards of laboratory practice.
2. Participate in professional development as individuals and health care team members and recognize the importance of continued professional development.
3. Communicate professionally with the public and other members of the health care delivery system.
4. Demonstrate knowledge and application of teaching and leadership skills as healthcare professionals.

Additional Requirements for Admissions

The 48-week program may accept up to 10 students each year. Applicants must be graduates of an accredited college/ university or must be a candidate in a Clinical Laboratory Science/Medical Technology program, or a Biology/Chemistry/Science (3+1 program agreement) with all degree requirements completed except the clinical year curriculum.

The following minimum academic requirements must be included for consideration:

1. The applicant must have a minimum overall GPA of 2.5 and minimum Science and Math GPA of 2.5.

2. The applicant must have completed at least 16 semester hours (24 quarter hours) of Chemistry, including Organic Chemistry.
3. The applicant must have completed at least 16 semester hours (24 quarter hours) of Biology including Microbiology. An Anatomy and Physiology class, Immunology and/or a Genetics class is recommended.
4. The applicant must have completed at least 3 semester hours of a college math class.

Tuition and Fees

School of Medical Laboratory Science Cost Sheet

The School of Medical Laboratory Science is not eligible for financial aid. However, if you are enrolled in a 3+1 program at an eligible institution, you may qualify for financial aid through that institution. It is the responsibility of the student who intends to use financial aid to work directly with their home institution. Financial aid funds are sent to your home institution, and it is then your responsibility to make payment to Conemaugh. Information regarding current tuition and fees for the School of Medical Laboratory Science is available on the school website Tuition | Conemaugh School of Medical Laboratory Science www.conemaugh.org/tuition-fees and at the Student Financial Services Office. Textbooks, uniforms, and equipment supplies are purchased through outside vendors and are not included in the tuition and fee amounts billed.

Description of Courses

Program of Study
The one-year School of Medical Laboratory Science Program consists of didactic classroom and clinical experiences at Conemaugh Memorial Medical Center, Conemaugh Meyersdale Medical Center, Conemaugh Miners Medical Center, and Conemaugh Nason Medical Center.

Hematology
The study of the formed elements of the blood, their synthesis, analysis and correlations to health and disease. Testing methodologies, instrumentation, principles of testing and quality assurance are addressed.

Hemostasis/Coagulation
The study of the systems involved in the coagulation, fibrinolytic and anticoagulation processes of the body. Including laboratory analysis and correlation of data with disease and therapeutic monitoring are studied.

Clinical Chemistry
The study of chemical elements and compounds found in the human body in relation to health, disease states, organ function, medical therapy, and abuse. Instrumentation used in the clinical laboratory is studied along with quality assurance programs for maintenance of instruments and testing systems.

Urinalysis and Body Fluids
This course is a study of the renal system function, the various disease states affecting the production of urine and the correlation with laboratory analysis. The principles of reactions,

methodologies and quality assurance are addressed. Also studied are pleural, joint, seminal, spinal, amniotic, and other fluids of clinical significance and the laboratory analysis and correlation of each in health and disease.

Educational Methods and Research
Examines teaching theories, techniques, and test/evaluation development. Research types and methods are introduced.

Immunology and Serology
This course examines the human immune system, its function and laboratory analysis in health and disease. Included are current technologies and instrumentation used in detection of antigens and antibodies in vitro.

Blood Bank (Immunohematology)
The study of genetics, phenotyping, and genotyping in relationship to compatibility testing for blood products. Standards for blood donors, blood collection, blood storage and compatibility testing and blood supply management. Appropriate use of blood and blood products and transfusion reactions are incorporated into the study.

Medical Microbiology
Medically significant bacteria of the human body are studied for their occurrence in health and disease. Organism morphology, colony morphology, quantitative evaluation, biochemical and molecular characteristics are studied to identify the significant bacteria. Antibiotic mechanisms, use in disease and clinical analysis are included.

Medical Parasitology
This course examines the medically significant amoeba, helminths,' protozoa and insects found on the human body, in the intestines, blood and tissue. The sources and modes of transmission are correlated with the frequency of detection, testing methodology, and pathogenesis.

Clinical Mycology and Virology
Introduces the laboratory approach to identification and cultivation of clinically significant yeast and fungi. The study correlates occurrences of infections with metabolic and physiologic disorders. The introduction to clinically significant viruses is addressed by studying the classification of viruses, pathogenesis and detection by laboratory methods including molecular diagnostics.

Laboratory Leadership and Management
Study of leadership characteristics and communication skills necessary in the hospital environment. Management and organizational theories and skills needed for management of physical, human, and capital resources in the laboratory are included.

Clinical Seminar/Laboratory Orientation
An introduction to the medical laboratory departments, phlebotomy, laboratory information system, legal aspects of working in the laboratory, safety, professionalism, infection control, confidentiality, and hospitality standards.

24 Weeks of Clinical Experience
Students participate in clinical rotations in the clinical laboratory areas of Memorial Medical Center. The clinical experience is divided among the Hematology/Coagulation department, the Clinical Chemistry/Urinalysis department, the Microbiology/Serology department, and the Blood Banking department. See distribution of credits on next page.

Program of Study and Curriculum

Program Hours

15 Lecture hours = 1 credit
45 Clinical hours = 1 credit

Semester 1, Term 1 (12 weeks)

Subject	lecture		Total credits @ graduation
Chemistry	4 credits	60 lecture hours	7 credits
Hematology	4 credits	60 lecture hours	7 credits
Hemostasis	2 credits	30 lecture hours	3 credits
Urinalysis / Body Fluids	2 credits	30 lecture hours	3 credits
Education / Research	1 credit	15 lecture hours	1 credit

Semester 1, Term 2 (12 weeks)

Subject	lecture		Total credits @ graduation
Blood Banking	4 credits	60 lecture hours	8 credits
Microbiology	4 credits	60 lecture hours	7 credits
Immunology / Serology	2 credits	30 lecture hours	3 credits
Parasitology	2 credits	30 lecture hours	2 credits
Mycology / Virology	1 credit	15 lecture hours	1 credit
Leadership / Management	1 credit	15 lecture hours	1 credit

Semester 1, Term 1 & 2 (24 weeks)

			Total credits @ graduation
Clinical Orientation	2 credits	15 hours / 45 hours	2 credits

Semester 2, Clinical Rotations (24 weeks)

Blood Bank (4)	4 credits	180 hours	See total credit distribution above
Hematology (3) Hemostasis (1)	4 credits	180 hours	
Chemistry (3) Urinalysis (1)	4 credits	180 hours	
Microbiology (3) / Mycology / Virology / Parasitology/ Serology (1)	4 credits	180 hours	

Academic Standing

To progress in the program, the student must attain at least a 75% in each course at each six-week progress report grading period and must attain at least a 2.75 GPA at the end of each term during the didactic portion of the program. During the clinical portion of the program, the student must attain at least a 75% grade in each clinical department including satisfactory evaluation from the clinical evaluators in psychomotor skill development and professional behavior development. Failure to meet the minimum performance for classroom work or clinical work will result in the student being placed on probation.

Granting the diploma, degree, or certificate is not contingent upon passing an external certification or licensure examination.

Progress Reports

Reports are issued every sixth week during classroom rotation and at the end of each clinical rotation.

Grading System

Letter Grade	Percentage	Quality Points
A	93 - 100	4.0
B	84 - 92	3.0
C	75 - 83	2.0
D	70 - 74	1.0
F	0 - 69	0.0
P	Pass	
I	Incomplete	
W	Withdrawal	
S	Satisfactory	
U	Unsatisfactory	

Graduation Requirements

A certificate is issued at the end of the program to those students who have:

- Attained an overall GPA of 2.75 or better for the entire program.
- Passed a program comprehensive examination with a grade of 75% or better.
- Met the financial and procedural obligations to Conemaugh School of Medical Laboratory Science

Certification

Certification is the process by which a non-governmental agency grants recognition of competence to an individual who has met certain predetermined qualifications, as specified by the agency or association, The American Society for Clinical Pathology Board of Registry

provides a mechanism for these individuals to be recognized as having the necessary competence to perform the medical laboratory roles they seek. Completion of a certifying examination is not a requirement for completion of this program. In conducting certification activities, the ASCP Board of Registry:

- Prepares standards that assure competence of laboratory personnel.
- Develops and administers appropriate examinations for measurement of competence.
- Develops and uses appropriate scoring procedures.


School of
Radiologic
Technology
Making
Communities
Healthier
Conemaugh
Health System
Duke LifePoint Healthcare

Conemaugh School of Radiologic Technology History

Advances in health care technology and the constant expansion of hospital and health facilities are creating a growing demand for the allied health professionals known as Radiologic Technologists. This scientific endeavor unites human empathy with modern technology. It is a challenging field requiring its members to be compassionate, mature, and current on advances in radiologic technology.

In 2010, the School of Radiologic Technology entered into a cooperative agreement with Pennsylvania Highlands Community College. The Radiologic Technology Class that started in August 2010 was the first class to graduate with a certificate from Conemaugh and an Associate of Applied Science Degree in Health Professions – Radiologic Technology from Pennsylvania Highlands Community College.

Students will obtain their clinical experience under the supervision of radiologists and registered technologists. Through a combination of classroom and clinical instruction, student radiographers acquire expertise in the field of radiography. The radiologic technologist's responsibilities include performing diagnostic radiographic procedures, such as a chest x-ray or an x-ray of a broken bone, as well as procedures which require the use of contrast agents to visualize organs in the body. The technologist is also responsible for assisting the radiologist during fluoroscopic and special procedures which require the use of contrast agents to visualize organs in the body while ensuring that the patient's mental and physical comfort is maintained.

Career and Typical Demands of a Radiologic Technologist

A radiologic technologist are healthcare professionals who perform diagnostic imaging examinations, such as x-rays, computed tomography (CT) scans, magnetic resonance imaging (MRI), and mammography. Radiologic technologist typically work in hospitals, clinics, diagnostic imaging centers, and physicians' offices. They must complete an accredited radiologic technology program, which includes both classroom instruction and clinical training. They must pass a certification exam offered by the American Registry of Radiologic Technologist (ARRT), to become licensed practitioners. Key responsibilities and tasks include operating, maintaining, and calibrating various types of imaging equipment; correct, comfortable, and safe patient positioning; follow established protocols and safety standards to minimize radiation exposure, ensure the radiologic images are sufficient quality for interpretation by a radiologist, and keep accurate records of procedures that are performed.

Typical physical and psychological demands of a radiologic technologist include

- Safety positioning, transferring, and lifting patients to obtain images.
- Setup and maneuvering of equipment.
- Work for extended periods that include standing and walking and rapidly responding to emergencies.
- Adhere to radiation safety protocols and guidelines to minimize radiation exposure to patient, themselves, and other healthcare personnel.
- Potential exposure to hazards that include infectious disease, hazardous substances, and physically demanding conditions.

- Effective communication not only with patients but with families and other members of the healthcare team
- Handle stress in a high-pressure environment by being able to critical think, problem solve, use clinical judgement, professionalism, and empathy while upholding ethical standards, policies, and confidentiality.
- Continuous learning and adaptation to stay up to date with advances in medical knowledge, safety, and imaging techniques and technology.
- Adhere to high standards of personal and professional conduct to include dress, politeness, cooperation, integrity, and dependability.

Typical demands, risk factors, and related safety hazards for healthcare workers may be found at the following websites:

- Healthcare Workers | Healthcare Workers | CDC
- Healthcare - Overview | Occupational Safety and Health Administration (osha.gov)

Accreditation

The School of Radiologic Technology at Conemaugh Memorial Medical Center is accredited by The Joint Review Committee on Education in Radiologic Technology, 20 N. Wacker Drive, Suite 2850, Chicago Illinois, 60606 • 312-704-5300. JRCERT | Joint Review Committee on Education in Radiologic Technology www.jrcert.org

The Conemaugh School of Radiologic Technology received an 8-year accreditation in 2019.

Program Outcomes

The Conemaugh School of Radiologic Technology demonstrates evidence of achievement in meeting the following program outcomes:

1. Gain the knowledge and professional skills necessary to perform competently as an entry-level radiologic technologist.
2. Demonstrate critical thinking and problem-solving skills.
3. Communicate effectively and demonstrate professional, respectful, and caring behaviors when interacting with patients, family members, and healthcare professionals.

End of Program Student Learning Outcomes

The graduate of Conemaugh School of Radiologic Technology will:

1. Demonstrate proficiency in radiographic positioning.
2. Practice radiation protection to patient, themselves, and others.
3. Practice proper patient care practices.
4. Demonstrate critical thinking when analyzing problems.
5. Effectively adjust equipment and perform modifications in patient positioning for non-routine examinations.
6. Practice appropriate oral and written communication skills to better interact with the patient and co-workers.
7. Demonstrate professionalism in the clinical setting.

Additional Requirements for Admission

The applicant must be a graduate of an approved high school. The GED equivalency diploma is acceptable. A minimum High School or equivalent GPA of 2.0 is required. Completion of Algebra, Biology and Chemistry at the High School level is required to complete the application to the school with a passing grade of "C" or better on an official high school transcript or equivalent.

It is recommended that the applicant take the Scholastic Aptitude Test (SATs) or American College Testing (ACT) at least once while in high school. The applicant is required to submit a standardized test score from either the SATs, ACTs, or TEAS exam. The required scores are a minimum of 1000 SAT score, 18 ACT composite score, or 58.7% on the TEAS exam. The standardize test score must be achieved within five (5) years of submitting the application. The standardized test score requirement will be waived for a student who has completed a college degree (Associates, Bachelors, Masters, etc.) **or** 12 college credits as a full-time student. College courses must be completed within five (5) years of application for requirement to be waived. If not achieved within five (5) years, a standardized test score is required.

An academic pre-requisite to the first-year enrollment into Conemaugh School of Radiologic Technology is completion of Basic Anatomy (3 college credits) with a minimum passing grade of “C”. Students are required to take a college-level Medical Terminology course and earn a letter grade “C” or better. The Medical Terminology course is not a pre-requisite and can be taken during their time in the program.

Since enrollment is limited, interviews will only be granted to students who have completed all of the above requirements and have demonstrated above average academic performance. Enrollment is limited to twenty (20) students per year. If the class is filled and seats are unavailable, the candidate will be considered for waiting list status and granted admission in the class the following year. Waitlist status is limited.

The American Registry of Radiologic Technologist (ARRT) will stop accepting advanced placement applications on December 31, 2021. Any student who re-enters the program must begin the program with the new cohort beginning the year designated by the Admissions Committee. Courses cannot be transferred in for the Radiology Courses that are provided by the program. Courses may be transferred for credit towards the associate degree portion and final jurisdiction is provided by the institution granting the degree.

CPR Certification

Consistent with Hospital policy, student radiologic technologists are required to have current American Heart Association certification in Basic Life Support. Curriculum and testing must include Adult 1 and 2-Rescue CPR, Infant/Child CPR, and Adult, Infant and Child Conscious and Unconscious Obstructed Airway. CPR instruction is provided at Conemaugh prior to the start of class. Students must be certified prior to being in the clinical area. Failure to comply may interfere with meeting course objectives.

Tuition and Fees

School of Radiologic Technology Cost Sheet

Information regarding current tuition and fees for the School of Radiologic Technology is available on the school website Financial Services | Conemaugh School of Radiologic Technology www.conemaugh.org/school-of-radiologic-technology-student-financial-services and at the Student Financial Services Office. Tuition, fees, and expenses are published each academic year on an estimated basis and are subject to change.

Conemaugh School of Radiologic Technology students are eligible to receive federal and state financial aid and most financial aid is determined on the basis of financial need as determined by the Free Application for Federal Student Aid (FAFSA). Conemaugh satisfies the definition of an eligible institution under the Higher Education Act of 1965 as an institution of higher education. The institution's approval to participate in the student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA Programs) is documented in the Program Participation Agreement (PPA) and the Eligibility and Certification Approval Report (ECAR).

Applicants for federal financial assistance must submit the FAFSA at www.studentaid.gov. **The school code is 006537**. Accepted students should submit the FAFSA by May 1st prior to the academic year for which funds are being requested. Transfer students should submit the FAFSA upon acceptance. Students are given additional information regarding financial aid and how to apply upon acceptance.

All students will be charged per credit for tuition and comprehensive fees each semester. The comprehensive fees will be charged to all students enrolling in credit courses and is determined based on enrollment status. This fee supports the services provided to students and covers expenses related to health, testing, skills/sim lab, activities, etc.

Textbooks, uniforms, and equipment supplies are purchased through outside vendors and are not included in the tuition and fee amounts billed.

Program of Study and Curriculum

The Conemaugh School of Radiologic Technology offers a 21-month program which requires full-time study. Approximately 40 hours of combined classroom and clinical instruction are planned each week. Throughout the 21-month program, the classroom and clinical instruction is supervised by the school faculty and registered staff technologists. The students will receive clinical instruction in the classroom and in the various clinical areas. The students are under direct supervision of registered technologists in the clinical areas until they pass a competency examination. Upon passing a competency examination, a student will fall under in-direct supervision policies regarding that particular clinical examination.

The students receive the majority of their clinical instruction Monday through Friday during daylight rotations; however, in order to provide the student with the best possible clinical education, the student will complete a portion of their clinical instruction during afternoon rotations, night rotation and weekends. The School adheres to the Standards on clinical

supervision set forth by the JRCERT JRCERT Standards - JRCERT (https://www.jrcert.org/accreditation-information/accreditation-standards-2021/). Conemaugh School of Radiologic Technology follows the American Society of Radiologic Technology (ASRT) Radiography Curriculum asrt-radiography-curriculum-2022.pdf (https://www.asrt.org/docs/default-source/educators/curriculum/radiography/asrt-radiography-curriculum-2022.pdf?sfvrsn=c3bec8d0_10).

The ARRT has formally approved the Associate Degree as the minimum educational requirement for its certification examination in radiography. The new ARRT regulation states that candidates applying for certification beginning January 1, 2015 must have earned an associate degree.

Prerequisite to First-Year Enrollment

The pre-requisite course is taught by Pennsylvania Highlands Community College. The course is HSC 130 Basic Anatomy (3 college credits) and requires a minimum grade of "C" prior to enrollment. Refer questions about admission and college prerequisite requirements to the Program Director. An official college transcript must be submitted prior to enrollment.

Description of Courses

Taught by Conemaugh School of Radiologic Technology Faculty
A radiologic technology course consists of theory and clinical practicum. The student must successfully pass both components to progress to the next course and in the program.

RAD 100 - Intro to Radiologic Technology/Positioning I • 3 credits
Introduction to the field of radiologic technology and becomes aware of its importance as a part of the health care team. The student's medical vocabulary will increase so that they may implement what they have learned in the professional setting. This course will teach the student the positioning skills necessary to demonstrate the chest, abdomen, upper and lower extremities radiographically. Students will also gain an understanding in the use of mobile radiography. Pertinent anatomy will be reviewed and positioning theories discussed. These theories are applied in a laboratory setting and then in a clinical setting.

RAD 101 - Medical Ethics/Patient Care • 3 credits
This course is designed to provide the student with a basic understanding of the physical and psychosocial aspects of patient care. Ethical and legal issues facing future technologists are addressed. Emergency procedures, assessment of vital signs and the proper care of drainage tubes and medical equipment are included. Medical and surgical aseptic techniques, as well as isolation precautions are presented. The student will also learn basic pharmacology and drug administration that can be applied in the medical imaging field. This course will prepare students to work effectively as radiography health care role models by demonstrating professional attitudes and behavior.

RAD 103 - Radiographic Positioning & Procedures II • 3 credits
This course is a continuation of Rad 100 Intro to Rad Tech. The major emphasis of Radiographic Positioning and Procedures II is the completion of the upper and lower extremities from the RAD 100 course, vertebral column, bony thorax, and soft tissue neck. Students will also gain knowledge in arthrogram, myelogram, and surgical procedures. Pertinent anatomy is

reviewed and positioning theories discussed. These theories are applied in a laboratory and clinical setting.

RAD 104 - Radiation Protection/Radiobiology • 3 credits
This course teaches the safe practice and procedures in the use of ionizing radiation. The concepts and principles of radiation protection and radiobiology will be included. This course also reviews cellular anatomy and informs the students of two theories of interaction between ionizing radiation and molecular bodies. It discusses the effects of ionizing radiation on the human body. It covers in depth the short and long term effects of exposure and provides an opportunity for the student to distinguish between threshold and non-threshold graphs.

RAD 106 - Radiographic Technique I • 3 credits
The purpose of this course is to give the student a clear understanding of how to formulate techniques of radiographic exposure. It does so, in a step-by-step, logical sequence. First the student must learn about the x-ray imaging system, the x-ray tube, radiographic film, processing techniques and intensifying screens.

RAD 107 - Radiographic Positioning & Procedures III (VP) • 3 credits
This course is a continuation of Radiographic Positioning II. The major emphasis of Radiographic Positioning III is skull positioning and fluoroscopy studies involving the gastrointestinal tract, urinary tract, reproductive system, and salivary glands. Students will also practice and become more proficient in critical thinking skills during trauma scenarios. Pertinent anatomy is reviewed, and positioning theories discussed. These theories are applied in a laboratory setting and then in a clinical setting. Also included in this course is a section for Phlebotomy/Venipuncture which provides the radiologic technology student with the basic theoretical knowledge of Venipuncture techniques. Various Contrast agents, their administration and intravenous medication specific to Radiology will be discussed.

RAD 201 - Physics II • 3 credits
This course discussed in detail the production of x-rays and the operation of the thermionic diode tube. The student is instructed on the multiple interactions between x-rays and matter. X-ray emission curves are discussed, and mathematical computations are demonstrated concerning photon frequency and minimum wavelength.

RAD 202 - Human Pathology • 3 credits
This course introduces basic terminology related to disease. It covers the most commonly occurring diseases of each system. It instructs the student on origin, symptoms, diagnosis, and prognosis of each disorder. Radiographic demonstration occurs when possible. Common medications used to treat the disorders are discussed.

RAD 204 - Radiographic Techniques II/EIS • 2 credits
This course follows the introductory RT course and describes beam-restricting devices, grids, and radiographic exposure factors. It also covers principles of conventional fluoroscopy, image intensification, video camera tubes, TV chains and imaging devices. It includes discussions on cinefluorography, tomography and mobile radiography. It introduces the student to digital imaging, computed tomography, computer radiography, nuclear medicine, positron emission tomography (PET), single photon emission computer tomography (SPECT), ultrasonography, cardiac cauterization, DEXA, and magnetic resonance imaging.

RAD 205 - Quality Assurance/Quality Control • 2 credits
This course is designed to introduce the student to the various Quality Assurance and Quality Control methods utilized in radiology departments today. It is also designed to give the students a full understanding of the Quality system as a whole and how it is useful in today's working radiology departments. The student will be able to identify optimal image quality to aid in the diagnosis of a patient. Image Evaluation will also be reviewed in this course.

RAD 207 - Registry Professional Review • 2 credits
This course is designed to provide focus and direction for the student's review, thus helping them to do the very best on their certification exam. The review course is divided into sections, with each section reviewing previous material that was taught throughout the program. This comprehensive review course consists of practice tests that are designed to duplicate the experience of taking the certification exam. The test is then reviewed which helps to determine the student's area of strengths and weaknesses. This will enable the student to be prepared for the certification exam. Students will be able to design a study schedule to help them prepare for the exam. Test-taking strategies will also be reviewed.

The Clinical performance grade is based on the student meeting established standards of achievement, Clinical Evaluations, Clinical Competencies, Positioning Grade, Comprehensive Exams, attendance, and program requirements for each semester.

Class of 2025 & 2026			
RAD 102	Clinical Education I	3 credits	150 hours
RAD 105	Clinical Education II	4 credits	200 hours
RAD 108	Clinical Education III	4 credits	200 hours
RAD 203	Clinical Education IV	6 credits	300 hours
RAD 206	Clinical Education V	7 credits	350 hours

Taught by Pennsylvania Highlands Community College Faculty

HSC 130 Basic Anatomy (pre-requisite) • 3 credits
This course introduces the student to the basic human anatomy and physiology. All systems are discussed in a primary learning level. Included is clinical application of related disease processes, diagnostic procedures, and therapeutic measures. This is a foundation course for concurrent and upper-level courses.

HSC 105 – Introduction to Health Professions • 1 credit
This course is designed to give first semester students who are pursuing a career in health care a solid foundation of planning and professionalism to successfully complete their education and career goals. This course will also help them become engaged members of the College and professional community. Students will be involved in career exploration, setting real-world goals with academic planning and resume building, learning the tools available for their academic success, and the professionalism needed to carry them forward into the academic world and the job market. This course is taught by Health Care professionals and includes guest speakers from several health care disciplines.

HSC 100 – Medical Terminology • 3 credits
As a study of professional language of medicine, this course includes description, interpretation building and spelling of medical terms related to human anatomy and physiology, health care

related diagnostic testing, medical procedures, and various modes of treatment. The course correlates a basic knowledge of anatomy and physiology. Medical abbreviations are introduced and incorporated throughout the course. This course is a foundation course that allows the student to be able to communicate with medical language in other health science courses and prepares the graduate to communicate effectively in the health care arena.

HSC 123 – Operational Health Informatics • 3 credits
Operational Health Informatics offers the student an overview of the field of health informatics and basic computer skills by providing the fundamental concepts of health informatics and how technology is used in the delivery of health care. The course is intended to increase the knowledge and skills of the allied health worker related to the configuration, use, and maintenance of informatics interventions that will evaluate and improve health care delivery.

ENG 110 - English Composition I • 3 credits
This course emphasizes the techniques of writing expository essays with stress upon careful thinking, word choice, sentence structure, thesis statement, and methods of organization. Students practice the writing of clear, coherent, and unified paragraphs and essays. Editing skills and the use of correct grammar and mechanics are also emphasized. Students are taught research and documentation skills and are required to write an argumentative research paper. This is the standard college English composition course.

ENG 220 - Business Letter and Report Writing • 3 credits
The strategies and techniques of writing letters, memos and reports are emphasized for situations that arise in business. Business communication skills are developed and refined through assignments that include the writing of positive letters, negative letters, and other business messages. For greater development of these skills, a business report and an oral report are assigned to apply principles for writing analytical or informational reports.

PSY 130 - Human Development Across the Life Span • 3 credits
This course examines the factors that influence the total development of the individual and the psychological and sociological through that affects how we interpret developmental ages and stages from birth to death. The individual is explored with respect to his or her ability to participate and shape life choices. The student has a unique opportunity to concentrate on an area of interest such as developmental disabilities, juvenile justice, and sociology of growing old.

MAT 131 - Intermediate Algebra • 3 credits
This course is designed to prepare students for higher-level mathematics through a mastery of algebraic concepts. Topics include factoring polynomials, variable expressions, equalities and inequalities, literal equation, absolute value, graphing systems of equations, matricides, and functions.

PHY 102 - Physics • 3 credits
This course introduces students to phenomena concepts and principles of physics. Concepts are taught in context of how they relate to energy systems: mechanical, fluid, electrical and thermal. The course is for students why may not have prior physics instructions.

PHY 103 - Physics Laboratory • 1 credit
Illustrates the topics introduced in lecture through hands-on laboratory experiments on force, work, acceleration, energy, waves, reflection, and refraction.

LIF 111 - Health and Wellness • 3 credits
Healthy lifestyle behaviors contribute to wellness throughout the life cycle. This health science course explores variables related to achieving a longer and healthier life. This course discusses how informed personal choices in regard to behavior, exercise, and food intake can promote health and wellness; as well as choices in regard to various health disorders, such as chronic disease, sexually transmitted disease, eating disorders, alcohol and drug abuse, allergies, and food intolerances. The goal is to use this new knowledge to make informed choices in daily life.

COM 120 - Organizational Communications • 3 credits
Communication within an organization is a requirement for success and growth in today's competitive business environment. Classic and contemporary theoretical approaches to organizational communication are examined, as well as communication issues in the workplace related to cultural, social and leadership issues. Students study formal flow of information as well as the grapevine channels of communication. Students review information technologies, such as the Internet, The World Wide Web, and teleconferencing.

PSY 100 - General Psychology • 3 credits
A general introduction to the scientific study of the brain, behavior, and mental processes of humans and animals, with emphasis on the goals of psychology, to describe, explain, predict, and control behavior. Students examine the substance of psychology such as biopsychology, sensation and perception, learning, memory, cognitive processes, affective behaviors, and mental illness through an examination of the theories, principles, and methods of research used in the field. Examples and applications enable the student to acquire the elements of critical thinking as adapted to the research environment. Students produce an APA formatted research paper. This course applied the fundamentals principles of psychology as a natural science. Students explore current research through reading original empirical research and write an APA formatted analytic research paper. Classroom, web-supported, and web-based delivery.

Clinical Mammography Rotation Policy

Conemaugh School of Radiologic Technology has revised/updated its Mammography Rotation Policy regarding the placement of students in clinical mammography rotations to observe and/or perform breast imaging. (Additionally, the policy may be applied to any imaging procedures performed by professionals who are of the opposite gender of the patient.) Under the revised/updated policy, all students, will be offered the opportunity to participate in clinical mammography rotations. The program will make every effort to place a male student in a clinical mammography rotation if requested; however, the program is not in a position to override clinical setting policies that restrict clinical experiences in mammography to female students. Male students are advised that placement in a mammography rotation is not guaranteed and is subject to the availability of a clinical setting that allows males to participate in mammographic imaging procedures. The program will not deny female students the opportunity to participate in mammography rotations if clinical setting are not available to provide the same opportunity to male students.

The change in the program's policy regarding student clinical rotations in mammography is based on the sound rationale presented in a position statement on student clinical mammography rotations adopted by the Board of Directors of the Joint Review Committee on Education in Radiologic Technology (JRCERT) as its April 2016 meeting. The JRCERT position statement is included as Addendum A to program's policy and is also available on the JRCERT Web site, www.jrcert.org, Programs & Faculty, Program Resources.

Academic Progression

Students advance through the program by meeting standards of academic achievement, attendance, professional behavior, financial obligations, and program requirements. Program progression is based on:

1. Meeting course requirements and objectives.
2. Maintaining satisfactory performance in previously learned clinical competencies.
3. Adhering to program requirements.
4. Achieving a passing grade of no less than a "C" in all courses within the curriculum plan.
5. Achieving a passing grade of no less than a "C" in the clinical education courses.
6. Completing the clinical competency-based education system through:
    a. Documentation and submission of all clinical assignment papers
    b. Earning all required competency points; and
    c. Completing all clinical and patient care competencies as required by the ARRT.

A student with an "Incomplete" grade is not eligible for promotion until all course requirements are fulfilled/completed within the time frame established by the faculty.

The student is expected to inform significant others or grades and School status. For financial aid, the student must complete the education program requirements within 150% of the published length of the program.

Granting the diploma, degree, or certificate is not contingent upon passing an external certification or licensure examination.

Academic Standing

Academic standing is determined by a grade point system. Theory grades are determined on a percentage basis with a letter grade equivalent. The student's academic grade point average (GPA) is obtained by multiplying the number of credit hours by the number of quality points. The total number of quality points is then divided by the total number of credit hours to determine the GPA. A cumulative GPA will be maintained for each student to establish class rank. Courses transferred into the program are not calculated in the determination of the term GPA. The honor roll scale at Conemaugh School of Radiologic Technology is: 3.0 – 3.5 GPA, Honors, 3.51 – 3.99 GPA, High Honors; and 4.0 GPA, Highest Honors.

Progress Reports

Students' academic and clinical achievement is evaluated at the end of each semester. Course grades, clinical education average, comments, grades, total hours completed, and attendance and tardiness records are reviewed individually with each student. A copy of this report is given to the student. The Department of Veterans Affairs will be notified if a veteran/eligible individual is not making academic progress. The student is expected to inform significant others of their performance and status within the program.

Grading Policies

Students must earn a 78% or "C" average in all required Conemaugh Radiographic courses in theory and clinical practicum and a "C" average in all required PHCC courses. Final theory course grades are calculated on a percentage scale and may include quiz averages, unit exam averages, lab participation grades, clinical simulation grades and final exam grades. The clinical education grade is calculated on a percentage scale and may include positioning course average, comprehensive exam average, case studies, technologist evaluation average, weekly clinical performance average, competency average, and final competency average.

Grading System

The theoretical grading scale at **Pennsylvania Highlands Community College** (percentage grades for each letter grade is determined by the course faculty):

Grade / Letter	Quality Point	Description
A	4	Superior/Excellent
B	3	Good/Above Average
C	2	Satisfactory
D	1	Pass/Unsatisfactory
I	0	Incomplete
F	0	Failure
W	0	Withdrawal
S	0	Satisfactory
U	0	Unsatisfactory
RD	0	Report Delayed
AU	0	Audit

Grading Scale at **Conemaugh School of Radiologic Technology**:

Grade / Letter	Percentage	Quality Point	Description
A	93-100	4.0	Outstanding
B+	90-92	3.25	
B	85-89	3.0	Above Average
C+	82-84	2.25	
C	78-81	2.0	Average
D	70-77	1	Below Average
F	0-69	0	Failure
I	0	0	Incomplete
W	0	0	Withdrawal
S	0	0	Satisfactory
U	0	0	Unsatisfactory
P	0	0	Pass

Evaluation of Clinical Education Performance

The clinical education grade is calculated on a percentage scale and may include positioning course average, comprehensive exam average, case studies, technologist evaluation average, weekly clinical performance, competency average, and final competency average. Students must pass the clinical competency exam for each category evaluated in order to meet graduation requirements.

Graduation Requirements

A certificate of completion is issued when the student has:

- Successfully completed all didactic studies.
- Successfully completed the Competency Based Clinical Education System through earning all required points and turned in all required documentation.)
- Completed required patient assessment competencies.
- Passed final clinical exam.
- Passed final clinical competency evaluation.
- Accomplished the Terminal Objectives listed in the Program Handbook.
- Returned their dosimeter, lead markers, Identification card, and car tags to the Program Director.
- Paid any remaining fees associated with the School or Institution.
- Completed all required clinical rotations.
- Make up all clinical time, if applicable.
- Returned all library resources signed out and cleaned out their locker.
- Completed an Exit Evaluation with the Program Director.
- Signed all required Program Completion Documentation.

A school pin, diploma cover, certificate of completion and class picture will be presented at Conemaugh School of Radiologic Technology graduation exercises provided the graduation fee has been paid prior to ceremonies.

National Registry Examination

To ensure professional status it is necessary for the technologist to become registered by the American Registry of Radiologic Technologists through an examination for registration. The graduated technologists are expected to sit for the examination within two months after graduation. Once registered, the technologist may apply for membership in the American Society of Radiologic Technologists, whose object is to promote the science and art of radiography. In addition to the national society there are state and regional societies which are affiliated with the American Society of Radiologic Technologists. Many benefits are derived from the Society including the only nationally distributed journal, Radiologic Technology, and maintenance of individual continuing education records.


Program for
Surgical
Technology
Making
Communities
Healthier
Conemaugh
Health System
Duke LifePoint Healthcare

Conemaugh School of Surgical Technology History

The Certificate Program for Surgical Technology at Conemaugh Memorial Medical Center was established in 1966. The Program has been engaged in an articulation agreement with the University of Pittsburgh at Johnstown since 1998. This affiliation allows students to earn college credits and an Associate or Bachelor of Science Degree.

Graduating students earn a Certificate in Surgical Technology from Conemaugh Memorial and an Associate or Bachelor of Science Degree from the University of Pittsburgh at Johnstown. This association was undertaken as a result of the July 1990 resolution of the Association of Surgical Technologists (AST) that declared the Associate Degree as the preferred model for the entry level for surgical practice. The basic certificate program offered at Conemaugh Memorial was enhanced, and now includes college level Anatomy & Physiology, Psychology and Microbiology courses. The Associate Degree-Certificate Program also provides academic enhancement by including courses in writing and math.

The School of Surgical Technology (Website: School of Surgical Technology | Conemaugh Health System) Classes of 2008 thru 2018, 2020, 2021, 2022 and 2023 all had a 100% pass rate of the certifying exam as have most of the past sixty graduating classes. Surgical Technologists are Allied Health professionals, who are an integral part of the team of medical practitioners providing surgical care to patients.

Career and Typical Demands of a Surgical Technologist

A surgical technologist, also known as a surgical technician or operating room technician, is a health care professional who works alongside surgeons, anesthesiologist, registered nurses, and other personnel during surgical procedures. Graduates who pass the certification exam, are eligible for employment at hospitals, outpatient surgery centers, physician offices, dental offices, specialty clinics, and labor and delivery centers. The state of PA now requires that Surgical Technologist graduate from accredited programs, pass a certification exam, and maintain 30 approved continuing education credits (per two years or be grandfathered). Key responsibilities of a surgical technologist include preparation of the operating room by setting up instruments, equipment, and sterile drapes, pass instruments and supplies to surgeons and surgical assistants, hold retractors, cut sutures, understand human anatomy and surgical procedures to anticipate the steps of the surgery, maintain a sterile environment in the operating room, cleaning and restocking the operating room ensuring that all instruments are accounted for, emergency response, and documentation.

Typical physical and psychological demands of a surgical technologist include

- Safe positioning, transferring, and lifting patients onto operating room tables.
- Maintaining strict sterile technique to prevent infections to include wearing a gown, gloves, hat, shoe covers and a mask.
- Setup and maneuvering of equipment that may be very delicate such as threading a needle.
- Work for extended periods that include standing, walking, and rapidly responding to emergencies along with staying focused and attentive to detail during lengthy surgeries.
- Fine motor skills to precisely handle surgical instruments, sutures, and delicate tissues with dexterity and accuracy.

- Attention to detail to ensure all instruments and supplies are accounted for before, during, and after surgeries and adhering to strict protocols.
- Potential exposure to hazards that include sharp injuries, blood borne pathogens, latex allergy, laser plumes, anesthetic gases, equipment hazards, infectious disease, hazardous substances, and physically demanding conditions.
- Effective communication and team collaboration to coordinate patient care, anticipate needs, and contribute to a cohesive and supportive work environment.
- Handle stress in a high-pressure environment by being able to critical think, problem solve, use clinical judgement, professionalism, and empathy while upholding ethical standards, policies, and confidentiality.
- Continuous learning and adaptation to stay up to date with advances in medical knowledge, safety, and surgical techniques and technology.
- Adhere to high standards of personal and professional conduct to include dress, politeness, cooperation, integrity, and dependability.

Typical demands, risk factors, and related safety hazards for healthcare workers may be found at the following websites:

- Healthcare Workers | Healthcare Workers | CDC
- Healthcare - Overview | Occupational Safety and Health Administration (osha.gov)

Accreditations

The Commission on Accreditation of Allied Health Education Programs accredits Conemaugh Memorial Medical Center's Certificate-Associate Degree (University of Pittsburgh @ Johnstown) Program for Surgical Technology upon the recommendation of The Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA)
19751 East Main Street
Suite 339
Parker, CO 80138
Phone: 303-694-9262
www.arcstsa.org
The ARC/STSA Program ID # 2800

Commission on Accreditation of Allied Health Education Programs (CAAHEP)
9355 – 113th Street, N, #7709
Seminole, Florida 33775
Phone: 727-210-2350
Fax: 727-210-2354
www.caahep.org

Conemaugh Memorial Medical Center is accredited by:
Department of Public Welfare, Commonwealth of PA
1303 N Seventh Street
Harrisburg, PA 17110
Phone:800-692-7462

The Joint Commission
1 Renaissance Blvd.
Oakbrook Terrace, IL 60181
Phone: 630-792-5000
www.jointcommission.org

Program Outcomes

The Conemaugh School of Surgical Technology demonstrates evidence of achievement in meeting the following program outcomes:

1. Provide a structured educational process, which prepares the graduate to assume an entry-level position as a surgical technologist.
2. Utilize scientific knowledge to produce clinical excellence and caring abilities in professional role development.
3. Utilize educational innovations in fostering critical thinking skills through learning interaction between student and teacher.
4. Prepare entry-level surgical technologists who are competent in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains to enter the profession.

End of Program Student Learning Outcomes

A graduate of the Surgical Technology Program will:

1. Provide care in a responsible, accountable manner and within ethical-legal dimensions.
2. Relate principles of asepsis to the surgical setting.
3. Utilize the principals of Surgical Technology to meet the needs of the surgical patient in the OR, Ambulatory Surgery Unit, Conemaugh East Hills outpatient center, GI Lab, Cardiac Cath Lab, and Post Anesthesia Care Unit.
4. Organize the sterile surgical field to provide safe and efficient surgical care to the patient.
5. Performs with knowledge, skills, and affective behaviors of a competent entry-level Surgical Technologist.
6. Demonstrate effective oral and written communication methods necessary for the profession.

Additional Requirements for Admission

It is recommended that applicants contact the Office of Allied Health at Pitt Johnstown (814-269-2960) prior to submitting an application to Pitt Johnstown.

Applications for the Associate Degree Program at Pitt Johnstown are made through the Office of Admissions, 157 Blackington Hall, University of Pittsburgh at Johnstown, 450 Schoolhouse Road, Johnstown, PA 15904, Admissions | University of Pittsburgh Johnstown | University of Pittsburgh www.johnstown.pitt.edu/admissions

Students register for courses in Anatomy and Physiology, Psychology, Microbiology, Algebra etc. at the University of Pittsburgh at Johnstown (transfer of equivalent courses is also possible) prior to entrance into the Hospital Program. The Conemaugh faculty teach Operating Room Techniques, Pharmacology and Pathology and Clinical Practicum Classes at Conemaugh

Memorial. Alternate sites are available to allow a wide range of surgical specialties for clinical practice.

Applicants for the University of Pittsburgh at Johnstown must meet the Pitt Johnstown's admission standards. Please refer to the Pitt Johnstown Catalog for specifics. It is recommended that the student apply to Conemaugh Memorial Medical Center's Program for Surgical Technology after completion of at least two of the four required prerequisite courses. The courses are Anatomy and Physiology 1 and 2 (8 credits), Microbiology (4 credits), Psychology (3 credits). Applicants must achieve a 2.0 GPA in these four courses with no failures. It is recommended that an enrolled student complete all academic courses required for the associate degree during the first year at Pitt Johnstown. These including English (3 credits), Algebra (3 credits) and three DOS (elective courses outside the major, nine credits). Since enrollment is limited, selection is based on interview, high school class rank and GPA, letters of reference, academic achievement, health and results of criminal clearances (required by hospital policy).The Program reserves the right to select only those applicants who give evidence that they are able to meet the Program requirements and standards and have an aptitude for Surgical Technology. Any falsification, misrepresentation, or omission of information in the application may result in denial of program admission and or enrollment in the Program.

CPR Certification

Consistent with Hospital policy, student surgical technologists are required to have current American Heart Association certification in Basic Life Support-Course C. Curriculum and testing must include Adult I and 2 Rescue CPR, Infant and Child CPR, and Adult, Infant and Child Conscious and Unconscious Obstructed Airway. Students must have certification prior to beginning the clinical course. Certification must be maintained throughout the Program's clinical phase. The class is offered during orientation.

Tuition and Fees

School of Surgical Technology Cost Sheet

Financial Aid and billing for tuition is handled by the financial aid office at UPJ. All students should receive a copy of Pitt Johnstown's tuition and fees schedule and refund policy from Pitt-Johnstown. Specific information is available in the Pitt Johnstown Financial Aid Department. Students deemed as "out of state" must meet the appropriate tuition and fee policies of Pitt Johnstown. All students applying for financial aid must complete the Free Application for Federal Student Aid. Aid is awarded on the basis of financial need and continuing academic progress. Financial need is determined by establishing the difference between the costs of the program and the amount the student and family are expected to provide. Specific information is available from the Pitt Johnstown Financial Aid Department. The cost sheet for the certificate- Associate Degree program is on the Program's website at Curriculum & Fees | Conemaugh School of Surgical Technology www.conemaugh.org/school-of-surgical-technology-curriculum-and-fees All tuition and fee amounts are subject to change. Tuition, fees, and expenses are published each academic year on an estimated basis. Please refer to the school cost sheet for information regarding the tuition and fee charges for each semester.

Refer to Pitt Johnstown's Academic Affairs office for information concerning VA benefits for the Surgical Technology Program."

Pitt-Johnstown will collect fees and forward them to the Program. Fees are subject to the Pitt Johnstown refund and late payment policies.
If Pitt Johnstown alerts Conemaugh Financial Services Office, that a student has not paid required fees, the office may place a hold on student records (see Transcript Services)

Application and registration fees paid directly to Conemaugh are non-refundable. Tuition and fees collected by Pitt Johnstown may be refundable based on the Pitt Johnstown's tuition and fees refund policy. Please contact Pitt Johnstown if additional information is required.

Textbooks, uniforms, and equipment supplies are purchased through outside vendors and are not included in the tuition and fee amounts billed.

Program of Study and Curriculum

The five semester, full-time program consists of didactic, laboratory and clinical courses. There are seventy-four college credits required to earn the associate degree and Certificate in Surgical Technology. Prerequisites (15 credits including Anatomy and Physiology, Microbiology and Psychology) must be earned prior to clinical practice in the Operating Room (Pitt Johnstown does accept transfer courses). It is recommended that English, Algebra and three DOS classes (electives outside the major) also be scheduled in the first year. There are 12 hours of Conemaugh Memorial orientation prior to the clinical year (second), 21 credits of hospital-based course lecture and 23 credits of clinical practice.

Classes start in late summer. If the class is small in August, another may be admitted in January. The hospital's curriculum pattern usually follows the Pitt Johnstown academic calendar.

Students that enter the CMMC Program after August 1, 2022, must show proof of having a Certificate in Surgical Technology from CMMC and an Associate Degree or higher, from the University of Pittsburgh at Johnstown (complete the Surgical Technology Curriculum) to register for the NBSTSA Certification Exam. All students must enroll at Pitt Johnstown in a degree program.

Pitt Johnstown Course Descriptions

All courses are required for the associate degree from Pitt-Johnstown.

BIO 0950 - Anatomy, Physiology I - 4 college credits
BIO 0970 - Anatomy, Physiology II - 4 college credits
These introductory courses provide the Student Surgical Technologist with an understanding of basic structure and function of the human body. Emphasis is placed on the chemical and cellular organization of the body as well as the principal systems: Integumentary, Skeletal, Muscular, Nervous (including special sense organs), Circulatory, Lymphatic, Respiratory, Digestive, Genitourinary, Reproductive, and Endocrine. (The two courses include 90 lecture and 60 hours of laboratory experience.)

PSYCH 0200 - Introduction to Psychology - 3-college credits
This course provides the student with knowledge of the basic principles of Psychology. Areas of discussion include the physiology of behavior, sensation, and perception, states of consciousness, learning, memory, cognitive processes, motivation and emotion, the human personality, stress, and adjustment. (45-hour lecture)

ENGCOMP 0005 - English Composition / Writing - 3 college credits
This course stresses sentence construction, style, and structure with an emphasis on the writing of research papers. (45-hour lecture)

MATH 0001 - Algebra - 3 college credits
This course stresses the basics of algebra. Math calculation competency is expected prior to entrance into the Pharmacology course. (45-hour lecture)

BIO 0980 and BIO 0981 - Medical Microbiology - 4 college credits
Medical Microbiology introduces the basic principles of microbiology with emphasis on pathologic microorganisms. The lab is designed to augment and clarify principals presented in theory. (45 hours of theory and 30 hours of lab)

DOS- Distribution of Study/Electives-9 credits
Liberal arts classes outside the major (135 hours of theory)

CMMC Program for Surgical Technologists Course Descriptions

(All courses are required for the Certificate from CMMC and an associate degree from Pitt-Johnstown).

Pharmacology (including anesthesia) and Pathology for Surgical Technology - 3 credits
This is a basic pharmacology and pathology course for Health Professions including Surgical Technology; elements of physics and mathematical conversions are included. Prior to starting the course, it is recommended that the student review the third chapter dealing with math conversions in Pharmacology for the Surgical Technologist by Howe and Burton (Elsevier), A theoretical presentation of a variety of drug classifications is presented with emphasis on those drugs that are used in the operating room. Disease pathology is presented along with pharmaceutical action. Anesthesia drugs are covered in both Pharmacology and Pathology and the OR Techniques I course. (45 hours/lecture)

OR Techniques I - 6 credits
This course provides the surgical technology student with knowledge of medical terminology, the principles of sterilization and aseptic technique, in order that strict asepsis be maintained during surgical procedures. An introduction to communications and surgical procedures is also included. (90 hours/lecture)

OR Techniques II - 9 credits
This course provides an in-depth study of procedures performed in many surgical specialties such as: General Surgery, Endoscopy, Ophthalmology, Ear Nose and Throat Surgery, Gynecologic, Thoracic, Cardiovascular, Genitourinary and Orthopedic Procedures. The student will also learn how to perform certain patient care procedures. (135 hours/lecture)

OR Techniques III - 3 credits
This course provides an in-depth study of procedures performed in Neurosurgery, Ambulatory Surgery and Plastic Surgery. An extensive review of OR Techniques I, II, III is also included and information on interviewing for employment. (45 hours/lecture)

Clinical Practicum I - 8 credits
This course provides supervised clinical practice in housekeeping procedures, preparation of linens, sterilization of supplies and preparation of the patient for surgery. The student will learn to scrub, gown, glove, assist the circulators and second scrub for surgery and endoscopic procedures. (360 hours/clinical practice)

Clinical Practicum II - 8 -credits
This course provides supervised clinical practice in the first and second scrub roles on procedures in most surgical specialties and in the Post Anesthesia Care of the surgical patient. (360 hours/clinical practice)

Clinical Practicum III – 7- credits
This course provides supervised clinical practice of the first scrub role in most surgical specialties as well as participation in procedures performed in the Cardiac Cath Lab, Interventional Radiology, Labor and Delivery, Department of Emergency Medicine, and Ambulatory Surgery Unit. (315 hours/clinical practice)

Curriculum Plan at Pitt Johnstown
15 hours of theory = 1 college credit
30 hours of lab = 1 college credit
45 hours of clinical practice = 1 college credit

Curriculum Plan at Conemaugh Memorial
15 hours of theory = 1 credit
45 hours of clinical practice = 1 credit

First Year, Fall Term at Pitt Johnstown

*	Anatomy & Physiology with lab	4 credits
*	Introduction to Psychology	3 credits
**	DOS (two courses)	6 credits
**	English Composition / Writing	3 credits

First Year, Spring Term at Pitt Johnstown

*	Anatomy & Physiology II with lab	4 credits
**	Algebra I	3 credits
*	Medical Microbiology	3 credits

*	Medical Microbiology Lab	1 credit
**	DOS	3 credits

Second Year, Fall Term at Conemaugh Memorial

**	Pharmacology	3 credits
**	OR Techniques I	6 credits
**	Clinical Practicum I	8 credits

Second Year, Spring Term at Conemaugh Memorial

**	OR Techniques II	9 credits
**	Clinical Practicum II	8 credits

Second Year, Summer Term at Conemaugh Memorial

**	OR Techniques III	3 credits
**	Clinical Practicum III	7 credits

*Indicates prerequisites for admission to the Certificate Program at Conemaugh Memorial
**Indicates courses that are required for the Associate Degree from Pitt Johnstown. Students must enroll at Pitt Johnstown in order to take these courses or transfer equivalent courses to Pitt Johnstown. Pitt Johnstown transfers all credits earned from the Conemaugh Memorial Medical Center Program of Surgical Technologists.

Academic Progression

Student achievement in theory and clinical practice is evaluated at the end of each clinical week, mid semester and at the end of the semester. Achievement is evaluated informally at the completion of each test. The prerequisites must be passed with a 2.0 GPA. No failures are accepted. The student must achieve a quality point average of 2.0 to successfully pass each course. A final grade of no less than 80 percent (C grade) is required in each Conemaugh Memorial based course.

The total number of cases a student must complete to graduate is 120 (minimum). Cases are counted according to one pathology, for example, an enlarged prostate may require a cystoscopy and TURP, this will equal one case of the 120 required. Thirty (30) total cases required must be General Surgery. At least 20 must be first scrubs. Ten second scrubs can count. Students are required to complete a minimum of ninety (90) cases in various surgical specialties. Sixty (60) of those cases should be in the first scrub role and evenly, but not necessarily equally distributed between a minimum of four (4) surgical specialties. NOTE: CMMC prefers surgical case experience be divided into a minimum of 4 specialties with no more than 15 first scrub cases in each specialty used to obtain the minimum total number of cases.

The student’s clinical practice record is evaluated regularly during the course to determine progress. In order to complete the Program, the clinical experience record must be kept current, and the student must give evidence of satisfactory performance in the didactic and clinical areas. An overall quality point average of 2.0 is required to complete the certificate program. The student who has difficulty in theory or clinical practice should arrange for a conference with the instructor before it’s too late to satisfactorily complete the course.

Granting the diploma, degree, or certificate is not contingent upon passing an external certification or licensure examination.

Pitt Johnstown Grading System

Letter Grade	Quality Point (QP) Value for Grade
A+	4.00
A	4.00
A-	3.75
B+	3.25
B	3.00
B-	2.75
C+	2.25
C	2.00
C-	1.75

Letter Grade	Quality Point (QP) Value for Grade
D+	1.25
D	1.00
D-	0.75
F	0.00
G	Unfinished Course Work
I	Incomplete
R	Resignation
W	Withdrawal

Conemaugh School of Surgical Technology Grading System

Letter Grade	Percentage	Status	Quality Point
A	95 – 100	Excellent	4.0
B	88 – 94	Good	3.0
C	80 – 87	Average	2.0
D	75 – 79	Below Average	1.0
F	Below 75	Failure	0.0

Incomplete (I) - Inability to meet course requirements within a scheduled time interval.
Withdraw (W) - Non-completion.

NOTE: CMMC Didactic grades transfer to The University of Pittsburgh at Johnstown as follows:

A -- 94-100
B – 87-93
C – 80-86
D – 75-79
F- Below 75

Credit Transfer

Pitt Johnstown determines acceptable transfer of college credits from non-Pitt Johnstown courses. Guidance in determining credit transfer is provided by Pitt Johnstown's Director of Allied Health. Determination of credit transfer for the Surgical Technology courses rests with the Program's Admission Committee. Guidance in determining credit transfer is provided by Conemaugh's Program Director for Surgical Technology

Evaluation of Clinical Performance

Determination of the clinical performance grade is based on the student meeting established standards of achievement, attendance, and program requirements.
The final clinical grade indicates that the evaluation was based on consistency in performance and that adequate time for evaluation in meeting outcomes has occurred.

Satisfactory (S) - Successfully meets all mandatory learning outcomes of the course and program requirements.
Unsatisfactory (U) - Failure to meet one or more of the course learning outcomes and/or program requirements.
Incomplete (I) - Inability to meet course requirements within a scheduled time period.

Graduation

Candidates for graduation must have satisfactorily completed all academic and clinical requirements. Graduates will earn both the associate or bachelor's degree from Pitt Johnstown and the certificate from the CMMC School of Surgical Technology. Graduates are eligible to take the certifying examination of the National Board of Surgical Technology and Surgical Assisting (NBSTSA). All financial obligations to both Conemaugh Memorial Medical Center and the University of Pittsburgh must be paid. All hospital loaned books and supplies must be returned. The certificate, degree and hospital pin are awarded at the Conemaugh graduation ceremony (usually in August). The University of Pittsburgh at Johnstown also holds a graduation ceremony in May.

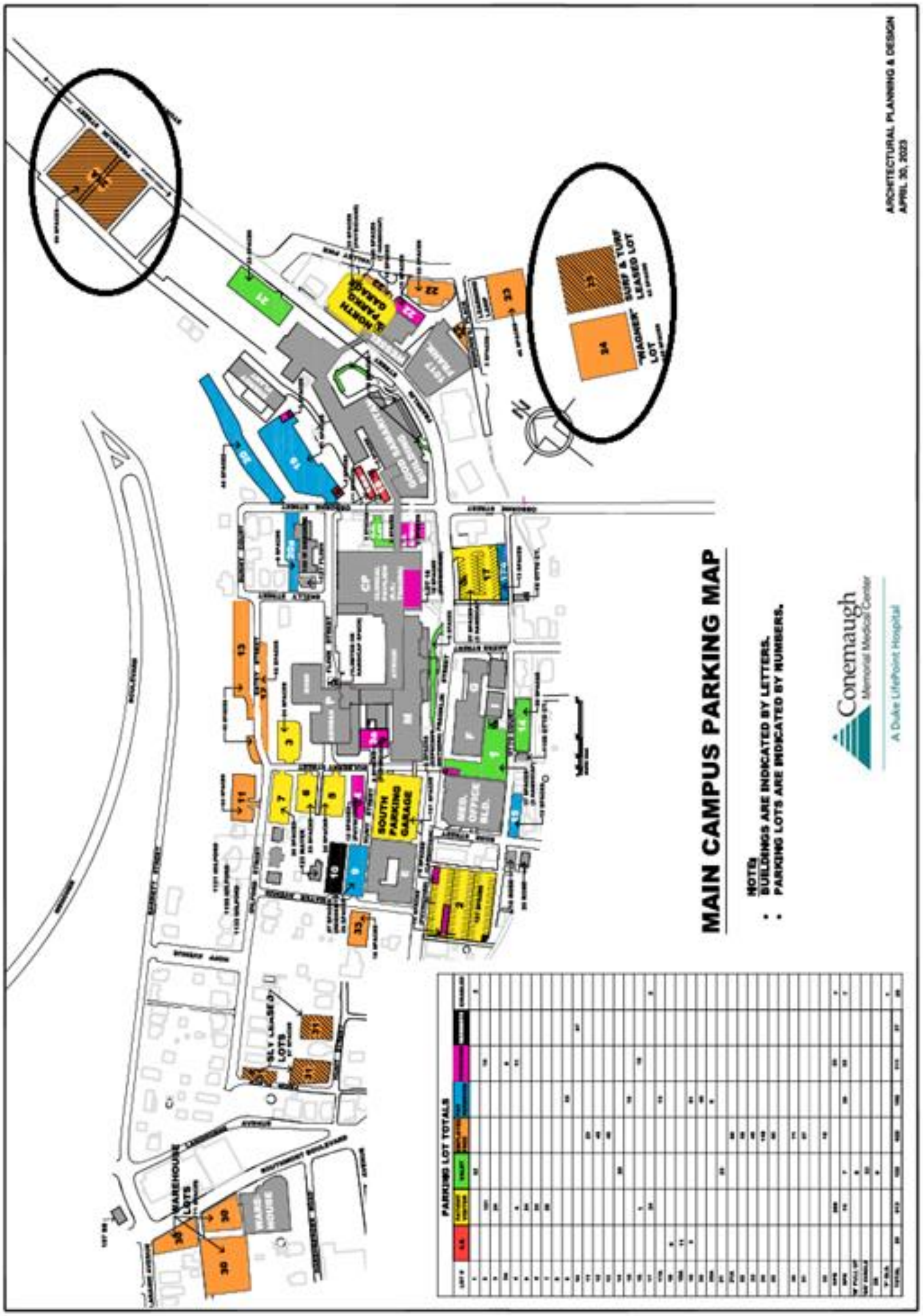
Certification

All students enrolled in the Certificate Program at Conemaugh Memorial Medical Center must take the Certifying Examination of the National Board of Surgical Technology and Surgical Assisting (NBSTSA). The phone number is 1-800-707-0057. The exam is scheduled within a month of graduation. Classes for the Associate Degree from Pitt Johnstown must also be completed prior to the release of certification results. The state of PA requires certification and graduation from an accredited Program in Surgical Technology.

Employment Potential

Graduates, who pass the exam, are eligible for employment at hospitals throughout the country. Some states may require licensure in addition to certification. The state of PA now requires that Surgical Technologists graduate from accredited programs, pass a certification exam, and maintain 30 approved continuing education credits (per two years or be grandfathered).

Information on resume writing and interviewing for employment is presented in the Operating Room Techniques Unit. Graduate Surgical Technologists are eligible to apply for employment at Conemaugh Memorial Medical Center. Graduates are often recruited by placement agencies and other hospitals, in need of qualified staff. Information on employment opportunities is kept on file in the Program Director's Office. Students may request this information when conducting a job search. The Internet and computer lab are also available to use in order to seek nationwide job postings.


MAIN CAMPUS PARKING MAP
NOTES:
• BUILDINGS ARE INDICATED BY LETTERS.
• PARKING LOTS ARE INDICATED BY NUMBERS.
SOUTH PARKING GARAGE
NORTH PARKING GARAGE
"WAGNER" LOT
SURF & TURF LEASED LOT
WAREHOUSE LOTS
PARKING LOT TOTALS
ARCHITECTURAL PLANNING & DESIGN
APRIL 30, 2023
Conemaugh
Memorial Medical Center
A Duke LifePoint Hospital