

Gurnick Academy of Medical Arts



2018-19
CATALOG

The mission of Gurnick Academy of Medical Arts is to offer quality allied-health and nursing programs that **integrate** professional skills, career-focused education and hands-on practical experience, by **empowering** students to develop and **achieve** their personal and career goals.

Gurnick Academy of Medical Arts believes that education should promote the development of positive self-esteem, and for that purpose, provides services that support each student's efforts to succeed academically, professionally, and personally.

Gurnick Academy provides training to individuals seeking a professional career in the medical field. This is accomplished through an educational format utilizing training that includes simulation mannequins, didactic lectures and hands-on experience provided by trained academicians, nurses, physicians and technologists. A breadth of general education courses are provided to support the student in the provision of safe and effective care for clients and families from diverse and multicultural populations across the life span. Additionally, Gurnick Academy of Medical Arts engages in course delivery systems that include distance education and residential formats.

integrate | empower | achieve

Corporate Office 2121 S. El Camino Real, Bldg. B-200 San Mateo, CA 94403 (650) 425-9678 (650) 685-0414 fax	Main Campus 2121 S. El Camino Real, Bldg. C-200 San Mateo, CA 94403 (650) 685-6616 (650) 685-6640 fax	Branch Campus 1401 Willow Pass Road, Suite 450 Concord, CA 94520 (925) 687-9555 (925) 687-9544 fax
Branch Campus 8810 Cal Center Drive, 3 rd Floor Sacramento, CA 95826 (916) 588-2060 (916) 588-2061 fax	Branch Campus 4712 Stoddard Road, Suite 200 Modesto, CA 95356 (209) 521-1821 (209) 521-1607 fax	Branch Campus 7335 N. Palm Bluffs Ave., Fresno, CA 93711 (559) 222-1903 (559) 222-2672 fax

TABLE OF CONTENTS

While some photographs in this publication were not taken at Gurnick Academy of Medical Arts, they do accurately represent the general type and quality of equipment and facilities found at Gurnick Academy of Medical Arts.

Please note that the Catalog without the Addendum is incomplete. The following items are located in the attached **Catalog Addendum**:

LIST OF FACULTY AND ADMINISTRATIVE STAFF MEMBERS

ACADEMIC CALENDAR

CURRENT FEES & TUITION

GAINFUL EMPLOYMENT DISCLOSURES

FROM CHIEF EXECUTIVE OFFICER	6
STATEMENT OF HISTORY & OWNERSHIP.....	7
EXECUTIVE OFFICERS OF GURNICK ACADEMY OF MEDICAL ARTS.....	8
ACADEMY LOCATIONS & GENERAL DESCRIPTION OF FACILITIES	8
PROGRAM OFFERINGS	10
ACCREDITATION, APPROVAL, RECOGNITION, MEMBERSHIP	11
ADMISSION POLICIES	13
PREREQUISITES, COREQUISITES, & ADMISSION COURSES	13
REGISTRATION FEE	13
INTERNATIONAL STUDENT ADMISSIONS.....	13
ABILITY TO BENEFIT	14
ADMISSION REQUIREMENTS.....	14
<i>General Admission Requirements for all Programs.....</i>	<i>15</i>
Scholastic Level Exam (SLE)	15
<i>Additional Admission Requirements per Program</i>	<i>15</i>
Associate of Science in Magnetic Resonance Imaging Program (ASMRI).....	15
Associate of Science in Nursing Program (ADN)	17
Associate of Science in Physical Therapist Assistant Program (ASPTA)	20
Associate of Science in Radiologic Technology Program (ASRT)	22
Associate of Science in Ultrasound Technology Program (ASUT).....	23
Associate of Science in Vocational Nursing Program (ASVN)	24
Bachelor of Science in Diagnostic Medical Imaging Program (BSDMI).....	25
Dental Assistant Program (DA)	25
Medical Assistant Program (MA).....	25
Bachelor of Science in Nursing Program (RN to BSN)	25
Vocational Nurse (VN) and Psychiatric Technician (PT) Programs	27
<i>Minimum Requirements for Students Enrolling in Distance Education Courses</i>	<i>28</i>
PERFORMANCE REQUIREMENTS.....	28
<i>Program Specific Performance Requirements.....</i>	<i>29</i>
Associate of Science in Magnetic Resonance Imaging Program (ASMRI).....	29
Associate of Science in Nursing Program (ADN)	30
Associate of Science in Physical Therapist Assistant Program (ASPTA)	30
Essential Performance Functions for PTA Students.....	31
Associate of Science in Radiologic Technology Program (ASRT)	32
Associate of Science in Ultrasound Technology Program (ASUT).....	32
RE-ENROLLMENT	33
FOREIGN TRANSCRIPT/DIPLOMA EVALUATIONS	33
IMMUNIZATION REQUIREMENTS.....	34
HEALTH SCREENING REQUIREMENTS.....	34
BACKGROUND CHECK.....	34
CPR	35
CLINICAL FACILITIES.....	35
TRAVEL DISCLOSURE	35
ADVANCED PLACEMENT & CREDIT GRANTING.....	35
<i>Program Specific Placement & Credit Granting</i>	<i>36</i>
Associate of Science in Magnetic Resonance Imaging Program (ASMRI).....	36
Associate of Science in Nursing Program (ADN)	36
Associate of Science in Physical Therapist Assistant Program (ASPTA)	36
Associate of Science in Radiologic Technology Program (ASRT)	36

Associate of Science in Ultrasound Technology Program (ASUT).....	36
Bachelor of Science in Diagnostic Medical Imaging (BSDMI)	36
Bachelor of Science in Nursing program (RN to BSN).....	36
Vocational Nurse (VN) and Psychiatric Technician (PT) Programs	37
LICENSURE, CERTIFICATION & REGISTRY DISCLAIMER	37
<i>Programs Specific Licensure, Certification & Registry Disclaimer</i>	<i>37</i>
Associate of Science in MRI Program (ASMRI)	37
Associate of Science in Nursing Program (ADN)	38
Associate of Science in Physical Therapist Assistant Program (ASPTA)	39
Associate of Science in Radiologic Technology Program (ASRT)	40
Associate of Science in Ultrasound Technology Program (ASUT).....	41
Medical Assistant Program (MA).....	41
Medical Assistant with Phlebotomy Program (MAPHL)	41
Dental Assistant Program (DA)	41
Psychiatric Technician Program (PT)	42
Vocational Nurse Program (VN)	43
PASS PROGRAM	45
FINANCIAL POLICIES	45
FEE AND TUITION INFORMATION.....	45
REFUND	46
<i>Student's Right to Cancel</i>	<i>46</i>
<i>Withdrawal from the Program.....</i>	<i>46</i>
GRADUATE SURVEYS AND PLACEMENT DATA (GSPD)	47
STUDENT TUITION RECOVERY FUND	47
FINANCIAL AID INFORMATION	48
FEDERAL PELL GRANT	48
FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)	49
FEDERAL DIRECT LOANS	49
PLUS LOANS.....	49
FEDERAL WORK-STUDY PROGRAM (FWS)	49
STATE AID	49
FEDERAL AID APPLICATION	50
GENERAL STUDENT ELIGIBILITY	50
FINANCIAL AID DISBURSEMENT INFORMATION.....	50
FINANCIAL AID STANDARDS OF SATISFACTORY ACADEMIC PROGRESS	51
GENERAL TITLE IV AND STATE FINANCIAL AID FUNDS INFORMATION	52
RETURN OF TITLE IV FUNDS	52
RETURN OF NON-TITLE IV FUNDS.....	53
VETERANS BENEFITS & VETERANS ADMINISTRATION APPLICANTS ADDITIONAL	53
INFORMATION	53
ADMINISTRATIVE POLICIES	54
CATALOG POLICIES	54
PROGRAM POLICIES	54
INDIVIDUAL RESPONSIBILITY	54
ACADEMIC FREEDOM	54
NON-DISCRIMINATION.....	55
<i>Harassment/Title IX Coordinator</i>	<i>55</i>
<i>Sexual Harassment.....</i>	<i>55</i>
<i>Anti-Bullying/Anti-Harassment</i>	<i>55</i>
<i>Sexual Assault Prevention and Response</i>	<i>56</i>
<i>Reporting a Sexual Assault.....</i>	<i>57</i>
<i>Counseling.....</i>	<i>57</i>
<i>Sex Offender Registry.....</i>	<i>57</i>
STUDENT'S RIGHT TO PRIVACY	58
STUDENT RECORDS	58
TRANSCRIPTS.....	58
STUDENT CODE OF CONDUCT	59
SAFETY & CAMPUS SECURITY	59
<i>Access.....</i>	<i>59</i>
<i>Campus Residences</i>	<i>59</i>
<i>Campus Police Authority and Jurisdiction</i>	<i>59</i>
<i>Crime Prevention Programs</i>	<i>60</i>

Security Awareness Programs	60
Timely Warnings.....	60
Annual Disclosure of Crime Statistics	60
Crime Reporting	61
Personal Property.....	61
Incident/Accident Reporting.....	61
Needle Stick.....	62
Communicable Disease	62
Federal Law Concerning Chemical Hazards.....	63
DRUG FREE	63
Drug and Alcohol Prevention Program.....	63
Applicability.....	63
Prohibited Behavior.....	63
Notification of Convictions	64
Consequences.....	64
Assistance.....	64
Resources	64
Confidentiality	65
Shared Responsibility	65
Reasonable Suspicion Testing	65
Communication	65
Review of this Policy.....	65
Alcoholic Beverage Programs.....	65
Illegal Drugs	66
Prevention Programs.....	66
Local, State and Federal Legal Sanctions	66
PREGNANCY	67
STUDENT BEREAVEMENT	68
CHANGE OF NAME.....	69
STUDENT DRESS CODE.....	69
CELL PHONE.....	70
ADMINISTRATION OF EXAMINATION	70
ELECTRONIC RECORDING	71
VIDEO AND AUDIO SURVEILLANCE NOTIFICATION.....	71
TRANSFER.....	71
TRANSFERABILITY OF CREDITS AND CREDENTIALS	71
UNIT OF CREDIT	72
ESTIMATED TIME FOR OUTSIDE OF SCHOOL PREPARATION HOURS (OSPH)	72
STUDENT GRIEVANCE AND APPEALS	72
COPYRIGHT.....	73
FILE SHARING.....	75
PLAGIARISM	75
STUDENT SERVICES.....	75
Student Identification Card	75
Academic Advisement	75
Accessibility for Disabled Students.....	75
Orientation of New Students.....	76
Tutor Locator Service.....	76
Library Resources	76
Computer and Internet Resources.....	76
Student Information System.....	76
Phlebotomy Training	76
Employment Assistance.....	76
Housing	77
Student Referrals.....	77
Learning Disabilities	77
Disability Accommodation & Grievance Policy.....	78
Consumer Protection.....	80
ACADEMIC INTEGRITY	80
PROGRAM DELIVERY	82
ELECTRONIC BOOKS	82
GENERAL EDUCATION, TECHNICAL EDUCATION & PROFESSIONAL EDUCATION.....	82
ENGLISH INSTRUCTION.....	82

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS	83
<i>Qualitative Measurements</i>	83
<i>Quantitative Measurements</i>	84
ATTENDANCE - ABSENT- TARDINESS - DROP	85
<i>Make-up Guidelines</i>	87
ACADEMIC PROBATION/REMEDATION	88
DISCIPLINARY PROBATION	90
REPETITION OF CLASSES OR MODULES	90
LEAVES OF ABSENCE (LOA)	90
GRADUATION REQUIREMENTS	91
<i>Program Specific Graduation Requirements</i>	91
Additional Graduation Requirements for the Associate of Science in Radiologic Technology Program (ASRT):.....	91
Additional Graduation Requirements for the Associate of Science in Nursing Program (ADN):	91
Additional Graduation Requirements for Medical Assistant (MA) and Medical Assistant with Phlebotomy (MAPHL) Program:.....	91
Additional Graduation Requirements for Dental Assistant Program DA:	91
ONLINE COURSE RESPONSE TIME.....	92
GAINFUL EMPLOYMENT DISCLOSURE INFORMATION	92
PROGRAM INFORMATION	92
VOCATIONAL NURSE PROGRAM (VN).....	93
ASSOCIATE OF SCIENCE IN MAGNETIC RESONANCE IMAGING PROGRAM (ASMRI)	95
ASSOCIATE OF SCIENCE IN NURSING PROGRAM (ADN)	97
ASSOCIATE OF SCIENCE IN PHYSICAL THERAPIST ASSISTANT PROGRAM (ASPTA)	102
ASSOCIATE OF SCIENCE IN RADIOLOGIC TECHNOLOGY PROGRAM (ASRT).....	105
ASSOCIATE OF SCIENCE IN ULTRASOUND TECHNOLOGY PROGRAM (ASUT)	107
ASSOCIATE OF SCIENCE IN VOCATIONAL NURSING PROGRAM (ASVN)	110
BACHELOR OF SCIENCE IN NURSING PROGRAM (RN TO BSN)	111
BACHELOR OF SCIENCE IN DIAGNOSTIC MEDICAL IMAGING PROGRAM (BSDMI)	114
DENTAL ASSISTANT PROGRAM (DA).....	117
MEDICAL ASSISTANT PROGRAM (MA).....	119
MEDICAL ASSISTANT WITH PHLEBOTOMY PROGRAM (MAPHL)	121
PSYCHIATRIC TECHNICIAN PROGRAM (PT)	124
CONTINUING EDUCATION AND ONLINE PREREQUISITE COURSES	125
ONLINE EDUCATION PREREQUISITE COURSES	125
CONTINUING EDUCATION COURSES	126
<i>CPR Course for Basic Life Support</i>	126
<i>IV Therapy/Blood Withdrawal Course</i>	127
COURSE DESCRIPTIONS	130

NOTE:

Please review the attached Addendum for any new changes regarding the Academy as a whole.

All information in the Gurnick Academy of Medical Arts Catalog and Catalog Addendum applies to all Academy Campuses unless otherwise identified by specific campus location.

The Addendum also includes new programs and updates that have occurred after the original publishing date of the 2019 Catalog. Catalog published August 2018.

The purpose of the Addendum is to provide the most up to date information.

FROM CHIEF EXECUTIVE OFFICER

Dear Student,

Welcome to Gurnick Academy of Medical Arts!

On behalf of my staff and faculty, I would like to thank you for your interest in Gurnick Academy of Medical Arts.

Gurnick Academy of Medical Arts opened its first campus in February of 2004. Currently, there are five operational campuses in Northern California and a number of extensive allied-health and nursing programs offered. More than 1,400 students are served annually.

This catalog describes our programs, admission and graduation requirements, policies, and other essential information to help you decide on your course of study, as well as progress academically and administratively in your chosen program.

Gurnick Academy of Medical Arts is a private academy offering quality allied-health and nursing programs that integrate professional skills, career-focused education and hands-on practical experience, by empowering students to develop and achieve their personal and career goals.

The design of our programs provides our students with an in-depth knowledge and hands-on experience in the medical industry. We, at Gurnick Academy of Medical Arts, consider the clinical part of our students' training to be one of the most important aspects of their medical education. All of our students are required to rotate throughout our affiliated medical facilities while attending our academy. The number of clinical hours varies with each program.

Gurnick Academy of Medical Arts is constantly improving its operations and quality level. We are proud of what has been accomplished in the past years and we look forward to sharing our future progress with you as we continue to address the needs of our students through a myriad of innovative techniques. I wish you a rewarding and fulfilling career in your chosen pathway.

Konstantin Gourji

Chief Executive Officer

STATEMENT OF HISTORY & OWNERSHIP

June 2018

ABHES approves the Medical Assistant with Phlebotomy Program in the Concord and San Mateo Campuses

May 2018

ABHES approves the Medical Assistant with Phlebotomy Program in the Fresno Campus

February 2018

California Board of Registered Nurses approves Associates of Science in Nursing Program in the Fresno Campus

August 2017

ABHES approves the Dental Assistant Program in the Modesto Campus

January 2017

ABHES approves Sacramento Campus

November 2016

ABHES approves the Associate of Science in Nursing Program in the Fresno Campus

December 2015

ABHES approves the Bachelor of Science in Diagnostic Medical Imaging Program in the Concord Campus

October 2015

ABHES approves the Dental Assistant Program San Mateo Campus offers DA Program

JANUARY 2015

ABHES approves the Associate of Science in Radiologic Technology Program in the Concord Campus

ABHES approves the Associate of Science in Ultrasound Technology Program in the San Mateo Campus

ABHES approves the Associate of Science in Ultrasound Technology Program in the Fresno Campus

December 2014

Commission on Accreditation in Physical Therapy Education (CAPTE) grants us PTA Program accreditation

SEPTEMBER 2014

ABHES approves the Associate of Science in Magnetic Resonance Imaging Program

San Mateo and Modesto Campuses offer AS in MRI program

JULY 2014

ABHES approves the Bachelor of Science in Nursing Degree Program Concord Campus offers BSN program (RN to BSN pathway)

JANUARY 2014

American Registry of Radiologic Technologies (ARRT) recognizes our MRIT, RT and UT programs

AUGUST 2013

ABHES accredits us for a maximum timeframe of 8 years through February 28 of 2022

MAY 2013

ABHES approves our Modesto Campus MRIT Program

Modesto Campus offers MRI Technology Program

MARCH 2013

ABHES approves our PHL Program
All Campuses offer PHL Program

FEBRUARY 2013

ABHES approves our PTA Associate of Science Degree Program
San Mateo Campus offers AS in PTA Program

MARCH 2010

Joint Review Committee on Education in Radiologic Technology (JRCERT) grants us RT Program accreditation

DECEMBER 2009

Accrediting Bureau for Health Education Schools (ABHES) grants us Institutional Accreditation

JUNE 2008

Concord Campus offers RT Program

MARCH 2008

Concord Campus offers Psychiatric PT Program

NOVEMBER 2007

Fresno and Modesto Campuses offer VN Program

DECEMBER 2005

Concord Campus offers VN Program

JANUARY 2005

San Mateo Campus offers VN and MRI Technology Programs

FEBRUARY 2004

San Mateo Campus offers UT Program

Gurnick Academy of Medical Arts is operated and owned by California Limited Liability Company - Gurnick Academy of Medical Arts, LLC. The address for the LLC is: 2121 South El Camino Real, Bldg. B-200, San Mateo, CA 94403.

EXECUTIVE OFFICERS OF GURNICK ACADEMY OF MEDICAL ARTS

Konstantin Gourji, Chief Executive Officer

Larisa Revzina, Chief Academic Officer

Zara J. Gourji, Chief Process Officer

Burke Malin, Chief Operating Officer

ACADEMY LOCATIONS & GENERAL DESCRIPTION OF FACILITIES

All classes are taught at the campus locations below as stated in student enrollment agreements.

San Mateo Main Campus

2121 S. El Camino Real, Bldg. C-200

San Mateo, CA 94403

(650) 685-6616

(650) 685-6640 fax

The San Mateo main campus is located in a modern professional plaza. The campus houses classrooms, an imaging lab, an anatomy and physiology lab, a patient-care lab, a medical assistant/phlebotomy lab, a physical therapy lab, a dental lab and a computer lab. There are administrative and faculty offices, a library with Internet access, a reception area, and two separate student lounges. The imaging lab is equipped with ultrasound scanners capable of performing general and specialized procedures including 3D and color-flow imaging. Standard equipment includes a library of text/case studies and reference books, video monitors, computers, TV sets and VCRs, journals, and audio and video aides. The patient-care lab is equipped with hospital beds, anatomical models, hi-fidelity interactive simulation mannequins and other patient-care equipment. The medical assistant lab is equipped with exam tables and equipment for examination and diagnostic assistance including scales, EKG machines, as well as urine and blood testing. The physical therapy laboratory is equipped with hi-lo treatment tables, modalities, and exercise equipment. The phlebotomy lab is equipped with anatomical charts and models, specimen collection equipment and supplies. The dental lab is equipped with dental equipment and intends to simulate a dental clinic.

Concord Branch Campus

1401 Willow Pass Road, Suite 450
Concord, CA 94520
(925) 687-9555
(925) 687-9544 fax

The Concord branch is located in a professional building on the fourth floor. The campus houses classrooms, a patient-care lab, a medical assistant/phlebotomy lab, an RT X-Ray lab, a computer lab and a library with Internet access. There are administrative and faculty offices, as well as a reception area and student lounge. Standard equipment includes a library of text/case studies and reference books, video monitors, computers, journals, and audio and video aides. The patient-care lab is equipped with hospital beds, anatomical models, hi-fidelity interactive simulation mannequins and other patient-care equipment. The medical assistant lab is equipped with exam tables and equipment for examination and diagnostic assistance including scales, EKG machines, as well as urine and blood testing. The energized radiologic technology lab is equipped with one stationary radiography unit, a digital image receptor system, and a portable x-ray machine. The phlebotomy lab is equipped with anatomical charts and models, specimen collection equipment and supplies.

Concord Extended Facility

1465 Civic Court, Suite 820
Concord, CA. 94520

The Extended Concord Campus is located at 1465 Civic Court, Building D, Concord, CA 945020. The building is less than 0.1 mile from main building of the campus. The extended campus occupies the second floor and houses a student lounge, MA Lab, 2 classrooms and administrative offices.

Modesto Branch Campus

4712 Stoddard Road, Suite 200
Modesto, CA 95356
(209) 521-1821
(209) 521-1607 fax

The Modesto branch is located on the second floor of a professional building complex. The campus houses classrooms, a patient-care lab, a medical assistant/phlebotomy lab, a dental lab, a computer lab and a library with Internet access. There are administrative and faculty offices, a reception area and student lounge. Standard equipment includes a library of text/case studies and reference books, video monitors, computers, journals, and audio and video aides, TV sets, DVD/VCR player. The patient-care lab is equipped with hospital beds, anatomical models, hi-fidelity interactive simulation mannequins and other patient-care equipment. The medical assistant lab is equipped with exam tables and equipment for examination and diagnostic assistance including scales, EKG machines, as well as urine and blood testing. The phlebotomy lab is equipped with anatomical charts and models, specimen collection equipment and supplies. The dental lab is equipped with dental equipment and intends to simulate a dental clinic.

Fresno Branch Campus

7335 N. Palm Bluffs Avenue
Fresno, CA 93711
(559) 222-1903
(559) 222-2672 fax

The Fresno branch is a single standalone building. The campus houses classrooms, a patient-care lab, a medical assistant/phlebotomy lab, an imaging lab, a simulation lab, a computer lab and a library with Internet access. There are administrative and faculty offices, a reception area, and student and faculty lounges. Standard equipment includes a library of text/case studies and reference books, video monitors, computers, journals, and audio and video aides, TV sets, DVD/VCR player. The patient-care lab is equipped with hospital beds, anatomical models, hi-fidelity interactive simulation mannequins and other patient-care equipment. The medical assistant lab is equipped with exam tables and equipment for examination and diagnostic assistance including scales, EKG machines, as well as urine and blood testing. The phlebotomy lab is equipped with anatomical charts and models, specimen collection equipment and supplies. The imaging lab is equipped with ultrasound scanners capable of performing general and specialized procedures including 3D and color-flow imaging.

Fresno Additional Classroom

4747 N. First Avenue, Building-D
Fresno, CA 93726

The Fresno Additional Classroom is located at 4747 N First Street, Building D, Fresno, CA 93726. The building is approximately 10 minutes from the main building of the campus. The extended campus occupies the entirety of the single story building and houses a student lounge, MA Lab, UT Lab, a multipurpose classroom and administrative offices.

Sacramento Branch Campus

8810 Cal Center Drive, 3rd Floor
Sacramento, CA 95826
(916) 588-2060
(916) 588-2061 fax

The Sacramento branch is located on the third floor of a professional building complex. The campus houses classrooms, an x-ray lab, an imaging lab, a medical assistant/phlebotomy lab, a library with Internet access. The imaging lab is equipped with ultrasound scanners capable of performing general and specialized procedures including 3D and color-flow imaging. There are administrative and faculty offices, a reception area and student lounge. Standard equipment includes a library of text/case studies and reference books, video monitors, computers, journals, and audio and video aides, TV sets, DVD/VCR player. The medical assistant lab is equipped with exam tables and equipment for examination and diagnostic assistance including scales, EKG machines, as well as urine and blood testing. The phlebotomy lab is equipped with anatomical charts and models, specimen collection equipment and supplies. The energized radiologic technology lab is equipped with one stationary radiography unit, a digital image receptor system, and a portable x-ray machine.

PROGRAM OFFERINGS

Please note that not all programs are available at each campus. Please see the Program Offerings per Campus (Table 1) for more details.

Table 1. *Program Offerings per Campus*

Program Types and Names	Campus Location
Degree Programs	
Associate of Science in Magnetic Resonance Imaging (ASMRI)	San Mateo, Modesto, Sacramento
Associate of Science in Nursing (ADN)	Fresno
Associate of Science in Physical Therapist Assistant (ASPTA)	San Mateo
Associate of Science in Radiologic Technology (ASRT)	Concord, Sacramento
Associate of Science in Ultrasound Technology (ASUT)	San Mateo, Fresno, Sacramento
Associate of Science in Vocational Nursing (ASVN)	Fresno
Bachelor of Science in Diagnostic Medical Imaging (BSDMI)	Concord (via Distance Education)
Bachelor of Science in Nursing (RN to BSN)	Concord (via Distance Education)
Diploma Programs	
Psychiatric Technician (PT)	Concord
Vocational Nurse (VN)	San Mateo, Concord, Modesto, Fresno
Certificate Programs	
Dental Assistant (DA)	San Mateo
Medical Assistant (MA)	All
Medical Assistant with Phlebotomy (MAPHL)	San Mateo, Concord, Fresno

ACCREDITATION, APPROVAL, RECOGNITION, MEMBERSHIP

Gurnick Academy of Medical Arts holds national institutional accreditation by the Accrediting Bureau for Health Education Schools (ABHES). ABHES accreditation does not include continuing education courses. ABHES is located at: 7777 Leesburg Pike Suite 314 N, Falls Church, Virginia 22043, (703) 917-9503.

Gurnick Academy of Medical Arts is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act (CPPEA) of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. CPPEA is governed by the Bureau for Private Postsecondary Education; information about the Bureau can be found at www.bppe.ca.gov.

Gurnick Academy of Medical Arts (San Mateo, Concord, Fresno and Modesto campuses) Vocational Nurse Program is approved by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT). Contact information for BVNPT is: 2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833, (916) 263-7800.

Gurnick Academy of Medical Arts (Fresno Campus) AS in Nursing Program is approved by the California Board of Registered Nursing. The mailing address for the BRN is PO Box 944210, Sacramento, CA 94244, (916) 322-3350.

Gurnick Academy of Medical Arts (Concord campus) Psychiatric Technician Program is approved by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT). Contact information for BVNPT is: 2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833, (916) 263-7800.

Gurnick Academy of Medical Arts (San Mateo, Modesto, and Sacramento campuses) AS in MRI Program is

accredited by American Registry of Magnetic Resonance Imaging Technologists (ARMRIT). The mailing address for ARMRIT is: 2049 E. 67th Street Brooklyn, NY 11234 Information about the registry can be found at www.armrit.org.

Gurnick Academy of Medical Arts (Concord and Sacramento campuses) AS in Radiologic Technology Program is approved by the California Department of Public Health, Radiologic Health Branch (CDPH-RHB) as a school for radiographers. The program also holds State approval as a fluoroscopy school. Contact Information for CDPH-RHB is: P.O. Box 997414, MS 7610, Sacramento, CA 95899-7414, (916) 327-5106.

Gurnick Academy of Medical Arts (Sacramento campus) AS in Radiologic Technology Program is not accredited by Joint Review Committee on Education in Radiologic Technology (JRCERT).

AS in Radiologic Technology Program, AS in Ultrasound Technology Program, and AS in MRI Technology Program are recognized by American Registry of Radiologic Technologists (ARRT) - www.arrt.org/Education/Educational-Programs. Graduates from the above mentioned programs are eligible to sit for ARRT (R) - AS in Radiologic Technology Program; ARRT (MRI) - AS in MRI Technology Program; ARRT (S) - AS in Ultrasound Technology Program. Anyone taking an examination offered by ARRT and who graduates on or after January 1, 2015, must hold, at a minimum, an earned associate's degree. For more information about ARRT, please visit www.arrt.org. ARRT is located at ARRT, 1255 Northland Drive, St. Paul, MN 55120, (651) 687-0048.

Gurnick Academy of Medical Arts (San Mateo Campus), AS in Physical Therapist Assistant Program, is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.

Gurnick Academy of Medical Arts is an approved course provider by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) to provide IV Therapy and Blood Withdrawal Certification Courses.

Gurnick Academy of Medical Arts (Fresno Campus) AS in Nursing Program is approved by the California Board of Registered Nursing.

Gurnick Academy of Medical Arts is approved by the US Department of Education to participate in Title IV/Federal Financial Aid programs.

Gurnick Academy of Medical Arts is approved for the training of Veterans and eligible persons as an eligible institution. This approval will enable Veterans and their eligible dependents/spouses to utilize their GI Bill benefits to train to become Career Healthcare professionals.

Gurnick Academy of Medical Arts is a member of the California Association of Private Postsecondary Schools (CAPPS).

Gurnick Academy of Medical Arts is approved to accept participants from Workforce Investment Act (WIA), Employment Development Department (EDD) and California counties retraining programs.

Gurnick Academy of Medical Arts (San Mateo campus) is approved by Student and Exchange Visitor Program (SEVIS) to accept international students. More information can be found at egov.ice.gov/sevis/.

Gurnick Academy of Medical Arts is a member of the Chamber of Commerce.

Individuals who would like to review the accrediting/licensure documentation should contact the Campus Director.

ADMISSION POLICIES

PREREQUISITES, COREQUISITES, & ADMISSION COURSES

Gurnick Academy of Medical Arts has established program prerequisites and course corequisites appropriately on a programmatic and course-by-course basis.

Prerequisites are defined as courses that are required to be completed prior to starting the core programs. Passing prerequisites demonstrates competency of knowledge required for starting the core program. Prerequisite Challenge Exams are available for those who are interested.

Admission courses such as the LVN-to-RN Transition Course are courses that must be successfully completed to meet the eligibility requirements for admission into their respective programs. Completing these courses do not guarantee automatic enrollment into their respective programs. Please review individual program admission requirements for more details.

Corequisites are defined as courses that must be taken simultaneously.

Please note that prerequisite courses do not fall within the ABHES scope of accreditation nor do we award academic credits for those courses. Prerequisite and admission courses are also not eligible for Financial Aid.

Online, residential, hybrid prerequisite and admission courses are provided by Gurnick Academy.

REGISTRATION FEE

All new applicants are subject to pay the \$75.00 Registration Fee.

Individuals who were enrolled, but never started the core program and wish to enroll again are considered to be new applicants and must pay the Registration Fee again. Graduates of the Academy who wish to enroll again are considered new applicants and must also pay the Registration Fee.

Individuals who are eligible to re-enroll are subject to pay the Registration Fee if re-enrollment occurs after 180 days of an approved withdrawal/expulsion/completion date.

Individuals who are eligible to re-enroll are not subject to pay the \$75.00 Registration Fee if re-enrollment occurs within 180 days of an approved withdrawal/expulsion/completion date.

Individuals who would like to transfer from one cohort group to either a different program or different time frame are not subject to pay the Registration Fee.

INTERNATIONAL STUDENT ADMISSIONS

International applicants are encouraged to apply for admission. All applicants must meet the same admission requirements as U.S. citizens as outlined above. All documents should be accompanied by an English evaluation. Students whose native language is not English will be required to take the Test of English as Foreign Language (TOEFL) or equivalent. The following minimum TOEFL scores must be obtained: 45 for the iBT (internet-based test) or demonstrate English proficiency through other measures established by the Academy. An affidavit of financial support is recommended to be submitted, but is not required. More detailed information will be provided through our Admissions office. The Academy is authorized under federal law to enroll non-immigrant students. Visa services other than F1 Visa's are not offered through Gurnick Academy of Medical Arts. Gurnick Academy of Medical Arts will document and vouch for current student status, if requested.

ABILITY TO BENEFIT

Gurnick Academy of Medical Arts does not accept Ability-to-Benefit (ATB) students.

ADMISSION REQUIREMENTS

The table below is only a summary of Admission Requirements. A full list of admission requirements is presented in the sections General Admission Requirements for all programs and Additional Admission Requirements per Program.

Table 2. Admission Requirements Summary

Program	Minimum Degree Requirement	Minimum Entrance Exam Score***	Admission Point System	Prerequisite Courses	Other General Requirements	Programmatic Requirements		
VN	HSD/GED	19	Yes, some campuses only	Yes*	<ul style="list-style-type: none">• Be at least 18 years of age• Meet with Admission Advisor and Financial Aid Advisor (if applicable)	Interview (if applicable)		
PT		No						
DA								
MA & MAPHL								
ASUT		16						
ASMRI		30						
ASRT								
ASPTA	HSD/GED plus college coursework	No Minimum					Yes	Yes
ADN	HSD/GED	N/A See TEAS VI			Based on admission pathway			Info Session, Interview
ASVN	HSD/GED	N/A	No	No		N/A		
BSDMI	2 Year Equivalent Imaging License	N/A		No	<ul style="list-style-type: none">• Program’s performance requirements• Student skills, hardware and software requirements (for distance education courses)			
RN to BSN	HSD/GED plus RN license**	N/A		Yes		Yes	Yes	

* Prerequisite courses may be taken at Gurnick Academy of Medical Arts.

**Minimum of 225 hours of RN work experience within the last 3 years.

*** Sacramento (online) Minimum Entrance Exam Scores for the following programs:

- Medical Assistant – 12
- ASMRI – 16
- ASRT – 16
- ASUT – 16

General Admission Requirements for all Programs

All applicants to the Academy must:

1. Meet with program's Admission Advisor to review all required disclosures and receive full information prior to enrolling with Gurnick Academy of Medical Arts.
Please note that some programs may have additional requirements such as attending an Information Session prior to meeting with Admissions; please see Additional Admissions Requirements per Program.
2. Meet with Financial Aid Advisor to review all required disclosures and receive full information prior to enrolling to Gurnick Academy of Medical Arts.
Please note that this requirement is not applicable for non-financial aid programs.
3. Pay all applicable fees, as per the current published fee schedule prior to the issuance of an enrollment agreement or make other payment arrangements acceptable to the academy.
4. Possess a High School Diploma from an approved/accredited high school or a GED; and be at least 18 years of age (official ID is required) to be able to enroll into a core program.
Please ask Admission Advisor for more details and for the list of approved High Schools. Please refer to the Foreign Transcript/Diploma Evaluation Policy for more information regarding additional requirements.
5. Complete the entrance exam with minimum score required as outlined in the table Admission Requirements Summary; this is applicable to all programs except for the BSN Program's RN to BSN Pathway.
All applicable Programs utilize the Scholastic Level Exam (SLE), with the exception of the PTA Program. For more details please review the section Scholastic Level Exam (SLE) below and Assessment Testing section in Additional Admission Requirements for PTA.
6. Comply with all Gurnick Academy requirements for Immunizations, Health Screening, Background Check and CPR/First Aid policy.
7. Comply with program's performance requirements.
Make sure to read each Program's performance requirements in Program Performance Requirements section.
8. Comply with the Additional Admission Requirements per Program.
Please review this section for the applicable program.
9. Meet the minimum student skills, hardware and software requirements if the student enrolls in any of distance education (online) courses. Please refer to the Minimum Requirements for Students Enrolling in Distance Education Courses section.
10. The student must have the ability to read and write English at the level of a graduate of an American high school as demonstrated by the possession of a high school diploma, GED or passage of the California high school proficiency exam.

Scholastic Level Exam (SLE)

Scholastic Level Exam (SLE) is a general assessment test that is designed to test the students' level of comprehension and existing knowledge. It consists of 50 logical thinking questions based on English and math. There is no cost for this exam. Applicants are allowed 3 attempts within a calendar year to pass the exam. There must be at least 7 days between attempts. Results are valid for one year. Please note that if a graduate (or current student) applies for another program and his/her SLE result has expired, this person must take a test again.

Additional Admission Requirements per Program

Associate of Science in Magnetic Resonance Imaging Program (ASMRI)

Applicants must:

1. Submit – for applicants requesting credit granting for some/all General Education courses – original transcripts from the Registrar at an educational institution. Copies are not accepted. All coursework must be successfully completed and given a grade of at least a "C". Anatomy and Physiology I with Laboratory must be completed within the last 5 years. All credit granting is subject to the approval from the Program Director or Program Coordinator. Please allow 7 days for review.
2. Complete the Distance Education Questionnaire.

3. Submit 2 letters of reference. The letters must be current, typed, dated, and signed. The references can be from a current supervisor, employer, and science or math teacher of a post-secondary institution.
4. Submit an essay that is no longer than two typed double-spaced pages which describes the:
 - a. Reasons for applicant's desire to become an MRI Technologist;
 - b. Reasons for applying to the Associate of Science Degree in Magnetic Resonance Imaging Program;
5. Pass an admission interview with the Program Director and designees.

Associate of Science in MRI Admission Point System

Applicants are deemed qualified on a point system. The highest ranked applicants (above a minimum) will be offered seats in the program. The following point system is used to evaluate each applicant showing the maximum score achievable.

Table 3. *ASMRI Admission Point System*

I. Admissions Exam	Possible Points
• SLE	50
II. Post-Secondary Education	
• Associate Degree	10
• Baccalaureate Degree	20
• Graduate/Master's Degree	30
• Post-Graduate/Doctoral Degree	40
III. Academic Achievement: College level Courses & High school AP courses	
A. Overall GPA	
• GPA 3.0	5
• GPA 3.5	10
• GPA 3.9	15
B. Math and Science GPA	
• GPA 3.0	20
• GPA 3.5	30
• GPA 3.9	35
IV. One-Page Resume (required)	25
V. Essay – One-page, APA Format	25
Essay will include:	
<ul style="list-style-type: none"> - Statement of why you want to join this modality - The essential functions and role of a technologist in this field - Preparation to become successful in this program - Sources used to prepare for the essay 	
VI. Health Care Background	
• 1-3 years	10
• More than 3 years	20
VII. Reapplication (having completed reapplication requirements)	20
VIII. Personal Interview	120
<ul style="list-style-type: none"> - 5 Interview Questions - Appearance and Demeanor 	

<ul style="list-style-type: none"> - Communication Skills - Maturity - Overall Impression 	
IV. Evaluation from the Office of Admissions	50
Possible Total Points:	400

Associate of Science in Nursing Program (ADN)

Test of Essential Academic Skills (TEAS®)

The Test of Essential Academic Skills (TEAS®) measures basic essential skills in the academic content area domains of reading, mathematics, science and English and language usage. The test is intended for use primarily with adult nursing program applicant populations. The objectives assessed on TEAS® VI are those which nurse educators deemed most appropriate and relevant to measure entry level academic readiness of nursing program applicants. The cost for this exam is \$55 per individual test taker. Acceptable payments for this exam are Cashier's Check and Money Order only. Applicants are allowed 3 attempts a year starting from the original date of the first exam. Results are valid only for one year. All students are encouraged to log on to www.atitesting.com for study material and other useful resources and information. The TEAS Test Passing score is 62% or higher. The following TEAS results are accepted:

- TEAS VI Passing Score of 62% or higher
- TEAS V is still accepted only for the 2017 application to ADN Program with a score of 62% or higher

Breakdown of test subjects (by percentage of entire test):

- Reading – 28%
 - Mathematics – 20%
 - Science – 32%
 - English and Language Usage – 20%
- *For LVN-RN AP Applicants:* Submits proof of one year full-time LVN/LPN work experience within the last three years or is a recent graduate of an LVN/LPN school (within one year at the time of application) or has completed an LPN/LVN Refresher/Re-entry program within one year of admission.
 - *For LVN 30-Unit Option*
 - Proof of current California Vocational Nurse license
 - Counseling and evaluation by the Program Director or Assistant Program Director
 - Official transcript must be submitted to the Office of Admissions directly from the school
 - Complete Physiology with lab 3.5 units and Microbiology with lab 3 units with a GPA of 2.5 for each course
 - Applicant must meet the following admission policies of Gurnick Academy of Medical Arts: immunization, health screening, background check, and CPR certification (see Policies of Gurnick Academy of Medical Arts in School Catalog and "Admissions").
 - Applicant must have a cumulative grade point average (GPA) of 2.5 (on a 4-point scale) or higher in all college course work. Official transcripts are required.
 - Applicant must take an Admission Assessment test: the Test of Essentials Academic Skills. It tests math, reading, English and language use, and science. All students are encouraged to log on to www.atitesting.com for study material and other useful resources and information. The TEAS Test Passing score = 62% or better.

- Applicants will be asked to pass an interview with the Nursing Program Director or Associate Program Director in person or via Skype, if necessary.
- Applicant must submit a 2-3-page written essay on why they have chosen professional nursing as a career.

Credit Granting for Nursing Education:

Students may request credit granting for previously taken nursing courses. If official transcripts are not submitted at the time of the application, student forfeits the opportunity to apply for credit granting on courses taken previously.

LVN's can transfer in 22 Semester Credit Hours of LVN courses that have been taken at the post-secondary level at an institution accredited by agency recognized by the United States Department Of Education or the Council of Higher Education Accreditation.

The content of these 22 transfer credits shall include the following:

- Nursing Theory hours (prior to program): 13 semester credit hours for the following equivalent courses at Gurnick:
 - RN 100 Fundamentals of Nursing (3 semester credit hours)
 - RN 102 Health Assessment Theory (2 semester credit hours)
 - RN 104 Fundamentals of Pharmacology (2 semester credit hours)
 - RN 200 Medical Surgical Nursing I Theory-Intro to Med-Surg (3 semester credit hours)
 - RN 202 Medical Surgical Nursing II Theory-Intermediate Med-Surg (3 semester credit hours)
- Nursing Lab hours (prior to program): 1.5 semester credit hours for:
 - RN 103 Health Assessment Skills Lab (1.5 semester credit hours)
- Nursing Clinical hours (prior to program): 7.5 semester credit hours for:
 - RN 101 Fundamentals of Nursing Clinical and Lab (3.5 semester credit hours)
 - RN 201 Medical Surgical Nursing I Clinical (2 semester credit hours)
 - RN 203 Medical Surgical Nursing II Clinical (2 semester credit hours)

Table 4. *ADN General Education Hours*

PREREQUISITE	SEMESTER CREDIT HOURS
Human Body in Health and Disease I with Lab	4
General Microbiology with Lab	4
English Reading and Composition	3
Algebra I	3
General Psychology	3
Human Body in Health and Disease II with Lab	4
Nutrition in Health & Disease	3
Critical Thinking	3
Introduction to Sociology	3

Public Speaking, Basics of Effective Communication	3
TOTAL GURNICK GENERAL EDUCATION COURSES	33

All pre-requisite courses must meet the baseline criteria of general education criteria for the California State University system (CSUs).

Please note: A transcript **MUST** be provided for the above pre-requisites if *credit granting* and will only be accepted from an accredited institution that is approved by the US Department of Education.

Table 5. *ADN Admission Point System*

I. Admissions Exam	Possible Points
• TEAS	50
II. Post-Secondary Education	
• Associate Degree	10
• Baccalaureate Degree	20
• Graduate/Master's Degree	30
• Post-Graduate/Doctoral Degree	40
III. Academic Achievement: College level Courses & High school AP courses	
A. Overall GPA	
• GPA 3.0	5
• GPA 3.5	10
• GPA 3.9	15
B. Math and Science GPA	
• GPA 3.0	20
• GPA 3.5	30
• GPA 3.9	30
IV. Application Essay To Nursing Program – APA Format	50
Essay will include:	
<ul style="list-style-type: none"> - Statement of purpose for enrolling into nursing program - The essential functions and role of a nurse - Preparation to become successful in the nursing program - Accountability and integrity in nursing profession - 3 Peer Reviewed References 	
V. Health Care Background	
• 1-3 years	10
• More than 3 years	20
VI. Personal Interview	120
<ul style="list-style-type: none"> - 11 Interview Questions - Professionalism - Appearance and Demeanor - Communication Skills - Answering Skills - Overall Impression 	
VII. Evaluation from the Office of Admissions	50
<ul style="list-style-type: none"> - Professionalism - Timeliness - Communication - Compliance to the requirements 	

- Self-Motivation	
VIII. Reapplication (Not a guarantee acceptance into the ADN Program)	20
Only for Qualified Applicants	
Possible Total Points	375

Transition Course [for LVN-RN Advanced Placement only]

The LVN To RN Transition Course (120hrs) is an Admission Course that must be completed prior to starting the LVN to RN CORE courses.

Associate of Science in Physical Therapist Assistant Program (ASPTA)

The Physical Therapist Assistant Program has a selective application process. There is a deadline for completed applications to be submitted. Please inquire with Admissions for the current deadline date.

1. All applicants must attend an Information Session.
Informational Sessions are held monthly in the PTA classroom at Gurnick Academy, San Mateo campus. These 1.5-hour sessions are conducted by the PTA Team and Admissions to provide specific information about admission requirements, program and clinical rotation scheduling, and financial aid resources. A packet of registration documents will be given to applicants to complete and return. Please review The Essential Functions for PTA Students in the Program Performance Requirements section.
2. All applicants MUST complete an Admissions Assessment test. *Details will be provided at the informational sessions or by Admissions.*
3. All applicants must complete the following prerequisites with grades of 'C' or above and with a prerequisites GPA of 2.5 or above. All credit granting is subject to approval by the Program Director. Official transcripts are required.
 - a. Anatomy and Physiology with lab (complete one-year sequence within the last 5 years)
 - b. College level Math
 - c. College level English (reading and writing composition)
 - d. Introduction to Psychology or Lifespan Psychology
 - e. One course in the Social or Behavioral Sciences
 - f. Oral Communication, Speech or Interpersonal Communication
4. All applicants must submit the Verification of Observation Hours form documenting 80 hours (40 inpatient and 40 outpatient) of observation, work experience, or volunteer experience at a physical therapy facility by the application deadline.
The Verification of Observation Hours form and instructions is in the Application/Registration packet that you can download from the website.
5. Applicants must submit all required documents by the application deadline. Incomplete applications will not be considered. Please plan ahead for time to submit official transcripts and completion of observation hours.
6. The PTA Admissions Committee will review all applications and invite the 40 top scoring applicants for an interview and essay. Please see scoring rubric.
The interview criteria are based upon 'Generic Abilities' identified through a study published by UW-Madison. These abilities are attributes leading to success in the field of Physical Therapy. Interviews will be scheduled for 15-20 minutes. Applicants will also have additional time to complete a short Application Essay and Pre-Admission Questionnaire. Applicants will be reminded to complete their online FAFSA application for federal student aid.
7. Up to 30 top scoring applicants will be offered seats in the program with up to 10 alternates. Selected applicants must accept the seat within 72 hours of receipt of the formal acceptance letter. The number of applicants admitted in any year to the Associate of Science in PTA program is dependent on the availability of the clinical sites.

ASPTA Admission Point System

Please review the PTA Admission Point System table to help you prepare. Those applicants that were not

selected may re-apply. The highest ranked (above a minimum) will be offered seats in the program. The following point system is used to evaluate each applicant showing the maximum score achievable.

Table 6. ASPTA Admission Point System

Point Category:	Points
Completed application form	Required
Proof of prerequisite GPA	
Average 2.50-2.59	1
Average 2.60-3.00	2
Average 3.01-3.59	3
Average 3.6-4.0	4
Anatomy grade of B	2
Anatomy grade of A	4
Physiology grade of B	2
Physiology grade of A	4
College degree	
Associate's Degree	1
Bachelor's Degree	2
Higher Degree	3
Repeat applicant	1
Attend Informational Session	Required
More than 40 hours observation/experience at a physical therapy outpatient facility (must be documented) 40 REQUIRED	2
More than 40 hours observation/experience at a physical therapy inpatient facility (must be documented) 40 REQUIRED	2
Paid experience in a Physical Therapy Facility	2
Basic Anatomy Assessment Test	
0-5	0
6-10	1
11-15	2
16-20	3
21-25	4
SLE Assessment Test	
0-10	0
11-15	1
16-20	2
21-22	3

23-25	6
26-28	7
29-30	8
31-35	10
36-40	12
41-50	15
Interview scored by Rubric	
Essay and pre-admission questionnaire scored by Rubric	

Associate of Science in Radiologic Technology Program (ASRT)

Applicants must:

1. Submit – for applicants requesting credit granting for some/all General Education courses – original transcripts from the Registrar at an educational institution. Copies are not accepted. All coursework must be successfully completed and given a grade of at least a “C”. Anatomy and Physiology must be completed within the last 5 years. All credit granting is subject to the approval from the Program Director. Please allow 7 days for review.
2. Pass an ESL test if applicant is a non-native English speaker.
3. Show proof of completion (signed by department manager on facility’s letterhead) of 24 hours of observation/volunteer or work experience in a radiology department. (The program director may accept specific equivalent verified work experience in a medical field in lieu of this requirement. Applicant must obtain a signed letter from the employer and submit with application materials.)
4. Submit two original letters of reference that are current, typed, signed and dated which include:
 - a. Academic letter of reference from a science or math teacher of a postsecondary institution;
 - b. Letter of reference from a recent employer or supervisor.
5. Submit an essay (no longer than two typed, double spaced pages) which describes the:
 - a. Reasons for applicant’s desire to become a radiologic technologist;
 - b. Reasons for applying to the Associate of Science in Radiologic Technology Program;
 - c. Personal attributes which contribute to the applicant’s success in the program;
 - d. Pertinent employment or volunteer experience that supports the applicant’s knowledge of the medical field.
6. Pass an admission interview.
7. Complete a Distance Education Questionnaire.

Associate of Science in RT Admission Point System

Applicants are deemed qualified on a point system. The highest ranked (above a minimum) will be offered seats in the program. The following point system is used to evaluate each applicant showing the maximum score achievable.

Table 7. ASRT Admission Point System

I. Admissions Exam	Possible Points
• SLE	50
II. Post-Secondary Education	
• Associate Degree	10
• Baccalaureate Degree	20
• Graduate/Master’s Degree	30
• Post-Graduate/Doctoral Degree	40
III. Academic Achievement: College level Courses & High school AP courses	
A. Overall GPA	

• GPA 3.0	5
• GPA 3.5	10
• GPA 3.9	15
B. Math and Science GPA	
• GPA 3.0	20
• GPA 3.5	30
• GPA 3.9	35
IV. One-Page Resume (required)	25
V. Essay – One-page, APA Format	25
Essay will include:	
<ul style="list-style-type: none"> - Statement of why you want to join this modality - The essential functions and role of a technologist in this field - Preparation to become successful in this program - Sources used to prepare for the essay 	
VI. Health Care Background	
• 1-3 years	10
• More than 3 years	20
VII. Reapplication (having completed reapplication requirements)	20
VIII. Personal Interview	120
<ul style="list-style-type: none"> - 5 Interview Questions - Appearance and Demeanor - Communication Skills - Maturity - Overall Impression 	
IV. Evaluation from the Office of Admissions	50
Possible Total Points:	400

Associate of Science in Ultrasound Technology Program (ASUT)

Applicants must:

1. Submit – for applicants requesting credit granting for some/all General Education courses – original transcripts from the Registrar at an educational institution. Copies are not accepted. All coursework must be successfully completed and given a grade of at least a “C”. Anatomy and Physiology must be completed within the last 5 years. All credit granting is subject to the approval from the Program Director. Please allow 7 days for review.
2. Pass an interview with the Program Director.
3. Complete a Distance Education Questionnaire.
4. Submit 2 letters of reference. The letters must be current, typed, dated, and signed. The references can be from a current supervisor, employer, and science or math teacher of a post-secondary institution.
5. Submit an essay that is no longer than two typed double-spaced pages which describes the:
 - a. Reasons for applicant’s desire to become an Ultrasound Technologist;
 - b. Reasons for applying to the Associate of Science in Ultrasound Technology Program.

Associate of Science in UT Admission Point System

Applicants are deemed qualified on a point system. The highest ranked (above a minimum) will be offered seats in the program. The following point system is used to evaluate each applicant showing the maximum score achievable.

Table 8. ASUT Admission Point System

I. Admissions Exam	Possible Points
• SLE	50
II. Post-Secondary Education	
• Associate Degree	10
• Baccalaureate Degree	20
• Graduate/Master's Degree	30
• Post-Graduate/Doctoral Degree	40
III. Academic Achievement: College level Courses & High school AP courses	
A. Overall GPA	
• GPA 3.0	5
• GPA 3.5	10
• GPA 3.9	15
B. Math and Science GPA	
• GPA 3.0	20
• GPA 3.5	30
• GPA 3.9	35
IV. One-Page Resume (required)	25
V. Essay – One-page, APA Format	25
Essay will include:	
<ul style="list-style-type: none"> - Statement of why you want to join this modality - The essential functions and role of a technologist in this field - Preparation to become successful in this program - Sources used to prepare for the essay 	
VI. Health Care Background	
• 1-3 years	10
• More than 3 years	20
VII. Reapplication (having completed reapplication requirements)	20
VIII. Personal Interview	120
<ul style="list-style-type: none"> - 5 Interview Questions - Appearance and Demeanor - Communication Skills - Maturity - Overall Impression 	
IV. Evaluation from the Office of Admissions	50
Possible Total Points:	400

Associate of Science in Vocational Nursing Program (ASVN)

1. All pre-requisite courses must meet the baseline criteria of general education criteria for the California State University system (CSUs).
 - a. Please note: A transcript **MUST** be provided for the above pre-requisites if *credit granting* and will only be accepted from an accredited institution that is approved by the US Department of Education.

- b. Copies are not accepted. All coursework must be successfully completed and given a grade of at least a "C."
2. Applicant must have a cumulative grade point average (GPA) of 2.5 (on a 4-point scale) or higher in Vocational or Practical Nursing coursework. Official transcripts are required.
3. Provide certificate of completion from a Board-approved Vocational Nursing Program from an accredited institution

Bachelor of Science in Diagnostic Medical Imaging Program (BSDMI)

- Have completed 2-year or equivalent education and passed an ARRT registry or equivalent (ARDMS, ARMRT, etc.) in one of the following: Radiography, Nuclear Medicine, Diagnostic Medical Sonography, Cardiovascular Sonography, MRI, or Radiation Therapy (credit granted for combination of past core coursework and registry or equivalent = 65 semester credits.)
- Proof of credentialing certification;
- Submit official transcripts;
- Complete an application for admission.
- Have a high school diploma or GED and be at least 18 years of age.
- Have a reliable computer, Internet access and a working email address.
- Completion of Distance Education Questionnaire.
- Must pay all applicable fees, as per the current fee schedule prior to the issuance of an enrollment contract or make other payment arrangements acceptable to the school.
- Meet all admission requirements.

Dental Assistant Program (DA)

All applicants must:

1. Submit an essay (no longer than one-page, double-spaced typed or hand-written) which describes the:
 - a. Reasons for applicants desire to become a Dental Assistant;
 - b. Personal attributes the applicant possesses that will support the applicant's ability to complete the DA program;
 - c. People, routines, and resources the applicant has to support the applicant's efforts throughout the program.

Medical Assistant Program (MA)

All applicants must:

1. Submit an essay (no longer than one-page, double-spaced typed or hand-written) which describes the:
 - a. Reasons for applicants desire to become a Medical Assistant;
 - b. Personal attributes the applicant possesses that will support the applicant's ability to complete the MA program;
 - c. People, routines, and resources the applicant has to support the applicant's efforts throughout the program.
2. Some Campuses (in cases such as if the applicant pool might be larger than the number of available seats at the desired campus location) may require an additional step: an interview with the MA Program Supervisor, Program Coordinator, or designee.
3. Medical Assistant Certification Participation is required for Graduation. This may be waived by the Program Supervisor, Campus Director, or Academic Director, if a student submits a written employment offer and the offer is time sensitive and is contingent on the student having their Gurnick diploma in hand.

Bachelor of Science in Nursing Program (RN to BSN)

Applicants must:

1. Provide official transcripts which reflect a minimum cumulative GPA of 2.5 in all college coursework.

2. Pass an interview with the Program Director or Associate Program Director in person or via Skype, *if necessary*.
3. Submit a 2-3 page typed essay on why he/she has chosen professional nursing as a career.
4. Submit 3 letters of recommendation. These may come from employers, immediate work supervisors, health related facilities at which the applicant has done volunteer work, or faculty from previous college/university courses. These letters of recommendation must be submitted on official letterhead.
5. Provide a resume showing previous healthcare experience.
6. Complete the Distance Education Questionnaire.
7. Submit proof of current RN license with a minimum of 225 hours of RN work experience within the last three years (a letter from employer is required).
8. Complete all courses or equivalent listed in the Registered Nursing Prerequisite Courses: RN to BSN Pathway table.

Tracks for non-Registered Nurses will be available upon approval by the California RN Board.

RN to BSN Admission Point System

Applicants are deemed qualified on a point system. The highest ranked (above a minimum) will be offered seats in the program. The following point system is used to evaluate each applicant showing the maximum score achievable.

Table 9. *RN to BSN Admission Point System*

1. Admission:	Points
GPA	
Up to 3.39	1
3.40-3.79	2
3.80 or above	3
Essay	
Clarity of purpose	1
Correct grammar, spelling and punctuation	1
Essay is developed using logic and persuasion	1
Resume showing previous healthcare experience	
Up to 2 years of related experience	1
2-4 years	2
4+ years	3
Distance Education Questionnaire	
Score of 14 or less	1
Score of 15-27	2
Score of 28-33	3
2. Interview:	
Presentation/Appearance	0.5
Personality	0.5
Communications skills	0.5
Maturity	0.5
Attitude	0.5
Overall Impression	0.5

Vocational Nurse (VN) and Psychiatric Technician (PT) Programs

All applicants must:

1. Complete the Essential Medical Bioscience prerequisites course with grade 'C' or above.
 - a. Essential Medical Bioscience course is waived as a prerequisite for those who have successfully completed the following courses within the last 5 years: Cell Biology, Human Biology Basics, Basic Math, and Medical Terminology. Prerequisite course challenge exam is also available for those who are interested.
2. Some Campuses (in cases such as if the applicant pool might be larger than the number of available seats at the desired campus location) may require an additional step: an interview with the applicable VN or PT Program Coordinator or designee.

VN Admission Point System

Please note that the following table may not be applicable for some of our campuses. Some campuses may have non-interview enrollment. Please ask an Admission Advisor at the respective campus for more details.

Table 10. *VN Admission Point System*

1. Admission	Points
SLE score	
Score 19-29	1
Score 30-39	2
Score 40-50	3
Previous Education	
HS diploma or GED	1
AA/AS degree	2
BA/BS degree and higher	3
Healthcare Field Experience	
1 year	1
2-4 years	2
More than 4 years	3
Prerequisite Course Grades	
C	1
B	2
A	3
2. Interview Assessment	
Interview questions	50
Appearance/Presentation	15
Communication skills	15
Problem solving/Decision making	12
Preparedness	12
Responsibility	15

Minimum Requirements for Students Enrolling in Distance Education Courses

Minimum Student Skills Requirements

Students are expected to have at least the following skills prior to taking distance education courses:

- Basic keyboarding competence
- Elementary knowledge of their computer operating system
- Basic knowledge of software and tools such as:
 - Word processor
 - E-mail
 - Internet browser

Hardware Requirements

- Access to a Windows or Macintosh system (see below for details). For other operating systems, contact us with questions.
- Internet access either via modem and phone line or a direct network connection (highly recommended to have high speed BROADBAND access).
- Internet service provider for home access and/or access from work (must have prior to start of the course).
- Access to the distance education environment for a minimum of 10 hours per week.
- An e-mail account for sending and receiving electronic mail via the Internet.
- Students must be able to video conference in real-time (appropriate equipment needed: camera, microphone, etc.)

Software Requirements

- Microsoft Word, WordPerfect, Write (OpenOffice) or another word processing program capable of saving files in RTF (Rich Text Format).
- Web Browser – Firefox 3.0 is highly recommended. To download and install, click the following link <http://www.mozilla.org/en-US/firefox>. However, Opera 9.0, Google Chrome, Safari or Internet Explorer 9.0 or higher versions (these are free downloadable programs) are some other alternatives. If you plan on using a browser supplied by your Internet service provider (for example, AOL or WebTV), make sure it is the most recent version. We cannot guarantee that all course features will function in all non-Mozilla or Internet Explorer browsers.
- E-mail software or a Web browser capable of supporting e-mail activity, including sending/receiving attached files.
- One or more courses may require special (free) plug-ins to access streaming media, PDF files, or other web components.
- Antivirus software.
- Download and install the following software if they (or comparable alternatives) are not already configured on your computer:
 - Firefox
 - Adobe Acrobat Reader
 - Adobe Flash Player
 - OpenOffice
 - AVG Antivirus
 - Skype

PERFORMANCE REQUIREMENTS

In order to ensure the safety and welfare of our students and patients each of our programs has sets of specific physical and non-physical requirements. Almost all of our students (check with an Admission Advisor if applicable) must be able to:

- Handle stressful situations related to technical and procedural standards and patient care situations
- Respond quickly and appropriately to emergency situations using the English language
- Communicate effectively with patients and staff in both verbal and written forms in clear English
- Read and interpret (or learn how to) patient charts and requisitions
- Tolerate strong, unpleasant odors

- Provide physical and emotional support to the patients during procedures
- Report clearly and legibly through progress notes in patient charts
- Meet class standards for successful course completion
- Collect, interpret, and integrate data about patients
- Recognize and respond appropriately to individuals of all ages, genders, and races, and from all socio-economic, religious, and cultural backgrounds
- Cope with stress of heavy workloads, demanding patients, and life-threatening clinical situations
- Recognize and respond appropriately to potentially hazardous situations
- Demonstrate the physical and emotional capacity to work a 40-hour week while at the clinical rotation
- Behave in an ethically sound, competent, compassionate, and professional manner in the classroom and in the clinic
- Lift/carry:
 - 1 - 5 lbs. frequently – image receptors, lead aprons, files
 - 20-50 lbs. occasionally – patient transfers and patient positioning
 - 50-70 lbs. rarely to occasionally – patient transfers
- Stand and walk for up to 8 hours per day
- Carry a minimum of 20 pounds while walking a distance of 100 feet
- Bend or flex the upper trunk forward up to 45 degrees and flex the lower torso into a squatting position
- Rotate the upper trunk up to 30 degrees to the right and left
- Reach a minimum of 72 inches above floor level or a full arm's reach
- Utilize the sense of hearing to effectively communicate with the patients and healthcare team
- Utilize the sense of vision in all levels hospital lighting, which varies from low levels of illumination to bright light levels
- Sit in class for up to 6 hours per day
- Palpate anatomical structures and handle injured body parts without causing injury to the patient
- Give manual resistance to a patient's arm, leg, or trunk during exercise
- Move with adequate agility and speed to ensure patient safety
- Walk and balance well enough to help patients walk and transfer with or without equipment, while preventing injury to patient and self
- Safely grasp and manipulate small objects and set dials on electrical equipment
- Use visual, auditory, and tactile senses to observe patients and collect and interpret data
- Respond to warning sounds, machine alarms, and calls for help

Please read further to find additional program specific requirements. Please note some requirements may overlap with the above list.

Program Specific Performance Requirements

Associate of Science in Magnetic Resonance Imaging Program (ASMRI)

ASMRI students must be in good health and able to:

- Lift more than 50 pounds and push-and-pull routinely
- Hear sufficiently to assess patient needs and communicate verbally with other healthcare providers
- Verbalize and have written skills to communicate needs promptly and effectively in English
- Have full use of arms, hands, and wrists
- Possess adequate visual acuity to review radiologic exams, including color distinctions
- Stand and walk on your feet 80% of the time
- Work compassionately and effectively with ill patients

ASMRI students must have sufficient strength, motor coordination and manual dexterity to:

- Transport, move, lift and transfer patients from a wheelchair or cart to a table or to a patient bed
- Move, adjust and manipulate a variety of MRI equipment

ASMRI students must be capable of:

- Handling stressful situations related to technical and procedural standards and patient care situations
- Providing physical and emotional support to the patient during the MRI procedures
- Being able to respond to situations requiring first aid and providing emergency care to the patient in the absence of or until the physician arrives
- Communicating verbally in an effective manner in order to direct patients during MRI examinations
- Visually recognizing anatomy on CRT screen
- Reading and interpreting patient charts and requisitions for MRI examinations

ASMRI students must have the mental and intellectual capacity to:

- Calculate and select proper technical factors according to the individual needs of the patient and the requirements of the procedure's standards of speed and accuracy
- Review and evaluate the recorded images on the monitor and archiving system for the purpose of evaluating the MR image quality, accurate procedural sequencing, completion of a diagnostic examination, and other appropriate and pertinent technical qualities

Associate of Science in Nursing Program (ADN)

In order to ensure the safety and welfare of our students and patients each of our programs has sets of specific physical and non-physical requirements. Almost all of our students (check with an Admission Advisor if applicable) must be able to:

- Handle stressful situations related to technical and procedural standards and patient care situations
- Respond quickly and appropriately to emergency situations using the English language
- Communicate effectively with patients and staff in both verbal and written forms in clear English
- Read and interpret (or learn how to) patient charts and requisitions
- Tolerate strong, unpleasant odors
- Provide physical and emotional support to the patients during procedures
- Report clearly and legibly through progress notes in patient charts
- Meet class standards for successful course completion
- Collect, interpret, and integrate data about patients
- Recognize and respond appropriately to individuals of all ages, genders, and races, and from all socio-economic, religious, and cultural backgrounds
- Cope with stress of heavy workloads, demanding patients, and life-threatening clinical situations
- Recognize and respond appropriately to potentially hazardous situations
- Demonstrate the physical and emotional capacity to work a 40-hour week while at the clinical rotation
- Behave in an ethically sound, competent, compassionate, and professional manner in the classroom and in the clinic
- Requires intermittent sitting, standing, and walking up to eight (8) hours per day
- Requires bending, squatting, reaching, kneeling, twisting, and reaching
- Requires frequent lift and or carry twenty-five (25) to fifty (50) pounds
- Requires to push or pull up to one hundred (100) pounds
- Utilize the sense of hearing to effectively communicate with the patients and healthcare team
- Utilize the sense of vision in all levels hospital lighting, which varies from low levels of illumination to bright light levels
- Sit in class for up to 6 to 8 hours per day
- Palpate anatomical structures and handle injured body parts without causing injury to the patient
- Give manual resistance to a patient's arm, leg, or trunk during exercise
- Move with adequate agility and speed to ensure patient safety
- Walk and balance well enough to help patients walk and transfer with or without equipment, while preventing injury to patient and self
- Safely grasp and manipulate small objects and set dials on electrical equipment
- Use visual, auditory, and tactile senses to observe patients and collect and interpret data
- Respond to warning sounds, machine alarms, and calls for help

Associate of Science in Physical Therapist Assistant Program (ASPTA)

Essential Performance Functions for PTA Students

To be successful in the PTA classroom, lab and clinical settings, and ultimately successful as a physical therapist assistant, students must possess the intelligence, integrity, compassion, humanitarian concerns and physical and emotional capacity necessary to practice physical therapy. At a minimum, students must possess the following essential skills:

Critical Thinking – calculation, problem solving, reasoning and judgment

- Collect, document, interpret and analyze written, verbal and observed data regarding patients
- Prioritize multiple tasks, integrate information and make effective decisions
- Act safely and ethically in physical therapy settings
- Recognize the difference between facts and opinions
- Exercise good judgment in classroom, lab and clinical/professional settings

Interpersonal and Behavioral Skills – working with others, resolve conflicts, offer support

- Establish productive working relationships
- Foster cooperative relationships with classmates, instructors, healthcare providers, patients and their families
- Ability to work with lab partners, patients and others under stressful conditions, including but not limited to medically or emotionally unstable individuals and situations requiring rapid adaptations or emergency interventions
- Appropriate maturity, emotional stability and empathy to establish effective and harmonious relationships in diverse settings
- Apply conflict management and group problem solving strategies
- Demonstrate professional behavior in classroom, lab and clinical settings including but not limited to appropriate personal hygiene, timeliness, preparation and concentration

Communication Skills – verbal, non-verbal and written

- Process and communicate information effectively and in a timely manner in the English language
- Comprehend written material in the English language at a level required for safe and effective patient care
- Effectively communicate information in the English language in a succinct yet comprehensive manner regarding status and safety of patients including written or dictated patient assessments
- Effectively communicate in the English language with instructors, patients/families and other healthcare providers
- Recognize, interpret and respond to nonverbal behavior
- Demonstrate ability to listen effectively

Motor Skills – gross motor, fine motor, coordination

- Ability to sit for long periods of time, including up to 4 hours
- Ability to stand for long periods of time, including up to 6 hours
- Adjust and position patients and equipment, including bending or stooping to floor level and reaching above head height
- Move and position patients and equipment, including the ability to lift, carry, pull and guide weights up to 50 pounds
- Assist in patient care including standing, kneeling, sitting or walking for 60 minutes or longer without rest
- Demonstrate ability to manipulate physical therapy equipment, including finger dexterity
- Perform CPR without assistance

Sensory Skills – visual, auditory, tactile

- Ability to observe and respond to patient responses including facial expressions, movement patterns, verbal responses and reaction to environment
- Ability to assess safety factors involving patient care and physical environment and ability to take measures necessary to assure a safe environment
- Ability to respond to equipment alarms, call bells and timers

- Ability to effectively monitor blood pressure and breath sounds
- Tactile ability to palpate pulse and detect abnormalities of skin texture, skin temperature, muscle tone, tissue texture and joint movement

Associate of Science in Radiologic Technology Program (ASRT)

Associate of Science in RT students must have the following abilities:

- Manipulate radiographic and medical equipment utilizing fingering, reaching, pulling and extending
- Have tactile discrimination to palpate patients and to perform other fine motor tasks
- Provide physical and emotional support to the patients during radiographic procedures
- Calculate and select proper technical factors according to the individual needs of the patient and the requirements of the procedure's standards of speed and accuracy
- Review and evaluate the recorded images on a CRT and archiving system for the purpose of identifying patient pathology if present, accurate procedural sequencing, completion of a diagnostic examination, and other appropriate and pertinent technical qualities
- Push/pull objects and equipment weighing up to 250 pounds.
- Utilize the sense of hearing to effectively communicate with the patients and healthcare team.
- Utilize the sense of vision in all levels of the radiology department or hospital lighting, which varies from low levels of illumination to bright light levels.

Associate of Science in Ultrasound Technology Program (ASUT)

ASUT students must be in good health and able to:

- Lift more than 50 pounds and push-and-pull routinely
- Hear sufficiently to assess patient needs and communicate verbally with other healthcare providers
- Have full use of arms, hands, and wrists
- Possess adequate visual acuity to review sonograms, including color distinctions
- Stand and walk on your feet 80% of the time
- Reach at or above shoulder level intermittently for 90% of work time
- Work compassionately and effectively with the sick patients

ASUT students must have sufficient strength, motor coordination and manual dexterity to:

- Transport, move, lift and transfer patients from a wheelchair or cart to a sonography table or to a patient bed
- Move, adjust and manipulate a variety of sonographic equipment, including the physical transportation of mobile sonographic machines, in order to complete examinations on the patient according to established procedure and standards of speed and accuracy

ASUT students must also be capable of:

- Handling stressful situations related to technical and procedural standards and patient care situations
- Providing physical and emotional support to the patient during the sonographic procedures, being able to respond to situations requiring first aid and providing emergency care to the patient in the absence of, or until the physician arrives
- Communicating verbally in an effective manner in order to direct patients during sonographic examinations
- Visually recognizing anatomy on CRT screen
- Reading and interpreting patient charts and requisitions for sonographic examinations

ASUT students must have the mental and intellectual capacity to:

- Calculate and select proper technical factors according to the individual needs of the patient and the requirements of the procedure's standards of speed and accuracy
- Review and evaluate the recorded images on a CRT and archiving system for the purpose of identifying patient pathology, if present, accurate procedural sequencing, completion of a diagnostic examination, and other appropriate and pertinent technical qualities

RE-ENROLLMENT

Individuals may not always be eligible to re-enroll to Gurnick Academy of Medical Arts. The situations detailed below outline the various circumstances in which re-enrollment may or may not be permissible.

Expulsion

Students can be expelled by the Academy (involuntary) mainly for two reasons: academic and disciplinary.

Academic Expulsion

With the exception of course VN440, individuals who were expelled for academic reasons can be re-enrolled into the same program one (1) time and are not eligible for remediation. Students who failed the VN 440 course are not eligible for remediation or re-enrollment into the same program. A re-enrolled student (who was previously expelled for academic reasons) is placed on academic probationary status and is not eligible for remediation. The academic probationary status is lifted once the student graduates from the program. Re-enrolled students with academic probationary status are not eligible for financial aid until they successfully pass the course they are repeating with the grade of C or higher. Once the student successfully passes the course with the letter C or higher, the student may be eligible to receive Financial Aid.

Students who have been expelled for cheating are required to complete an additional online ethics course prior to being eligible for re-enrollment.

Individuals who were expelled for a second time are not permitted to re-enroll.

Disciplinary Expulsion

Individuals who were expelled for disciplinary reasons are not permitted to re-enroll to the same program and may not be eligible to enroll to the Academy. Please read Disciplinary Probation for details.

Withdrawal

Students may withdraw voluntarily. Students may voluntarily withdraw up to two times to be able to re-enroll. Individuals who withdraw voluntarily for more than 2 times may not re-enroll.

FOREIGN TRANSCRIPT/DIPLOMA EVALUATIONS

All foreign transcripts and degrees must be evaluated and translated into equivalent college hours by a "Foreign education transcript evaluation organization" in order to be accepted by Gurnick Academy.

Some affiliated institutions of your program of choice, such as certification and licensure bodies, may require a specific provider to evaluate your foreign degree/diploma. It is the student's responsibility to make sure to check with the program's certification/licensure bodies if the latter accepts your chosen foreign degree/diploma evaluator.

Please see below some of our programs' requirements:

- VN or PT Applicants with a Foreign High School Education Level:
Applicants to the Vocational Nurse Program or Psychiatric Technician Program must submit a copy of their original foreign high school diploma, or a copy of their original foreign transcript upon admission into either program, in addition to their foreign transcript/diploma evaluation.
- Imaging Applicants:
ARRT (Registry for Associate of Science in MRI, Associate of Science in Radiologic and Associate of Science in Ultrasound Technologists) recognizes services of evaluators such as NACES and AICE. Please check with the ARRT before going further with the evaluation.

Following is a compilation of possible foreign education transcript evaluation organizations. Gurnick Academy of Medical Arts does not review nor endorse these (or other) providers of foreign education transcription, however, Gurnick Academy accepts their evaluations.

- Foreign Consultants: <http://www.foreignconsultants.com/>

- Fikrat Consulting, Inc.: <http://www.fikratconsulting.com>
- Educational Credential Evaluators: <http://www.ece.org/>
- Educational Perspectives: <http://www.educational-perspectives.org/>
- Foundation for International Services, Inc.: <http://www.fis-web.com/>
- Globe Language Services, Inc.: <http://www.globelanguage.com/osc/index.php>
- International Consultants of Delaware: <http://www.icdel.com/>
- International Research Foundation, Inc.: <http://www.ierf.org/>
- World Education Services: <http://www.wes.org/>

IMMUNIZATION REQUIREMENTS

For protection and compliance with state regulations, Gurnick Academy of Medical Arts requires all students to be properly immunized. Documentation of immunizations must be provided to the admissions office prior to the start of the program or internships as programmatically determined.

Students must comply with the minimum health requirements from each individual clinical facility where performing internships which may include additional immunity or vaccination requirements not specifically listed within this catalog. The cost of immunizations will be paid by the student. Students must show proof of the following immunities and/or vaccinations (immunization documents or evidence of a blood titer) before the clinical component can be attended:

- Varicella immunity
- MMR immunity
- Up-to-date tetanus shots (defined as within the past 10 years)
- Hepatitis B vaccine series (If not complete, proof of immunization must be shown for the 2nd shot within one month from the 1st shot and for the 3rd shot within six months from the 1st shot.)
- Two Step Tuberculin test within the past six months (In case of a positive TB test result, the student must have proof of a negative chest x-ray within 2 years. Student may be expected to comply with additional TB screening requirements as determined by the hospital/clinical setting.)

Failure to keep these immunization requirements up to date could impact the student's ability to attend the clinical facility, to complete the program's graduation requirements, or to obtain certification after completion of the program.

Gurnick Academy reserves the right not to accept titers if they are not done within the last 3 years.

HEALTH SCREENING REQUIREMENTS

Each applicant must provide an attestation from his or her family physician certifying the absence of physical and/or mental and/or contagious disorders. Drug screening test results are required prior to the start of internships and must be completed at a Gurnick Academy chosen laboratory. Positive results of a student's drug testing could impact the student's ability to attend the clinical facility, to complete the program's graduation requirements, or to obtain certification/licensure after completion of the program. The cost of examinations, screenings and drug tests will be paid by the student; for exceptions and approximate costs of the services please check Addendum, Current Fees and Tuition section.

BACKGROUND CHECK

Applicants may need to complete a general background check prior to the start of the internship as requested by a hospital/clinical setting. For some of our programs background checks are a mandatory requirement. For costs of the services please check the Addendum, Current Fees and Tuition section. Gurnick Academy of Medical Arts will facilitate background checking procedures. Background check results will be provided to the clinical facility by the student upon request of the clinical education site. Background check results could impact the student's ability to attend the clinical facility, to complete the program's graduation requirements, or to obtain

certification/licensure after completion of the program. Applicants should be aware that the clinical education site has the ability to request an additional background check or to refuse a student based upon the results. Applicants should check State regulations related to criminal convictions and the ability to be licensed.

CPR

Prior to the start of any program or its internship component students must submit proof of completion and current certification in CPR for Basic Life Support. Failure to keep this certification current could impact the student's ability to attend the clinical facility, to complete the program's graduation requirements, or to obtain certification after completion of the program.

CLINICAL FACILITIES

Gurnick Academy of Medical Arts has entered into affiliation agreements with clinical facilities that provide the student with experiences in many areas pertaining to program requirements. Students are assigned to clinical experiences in hospitals and various outpatient centers in the community. Clinical site availability varies and is closely managed by the Program Coordinators and Outreach Department to provide students with experiences to meet each discipline requirement. The clinical experiences help students gain experience that prepares them for entry-level positions in the medical field. In cases of incidents/accidents occurring on premises of Clinical Sites please see our Safety Policy.

For a complete list of Gurnick Academy's clinical facilities please contact program's Admission Advisor or Program Director/Coordinator.

TRAVEL DISCLOSURE

Every attempt is made to place a student as close to home as possible. However, clinical experiences are often limited by the number of students living within a specific geographic region and by the number of clinical sites available. In addition, students may be required to rotate between clinical sites during the course of their clinical education to ensure all students receive equitable high quality clinical education during their training.

All students must be prepared and willing to commit themselves to any travel time required to achieve the educational goals of the program. Students may be required to travel more than an hour to clinical sites. Travel to an internship site varies and can be over 100 miles one way from campus. In addition, some of our programs may occasionally conduct labs at our clinical sites. Students/applicants are encouraged to check with their program officials for more details. Rotation requirements will be presented to the students by their respective Clinical Coordinator and/or Program Director.

Transportation for students to internship sites is not provided by the academy. Students should plan accordingly for additional travel costs. The student must provide his/her own transportation. If for any reason the student does not have access to a vehicle for personal use or does not have a valid driver license, the student is responsible for acquiring an alternative form of transportation. It is important for each student to have independent reliable transportation. Internship assignments cannot and will not be based on transportation needs.

ADVANCED PLACEMENT & CREDIT GRANTING

There is no charge for review of transfer credit or experiential learning. Students will receive a written evaluation of credits either accepted or denied. All decisions on transfer credit or experiential learning are final; appeals are not accepted. Students can be granted credit up to 49% of the total hours in certificate and diploma programs and up to 75% of the total hours in degree programs. Credit Granting will be awarded according to program, state, and academy policies.

Transfer credits for General Education courses may be granted regardless of when the course was completed. Transfer credit towards a certain program, experiential learning, challenge examinations, and

achievement tests may be given for related previous education if the credits were granted within the last five (5) years from an institution accredited by an agency that is recognized by the United States Department of Education (USDOE) or the Council for Higher Education Accreditation (CHEA) and the student received a course grade of a C or higher.

Program Specific Placement & Credit Granting

Associate of Science in Magnetic Resonance Imaging Program (ASMRI)

Credits earned from courses or programs approved by:

1. Joint Review Committee on Education in Radiologic Technology accredited magnetic resonance imaging technology courses and programs.
2. Competency-based credit is granted for knowledge and/or skills acquired through experience. Credit is determined by written and/or practical examinations.
3. Exceptions may be made for credits granted over five (5) years of General Education courses.

Associate of Science in Nursing Program (ADN)

Credits earned from courses or programs accredited by an agency recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA):

1. Licensed Vocational Nursing Courses (19 Semester Credit Hours)
2. Other courses the school determines are equivalent to courses in the program.

Associate of Science in Physical Therapist Assistant Program (ASPTA)

Credits earned from courses or programs approved by:

1. Credits earned from courses or programs accredited by CAPTE.
2. Credits earned at institutions with regional or national accreditation.
3. Exceptions may be made for credits granted over five (5) years for General Education courses.

Associate of Science in Radiologic Technology Program (ASRT)

Credits earned from courses or programs approved by:

1. California Department of Public Health, Radiologic Health Branch accredited radiologic technology courses and programs.
2. Joint Review Committee on Education in Radiologic Technology accredited radiologic technology courses and programs.
3. Other courses that the institution determines are equivalent to courses within the Associate of Science in Radiologic Technology program curriculum.
4. Exceptions may be made for credits granted over five (5) years for General Education courses.

Associate of Science in Ultrasound Technology Program (ASUT)

Credits earned from courses or programs approved by:

1. Joint Review Committee on Education in Diagnostic Medical Sonography accredited ultrasound courses and programs.
2. Competency-based credit is granted for knowledge and/or skills acquired through experience. Credit is determined by written and/or practical examinations.
3. Exceptions may be made for credits granted over five (5) years for General Education courses.

Bachelor of Science in Diagnostic Medical Imaging (BSDMI)

Credits earned from courses or programs accredited by an agency recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).

Bachelor of Science in Nursing program (RN to BSN)

Credits earned from courses or programs accredited by an agency recognized by the United States Department of Education (USDOE) or the Council for Higher Education Accreditation (CHEA):

1. Registered nursing courses.
2. Armed services nursing courses.
3. Other courses the school determines are equivalent to courses in the program.

4. Exceptions may be made for credits granted over five (5) years for General Education courses. Competency-based credit is granted for knowledge and/or skills acquired through experience. Credit is determined by written and/or practical examinations.

Vocational Nurse (VN) and Psychiatric Technician (PT) Programs

Credits earned from courses or programs accredited by an agency recognized by the United States Department of Education (USDOE) or the Council for Higher Education Accreditation (CHEA):

1. Vocational or practical nursing courses
2. Registered nursing courses
3. Psychiatric courses
4. Armed services nursing courses
5. Certified nurse assistant courses
6. Other courses the school determines are equivalent to courses in the program
7. Competency-based credit is granted for knowledge and/or skills acquired through experience. Credit is determined by written and/or practical examinations.

LICENSURE, CERTIFICATION & REGISTRY DISCLAIMER

Graduates from this institution's programs may wish to obtain additional credentials in addition to the educational credential obtained as a result of successfully completing their program of study. Certifications are available for all of the institution's programs. With the exception of the Vocational Nurse program, Associate of Science in Radiologic Technology program, Psychiatric Technician program, Associate of Science in Physical Therapist Assistant program, Associate of Science in Nursing, Associate of Science in Ultrasound Technology, and Associate of Science in MRI program, these certificates and licenses are voluntary; but they do enhance employment opportunities and potential income. For the Vocational Nurse, Associate of Science in Radiologic Technology, Psychiatric Technician, and Associate of Science in Physical Therapist Assistant programs, Associate of Science in Nursing, Associate of Science in Ultrasound Technology, and Associate of Science in MRI program licensure is required to practice in the State of California.

Licensing examinations and their content are controlled by outside agencies. Gurnick Academy cannot guarantee that graduates will be able to pass their licensing examinations. Registration or license requirements for taking and passing the examination are not controlled by the Academy but by outside agencies and are subject to change by the agency without notice to the Academy. Therefore, the academy cannot guarantee that graduates will be eligible to take licensing certification exams at all or at any specific time, regardless of their eligibility status upon enrollment.

Often the eligibility of program graduates is impacted by the specific programmatic accreditation of the institution's programs. Several of the institution's programs do possess appropriate programmatic accreditations that meet certifying agency educational requirements. Please refer to the individual program listings in this catalog to determine the programmatic accreditation standing of a specific program.

Programs Specific Licensure, Certification & Registry Disclaimer

Associate of Science in MRI Program (ASMRI)

Students who have graduated from an approved MRI program or college and who have satisfied the requirement of 1,000 hours of supervised clinical experience are eligible to take a certification exam provided by a non-profit private, national MRI organization. This organization is known as the American Registry of Magnetic Resonance Imaging Technologists (ARMRIT). Graduates of Gurnick Academy of Medical Arts Associate of Science in MRI Technology program are eligible to take this exam. Graduates of the Associate of Science in MRI Program are eligible to sit for ARRT (MR) exam.

It is important to be aware that some employers in the field of Medical Imaging will accept ARMRIT-certified MRI technologists, and many others will only accept MRI technologists who are also RT's. It is an individual decision made within each organization, but it might limit the number of facilities that may accept your application for employment. Though ARMRIT is now recognized by the American College of Radiology (ACR),

the American Council on Education, (see the full list on www.armrit.org). Gurnick Academy of Medical Arts and its employees cannot guarantee any jobs after the completion of the Associate of Science in MRI program. Many previous MRIT program graduates have been able to pursue employment opportunities in medical imaging facilities.

Associate of Science in Nursing Program (ADN)

Students must take the National Council Licensure Examination (NCLEX-RN) if they have never been licensed as a registered nurse in another state or if they have not passed the national licensing examination. If you are licensed in Canada, you must take the NCLEX-RN unless you have passed an acceptable five-part Canadian examination. You must have completed an educational program meeting all California requirements. If you are lacking any educational requirements, you must successfully complete an approved course in that subject before taking the examination.

The NCLEX-RN is administered by Computerized Adaptive Testing (CAT) and is designed to test knowledge, skills and abilities essential to the safe and effective practice of nursing at the entry level. With CAT, there is continuous, year-round testing, allowing eligible candidates to schedule their own examination on a date and at the location of their choice. Examination applicants should submit their application to the Board at least six to eight weeks prior to when they wish to take the examination to allow time for processing and receipt of all required documents. Note: Application processing times vary depending on workload volumes received.

The Board will evaluate your application and, if found eligible, you will be provided with important and detailed instructions regarding the registration process with the NCLEX testing service. PLEASE NOTE: All NCLEX examination registrations with the NCLEX testing service will remain effective for a 365-day time period. Candidates who are not made eligible by our Board within the 365- day time period will forfeit their registration and fee with the NCLEX testing service. The Board encourages candidates to wait until they are made Board eligible before registering with the NCLEX testing service.

Appropriate fees, including fingerprint and interim permit fees, if applicable

1. Completed "Application for Licensure by Examination", including U.S. Social Security Number (SSN) or Individual Taxpayer Identification Number (ITIN)
2. Completed fingerprints using either Live Scan or fingerprint card (Hard Card) processing method
3. One recent 2" by 2" passport-type photograph attached to the reverse side of the "Application for Licensure by Examination"
4. Completed "Request for Accommodation of Disabilities" and accompanying form(s), if applicable
5. "Request for Transcript" form(s) completed and forwarded directly from your nursing school(s) with certified transcripts
6. If applicable, documents and/or letters explaining prior convictions or disciplinary action and attesting to your rehabilitation as directed in the "Reporting Prior Convictions or Discipline Against Licenses" section of the application packet

REPORTING PRIOR CONVICTIONS OR DISCIPLINE AGAINST LICENSES

Applicants are required under law to report all misdemeanor and felony convictions. "Driving under the influence" convictions must be reported. Convictions must be reported even if they have been adjudicated, dismissed or expunged or even if a court ordered diversion program has been completed under the Penal Code or under Article 5 of the Vehicle Code. Also, all disciplinary action against an applicant's registered nurse, practical nurse, and vocational nurse or other healthcare related license or certificate must be reported. Also, any fine, infraction, or traffic violation over \$1,000.00 must be reported.

Failure to report prior convictions or disciplinary action is considered falsification of application and is grounds for denial of licensure or revocation of license.

When reporting prior convictions or disciplinary action, applicants are required to provide a full written explanation of: circumstances surrounding the arrest(s), conviction(s), and/or disciplinary action(s); the date of incident(s), conviction(s) or disciplinary action(s); specific violation(s) (cite section of law if convicted), court location or jurisdiction, sanctions or penalties imposed and completion dates. Provide certified copies of arrest and court documents and for disciplinary proceedings against any license as a RN or any health-care related license; include copies of state board determinations/decisions, citations and letters of reprimand.

NOTE: For drug and alcohol convictions include documents that indicate blood alcohol content (BAC) and sobriety date. To make a determination in these cases, the Board considers the nature and severity of the offense, additional subsequent acts, regency of acts or crimes, compliance with court sanctions, and evidence of rehabilitation.

The burden of proof lies with the applicant to demonstrate acceptable documented evidence of rehabilitation.

If you have previous criminal conviction(s) and/or discipline on another health license it will take longer to review your application. Applicants can assist in the enforcement review by submitting the following so that a letter does not have to be mailed out requesting these items.

1. Signed and dated letter of explanation
2. Certified arrest and court records or out of state discipline documents
3. Letters of reference
4. Current work performance evaluation for the last two years

Associate of Science in Physical Therapist Assistant Program (ASPTA)

Physical Therapist Assistants are required to be licensed in the State of California. Examinations include the National Physical Therapy Exam (NPTE) for PTAs and a California Law Exam (CLE).

Physical Therapy Board of California contact information: 2005 Evergreen Street, Suite 1350, Sacramento, CA 95815, Telephone: (916) 561-8200, Fax: (916) 263-2560.

Business and Professions Code of California Section 2635-2639.1

2635. Every applicant for a license under this chapter shall, at the time of application, be a person over 18 years of age, not addicted to alcohol or any controlled substance, have successfully completed the education and training required by Section 2650, and not have committed acts or crimes constituting grounds for denial of licensure under Section 480.

2636.

(a) Except as otherwise provided in this chapter, no person shall receive a license under this chapter without first successfully passing the following examinations, where success is determined based on the examination passing standard set by the board:

- (1) An examination under the direction of the board to demonstrate the applicant's knowledge of the laws and regulations related to the practice of physical therapy in California. The examination shall reasonably test the applicant's knowledge of these laws and regulations.
- (2) The physical therapy examination for the applicant's licensure category. The examination for licensure as a physical therapist shall test entry-level competence to practice physical therapy. The examination for licensure as a physical therapist assistant shall test entry-level competence to practice as a physical therapist assistant in the technical application of physical therapy services.

(b) An applicant may take the examinations for licensure as a physical therapist or for licensure as a physical therapist assistant after the applicant has met the educational requirements for that particular category of licensure.

(c) The examinations required by the board for a license under this chapter may be conducted by the board or by a public or private organization specified by the board. The examinations may be conducted under a uniform

examination system and, for that purpose, the board may make arrangements with organizations furnishing examination materials as may, in its discretion, be desirable.

Associate of Science in Radiologic Technology Program (ASRT)

In the State of California, all schools of Radiologic Technology must receive approval from the State of California Department of Public Health Radiologic Health Branch before students can begin a course of instruction. The Associate of Science in Radiologic Technology program at Gurnick Academy of Medical Arts have obtained status as an approved school and is compliant with the radiographer instructional practices as defined by California law. This school approval allows graduates of the program to take the radiographer certification examination offered by the State of California Department of Public Health. Once certified, the radiographer is legally allowed to practice within the State of California.

Eligibility for ARRT Certification

In accordance with ARRT's "Equation for Excellence," candidates for ARRT certification must meet basic requirements in the three components of the equation:

1. Ethics

ARRT Pre-Application Review Process

The American Registry of Radiologic Technology requires an applicant for the certifying exam to disclose any history of criminal and misdemeanor proceedings. The specific language is whether you have convicted of a crime or misdemeanor including, but not limited to:

1. Misdemeanor
2. Gross Misdemeanor
3. Felony
4. All alcohol and/or drug related violations
5. Military Court Martial

For the purposes of this section "Convicted" includes a criminal proceeding where a finding or verdict of guilty is made or returned, but

1. The adjudication of guilt is either withheld, deferred or not entered; or
2. The sentence is suspended or stayed; or
3. A criminal proceeding where the individual enters a plea of guilty or no contest (nolo contendere); or
4. There is a pre-trial diversion.

You are NOT required to report offenses that were committed as a juvenile and were adjudicated through the juvenile court system.

An applicant who has a concern is advised to obtain a pre-application review of eligibility for certification prior to entering the program. The information can be obtained from the ARRT by calling (651) 687-0048 or through their website at www.arrt.org

2. Education

Eligibility for certification also specifies the satisfaction of educational preparation requirements. For the primary pathway to certification, eligibility requires the successful completion of the respective discipline's formal educational program that is accredited by a mechanism acceptable to ARRT. Candidates must also demonstrate competency in didactic coursework and an ARRT-specified list of clinical procedures.

For post-primary pathway to certification, candidates must hold registration in a supporting category and document ARRT-specified clinical experience. Further details may be found in the handbooks available for each of the post-primary certification disciplines.

3. Examination

Finally, eligibility requires candidates for certification, after having met all other qualifications, to pass an examination developed and administered by the ARRT. The exams assess the knowledge and cognitive skills underlying the intelligent performance of the tasks typically required of staff

technologists practicing within the respective disciplines. Exam content is specified on this website and in the respective handbook for each discipline.

California Department of Public Health, Radiologic Health Branch contact information is MS 7610, P.O. Box 997414, Certification Unit, Sacramento, CA 95899-7414, Phone: (916) 327-5106, Fax: (916) 440-7999, Web: <http://www.dhs.ca.gov/rhb>.

It is required by law that radiologic technologists be certified in order to practice as radiographers. Please note that the completion of Associate of Science in Radiologic Technology program at Gurnick Academy of Medical Arts may not automatically qualify the graduate to apply for the ARRT examination. Some employers might require the radiologic technologist to have an ARRT certification in addition to the State of California certification.

Associate of Science in Ultrasound Technology Program (ASUT)

The law does not require Ultrasonographers to be registered by The American Registry of Diagnostic Medical Sonographers (ARDMS) to work, but such credential may increase the chances of being hired.

Graduates who were accepted to the program with Associate of Science degree in an Allied Health field directed at human patient care or Bachelor of Science or Bachelor of Arts degree are eligible to sit for the ARDMS examination immediately after completion of the program under ARDMS prerequisite 1 (for Associate of Science degree in an Allied Health field graduates) and ARDMS prerequisite 3A (for Bachelor of Science or Bachelor of Arts degree graduates) or for ARRT (S) examination.

Graduates who were accepted to the program with Associate Degree in any field or High School Diploma/GED are eligible to sit for the ARRT (S) examination immediately after completion of the program. Upon obtaining ARRT (S) certification, graduates are eligible to sit for ARDMS examination under ARDMS prerequisite 5.

For more information about the ARDMS registry and examination you can visit www.ardms.org or contact them at: The American Registry of Diagnostic Medical Sonographers, 51 Monroe Street, Plaza East One, Rockville, MD 20850, Telephone: (301) 738-8401 / Toll Free: (800) 541-9754, Fax: (301) 738-0312 / 0313.

For more information about ARRT certification and examination you can visit www.rrt.org or contact them at: American Registry of Radiologic Technologists, 1255 Northland Drive, St. Paul, MN 55120, (651) 687-0048.

Medical Assistant Program (MA)

The State of California does not require that medical assistants be certified, but such a certificate may increase the chances of being hired. The national CCMA exam is taken during the program upon successful completion of didactic coursework. Students who pass this exam and meet graduation requirements will be eligible to work as Certified Medical Assistants.

Medical Assistant with Phlebotomy Program (MAPHL)

The State of California does not require that medical assistants be certified, but such a certificate may increase the chances of being hired. The national CCMA exam is taken during the program upon successful completion of didactic coursework. Students who pass this exam and meet graduation requirements will be eligible to work as Certified Medical Assistants. In order to perform duties of the Phlebotomy Technician Level 1 (CPT1) in California, you will be required to pass a licensing examination approved by the Department of Health Services in California. Completion of this program does not automatically enable a graduate to perform duties of a Phlebotomy Technician (CPT1).

Dental Assistant Program (DA)

The State of California does not require that a dental assistant be certified to work as a dental assistant. However, such a certificate may increase the chances of being hired. The Dental Board of California requires a written and practical examination to become a Registered Dental Assistant (RDA). Eligibility to apply for the examination includes the following requirements: 15 months of satisfactory work experience (8 months in a DA

program and 7 months of on-the-job experience), and in addition, the application requires the following elements also included in the program: 8-hour Infection Control Certificate, Coronal Polishing Certificate, and a Radiation Safety Certificate.

**Also required for the RDA application: Dental Practice Act Certification, and Pit and Fissure Certification (completed outside of the DA program).*

Psychiatric Technician Program (PT)

In order to work as a Psychiatric Technician in California, a graduate will be required to pass a licensing examination administered by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT). Completion of this program does not automatically enable a graduate to work as a Psychiatric Technician. Gurnick Academy of Medical Arts Psychiatric Technician program is accredited by BVNPT.

Summary of Requirements for Licensure as a Psychiatric Technician

All applicants for licensure as a Psychiatric Technician in California must meet all of the requirements under Section A, and one of the three methods of qualifying for examination in Section B.

Section A

1. Minimum Age - 18 Years.
2. Completion of the 12th Grade of schooling or its equivalent (furnish proof).
3. Complete and sign the "Application for Psychiatric Technician Licensure" and furnish a valid U.S. Social Security number.
4. Complete and sign the "Record of Conviction" form when necessary.
5. Submit the required Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) fingerprints. (See enclosed "Important Fingerprint Information.") Note: A License will not be issued until the board receives the background information from DOJ.
6. Attach the appropriate non-refundable fee made payable to the "BVNPT".
7. Successful completion of a written examination titled the California Psychiatric Technician Licensure Examination.
8. When the requirements of Steps 1-7 have been met, the Board will advise you of the Initial License Fee to be paid. This fee is in addition to the application fee. It takes 4-6 weeks to process your license once this fee has been received.

Section B

1. Method 1 - Graduate of a California Accredited School of Psychiatric Technicians.
Successful completion of a California Accredited Psychiatric Technician Program and its graduation requirements. Contact your program director for application forms and instructions.
2. Method 2 - Equivalent Education and/or Experience and Non-Graduates (Failed Exit Exam)..
Completion of 576 hours of theory (experience may not be substituted for formal course work) and 954 hours of supervised clinical experience within ten years prior to the date of application. Any or all of the supervised clinical experience may be satisfied by paid work experience. The following minimum hours shall be included:
 - a. Pharmacology course of at least 54 theory hours that covers the following content:
 - Knowledge of commonly used drugs and their action
 - Computation of dosages
 - Preparation of medications
 - Principles of administration
 - b. 126 hours of theory (experience may not be substituted for formal course work) and 270 hours of supervised clinical experience in nursing science. You may substitute 9 months of paid work experience in nursing sciences for the 270 hours of supervised clinical experience.
 - c. 108 hours of theory (experience may not be substituted for formal course work) and 270 hours of supervised clinical experience in mental disorders. You may substitute 9 months of paid work experience in mental disorders for the 270 hours of supervised clinical experience. 108 hours of theory (experience may not be substituted for formal course

work) and 270 hours of supervised clinical experience in developmental disabilities. You may substitute 9 months of paid work experience in developmental disabilities for the 270 hours of supervised clinical experience.

This method will use yellow Record of Psychiatric Technician Program Form and transcripts are submitted showing Failed-Exit. This form is separated from method 1 applicants using a separate cover sheet. Applicant cannot use the school's program code when applying but must use CA Special – US04909900. Front and back pages must be completed.

3. Method 3 - Nursing Service in the Medical Corps of any Branch of the Armed Forces of the United States. This method requires you to:
 - a. Completion of an armed forces course involving Neuropsychiatric Nursing and an armed forces or civilian course from an accredited school in the care of the developmentally disabled client.
 - b. Completion of at least one year of verified full time paid work experience, including at least six months in a military clinical facility rendering bedside care to clients with mental disorders and at least six months in a military or civilian clinical facility rendering bedside care to clients with developmental disabilities.

Vocational Nurse Program (VN)

In order to work as a Vocational Nurse in California, you will be required to pass a licensing examination administered by the National Council Licensure Examination (NCLEX-PN). Completion of this program does not automatically enable a graduate to work as a Vocational Nurse. Gurnick Academy of Medical Arts Vocational Nurse Program is accredited by the BVNPT that requires disclosing the following information from their website:

Summary of Requirements for Licensure as a Vocational Nurse

Section A

1. Minimum Age - 17 Years.
2. Completion of the 12th Grade of schooling or its equivalent (furnish proof).
3. Complete and sign the "Application for Vocational Nurse Licensure".
4. Complete and sign the "Record of Conviction" form.
5. Submit the required Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) fingerprints. (See "Important Fingerprint Information.") Note: A License will not be issued until the board receives the background information from DOJ.
6. Attach the appropriate nonrefundable fee made payable to the "BVNPT".
7. Successful completion of a written examination titled the National Council Licensing Examination for Practical (Vocational) Nursing (NCLEX) or the National League for Nursing Test Pool Practical Nursing Examination (NLN). A passing score on a Registered Nurse examination will not satisfy this requirement.
8. When the requirements of Steps 1-7 have been met, the Board will advise you of the Initial License Fee to be paid. This fee is in addition to the application fee. It takes 4-6 weeks to process your license.

Section B

1. Graduate of a California Accredited School of Vocational Nursing;
Successful completion of a California Accredited Vocational Nursing Program; Contact your program director for application forms and instructions.
2. Graduate of an Out-Of-State School of Practical/Vocational Nursing.
The school of practical/vocational nursing from which you graduated must have been accredited by the Board of Nursing in the State in which it is located.
(Licensure in another state does NOT entitle you to practice as a Licensed Vocational Nurse in California. In order to practice as a Licensed Vocational Nurse in California, you must be licensed by the California State Board of Vocational Nursing and Psychiatric Technicians.)
3. Equivalent Education and/or Experience. This method requires you to complete within ten (10) years prior to the date of application not less than fifty-one (51) months of paid general duty bedside nursing experience in a general acute care facility approved by the Board, at least half of which shall have been within five (5) years prior to the date of application. In addition to this experience, you

must also complete a pharmacology course of at least 54 theory hours that covers the following content:

- Knowledge of commonly used drugs and their action
- Computation of dosages
- Preparation of medications
- Principles of administration

The 51 months of experience shall include a minimum of each of the following:

- 48 months medical/surgical nursing
- 5 weeks maternity or genitourinary nursing
- 5 weeks pediatric nursing

Experience in any of the following areas may be substituted for a maximum of eight (8) months of medical/surgical experience:

- Communicable Disease Nursing
- Public Health Nursing
- Industrial Nursing
- Office Nursing (M.D.)
- Psychiatric Nursing
- Operating Room Nursing
- Hemodialysis
- Private Duty Nursing (In a general acute care facility)
- Emergency Room Nursing
- Geriatric Nursing
- Recovery Room Nursing
- Out-Patient Clinic

Experience must be verified by the employer showing specific dates of employment and shall include certification from the R.N. Director or Supervisor that the applicant has satisfactorily demonstrated the following knowledge and skills:

- a. Basic Bedside Nursing
 - Ambulation Techniques
 - Intake and Output
 - Bed making
 - Neurological Check
 - Catheter Care
 - Personal Hygiene and Comfort Measures
 - Collection of Specimens
 - Positioning & Transfer
 - Diabetic Urine Testing
 - Range of Motion
 - Enema
 - Skin Care
- b. Aseptic Technique (May be demonstrated in classroom, lab, and/or patient care settings)
 - Urinary Catheterization
 - Sterile Dressing Change
 - Sterile Irrigations

Applicants with formal nursing education may submit official transcripts for evaluation for possible credit in lieu of paid bedside nursing experience. The transcripts must be submitted to the Board directly from the school and must show theory and clinical hours completed.

- c. Nursing Service in the Medical Corps of any Branch of the Armed Forces of the United States. This method requires you to:
 - a. Submit proof of having at least twelve (12) months service on active duty in the medical corps of any of the armed forces rendering bedside patient care. The proof submitted must show date(s) and wards assigned.

- b. Submit proof of having completed a basic course of instruction in nursing while in the armed forces.
 - c. Submit proof that service was honorable (DD-214).
 - d. Note: A combination of military and nonmilitary experience is not acceptable under this method. Proof of 12th grade education is not required under this method.
- d. 4-Year Expired California Licensed Vocational Nurse.
Section 2892.1 of the Business and Professions Code specifies that a license which is not renewed for 4 years shall expire. An expired license cannot be renewed, re-issued or reinstated. The licensee is required to submit a new application and retake the licensure examination to receive a new license.

Applicants under this method must submit evidence of prior licensure with this Board (i.e., copy of expired license or license number, original issue date and expiration date.)

Please Note: State Boards of Nursing in many states require graduation from an accredited school of nursing. Please be aware that if you are deemed eligible for licensure in California using another method of qualifying, (i.e., military experience or equivalent education and experience) you may not be eligible for licensure by endorsement in other states.)

PASS PROGRAM

The Post Academic Student Success Program is a structured NCLEX review series that has been designed specifically for graduates of the Vocational Nurse Program as a means to improve the licensure pass rates and increase contact with our graduates. The program is free of charge and graduates must attend the PASS Program in full to receive financial incentives. Participants are required to meet with the Career Services Coordinator to sign up for the PASS Program. Graduates are expected to receive their ATT Letter approximately 6 weeks after they graduate from the Academy and their application has been successfully sent and accepted by the BVNPT.

FINANCIAL POLICIES

FEE AND TUITION INFORMATION

All fees and tuition are subject to change without notice, with an effective date noted in the catalog addendum for enrollments that occur thereafter. The tuition covers the cost of all classroom instruction.

For programs scheduled to complete within four months from the start date all fees and tuition are to be paid, in advance, prior to the first day of class or other deadline date as may be posted from time to time in the admissions office or on our website. Payment arrangements are made at the time of enrollment. Affordable monthly payments are available; please contact an admission advisor to discuss in further detail.

Private student loans are available for those who qualify. Please check for detailed information on current loans available under Financial Aid.

If a student receives a loan to pay for the educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

Both the schedule of total charges for a period of attendance and an estimated schedule of total charges for the entire educational program are the same.

REFUND

Student's Right to Cancel

You have the right to cancel your program of instruction at the location in which you enroll, without any penalty or obligations:

- a. A full refund of all tuition and fees paid will be made: if a student cancels his/her Enrollment Agreement by notifying the academy at the location in which they enroll within three days of enrollment; or
- b. Cancels his/her Enrollment Agreement through the seventh calendar day of the student start date. The academy will refund the student any money he/she paid, less any registration or entrance exam fees not to exceed \$75.00, and less any deduction for equipment not returned in good condition, within 45 days after the notice of cancellation is received if cancellation occurs later than three-days after enrollment.

After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance.

Cancellation may occur when the student provides a written notice of cancellation to the location in which they enroll and can be done by mail or delivered in person to the location in which you enroll. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.

Withdrawal from the Program

You have the right to withdraw from the academy at any time after the cancellation period (described above). You will receive a pro rata refund if you have completed less than 60% of the scheduled hours in current payment period in your program. If the student has completed more than 60% in current payment period in your program, the tuition is considered earned and the student will receive no refund. The refund will be less a registration fee and not to exceed \$75.00, and less any non-refundable fee described in your Enrollment Agreement as well as any deduction for used books, materials and supplies, within 45 days of withdrawal.

For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the institution of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- The institution terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the Academy.
- The student has failed to attend class for two (2) weeks.
- Failure to return from a leave of absence.

For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance.

Number of clock hours completed in the payment period / Number of clock hours in the payment period = Percentage of Funds Earned

For students beyond the current "payment period," if you withdraw prior to the next payment period, all charges collected for the next period will be refunded. If any portion of the tuition was paid from the proceeds of a loan

or third-party payment, the refund shall be sent to the lender, third party or if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student.

Continuing Education Courses Refund Policy

Please read this policy on www.gurnick.edu as it differs from the above stated Refund Policy.

GRADUATE SURVEYS AND PLACEMENT DATA (GSPD)

Students are eligible to receive an incentive within 30 days after the student has completed and returned to the Academy, the Graduate Survey and Placement Data form, given that the submission of the form occurs before the 6th month of graduation. If the student has found employment, the student can submit the form at any time prior to the 6th month period. If the student is not yet employed within 6 months of graduating, they may submit the form still explaining their situation in order to receive the incentive.

STUDENT TUITION RECOVERY FUND

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

FINANCIAL AID INFORMATION

It is the goal of Gurnick Academy of Medical Arts to assist every student in procuring financial aid that enables the student to attend his/her chosen course of study. Gurnick Academy participates in various federal and state student financial assistance programs. The financial aid programs are designed to provide assistance to students whose financial resources are inadequate to meet the full cost of their education. Each Gurnick location has a Financial Aid Advisor who is able to assist students with any Financial Aid questions.

The majority of financial aid available to students is provided by the federal government and is administered by the U.S. Department of Education (USED). This includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Direct Loans, Federal Parent Loans for Undergraduate Students (PLUS), and Federal Work Study (FWS). Gurnick Academy also utilizes alternate source funding provided by private agencies. Private loans may also be available to credit-worthy students and parents while the students are in school.

The primary responsibility for meeting the costs of education rests with the individual student and his/her family. All financial aid is awarded on the basis of need, regardless of sex, age, race, color, religion, creed or national origin. Need is defined as the difference between the Cost of Attendance (COA) for one academic year and the amount a student's family can be reasonably expected to contribute to this cost of education for the same period, known as the Expected Family Contribution (EFC). The EFC is calculated by the USED from the FAFSA data submitted by the student, spouse and/or parents, as applicable.

Please visit www.gurnick.edu for more information about the Cost of Attendance, Sallie Mae private loans, Student Loan Code of Conduct, Sallie Mae Scholarship Search Tool and Other Resources.

FEDERAL PELL GRANT

This grant is designed to assist students with the greatest need who desire to continue their education beyond high school. Federal Pell Grants are only awarded to undergraduate students who have not earned a bachelor's or first professional degree or the equivalent. Eligibility is determined by the student's need, the cost of attendance, and the amount of money appropriated by Congress to fund the program. The amount of the grant is determined by a standard formula as determined by the USED.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

This grant is available to students with exceptional financial need, as defined as students with the lowest EFCs, with priority given to Federal Pell Grant recipients. In determining student eligibility, the academy will first select those students with the lowest EFC who will also receive Federal Pell Grant in that award year. The amount of the grant and the number of students who may receive this grant depend on the availability of funds from the USED. The funds are awarded proportionally across campuses and program start dates, with a minimum grant amount of \$100 per year and a maximum grant of \$4000 per year. The grant amounts vary; please check for current award amounts at www.gurnick.edu under the Financial Aid section.

FEDERAL DIRECT LOANS

Federal student loans need to be repaid. There are two types of Direct Loans: Subsidized and Unsubsidized. You must have financial need to receive a Subsidized Direct Loan. The USED will subsidize the interest that accrues during certain periods for Subsidized Loans only. Financial need is not a requirement for an Unsubsidized Direct Loan. You are responsible for paying the interest that accrues on Unsubsidized Direct Loans during all periods.

In the Direct Loan program, the loan funds are made available from the federal government and are repaid directly to them.

In order for Gurnick to process your loans please use the following link to complete Entrance Counseling and MPN <https://studentloans.gov/myDirectLoan/>

PLUS LOANS

PLUS Loans are Direct Loans parents can obtain to help pay for the cost of education for their dependent undergraduate children. Parents cannot have adverse credit in order to qualify for a PLUS Loan; the amount of the loan is determined by the cost of attendance and the other aid the student will receive.

FEDERAL WORK-STUDY PROGRAM (FWS)

The Federal Work Study program provides part-time employment to students who need the earnings to defray the cost of their education. Students may work on campus or off campus for a qualified public, private, or community service organization.

Application for the FWS program may be made through the Financial Aid Office and eligibility is based on financial need and the availability of funds. The academy will attempt to place students in jobs related to their program of study, and work schedules will be arranged according to class schedules.

The amount of the funds and the number of students who may receive these funds depend on the availability of funding from the USED.

STATE AID

Gurnick Academy is a Cal Grant eligible institution. The California Student Aid Commission offers state-funded grants to students. Students who would like to be considered for this grant must complete a FAFSA by the deadline published annually in the FAFSA and may also need to submit a GPA Verification to the California Student Aid Commission.

General Cal Grant Eligibility Requirements

All Cal Grant applicants must:

- Be California residents
- Be U.S. citizens or eligible non-citizens
- Meet U.S. Selective Service requirements
- Attend an eligible California qualifying postsecondary institution
- Be enrolled at least half-time
- Maintain satisfactory academic progress as defined at school of attendance
- Have family income and assets below the established ceilings
- Not be in default on any student loan
- Not owe any federal or state grant refund

Gurnick Academy is eligible for the following types of Cal grants:

Cal Grant A

Cal Grant A provides tuition and fee assistance for low and middle-income students. For Cal Grant A, your coursework must be at least two academic years.

Cal Grant B

Cal Grant B provides a living allowance and tuition and fee assistance for low-income students. Awards for most first-year students are limited to an allowance for books and living expenses. When renewed or awarded beyond the freshman year, the award also helps pay for tuition and fees. For Cal Grant B, your coursework must be for at least one academic year.

Cal Grant C

Cal Grant C awards assist with tuition and training costs for occupational, technical, and vocational programs. Funding is available for up to two years depending on the length of the program. To qualify, you must enroll in an occupational, technical, or vocational program that is at least four months long at a vocational/career school. Even though a GPA is not required to apply for a Cal Grant C, you are still encouraged to submit yours because it can only help your chances of receiving an award.

FEDERAL AID APPLICATION

To apply for all financial aid, a student must complete the Free Application for Federal Student Aid (FAFSA) by visiting www.fafsa.ed.gov. The application must be completed with extreme care and accuracy. Our Financial Aid Department is available to assist students in the completion of the application and to answer any questions. To learn more about the application process and to view our school code, please visit www.gurnick.edu.

GENERAL STUDENT ELIGIBILITY

To be considered for federal financial aid a student must:

- Be a US citizen or eligible permanent resident
- Have a valid Social Security Number
- Possess a High School diploma, a GED or the equivalent
- Be enrolled in an eligible program
- Not be in default on any student loans or owe a refund of any grant funds
- Be registered with Selective Service, if you're a male (and if applicable)
- Not have lost aid eligibility due to a drug conviction while enrolled and receiving financial aid
- Maintain Satisfactory Academic Progress as described in the catalog

FINANCIAL AID DISBURSEMENT INFORMATION

The first financial aid disbursement usually occurs within the first 30 (thirty) days of the program start date. Each disbursement after the first is contingent upon the student maintaining Satisfactory Academic Progress (SAP) by meeting both qualitative and quantitative standards. For most programs at Gurnick, students must successfully

complete both the hours and the weeks of the payment period before becoming eligible for the next disbursement SAP measurements are completed at the scheduled end of each payment period when the student's scheduled clock hours for the period have elapsed, regardless of whether the student attended them.

Pell, FSEOG and Direct Loans are disbursed once per payment period. Federal WorkStudy funds must be earned and are paid as wages.

FINANCIAL AID STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

This policy is effective with the SAP evaluation beginning 2013.

Maximum Timeframe

All students who receive financial aid must complete their program within 1.5 times or 150 percent of the normal program length, as measured in credit/clock hours. If they exceed the maximum timeframe, they are subject to the loss of financial aid, which can be appealed following the procedure outlined below.

Students who are academically expelled from one program and wish to transfer to another program at Gurnick Academy must submit a written appeal according to the terms outlined below. Admission to the new program requires the approval of the program director and the director of financial aid. If the appeal is granted, the student will be admitted to the new program on a probationary status and must follow the terms of the academic plan provided to him or her.

Appeal and Reinstatement

Students who have lost financial aid eligibility for failure to maintain satisfactory progress will be notified in writing of the cancellation of financial aid and are urged to contact the Financial Aid Office. Students with mitigating circumstances wishing to appeal the financial aid cancellation may do so, in writing, to the Financial Aid Office. Mitigating circumstances may include but are not limited to illness or injury of the student or immediate family member; death of a relative; or other special circumstance. The Director of Financial Aid and the Campus Program Director will evaluate the appeal and determine whether the student may be allowed to continue to receive financial aid on an **FA Academic Plan** status.

The student's appeal must include the following:

- 1) The reason why the student failed to meet the SAP standard(s) AND
- 2) What has changed in the student's situation so that he or she will now be able meet the SAP standards AND
- 3) Supporting documentation.

If an appeal is granted and financial aid is reinstated, the student will receive aid on an Academic Plan status. A student with this status is required to regain SAP standing by the point specified in the academic plan; the terms will be included in the notice forwarded to the student when the appeal is granted. The terms will generally require students to meet or exceed the attendance requirements, pass all courses with a grade of "C" or better, and may include additional stipulations, such as tutoring. Each month the student's progress will be reviewed based on the Academic Plan; if a student fails to meet the requirements of the Academic Plan, he or she will become ineligible for financial aid.

The Academic Plan is structured to assist the student in regaining SAP status by a projected point in time not to exceed the Maximum Timeframe.

Students will generally be limited to one appeal during the course of their education at Gurnick Academy, regardless of the reason or other circumstance. If a student regains SAP status, he or she regains the ability to appeal one additional time.

GENERAL TITLE IV AND STATE FINANCIAL AID FUNDS INFORMATION

All Title IV and state financial aid funds received by the institution will be credited to the student's account (excluding Federal WorkStudy).

Financial aid from federal programs is not guaranteed from one year to the next. Each student must reapply every year. The award year for most financial aid programs runs from July 1st to June 30th of the following year.

Some students' financial aid applications are selected for the process of verification. In order to be eligible to receive financial aid, students are required to provide documents supporting the FAFSA information. Selected students will be notified of their verification status and supporting documents required by the Financial Aid Office. Students must complete verification, as well as comment code resolution, prior to disbursement of any financial aid.

In order to maintain eligibility for financial aid, the student must be in a good academic status with Gurnick and must be making Satisfactory Progress towards the completion of his/her program of study.

RETURN OF TITLE IV FUNDS

The U.S. Department of Education mandates a "Return to Title IV Funds" (R2T4) policy for all financial aid recipients. This policy is separate from the institutional tuition refund policy described in this catalog. The federal policy defines the proportion of Title IV funds that the student is qualified to receive which can be applied to pay institutional charges. The portion of Cal grant earned is based on a pro rata calculation of hours earned compared to hours scheduled in the period.

A brief description of the R2T4 calculation follows. For further information, or a more detailed version of the calculation, please see the Financial Aid Office.

1. Determine the Student's withdrawal date
2. Calculate % of Title IV aid earned by the Student: $\text{Number of clock hours or scheduled days to be completed} / \text{Number of clock hours or scheduled days in the payment period} = \text{Percentage of Title IV Funds Earned}$
3. This ratio is multiplied by the Title IV aid disbursed plus the Title IV aid that could have been disbursed to equal the Title IV aid earned. Total disbursed minus total earned equals the federal funds that must be returned to the funding program.
The federal policy for "Return of Title IV Funds" defines that a student who has attended up through the 60% point in each payment period or period of enrollment has fully earned the Title IV funds for the payment period/period of enrollment.
4. Calculate amount of Title IV aid earned by the student: This ratio is multiplied by the total Title IV aid disbursed (including aid that could have been disbursed) to equal the amount of the Title IV aid earned.
5. Determine if post withdrawal disbursement is due or if Title IV aid must be returned
6. Determine return of Title IV funds to be returned by the school: Any funds that are required to be returned by the school will be returned within 45 days of the date of determination that a student has withdrawn.
Funds will be returned in the following order:
 - 1) Unsubsidized Stafford Loans;
 - 2) Subsidized Stafford Loans;
 - 3) PLUS Loans;
 - 4) Pell Grants;
 - 5) FSEOG.
7. Calculate initial amount of unearned Title IV due from the Student: Students will be informed of any amounts of Financial Aid that they need to return. On an individual basis, the student will receive instructions on returning the funds with a copy of the calculation. Students not making their portion of the return of unearned funds may be ineligible for Federal Student Aid funds in the future.

The “Payment Period” is the period of time for which a Title IV distribution has been authorized. Students will be notified of any refunds made to a student loan program on their behalf through the mailed exit interview material. This material will include a copy of both the R2T4 calculation and the school’s refund calculation.

Refunds to any of the Title IV programs will be paid within 45 days from the date of determination. Further information is available at the Financial Aid Office or at www.StudentAid.ed.gov.

RETURN OF NON-TITLE IV FUNDS

Those students who receive Cal grants and withdraw from the academy are required to have a calculation to the Return of Title IV calculation to determine the portion of Cal Grant funds that are unearned. The portion of the Cal grant earned is based on a pro rata calculation of hours earned compared to the schedule in the period.

VETERANS BENEFITS & VETERANS ADMINISTRATION APPLICANTS ADDITIONAL INFORMATION

Gurnick Academy of Medical Arts is approved for the training of veterans and eligible persons as an eligible institution. Applications for Veterans benefits may be obtained by contacting the Veterans Administration. Approval of training benefits to be awarded is the responsibility of the Veterans Administration. In order to achieve and maintain eligibility in the VA, there are additional requirements placed upon the institution and the applicant who intends to utilize their VA benefits.

Applicants to Gurnick Academy who are eligible for VA benefits must comply with the items included in this section as well as all Gurnick Academy’s institutional policies. Students may check their GI Bill® eligibility at <http://gibill.va.gov>. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

VA Review of Prior Training for Transfer Credit

Prior to being accepted into Gurnick Academy of Medical Arts, any VA eligible applicant must supply Gurnick with an academic transcript or other official documentation of all previous training. This previous training includes any military courses and training, any prior post-secondary educational institutions attended, whether traditional college, vocational, and/or any medical training.

Gurnick will review each submitted academic transcript or other official documentation to determine if any prior training may be utilized as transfer credit into a program. The review will be documented by Gurnick in writing, and a copy of the determination will be given to the applicant.

The transcripts, or other official documentation, the written Gurnick review and determination will become a part of the student’s official Gurnick academic record, and subject to all policies and regulations concerning academic records.

VA Transfer Credit

If transfer credit is granted to a VA eligible applicant, the portion of the program that is replaced is not eligible for certification for VA benefits. The applicable part of the program substituted is not billable to the student or VA, or any other agency.

VA Specific Academic Requirements of Eligibility

VA eligible students must maintain Satisfactory Progress in their program to maintain benefits eligibility. Students not receiving a minimum grade of “C” in any course will be referred for remediation a maximum of 3 times. VA Benefits will be terminated if the student is referred for remediation for three times throughout the duration of the program and obtains a non-passing grade in any remaining courses. This academic performance will lead to being expelled from the college.

Please read our Academic Probation/Remediation policy for more information.

Additional Responsibilities for VA Eligible Applicants

Gurnick Academy does not determine any eligibility for VA benefits. The eligible applicant must complete all required VA applications and requirements with the VA and receive VA approval prior to Gurnick accepting any expected VA funds as part of a tuition payment plan.

Receipt of VA Additional Notices

The VA requires that all VA eligible applicants receive a copy of the Gurnick Catalog including Addendum and that Gurnick Academy of Medical Arts documents such disclosures.

Maximum Timeframe

VA benefits are paid for 100% of the published program length and not up to 150% of the maximum timeframe.

ADMINISTRATIVE POLICIES

CATALOG POLICIES

Policies governing student conduct, admissions, prerequisites, graduation requirements, fees, course structures, duration of the subjects and courses, time of programs offerings and other aspects of this institution's operations are subject to change. Changes in the content of this catalog will be added to Catalog Addendum as well as posted on www.gurnick.edu. Together, the Catalog and the Addendum represent current and updated information.

We reserve the right to adopt, amend, or repeal all Gurnick Academy policies. This catalog does not constitute a contract or enrollment agreement, nor does it constitute a statement of the conditions of a contract between the student and this institution. The relationship of the individual student to this institution is governed by applicable state education codes, state regulations, and academy policies.

A copy of the catalog will be provided to each student prior to signing an enrollment agreement. Copies of the catalog can also be located at the front desk at each campus as well as the Gurnick website: www.gurnick.edu.

PROGRAM POLICIES

Academy policies cover all programs and courses offered at Gurnick Academy of Medical Arts. There are, however, program specific particulars and guidelines that are explained in much more detail in programmatic Student Handbooks. Many of our programs have Student Handbooks that include programmatic rules and regulations (subject to change without notice). Students must make sure to read and understand all programmatic rules and regulations in addition to Gurnick Academy Catalog and Addendum.

INDIVIDUAL RESPONSIBILITY

It is the responsibility of each Gurnick Academy of Medical Arts student, staff and faculty member to be familiar with Gurnick Academy of Medical Arts policies and regulations published in this catalog. Gurnick Academy of Medical Arts Catalog is disclosed to each individual prior to his/her enrollment at Gurnick Academy. All students, staff and faculty members are required to sign receipt of disclosures acknowledging that they understand and agree to abide with all of the policies stated in this Catalog.

ACADEMIC FREEDOM

Gurnick Academy is committed to assuring full academic freedom to its faculty. Confident in the qualifications and expertise of its faculty members, the academy encourages its faculty members to exercise their individual judgments regarding the organization of topics and instructional methods. Content is approved by the program-specific governing body. Instructors are encouraged to develop teaching methods that encourage student success.

Gurnick Academy believes that the important diversity that can accrue to the benefit of students by the diversity of thought resulting from free discussion, open expression of view-points and opinions on the subject matter at hand, and free exercise of research and original thinking in the academic fields related to the academy's course offerings. Gurnick Academy supports and encourages instructors and students to engage in discussion and dialog. Students and faculty members alike are encouraged to freely express views as they apply to understanding in the specialized knowledge inherent in discipline being studied.

NON-DISCRIMINATION

Gurnick Academy of Medical Arts is committed to providing equal opportunities to all applicants. No discrimination shall occur in any program or activity of this academy, including activities related to the solicitation of students or employees on the basis of race, color, religion, religious beliefs, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, veteran's status, or any other classification that precludes a person from consideration as an individual. Please direct inquiries regarding this policy, if any, to a Campus Director who is assigned the responsibility for assuring that this policy is followed. Employees may refer to Gurnick Academy's Employee Handbook for more details.

Harassment/Title IX Coordinator

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance". (Title IX, Education Amendments of 1972, Title 20 U.S.C. Sections 1681)

Gurnick Academy of Medical Arts has designated Title IX Coordinators on each campus to oversee Gurnick Academy of Medical Arts' compliance with all State and Federal discrimination laws, particularly in regard to sex discrimination. These members of the Gurnick Academy of Medical Arts' staff function as the Title IX Coordinator in addition to their primary titled function. Please note that the Title IX Coordinator function is associated with the title(s), as the name of the designee may change at any time.

In the case of any questions, concerns, or grievances, students should contact the Campus Director in which they are enrolled. The Campus Director, or their official designee, functions as the Title IX Coordinator for each campus.

The designated Title IX Coordinators will ensure compliance in all areas and aspects of Gurnick Academy of Medical Arts while facilitating any discrimination grievance procedures. This designee will also be responsible for keeping all records affiliated with discrimination grievances and are trained on how to investigate and conduct hearings in a manner that "protects the safety of victims" and "promotes accountability". With this responsibility the designee is considered a resource not only to the students of Gurnick Academy of Medical Arts, but also a resource for the faculty and staff.

Sexual Harassment

Gurnick Academy is committed to providing a work environment that is free of discrimination, intimidation and harassment. In keeping with this commitment we believe that it is necessary to affirmatively address this subject and express our strong disapproval of sexual harassment.

No associate within our academy may engage in verbal abuse of a sexual nature; use sexually degrading or graphic words to describe an individual or an individual's body; or display sexually suggestive objects or pictures at any campus. Students are responsible for conducting themselves in a manner consistent with the spirit and intent of this policy.

Anti-Bullying/Anti-Harassment

Gurnick Academy of Medical Arts believes that all individuals, including students, employees, and applicants are entitled to a safe, equitable, and harassment-free academy experience. Bullying and harassment will not be tolerated and shall be just cause for disciplinary action and/or law enforcement intervention.

"Bullying" and "harassment" are defined as a pattern of aggressive, intentional or deliberately hostile behavior

that occurs repeatedly and over time. These behaviors normally fall into three categories, physical, emotional, and verbal, and may include, but are not limited to, intimidation, assault; extortion; oral or written threats; teasing; putdowns; name-calling; threatening looks; gestures, or actions; rumors; false accusations; hazing, social isolation, and cyber-bullying. Such behavior is considered bullying or harassment whether it takes place on or off academy property.

Any student, employee, or applicant who believes he or she has been or is currently the victim of bullying or harassment should immediately report the situation to the academy administrator or another trusted employee of the institution who will be responsible for reporting it to the appropriate authority. Reported incidents will be investigated promptly and thoroughly by the academy administration. Advising, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitutes violations of this policy.

Sexual Assault Prevention and Response

Gurnick Academy of Medical Arts educates the student community about sexual assaults and date rape through orientation. The Police Department offers sexual assault education and information programs to students and employees upon request. Literature on date rape education and risk reduction is available through the Campus Director/Administrator.

Gurnick Academy of Medical Arts is committed to creating and maintaining an educational environment where respect for the individual is of vital importance. Gurnick Academy does not tolerate sexual assault in any form. The definition of "sexual assault" includes but is not limited to sexual battery, threat of a sexual assault, rape including but not limited to forced oral copulation, foreign object or sodomy. Statement of the Standard of Evidence: Gurnick Academy of Medical Arts uses a preponderance of the evidence standard.

Sanctions Gurnick Academy May Impose Following a Final Institutional Disciplinary Determination of Rape, Acquaintance Rape, Domestic Violence, Dating Violence, Sexual Assault, Stalking or Other Sexual Offense:

Sexual assaults violate the standards of conduct expected of every member of Gurnick Academy of Medical Arts. Sexual assault is a criminal act, which subjects the perpetrator to criminal and civil penalties under state and federal law. In all cases, Gurnick Academy will abide by and cooperate with local, state and federal sanctions. Academy disciplinary action may include expulsion depending on the seriousness of the situation. Gurnick Academy will review victim's academic standing after a sex offense or alleged sex offense if those changes are requested by the victim and are reasonably available.

Gurnick Academy will undertake an investigation of the sexual assault allegations in which the accuser and the accused are entitled the same opportunities to have others present during an institutional disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of choice. Students who have allegedly violated the code of conduct, or who have been accused of sexual harassment or other Title IX violations, may request a hearing by the Student Disciplinary Panel. The panel is composed of the Title IX Coordinator, the Director of Financial Aid and the Program Director. A faculty member may substitute for one of the panel members as necessary.

The complaining student will be asked to put his or her allegations in writing and a copy of the allegations will be provided to the alleged perpetrator. A hearing will be held within two weeks of receipt of the allegations, and the panel will hear from the complainant and the alleged perpetrator separately. Both parties may have anyone present with them for the hearing, including an advisor of their choice. The panel may call other students or employees as needed.

Both the accuser and the accused must be notified simultaneously and in writing of: the outcome of the proceeding, appeal procedures, any change to the result before it becomes final, and when the result becomes final. The parties will be provided the determinations concurrently. If other action is taken, and the alleged perpetrator remains in school, the complainant may request a transfer to another program start or shift as a protective measure. A transfer of the alleged perpetrator to another program start or shift may also be considered by the panel.

Gurnick Academy may impose sanctions following a final determination of a disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses including disciplinary action for students, which may include penalties up to and including expulsion from the academy. Disciplinary action imposed by Gurnick Academy will not be in lieu of penalty, fines or imprisonment imposed through the legal system.

For employees, appropriate personnel action will be taken in accordance with academy policies in the Employee Handbook.

The victim's confidentiality will be protected, including record keeping that excludes personally identifiable information on victims. If the complainant requests confidentiality or asks that the complaint not be pursued, the school will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the school will inform the complainant that its ability to respond may be limited. Title IX prohibits retaliation, and that school officials will not only take steps to prevent retaliation but also take strong responsive action if it occurs.

Reporting a Sexual Assault

In the event of a sexual assault DIAL 9-1-1. If the victim is unable to contact the authorities, please report this assault to any Instructor or Staff member who will contact the authorities on your behalf.

While waiting for medical and law enforcement to arrive, although difficult, try to make mental notes of the incident so while reporting this assault to the local police there can be as much detail as possible. Be certain to request medical treatment.

If the incident occurred on campus, the victim is to report the assault to any Faculty/Staff member or Academy Director. Although sexual assault is a criminal offense, police will not collect evidence of a personal nature from the victim's body. After the sexual assault, it is imperative to receive medical examination by trained personnel for a full physical exam prior to showering, changing clothes or bathing as preserving the evidence is imperative. Please note that victims have the option to, or not to, notify and seek assistance from law enforcement and campus security authorities.

Counseling

The survivor of a sexual assault is urged to seek counseling shortly after the sexual assault has occurred. Victims of sexual assault may receive FREE CONFIDENTIAL 24-HOUR counseling by calling RAINN (Rape Abuse Incest National Network) HOTLINE NUMBER 1-800-656-HOPE (4673). Trained counselors are available at the aforementioned number 24 hours a day, 7 days a week. RAINN can also be reached 24/7 through online chat at <https://ohl.rainn.org/online/>. You can find more information at <http://www.rainn.org>

Sex Offender Registry

In accordance with the "Campus Sex Crimes Prevention Act" of 2000, which amends the Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act, the Jeanne Clery Act and the Family Educational Rights and Privacy Act of 1974, Gurnick Academy of Medical Arts is providing a link to the National Sex Offender Registry. This act requires institutions of higher education to issue a statement advising the campus community where law enforcement information concerning registered sex offenders may be obtained. It also requires sex offenders already required to register in a State to provide notice to each institution of higher education in that State at which the person is employed, carries a vocation, or is a student.

The California Department of Justice's Internet website, which lists designated, registered sex offenders in California: <http://www.meganslaw.ca.gov>

The following website offers a link to all registered sex offenders that are searchable either by name or by zip code within a radius of a certain address: <http://www.familywatchdog.us>

STUDENT'S RIGHT TO PRIVACY

Gurnick Academy complies with The Family Educational Rights and Privacy Act of 1974 (FERPA) commonly referred to as the Buckley Amendment. This act provides Gurnick Academy students and their parents with certain rights involving access and release of records that are deemed personally identifiable.

Gurnick Academy departments maintain student records. Personally identifiable information from these records may not be disclosed to a third party without either the written consent of the eligible student. Notwithstanding the above, disclosure to members of Gurnick administration and faculty who have a legitimate educational purpose in seeing the records is permitted. Release of records to regulatory bodies, accrediting bodies, oversight bodies and legally executed court subpoenas do not require student or parent consent of release.

Directory information may be released by Gurnick Academy without the student's permission unless the student states, in writing, within the first two weeks of the program, the specific information he or she desires not be included as part of his or her directory information. Directory information includes the student's name, home town, class level, registered credits (current term), major fields of study, participation in recognized activities and sports, biographic data for public relations purposes, diploma and awards received, most recent previous educational institution attended, veteran status, and job placement information. Students who wish to have information disclosed must complete a Gurnick Academy FERPA Release Form available on www.gurnick.edu.

Any student or employee who engages in conduct which directly or indirectly violates, or infringes upon, the privacy rights of an employee or student will be subject to disciplinary action up to and including expulsion/termination from Gurnick Academy.

STUDENT RECORDS

Gurnick Academy maintains student records in individual student folders according to privacy regulations. Student folders are started for each future student during registration and enrollment at Gurnick Academy. Student folders contain documents such as the registration form, enrollment agreement, transcripts, and other official information. If a student withdraws/is expelled prior to completion/graduation of the program, student folder will also contain documents such as a summary statement of the student's progress, refund calculation, a copy of refund (if applicable) and so on.

Gurnick Academy student folders will contain official information for one year after student separation from the academy. After one year the student folder will be archived into electronic format and will be kept on an off-site computer server.

Gurnick Academy of Medical Arts will maintain the transcripts for all students indefinitely. Students are encouraged to make and archive copies of all important documentation during and after their studies at Gurnick Academy of Medical Arts. Students may review their student folders any time under the direct supervision of the Program Director or a Designated School Official. Should students find their folder information inaccurate or misleading, students are encouraged to voice their opinions and request a review of their student folder by an Admission Advisor/Designated School Official.

TRANSCRIPTS

Each student's folder contains the student's academic progress record and evidence of diplomas issued by Academy. Official transcript requests will be granted upon payment of a fee of \$15.00. Transcripts will only be released to the student upon receipt of a written and signed request. Transcripts will be issued in full when all tuition and other fees due the institution are paid current. If partial payment has been made, then a partial transcript will be provided that corresponds to the pro rata tuition or loan obligation the student has not paid. Please note that transcripts may not be available immediately as they are processed through the Registrar at the Corporate office.

STUDENT CODE OF CONDUCT

Students shall conduct themselves in a professional and ethical manner at all times. Students are expected to conduct themselves within the bounds of acceptable behavior and appearance, as defined in this catalog and judgment of Gurnick Academy of Medical Arts personnel. No profanity in the patient care areas or in the campus or classroom environments is tolerated. Insubordination to faculty and clinical instructors, or dishonesty, could be a reason for immediate expulsion from the program.

In addition to being expected to follow the rules and regulations established by the program and clinical facilities, students are expected to follow the Standard of Ethics and act in accordance with the American Hospital Association's Patient's Bill of Rights.

All students are expected to respect the rights of others and are held responsible for conforming to the laws of the national, state and local governments, and for conducting themselves in a manner consistent with the best interests of the academy and of the student body. Gurnick Academy of Medical Arts reserves the right to expel a student for any of the following reasons, including but not limited to:

- Failure to maintain satisfactory academic progress
- Failure to pay academy fees and/or tuition by applicable deadlines
 - Any unpaid balance for tuition, fees and supplies becomes due and payable immediately upon a student's expulsion from the academy.
- Disruptive behavior, posing a danger to the health or welfare of students or other members of the Gurnick Academy's community
- Unlawful possession, use, distribution, or attempted unlawful possession, use or distribution of drugs and/or alcohol
- Destruction or damage of personal or school property
- Reckless driving or parking violations on campus
- Hazing of students or initiation that is dangerous, harmful, or degrading
- Distribution or obstruction of instruction, classroom activity, research, administrative activity, or other school activity on campus
- Forceful or illegal entry into an area of the school property
- Cheating or stealing
- Illegal activities or other actions deemed inappropriate by the Director
- Distributing or posting of materials, publications, leaflets or other printed materials without prior permission from the school administration
- Possession of firearms, fireworks, explosives, or any other weapons
- False alarms or threats
- Sexual Harassment of any kind
- Failure to comply with the policies and procedures of the Gurnick Academy of Medical Arts.

SAFETY & CAMPUS SECURITY

The following policies have been adopted to comply with the requirements of the Campus Security Act (34CFR 668.46).

Access

During business hours, Gurnick Academy campuses will be open to students, employees, contractors, guests, and invitees. During non-business hours access to all academy facilities is by key, if issued, or by admittance via authorized personnel.

Campus Residences

Gurnick Academy of Medical Arts does not have campus residences.

Campus Police Authority and Jurisdiction

Security personnel hired by Gurnick Academy of Medical Arts have the authority to ask all persons on the premises of Gurnick Academy for identification and to determine whether those persons have lawful business

at Gurnick Academy of Medical Arts. Security personnel do not possess arrest power. Criminal incidents are referred to the local police who have jurisdiction on the campus.

Crime Prevention Programs

Gurnick Academy of Medical Arts does not have a crime prevention program. In addition, Gurnick Academy of Medical Arts does not have any off-campus student organizations that require monitoring of criminal activity off campus.

Security Awareness Programs

During initial orientation students are informed of services offered by the academy. Students are told about crime on campus. Similar information is presented to new employees during new hire orientation. Periodically, as determined to be needed, presentations or materials may be provided on crime prevention awareness, sexual assault prevention, drug and alcohol abuse, theft, and vandalism, as well as educational sessions on personal safety.

A common theme of all awareness and crime prevention policy programs is to encourage students and employees to be aware of their responsibility for their own security and the security of others. Information is disseminated to students and employees through the Campus Security Policy and at orientation. When time is of the essence, information is released to students and employees of Gurnick Academy.

Timely Warnings

In the event that a situation arises, either on or off campus, that, in the judgment of the Campus Director constitutes an ongoing or continuing threat, a campus wide “timely warning” will be issued.

Procedure:

When a determination has been made that a timely warning should be issued, Gurnick Academy will inform the campus community by taking one or more of the following steps to ensure timely notification.

The warning will be issued through faculty, staff and management:

- Class Announcements
- Campus-wide email of the timely notice issued
- Warning fliers around the campus distributed
- Website warning posted

Such warning(s) may include, but are not limited to the type of crime, date, time occurred, location and any suspect information.

Anyone with information warranting a timely warning should report the circumstances to the Campus Director by phone or in person. The names of the victims will be withheld when following the procedure described above.

Annual Disclosure of Crime Statistics

Gurnick Academy prepares this report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The full text of this report can be located on www.gurnick.edu. This report is prepared in cooperation with the local law enforcement agencies surrounding our campus. Each entity provides updated information on their educational efforts and programs to comply with the Act.

Campus crime, arrest and referral statistics include those reported to Gurnick Academy of Medical Arts. These statistics may also include crimes that have occurred in private residences or businesses and is not required by law. California law (11160 of the California Penal Code) requires prompt, mandatory reporting to the local law enforcement agency by healthcare practitioners when they provide medical services to a person they know or reasonably suspects is suffering from wounds inflicted by a firearm or is a result of assaultive or abusive conduct.

Each year, an e-mail notification is made to all at Gurnick Academy with the web address to access this report.

Crime Reporting

Prompt reporting will assure timely warning notices on campus and timely disclosure of crime statistics. Gurnick Academy of Medical Arts does not have campus police. All crime victims and witnesses are strongly encouraged to immediately report the crime. In the event of a crime or other emergency, students are instructed to notify any staff/faculty member of Gurnick Academy including the Security personnel if applicable. They will place the 911 call. If the nature of the emergency is such that this is not possible, the students should call 911 themselves. Contact appropriate Campus Director for non-emergencies. This information is posted in several conspicuous places on Gurnick Academy premises.

Confidential Reporting

Gurnick Academy of Medical Arts does not allow confidential reporting. All reports will be investigated. The academy does not have procedures for voluntary, confidential reporting of crime statistics. Violations of the law will be referred to law enforcement agencies and when appropriate, to the Campus Director for review. When a potentially dangerous threat to Gurnick Academy of Medical Arts community arises, timely reports or warnings will be issued. Please see Timely Warnings Policy above for more information.

Procedures

All individuals at Gurnick Academy premises are encouraged to report crimes and public safety related incidents to the Campus Director/Designated School Official in a timely manner. The Campus Director will investigate a report when it is deemed appropriate. If assistance is required from the local Police Department or Fire Department, he/she will contact the appropriate unit. If a sexual assault or rape should occur, the Gurnick Academy Designated School Official on the scene will offer the victim assistance after calling 911.

This publication contains information about on-campus and off-campus resources that are available in the event of a crime. The information about “resources” is not provided to infer that such resources are “reporting entities” for Gurnick Academy of Medical Arts.

Personal Property

Gurnick Academy of Medical Arts does not assume responsibility or is held liable for any loss, damage, or theft of any students’ personal property. This includes, but is not limited to clothing, jewelry, electronic devices, school material, credit cards, checks, cash, or cash equivalent. All personal property is the sole responsibility of the student and is strongly recommended to avoid bringing valuable items when attending class on campus or in a clinical environment. Students bringing any valuable belongings to school do so at their own risk.

Incident/Accident Reporting

All accidents/incidents, including those that occurred both on the premises of Campus/Clinical Site that result in either personal injury or illness shall be promptly reported and investigated. If the injury or illness requires emergency medical treatment, call 911 for proper notification of emergency services. Management is to complete an Incident/Accident Report form in all cases requiring first-aid treatment, emergency services, or any incident which can potentially develop into an injury or illness. If students/faculty are involved, their Program Coordinator should be notified. If Staff is involved, their appropriate supervisors must be notified. In all cases Campus Directors and management must be notified any time an Incident/Accident Report form is completed. These reports are then filed in the respective individual’s physical folder.

An Incident Report must be completed in full, describing the following:

- Incident circumstances, including the date and time of incident/accident, details of the procedure being performed, including where and how the incident/accident occurred, and if there was an exposure related to a sharp device, the type of device and how and when in the course of handling the device the incident/accident occurred;
- Details of the incident/accident including if there was an exposure to blood or bodily fluids and details about the exposure source (i.e., whether the source material contained HIV or other bloodborne pathogen{s}), and if the source is an HIV-infected person, the stage of disease, history of antiretroviral therapy, and viral load, if known; Attempt to persuade the source person to make themselves available for bloodborne pathogen testing, pre-test counseling, and form completion.
- Details about the follow-up

- List all parties involved, ensure form is signed by all relevant parties, and returned to Program Coordinators/Directors immediately
- Keep affected parties privacy rights in mind if/when sharing information regarding the incident and report (E.g., Do not scan the report and keep it on an open network folder).

It is expected that the student utilize common sense in patient care procedures and those OSHA policies related to bloodborne pathogens that minimize risks to the student and/or if pregnant, to the unborn fetus. If a student has an incident that involves contact with bloodborne pathogens, it is expected that the student follow the affiliate's exposure control policies. It is then the student's responsibility to see his or her own physician immediately to establish baseline testing and to seek any required follow-up. If all above mentioned procedures are not adhered to, supervisors must be promptly notified. Additionally, if the incident occurred on the premise of any Clinical Facility/Site, the Incident/Accident Report Form should be completed by the student and instructor and should note any concerns where processes are incongruent to this procedure. Similarly, our clinical affiliations can file an Incident Report if students do not adhere to proper procedures.

More details regarding needle sticks, the incident/accident reporting of needle sticks, and exposure to blood/bodily fluids is detailed in the Needle Stick Policy.

Needle Stick

Healthcare professionals may be exposed to blood and/or bodily fluids. Bloodborne pathogens such as Hepatitis B, Hepatitis C, and HIV, can be serious, even life-threatening. Gurnick Academy students, faculty and staff members should follow this policy in the event of exposure to blood or bodily fluids.

Wounds and skin sites that have been in contact with blood or body fluids should be washed with soap and water; mucous membranes should be flushed with water. The application of caustic agents (e.g., bleach) or the injection of antiseptics or disinfectants into the wound is not recommended.

- Irrigate area with clean water, saline, or other sterile irrigating solution.
- Report the incident to the clinical site supervisor, department supervisor, clinical instructor, etc.
- Follow-up is indicated if it involves direct contact with a bodily fluid listed above and there is evidence of compromised skin integrity (e.g., dermatitis, abrasion, or open wound).
- The exposed individual should be evaluated for susceptibility to bloodborne pathogen infections. Baseline testing (i.e., testing to establish serostatus at the time of exposure) for Hepatitis B, Hepatitis C and HIV antibodies should be performed.
- Individuals exposed to Hepatitis B, Hepatitis C or HIV should receive follow-up counseling, post exposure testing, and medical evaluation. HIV-antibody testing should be performed for at least 6 months post exposure.
- An Incident Report must be completed in full. Please see Incident Accident Reporting policy above.

Use safer needle devices and needleless devices to decrease needle sticks or sharps exposures. Properly handle and dispose of needles and other sharps according to the Bloodborne Pathogens Standard. It is important to utilize your training, the personal protective clothing and equipment available, and stay vigilant to signs, labels, and other provisions.

Communicable Disease

Students with known communicable diseases will need to follow the clinical site's protocol for personnel with communicable disease. Gurnick Academy has no jurisdiction over a clinical facility's communicable disease protocol. However, the student must report illness, communicable diseases, and any condition that might affect the health of the student, patients, or clinical staff. This should be reported to a program official or clinical instructor.

To protect clinical personnel and as a safeguard to patients, all students are required to meet safe health standards. Any student with an elevated temperature (100 degrees F. or more orally), symptoms of urinary infection (dysuria, urgency, or frequency), symptoms of respiratory infection, symptoms of gastrointestinal infection, or symptoms of pink eye must report the condition to a program official or clinical instructor, even though the student may be under the care of a private physician. The program official or clinical instructor is

responsible for reporting the condition to the Infection Control Department at the clinical site.

Before the student returns to the program, the student's physician must verify a clean bill of health status. The student is responsible for making up lost clinical time and missed class work during his/her absence.

Radiography students take part in invasive procedures. Students with known latex sensitivity or allergies should be aware that the Gurnick Academy of Medical Arts cannot guarantee non-exposure to latex in the clinical arena. During student experiences in the clinical setting the student may possibly come in contact with diseases, equipment, and treatments that may be hazardous to the individual and/or to an unborn fetus. TB exposure should be followed immediately with another Mantoux and a three (3) month follow-up. A copy of the incident should be sent to the Gurnick Academy of Medical Arts administration. If the student comes into contact with diseases outside of the program or contracts diseases that may be hazardous to other students, patients, or hospital personnel, it must be reported to the appropriate program's director immediately. A decision will then be made on an individual basis regarding the future of the student's participation in the program.

A student who may have been exposed to a communicable disease may be asked to leave the clinical area until the incubation period has expired. In the event of a student absence any missed clinical hours must be made up at a later date.

Federal Law Concerning Chemical Hazards

Federal law requires that all individuals be notified about hazardous chemicals present in the workplace. This law applies to all occupations with the basic purpose of raising the level of consciousness on chemical safety.

Chemical suppliers are required to prepare Material Safety Data Sheets (MSDS) for all chemicals used in radiology. Photographic chemicals are used in radiology for processing x-ray film. Some of these chemicals must be used with more than routine precaution. Photographic chemicals can cause allergic reactions or can irritate the skin with repeated or prolonged contact. The use of gloves can minimize skin contact hazards. MSDS should be available at all clinical facilities upon request.

DRUG FREE

Drug and Alcohol Prevention Program

Gurnick Academy of Medical Arts is committed to protecting the safety, health and well-being of all employees and students. We recognize that drug use and alcohol abuse pose significant threats to our goals. We have established a drug free workplace program that balances our respect for individuals with the need to maintain a drug and alcohol-free environment.

The Academy encourages employees and students to voluntarily seek help with drug and alcohol problems. The Owner of the Academy is required to certify to the U.S. Department of Education that a Drug and Alcohol Prevention Program and Drug Free Policy are in place and maintained.

This policy includes and is not limited to all students, employees and anyone conducting business on behalf of Gurnick Academy of Medical Arts.

Applicability

This policy is intended to apply whenever anyone is representing or conducting business with or for our academy. Therefore, this policy applies during all work and school hours, whenever conducting business with or representing the academy, while on call or paid standby, or while on academy property or at academy-sponsored events/sites.

Prohibited Behavior

It is a violation of this policy to use, possess, sell, trade, offer for sale alcohol, illegal drugs or intoxicants while on campus or at an academy sponsored site/activity. It is a violation to be intoxicated while on campus or while conducting academy business.

Being under the influence of any substance such as marijuana is prohibited while attending Gurnick academy of Medical Arts or any off-site activity associated with the institution, such as clinical experiences and field trips. GAMA's drug-free policy must follow federal laws, regardless of State of law, as an institution with approval to distribute Title IV funds to those who qualify. For example, federal laws classify marijuana as an illegal drug, regardless if you may have a medical marijuana card or the substance being legal within California.

Notification of Convictions

Any employee or student who is convicted of a criminal drug or alcohol violation must notify the academy in writing within five (5) calendar days of the conviction. The academy will take appropriate action within thirty (30) days of notification.

Consequences

One of the goals of our drug and alcohol-free workplace program is to encourage employees/students to voluntarily seek help with alcohol and/or drug problems. If an employee or student violates the policy, sanctions may include any of the following:

1. Mandated treatment for the problem.
2. Mandated treatment at a local treatment center.
3. Mandated completion of a drug rehabilitation program.
4. Mandated probation period not to exceed one month.
5. Termination from the school or discharge from employment.

The academy will terminate a student or employee after receiving notification that the individual is convicted of a drug crime and require that the employee or student participate in a drug abuse assistance or rehabilitation program approved by a Federal, State or local health enforcement agency or other appropriate agency.

Eligibility for Title IV programs may be suspended or terminated as part of a conviction.

Assistance

Gurnick Academy of Medical Arts recognizes that drug and alcohol abuse and addiction are treatable illnesses. We also realize that early intervention and support improve the success of rehabilitation. To support our employees/students our drug-free workplace policy:

1. Encourages employees and students to utilize the services of qualified professionals in the community to assess the seriousness of suspected drug or alcohol problems and identify appropriate sources of help.
2. Ensures the availability of a current list of qualified community professionals.

The ultimate financial responsibility for recommended treatment belongs to the employee and student.

Resources

The Center for Substance Abuse Treatment and Referral Hotline: **1.800.843.4971**

The National Clearinghouse for Alcohol and Drug Information: **1.800.729.6686**

Substance Abuse Treatment Facility Locator by City:

<https://findtreatment.samhsa.gov/locator>

Table 11. *Resources*

Location	Resource	Contact Information
San Mateo, CA	Project Ninety Inc. O'Toole Center	15 9th Avenue, San Mateo, CA 94401, (650) 579-7157
San Mateo, CA	Mills Peninsula Health Services Behavioral Health Department	1601 Trousdale Drive Burlingame, CA 94010, (650) 696-5363
Concord, CA	John Muir Behavioral Health Center for Recovery	2740 Grant Street, Concord, CA 94520, (925) 674 -4100
Concord, CA	Recovery Management Services Crossroads Treatment Center Inc.	2449 Pacheco Street Concord, CA 94520, (925) 682-5704

Modesto, CA	Nirvana Drug and Alcohol Institute Outpatient	1100 Kansas, Suite B, Modesto, CA 9535, (209) 579-1151
Modesto, CA	Living Center	416 Corson Avenue Modesto, CA 95350, (877) 399-0049
Fresno, CA	Mental Health Systems Inc. Fresno Center for Change	2550 West Clinton Avenue, Fresno, CA 93705, (559) 264-7521
Fresno, CA	WestCare California Inc.	611 East Belmont Avenue, Fresno, CA 93701, (559) 237-3420
Sacramento, CA	Sacramento County Probation Adult Drug Court Treatment Center	3201 Florin Perkins Road, Sacramento, CA 95826 (916) 875-1171
Sacramento, CA	Bridges Inc Outpatient Services	3600 Power Inn Road, Suite C, Sacramento, CA 95826 (916) 450-0700

Confidentiality

All information received by Gurnick Academy through the drug-free workplace program is confidential. Access to this information is limited to those who have a legitimate need to know in compliance with relevant laws and management policies.

Shared Responsibility

A safe and productive drug-free workplace is achieved through cooperation and shared responsibility. Students and employees including management have important roles to play. All employees and students are required not to report to work or academy while their ability to perform duties is impaired due to on- or off-duty use of alcohol or other drugs. In addition, employees and students are to report dangerous behavior to their appropriate designated official and inform their supervisor or program coordinator of any over-the-counter or prescription medications that may affect their performance/behavior. It is the supervisor's and instructor's responsibility to:

1. Observe employee and student performance.
2. Investigate reports of dangerous practices.
3. Document negative changes and problems in performance.
4. Counsel employees and students as to expected performance improvement.
5. Clearly state consequences of policy violations.

Reasonable Suspicion Testing

Testing may be required where there is reasonable suspicion based on objective symptoms, such as factors related to appearance, behavior, or speech, if the employee or student is found to be in possession of physical evidence (i.e., drug and/or alcohol paraphernalia), or at the discretion of management or the academy following an injury or other incident causing suspicion of drug or alcohol use.

Communication

Communicating our Drug Free Policy to employees and students is critical to our success. To ensure that all employees and students are aware of their role in supporting our program:

- All employees and students will receive a written copy of the policy and program.
- The policy and program will be reviewed in orientation sessions with new employees and students.
- All employees and students will receive an update of the policy and program annually.

Review of this Policy

Gurnick Academy of Medical Arts will review the Drug Free Policy/Drug and Alcohol Prevention Program at a minimum of once every two years.

Alcoholic Beverage Programs

The possession, sale, or the furnishing of alcohol on the academy campus is governed by the Campus Director/Administrator and California state law. Laws regarding the possession, sale, consumption or furnishing of alcohol is controlled by the California Department of Alcohol and Beverage Control (ABC). However, the

enforcement of alcohol laws on campus is the primary responsibility of the Campus Director/Administrator.

The campus has been designated “Drug free”. The possession, sale, manufacture or distribution of any controlled substance is illegal under both state and federal laws. Such laws are strictly enforced. Violators are subject to disciplinary action, criminal prosecution, fine, and imprisonment. It is unlawful to sell, furnish or provide alcohol to a person under the age of 21.

The possession of alcohol by anyone less than 21 years of age in a public place or a place open to the public is illegal. It is also a violation of the Alcohol Policy for anyone to consume or possess alcohol in any public or private area of campus without prior approval from the Campus Director/Administrator. Students, employees, or groups violating alcohol/substance policies or laws may be subject to sanctions by the academy.

Illegal Drugs

The campus has been designated “Drug free”. The possession, sale, manufacture or distribution of any controlled substance is illegal under both state and federal laws. Such laws are strictly enforced by the Campus Director. Violators are subject to disciplinary action, criminal prosecution, fine, and imprisonment.

Prevention Programs

Gurnick Academy has developed a program to prevent the illicit use of drugs and the abuse of alcohol by students and employees. The program provides services related to drug use and abuse including dissemination of referrals and disciplinary actions. The Campus Director will provide referral services upon request.

Local, State and Federal Legal Sanctions

Laws Governing Alcohol, Controlled Substances & Health Risks

A violation of any law regarding alcohol and controlled substances is also a violation of the Student Code of Conduct and will be treated as a separate disciplinary matter.

The State of California sets 21 as the minimum age to purchase or possess any alcoholic beverage. The unlawful use, possession, distribution, manufacturing, or dispensing of illegal drugs is prohibited.

Substance abuse may result in serious health problems, or even sudden death, which in the case of some drugs (e.g., cocaine) can occur after first-time use. The following is a partial list of other potential health risks:

Acute problems; Heart attack; Stroke; Long-lasting effects; Disruption of normal heart rhythm; High blood pressure; Destruction of brain cells; Permanent memory loss; Infertility and impotency; Immune system; impairment; Kidney failure; Cirrhosis of the liver; Pulmonary damage, etc.

Specific ordinances regarding violations of alcohol laws, including driving while intoxicated as well as for the unlawful possession or distribution of illegal drugs and alcohol include the following:

- No person may sell, furnish, give, or cause to be sold, furnished or given away, any alcoholic beverage to a person under the age of 21, and no person under the age of 21 may purchase alcoholic beverages. (California Business and Professions Code 256560).
- It is unlawful for any person under the age of 21 to possess alcoholic beverages on any street or highway or in any place open to public view. (California Business and Professions Code 25662).
- It is a misdemeanor to sell, furnish, or give away an alcoholic beverage to any person under the age of 21 (California Business and Professions Code 25658) or to any one obviously intoxicated (California Business Professions Code 25602).
- It is unlawful for any person to drink while driving, or to have an open container of an alcoholic beverage in a moving vehicle. With a blood alcohol level of .08 or higher, a driver is presumed under the influence of alcohol. Between .05% and .08% a person may be found guilty of driving under the influence (Vehicle Code 23153).
- Every person who is found in any public place under the influence of intoxicating liquor, any drug, controlled substance or any combination of any of the above and is in such a condition that he/she is unable to exercise care for his/her own safety or the safety of others is guilty of a misdemeanor (Penal Code 647(f)).

- It is unlawful to possess controlled substances: Imprisonment in State prison for possession of specified controlled substances, including opium derivatives and cocaine (Health and Safety Code Section 11350).
- It is unlawful to sell controlled substances: Imprisonment in State prison for two to four years for possession or sale of specified controlled substances including opium derivatives and cocaine (Health and Safety Code Section 11351).
- It is unlawful to possess marijuana under the following: Possession of not more than 28.5 grams or more than four grams of concentrated cannabis, or both, shall be punished as follows: Persons under the age of 18 upon a first offense must complete four hours of drug education or counseling and up to 10 hours of community service. Persons at least 18 years of age but less than 21 years of age shall be guilty of an infraction and punishable by a fine of not more than \$100 (Health and Safety Code Section 11357 (b)); Possession of more than 28.5 grams of marijuana or more than 4 grams of concentrated cannabis shall be punished by imprisonment in county jail and/or fine of not more than \$500.
- It is unlawful to possess with intent to sell marijuana: shall be punished by imprisonment in the State prison (Health and Safety Code Section 11359).
- It is unlawful to distribute prescription drugs: it is unlawful for any person who is not a pharmacist to manufacture, compound, furnish, sell, or dispense any dangerous drug or dangerous device, or to dispense or compound any prescription (Business and Professions Code Section 4051 (a)).
- It is unlawful to be under the influence of controlled substance: No person shall use or be under the influence of any controlled substance. Any person convicted of violating this is guilty of a misdemeanor and shall be sentenced to serve a term of not less than 90 days or more than one year in a county jail. (Health and Safety Code Section 11550 (a)).

For reference:

Health and Safety Codes:

<https://leginfo.ca.gov/faces/codesTOCSelected.xhtml?tocCode=HSC&tocTitle=+Health+and+Safety+Code+-+HSC>

Penal Codes:

<https://leginfo.ca.gov/faces/codesTOCSelected.xhtml?tocCode=PEN&tocTitle=+Penal+Code+-+PEN>

Vehicle

Code

:

<https://leginfo.ca.gov/faces/codesTOCSelected.xhtml?tocCode=VEH&tocTitle=+Vehicle+Code+-+VEH>

Drug use during pregnancy may result in fetal damage and birth defects causing hyperactivity, neurological abnormalities, and developmental difficulties.

PREGNANCY

Gurnick Academy of Medical Arts provides all students a safe environment for clinical experiences and training. In compliance with regulations regarding pregnant students, female students have the option to inform program officials whether or not they are pregnant. With written notification to the Program Director, the student may change from one option to another at any time during the pregnancy if all program objectives, courses, and competencies are completed. However, if a student chooses to declare her pregnancy to program officials, she must provide written notification. Associate of Science in RT Program students: Upon declaration of pregnancy the academy will insure compliance with the lower radiation exposure limit and dose monitoring requirements.

At any time, a student may submit a written request to withdraw her declaration without question. A student who has chosen to declare her pregnancy will be allowed to choose one of the following options for completing the training at Gurnick Academy of Medical Arts.

Options:

1. Continuing the training without modification or interruption. This option means that the student agrees to attend and complete all classes, clinical assignments, and competencies in a manner

consistent with her peers within the guidelines set forth by the instructors and Gurnick Academy of Medical Arts. The student must present a letter from a physician releasing the student to continue in the training with Gurnick reserving the right to contact the physician to verify student physical activity level and ability to complete all requirements of the clinical experience.

2. The student may take up to 180 days leave of absence from the didactic and clinical components of the program and be allowed readmission to the program. The student is required to make up all clinical and didactic hours missed and to complete all the necessary competencies. This option timing is contingent upon an available student position in an appropriate clinical facility.
For students in Associate of Science in Radiologic Technology, Associate of Science in Ultrasound Technology and Associate of Science in Magnetic Resonance Imaging Programs there is an additional option:
3. Students may also continue the training with a modification of clinical assignments. This option means the student would have the choice to delay clinical assignments and/or competencies in areas high in potential hazardous exposure. However, in order to accomplish this successfully, the training may need to be extended. The student is required to make up all clinical and didactic hours missed and to complete all the necessary competencies. The student will present a letter from a physician releasing the student to continue in the training.

STUDENT BEREAVEMENT

Recognizing that a time of bereavement is very difficult, every effort will be made to ensure that a bereaved student is able to attend to family matters. The student will provide documentation of the death or funeral service to the Program Coordinator. Designated School Official will inform the student's instructors of the student's leave.

Immediate Family

Students are eligible for up to three (3) days of excused absence over five (5) consecutive calendar days for the death of a spouse, domestic partner, parent, child, grandparent, grandchild or sibling, or a corresponding in-law or step-relative.

Relative Living in the Student's Home

Students are eligible for up to three (3) days of excused absence over five (5) consecutive calendar days for the death of an uncle, aunt, niece, nephew or first cousin living in the student's home.

Relative

Students are eligible for one (1) day of excused absence for the death of an uncle, aunt, niece, nephew, or first cousin. In the event of the death of another family member or friend not explicitly included within this policy, a bereaved student should petition for grief absence through the Program Coordinator.

Travel and Absences

Depending on the number of miles needed to travel, additional days may be granted. Within 150 miles radius of the student campus, no additional excused absence days are allowed. Between 150-300 mile radius of the student campus, one additional excused absence day may be allowed. Beyond a 300 mile radius of the student campus, two additional excused absence days may be taken. Outside the 48 contiguous United States, four additional excused absence days may be approved.

Making up Clock Hours

Depending on where the student is in the program and due to the nature of Gurnick's educational structure, hours cannot be guaranteed, and this could affect the students' graduation date and completion status of the program. The student is required to make up all hours missed and to complete all of the necessary competencies. Given proper documentation, didactic instructors will excuse the student from class and provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments. Making up Clinical Hours is also contingent upon an available student position in appropriate clinical facilities.

CHANGE OF NAME

Any changes to a student's current or former legal name require the following:

- One of the following:
 - a certified copy of their birth certificate
 - valid (current) passport
 - a marriage license issued by a county or city clerk
 - a divorce decree from a court of law
 - a court ordered name change

- A second piece of identification (with the new name) in the form of a government-issued photo ID

Changes of Name Forms are available on www.gurnick.edu or by asking a campus designee. Students must complete the Change of Name Form and bring the above mentioned official documents in person to the Student Services Coordinator or Designated School Official located on their campus, or mail notarized copies of documents with a cover letter explaining the change. If the student chooses to mail the certified documents, he/she must sign the cover letter and include his/her Gurnick student ID number or social security number, and date of birth. Mail should be sent to the student's campus.

Student Services Coordinator, or Designated School Official, will photocopy the official documents evidencing the name change, and must file these documents in the appropriate student folder in conjunction with the completed Change of Name Form.

STUDENT DRESS CODE

The Student Dress Code applies whenever the student is at the campus or at a clinical site in either a clinical or didactic setting.

Students are expected to maintain a neat, clean, and professional appearance while attending Gurnick Academy. This helps to ensure a positive teaching and learning environment for all students and is essential to the image and safe operation of Gurnick Academy. Dress codes in the medical profession are common and our dress code is designed to teach our students to adhere to policies and to look professional. Our dress code identifies the student as a medical professional in training.

General Requirements:

All students attending class on campus are required to wear school-designated scrubs and white professional medical shoes (non-porous material, leather or pleather, that can be easily cleaned and polished) during didactic, laboratory, and at the clinical sites. The provided uniform set consist of blue scrub tops, blue scrub bottoms, and a sweater. Students may wear white short or long-sleeved undershirt without visible designs for additional warmth. Individual programs may enforce a stricter dress code.

While in attendance at a clinical site, student must adhere to both the Gurnick Academy of Medical Arts Policies and Designated Clinical Facility Policies. Violation of the dress code policy may result in disciplinary action including being sent home. Clinical sites requesting an exception to Gurnick's Dress Code Policy will need to provide their request in writing and accommodations will be made specifically for that clinical site only.

Exceptions or Additions to the Student Dress Code by Program:

Physical Therapist Assistant (ASPTA) and Ultrasound Technology (ASUT) Programs:

Students must wear Khaki pants and Gurnick supplied shirts for didactic sessions. For the lab, Physical Therapist Assistant and Ultrasound students must wear the Gurnick supplied shorts and shirts. Women must wear tank top or sports bra if shirts are to be removed.

Distance Education (Online) Programs:

Students enrolled in Distance Education (Online) programs including ASVN and BSDMI are not required to abide by the above dress code.

Bachelor of Science in Nursing (RN to BSN) Program:

Students in the RN to BSN program are exempt from the above dress code for the externship portion of the program. However, students must dress appropriately for the facility that they are attending for their externship hours.

PERSONAL APPEARANCE AND HYGINE

In addition to the above dress code, students are required to maintain a neat and professional appearance and maintain personal hygiene at all times. Below guidelines are for the student's health, safety, and professionalism as well as the patient's comfort in being cared for by a medical professional in training. Please note that the following requirements are not all-encompassing. Circumstances may arise which are not covered by this policy:

- Students with long hair must keep their hair up and away from the face at all times
- Students must wear their Gurnick Academy of Medical Arts Identification Badge at shoulder or chest height at all times. (Clinical facilities may additionally require an identification badge issued by their department to be worn during the students' clinical experiences at their facility).
- Tattoos must be covered. Tattoos on the arms (including upper arm, forearm, and wrists) must be covered by long sleeves. Tattoos on the chest and that extend up the neck must be covered by a white undershirt or turtleneck without visible designs. Tattoos which cannot be covered must not convey a message that is contrary to professional standards and must not pose a potential customer relations issue.
- Undergarments must be worn at all times
- Fragrances must be avoided.
- Jewelry must be discrete and provide no risk to the wearer or patient. Visible piercing jewelry is not allowed.
- No head coverings, including hats, except for verified religious practices.
- Neatly trimmed, naturally colored, fingernails; no long artificial nails are permitted.
- Facial hair must be closely trimmed.
- Any make up must be minimal.
- Daily hygiene adhered to (shower, deodorant, oral care)
- This list is not meant to be exhaustive and other requirements may be applied as deemed professional by the Academy.

CELL PHONE

Cell phones must be turned off in class* and clinical settings at all times. Students may use their cell phones on campus before or after class and during breaks in the posted designated areas or outside of the academy. Students who are not in compliance with this policy are subject to disciplinary probation or expulsion at the discretion of the academy administration.

**Please note some instructors may allow restricted use of cell phones in class for certain activities.*

ADMINISTRATION OF EXAMINATION

All electronic devices must be turned completely off during the administration of all forms of evaluation and displayed within the instructors view. All non-electronic personal belongings will be stored out of all class members' view by storing belongings under the chair and/or desk. There will be no talking or questions during the administration of evaluations. Forms of evaluation include but are not limited to: quizzes, tests, and examinations. Students who are not in compliance with this policy are subject to disciplinary probation or expulsion at the discretion of the academy administration.

ELECTRONIC RECORDING

Gurnick Academy of Medical Arts prohibits video recording of any kind on academy grounds or at a clinical site by students and/or any other individuals who have not secured written permission from the Academy's administration to do so. This policy is in order to protect the privacy of all students, faculty, staff, as well as clinical site employees and patients in addition to protecting the confidentiality and intellectual property of all instructional material and curricula. Voice recording is solely permitted during a lecture class with the instructor's permission and when being used for the educational purpose of an individual's studying resource. Any student found in violation of this policy will be immediately expelled from Gurnick Academy of Medical Arts and will not be permitted to re-enroll per the Academy's Re-enrollment Policy's guidelines on expulsion due to disciplinary action.

VIDEO AND AUDIO SURVEILLANCE NOTIFICATION

When on Gurnick Academy of Medical Arts premises, individuals enter an area where video and audio recording may occur. By entering the premises, individuals consent to video and audio recording and release Gurnick Academy of Medical Arts, its officers and employees, and each and all persons involved from any liability connected with the video and audio recordings.

In order to promote the safety of employees and students, as well as the security of its facilities, Gurnick Academy of Medical Arts may conduct video and audio surveillance of any portion of its premises at any time, the only exception being private areas such as restrooms and that video cameras will be positioned in appropriate places within and around Gurnick Academy of Medical Arts.

By entering the premises, individuals waive any right to inspect or approve any video or audio recordings taken by Gurnick Academy of Medical Arts or the person or entity designated to view recordings.

TRANSFER

Within the Program

Students may be considered for transfer from one cohort into another within the same program if:

- Students are returning from LOA by expected return date
- Students are currently Active (students have started the program) and wish to:
 - transfer from AM/PM or PM/AM
 - transfer to another campus

Students may not be eligible for transfer if there is a large discrepancy in cost, length, start date, as well as availability of programs and/or seats in the preferred group or campus.

To Another Program

Students who are not eligible for transfer within the program may withdraw from the current program and enroll to the available desired other program. Please see Re-Enrollment Policy for further details.

Transfer students are not subject to pay \$75.00 Registration Fee.

TRANSFERABILITY OF CREDITS AND CREDENTIALS

The transferability of credits you earn at Gurnick Academy of Medical Arts is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the (degree, diploma, or certificate) you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the (credits or degree, diploma, or certificate) that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals.

This may include contacting an institution to which you may seek to transfer after attending Gurnick Academy of Medical Arts to determine if your (credits or degree, diploma, or certificate) will transfer.

UNIT OF CREDIT

Academic credit is measured in quarter credit or clock hours. Typically, one hour of instructional time is defined as a fifty-minute period. Credits earned at Gurnick Academy of Medical Arts are for determining progress towards program completion only. The credits are not typically transferable to another school, college or university.

Quarter credit hours are determined as follows:

10 hours of lectures = 1 quarter credit hour

20 hours of laboratory = 1 quarter credit hour

30 hours of clinical = 1 quarter credit hour

Semester credit hours are determined as follows:

15 hours of lectures = 1 semester credit hour

30 hours of laboratory = 1 semester credit hour

45 hours of clinical = 1 semester credit hour

ESTIMATED TIME FOR OUTSIDE OF SCHOOL PREPARATION HOURS (OSPH)

The OSPH policy estimates the number of hours it takes students to perform outside of school preparation activities. Such activities include but are not limited to: homework assignments; test and quizzes preparations; reports competitions; other assignments that will require students to study outside of regular scheduled hours in school.

The number of hours it takes students to perform OSPH is estimated using the following methodology:

"The average adult reading rate is 250 words per minute with 70% comprehension. [Smith, Brenda D. "Breaking Through: College Reading" 7th Ed. Longman, 2004]. Reading for learning (100-200 wpm); reading for comprehension (200-400 wpm); and skimming (400-700 wpm). With an average of 400 words per page, at 200 words per minute a student should read around 30 pages per hour (200 words per minute x 60 = 12,000 words per hour divided by 400 = 30 pages per hour). Therefore, we are using 25-30 pages per hour. Audiobooks are recommended to be 150-160 words per minute or 22 pages per hour. Reading on Monitor: 180-200 wpm or 27 pages per hour. Slide presentations are closer to 100 wpm or 15 pages per hour."

OSPH related activities may be graded. Student must spend at a minimum 5 hours of OSPH per quarter (didactic or lab) to receive credit.

STUDENT GRIEVANCE AND APPEALS

Our academy is dedicated to the fair treatment of and professional conduct with students. In compliance with the recommendations of the Office of Civil Rights (OCR), this policy and procedure pertains to grievances of various nature including but not limited to: academic, discrimination, harassment and bullying. Students are first encouraged to discuss any concerns or questions regarding policies and/or decisions rendered directly with the party with whom the student has a concern. Should any student have a complaint, the student is asked to discuss the matter within five days directly with an Instructor or Administrative Manager/Designated School Official who will engage in an informal process to settle the dispute in good faith. That informal process will involve three steps:

1. an effort to define the problem
2. an effort to identify acceptable options for resolution
3. an attempt to resolve the conflict through the application of one or more of acceptable options for resolution

If, as a result of these discussions, the student does not feel that the issue has been satisfactorily resolved, he or she may, within five (5) days, file a written complaint directly with the Program Director who will do his/her best to resolve the matter at hand for the benefit of the student and the academy. The Program Director will try to resolve or alleviate the complaint or grievance that the student presents within five (5) days of receipt. If after following these steps the Program Director is unable to remedy the issue and student is still unsatisfied with the solution, then the Campus Director will investigate all written complaints, attempt to resolve all such complaints, and record an entry into the campus's official log. The formal process will require the student's submission of a written description of the specific complaint and the desired remedy, accompanied by any available documentation. The Campus Director will have five (5) days to respond to the grievance and determine a fair course of action. The Campus Director may notify the student of the decision reached. If need be, students may also follow the Appeals Procedures outlined below for further course of action.

To provide students with a neutral mechanism for the reconsideration of disciplinary actions or performance evaluations that would necessitate the dismissal of the student from a program, Gurnick Academy has a designated Appeals Committee consisting of the following individuals: Chief Academic Officer, Chief Operations Officer, and Chief Executive Officer. Note: A student must stay within the appeal process and is not to contact the Appeal Committee members for any reason unless directed to do so by a Campus Director or Committee member. A student who goes outside the procedure of this policy will be denied his/her appeal.

In the event the Campus Director was unable to remedy the issue and student is still unsatisfied with the outcome, the student may ask the Campus Director, in writing, to forward all written grievances and correspondence to the Appeals Committee. The Appeals Committee will have five (5) working days to respond to the appeal and determine a fair course of action. All grievances and appeals will be handled discreetly. Dissemination of the resolution will be at the discretion of the Campus Director and/or Appeals Committee and on a "need-to-know" basis. The decisions rendered by the Appeals Committee will be the final and binding decision of the academy.

At any time, a student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888.370.7589 toll-free or by completing a complaint form, which can be obtained on the bureau's Internet website www.bppe.ca.gov.

Associate of Science in Physical Therapist Assistant (ASPTA) at Gurnick Academy of Medical Arts is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 650-425-9672 or email btong@gurnick.edu.

All VN and PT students have the right to contact the Board of Vocational Nursing and Psychiatric Technicians regarding concerns about the education program. The BVNPT contact info is: BVNPT 2535 Capital Oaks Drive, Suite 205 Sacramento, CA 95833-2945 Phone: 916-263-7800 Fax: 916-263-7859 Web: www.bvnpt.ca.gov

All students in a Joint Review Committee on Education in Radiologic Technology (JRCERT) accredited program have the right to contact the JRCERT regarding concerns about their education program. The JRCERT contact information is 20 North Wacker Drive, Suite 2850, Chicago IL 60606-3182. Phone: (312) 704-5300. E-mail is mail@jrcert.org. Website is www.jrcert.org.

COPYRIGHT

It is the policy of Gurnick Academy of Medical Arts to respect the copyright protections given by federal law to owners of texts, publications, documents, works of art, digital materials, and software, and to abide by all license and contractual agreements in the provision of resources and services to Gurnick Academy of Medical Arts.

Members of the institution community are advised to become as knowledgeable as possible regarding copyright law and this policy. Individuals who willfully disregard this policy and guidelines do so at their own risk and may be subject to personal liability. The institution regards a violation of this policy as a serious matter, and any such violation is without its consent and is subject to disciplinary action up to and including termination, in the case of institution employees, and expulsion, in the case of students.

Use of copyright material(s) is permissible with written permission from the owner(s). A sample request letter can be obtained from the Campus Director. When permission is obtained please provide a copy of the signed letter to the Campus Director. The Campus Director will review the content of the letter and either provide or deny the request to utilize the texts, publications, documents, works of art, digital materials, or software requested.

Gurnick Academy prohibits the use of its equipment for access, use, copy or otherwise reproduce, or make available to others, which includes unauthorized peer-to-peer sharing, any copyright-protected materials or software except as permitted under copyright law or specific license. Specifically, users are prohibited from:

- Copying or reproducing any texts, publications, documents, works of art, digital materials, and software on Gurnick Academy of Medical Arts photocopiers, fax machines, or computing equipment, except as expressly permitted in writing by the owner. Also, users may not use unauthorized copies of texts, publications, documents, works of art, digital materials, and software on-site at Gurnick Academy of Medical Arts facilities, or on owned computers, or on personal computers housed in the institution's facilities.
- Copying, downloading, or uploading audio recordings, music, movies, videos, and other kinds of copyright-protected files electronically without the owner's written permission.
- Posting copyrighted material on a Gurnick Academy of Medical Arts owned website (official or personal).

Additionally, faculty, staff, administrators and students must:

- Fully read, understand, and abide by all terms of software license agreements.
- Where applicable, remove any copyrighted material from the academy facilities, or downloaded from the web after the evaluation period has expired.
- Not accept unlicensed software from any third party.
- Not install, nor direct others to install, illegal copies of computer software or unlicensed software onto any institution-owned or operated computer system.

Although Gurnick Academy of Medical Arts does not routinely monitor the network for activity that is illegal or in violation of institution policy, Gurnick Academy of Medical Arts does reserve the right to monitor network use for operational needs and to ensure compliance with applicable laws and institution policies. The institution has a legal duty to comply with applicable laws protecting the intellectual property rights of third parties and to respond to formal legal complaints that it receives.

The institution reserves the right to authorize removal of any illegal copyright material or disconnecting a user's account if the user represents a serious threat to system integrity or poses a liability to the institution. Gurnick Academy of Medical Arts may refer suspected violations of applicable law to appropriate law enforcement agencies.

If any provision of this policy is ruled invalid under law, it shall be deemed modified or omitted solely to the extent necessary to come into compliance with said law, and the remainder of the policy shall continue in full force and effect.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750.00 and not more than \$30,000.00 per work infringed. For "willful" infringement, a court may award up to \$150,000.00 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000.00 per offense.

For more information, please see the Website of the U.S. Copyright Office at www.copyright.gov, especially their FAQ's at www.copyright.gov/help/faq.

FILE SHARING

Academy computers are strictly for supporting the mission of Gurnick Academy of Medical Arts and are to only be used by our students, faculty, and staff. No user should perform any action which may be deemed inappropriate or dangerous. All use of academy computers should be within the ethical standards Gurnick Academy of Medical Arts. This includes but is not limited to plagiarism, illegal file sharing, or the distribution of copyrighted material. Gurnick Academy of Medical Arts' student, faculty, and staff in violation of this policy are subject to disciplinary probation, suspension, or termination at the discretion of the academy administration. In addition, any user found in violation of State or Federal laws is responsible for the consequences of their actions which may include civil action or criminal prosecution.

PLAGIARISM

Plagiarism is defined as "literary theft," i.e., the presentation and passing off as one's own ideas, words or writings of another. One common violation is the use of another student's work without acknowledgment. The most common violation involves a student using published materials and failing to acknowledge the sources.

Copying a direct quotation without using quotation marks or crediting the source is considered plagiarism. Another form of plagiarism consists of paraphrasing an idea or use of an original idea without properly introducing or documenting the paraphrase or borrowed idea.

The ideas and words of an author are his/her property - they are protected by law and must be credited to him/her when they are borrowed. In order to avoid plagiarism, one should:

- Use quotation marks for all quoted materials.
- Paraphrase material in his/her own style and language rather than just rearrange sentences.
- Use footnotes or other accepted methods to credit the author.
- Provide a bibliography for the sources noted in the footnotes.
- Introduce the quotation or paraphrase with the name of the author of the material that was borrowed.

STUDENT SERVICES

Student Identification Card

Prior to the start of any program internship component, students must receive a student identification card through the Student Services office. If a replacement identification card is required for any reason the student is responsible for all applicable fees. It is required for all students to wear their Student Identification Card while in a clinical setting at all times. Failure to do so could impact the student's ability to attend the clinical facilities, to complete the program's graduation requirements, or to obtain certification after completion of the program.

Academic Advisement

All applicants and students may discuss program and course selection with applicable Program Director or Admission Advisor. An appointment is required.

Accessibility for Disabled Students

All campuses of Gurnick Academy of Medical Arts have handicapped parking spaces available. Students with disabilities who require assistance are encouraged to disclose this information to their Admission Advisor in order to determine a plan of action for support services.

Orientation of New Students

Orientation is conducted prior to the beginning of each program as a means of introducing new students to Gurnick Academy of Medical Arts. During this orientation, members of the administration familiarize students with the Academy facilities and explain academic policies and academy regulations.

Tutor Locator Service

Students who experience difficulty or who have learning challenges will be provided assistance in locating qualified tutors, since our academy does not provide a tutoring program. Interested students should contact the Program Director. Individual tutoring can be arranged by the program director to help straggling students to catch up with the program and to improve academic progress.

Library Resources

Gurnick Academy of Medical Arts, Sacramento Branch campus is a digital campus that provides students with online resources through our consortium membership and subscriptions with the Library & Information Resources Network (LIRN). Gurnick Academy subscribes to the LIRN Core Collection of databases to provide access to excellent online reference books, journal, magazine and news content and to the LIRN Medical Module to provide journal, magazine, news, and dissertation content in biomedical science, nursing, and allied health. Students can access our LIRN database content 24/7. Gurnick Academy also subscribes to LIRN's Consortium Librarian Services. For research assistance and training, students and faculty may contact the LIRN Librarian at librarian@lirn.net.

Computer and Internet Resources

Computer and Internet Resources are available for students use at each campus. Students have access to equipment and programs that are essential for their educational and work-related experiences. Most of our computer labs are also equipped with a printer to help students in education and research projects.

Student Information System

Student Information System is available to students for the idea sharing, communication between faculty and students, quizzes and research exchange, email communications and grades and attendance verification and review.

Phlebotomy Training

Medical Assistant Graduates in San Mateo, Concord, or Fresno Campuses are eligible to take a free phlebotomy technician course. This complementary course is intended to provide the entry-level student with a solid foundation in clinical and administrative duties needed for a successful entry into the medical field.

Employment Assistance

Gurnick Academy of Medical Arts provides job search assistance to graduates in good standing for as long as the graduate continues to cooperate with the academy. The academy cannot and does not guarantee employment upon graduation. Embarking on a course of education typically enhances one's thinking and potential productivity. The concentrated programs offered at Gurnick Academy of Medical Arts require a significant commitment of time and effort. There is also the risk that, due to market fluctuations, personal issues or other factors, some graduates may be unable to find employment in their field of training within a timeframe that is acceptable to them. Therefore, they may elect to pursue other career options; some use their training indirectly and some do not.

Job search assistance will be provided in the form of some or all of the following:

- Interviewing skills seminars
- Resume preparation seminars
- Job search techniques seminars
- Referrals to potential employers

In some allied health occupations, many jobs begin as part-time, averaging 20 to 25 hours per week, with a potential opportunity to progress to or change to full-time employment in the future.

Finding employment is a joint effort between the student and the academy. Gurnick Academy holds workshops and meetings with students and graduates. The student must agree to cooperate with our Career Services

Coordinators in conducting a job search including providing a resume, participating in scheduled workshops, attending interviews and completing all required assignments. Further, it should be understood that the effort it takes to find a job upon completion of the program is equal to that of the program itself. In order to maximize chances for success, students must commit to a reasonable timeframe to complete the job search process, which typically takes several months beyond graduation. During this time, the student should maintain regular weekly contact with the school. It should also be understood that a potential employer may consider a job applicant's attitude, grades, attendance, and personal performance on an interview, work background, educational background and other intangible factors in determining whether or not to hire the applicant.

Gurnick Academy of Medical Arts programs are comprehensive in nature and are designed to prepare students for entry-level positions. After obtaining an entry-level position, additional training is usually required to develop further skills and protocols specific to that position. Normally an applicant for an entry-level position, in order to secure such employment, must adopt a "get your foot in the door" approach by maintaining flexibility with regard to salary, hours, location and potential relocation.

Housing

Gurnick Academy of Medical Arts does not assume responsibility for student housing, does not have dormitory facilities under its control, nor offers student housing assistance. According to www.rentals.com rental properties in the following cities start at approximately the following rates per month: San Mateo, CA \$1,400.00, Concord, CA \$1,100.00, Modesto, CA \$966.00, and Fresno, CA \$843.00.

Student Referrals

Students can obtain a list of local support services from an Admissions Advisor. The list of services include, but are not limited to: safety class providers, counseling services, tutoring services, medical care services, financial assistance services, and public transportation.

Learning Disabilities

At Gurnick Academy we understand and agree with the notion that student learning disability or learning disorder/difficulty is a situation where a student has difficulty learning using a typical approach. The causes vary however usually the causing factor is usually a disorder that affects the brain's ability to receive and process information. In other words learning disabilities are neurologically-based conditions that get in the way of proper attainment, management and use of skills and knowledge. Every effort is put forth to ensure that students, faculty and staff with disabilities at Gurnick Academy of Medical Arts receive the services and accommodations to which they are entitled.

We also think that the learning disorder can make it problematic for a person to learn as quickly or in the same way as someone who is not affected by a learning disability. People with a learning disability have trouble performing specific types of skills or completing tasks if left to figure things out by themselves or if taught in conventional ways.

The diagnosis of a learning disability in an adult requires documentation of at least average intellectual functioning along with deficits in such areas as:

- Auditory processing
- Visual processing
- Information processing speed
- Abstract reasoning
- Memory (long-term, short-term, visual, auditory)
- Spoken and written language skills
- Reading skills
- Mathematical skills
- Visual spatial skills
- Motor skills
- Executive functioning (planning)

Gurnick Academy believes that a learning disability is not a temporary disorder. This type of disability affects

how students with normal or above-average intelligence process incoming information, outgoing information, or both.

Learning disabilities are often inconsistent. They may be manifested in only one specific academic area, such as math or foreign language. There might be problems in grade school, none in high school, and then back again in a higher educational institution.

Learning disabilities are not the same as mental retardation or emotional disorders. Common accommodations for students with learning disabilities are alternative print formats, taped lectures, note takers, adaptive technology, course substitutions, early syllabus, exam modifications, priority registration, and study skills and strategies training.

Students may be required to submit documentation verifying the nature and extent of the disability prior to receiving any accommodations. In this case the documentation must be provided to the Academy on professional letterhead and contain dates of assessment, signatures, titles, and license/certification numbers of the diagnosing professionals. Diagnoses and disabilities that do not contain the required information may not be used for determining eligibility for academic accommodations.

Disability Accommodation & Grievance Policy

1. Statement of Non-Discrimination and Accommodation

- a. Gurnick Academy of Medical Arts, LCC (“the Institute”) does not discriminate on the basis of disability.
- b. Individuals with disabilities are entitled to a reasonable accommodation to ensure that they have full and equal access to the educational resources of the Institute, consistent with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) (“Section 504”) and the Americans with Disabilities Act (42 U.S.C. § 12182) (“ADA”) and their related statutes and regulations.
- c. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance. The ADA prohibits a place of public accommodation from discriminating on the basis of disability. The applicable law and regulations may be examined in the office of the ADA Compliance Coordinator, who has been designated to coordinate the efforts of the Institute to comply with Section 504 and ADA.

ADA Compliance Coordinator: Jason Ho
2121 S. El Camino Real
San Mateo, CA 94403
(650) 425-9673
jho@gurnick.edu

2. Requests for Accommodation

- a. Individuals with disabilities wishing to request a reasonable accommodation must contact the ADA Compliance Coordinator. A disclosure of a disability or a request for accommodation made to a faculty or staff member, other than the ADA Compliance Coordinator, will not be treated as a request for an accommodation. However, if a student discloses a disability to faculty or staff member, he or she is required to direct the student to the ADA Compliance Coordinator.
- b. The ADA Compliance Coordinator will provide a student or applicant with an **Accommodation Request Form**.
- c. Reasonable accommodations are available for students and applicants who provide the appropriate documentation of a disability. Such documentation should specify that a student has a physical or mental impairment and how that impairment substantially limits one or more major life activities. In general, the supporting documentation must be dated less than three years from the date a student requests a reasonable accommodation, and must be completed by a qualified professional in the area of the student’s disability, as enumerated below:

Disability	Qualified Professional
Physical disability	MD, DO
Visual impairment	MD, ophthalmologist, optometrist
Mobility, orthopedic impairment	MD, DO
Hearing impairment	MD, Audiologist (Au.D) *audiology exam should not be more than a year old
Speech and language impairment	Licensed speech professional
Learning disability	PhD Psychologist, college learning disability specialist, other appropriate professional
Acquired brain impairment	MD neurologist, neuropsychologist
Psychological disability	Psychiatrist, PhD Psychologist, LMFT or LCSW
ADD/ADHD	Psychiatrist; PhD Psychologist, LMFT or LCSW
Other disabilities	MD who practices or specializes within the field of the disability.

Documentation used to evaluate the need and reasonableness of potential accommodations may include a licensed professional's current medical diagnosis and date of diagnosis, evaluation of how the student's disability affects one or more of the major life activities and recommendations, psychological and/or emotion diagnostic tests, functional effects or limitations of the disability, and/or medications and recommendations to ameliorate the effects or limitations. The Institute may request additional documentation as needed. The Institute may, at its discretion, waive the requirement for medical documentation to support accommodation requests that relate to obvious impairments and/or are *de minimus* in nature.

- d. After the ADA Compliance Coordinator receives the Request Form and the required documentation, he/she will engage the student or applicant in an interactive process to determine what accommodations may be reasonable.
- e. If the student or applicant is denied the requested accommodation, he/she may file a grievance using the Grievance Process below or he/she may file a complaint with the U.S. Department of Education's Office for Civil Rights or a similar state entity.
- f. The Institute will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. The ADA Compliance Coordinator will be responsible for such arrangements

3. Grievance Process

- a. The Institute has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 and/or the ADA.
- b. Any person who believes she/he has been subjected to discrimination on the basis of disability, including disagreements regarding requested accommodations, may file a grievance pursuant to the procedure outlined below. The Institute will not retaliate against anyone who files a grievance in good faith or cooperates in the investigation of a grievance.
- c. Procedure
 - i. Grievances must be submitted to the ADA Compliance Coordinator
 Jason Ho
 2121 S. El Camino Real
 San Mateo, CA 94403
 (650) 425-9673
jho@gurnick.edu

Grievances must be submitted to the ADA Compliance Coordinator, within thirty (30) days of the date the person filing the grievance becomes aware of the alleged discriminatory action.

- ii. A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
- iii. The ADA Compliance Coordinator (or her/his trained designee) shall investigate the complaint and afford all interested persons an opportunity to submit relevant evidence. The Complainant may also present witnesses relative to the complaint. The ADA Compliance Coordinator will maintain the files and records relating to such grievances.
- iv. All reasonable efforts will be made to provide a written determination to the student or applicant within 30 days after its filing. If a written determination cannot be made within 30 days of the complaint's filing, the ADA Compliance Coordinator will so advise the student and provide an update as to the status of the investigation. The student may also contact the ADA Compliance Coordinator to inquire as to the status of the investigation at reasonable intervals.
- v. The person filing the grievance may appeal the decision of the ADA Compliance Coordinator by writing to:

Burke Malin
Chief Operating Officer
2121 S. El Camino Real
San Mateo, CA 94403
(650) 558-9038
bmalin@gurnick.edu

within 15 days of receiving the ADA Compliance Coordinator's decision. The Chief Operating Officer shall issue a written decision in response to the appeal no later than 30 days after its filing.

- vi. The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U. S. Department of Education's Office for Civil Rights and/or a similar state agency.
- vii. The Institute will take all steps to prevent recurrence of any harassment or other discrimination and to correct discriminatory effects where appropriate.

Consumer Protection

A student receiving a loan is responsible for repaying the loan amount including interest, less the amount of any refund. If the student receives federal financial aid funds, the student is entitled to a refund of the moneys not paid from federal aid programs.

Gurnick Academy of Medical Arts has not entered into a transfer or articulation agreement with any other college or university. Gurnick Academy of Medical Arts does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the school may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 or P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

ACADEMIC INTEGRITY

All students of Gurnick Academy of Medical Arts are expected to maintain integrity in all academic pursuits. These include the writing of papers, examinations, assignments, records and other details relative to the assessment of student performance. Integrity and honesty is a quality essential of all medical workers, the faculty does not want students who are dishonest since that attitude and perspective will put patient's health

and lives at risk. Any dishonesty with regard to these matters is subject to censure or penalty (including but not limited to expulsion) in proportion to the seriousness of the action.

Dishonesty includes:

- Copying answers of another person or persons during an examination,
- Secreting (hiding) of unauthorized materials to assist in an examination,
- Plagiarism, taking as one's own statements those of another without giving due credit to the author, even though such material may have been restated in one's own words,
- Fraudulently obtaining test information, falsifying records, transcripts, recommendations or other documents indicative of student qualifications.

Gurnick Academy of Medical Arts also considers the following to be serious breaches of integrity:

- Falsification of patient records
- Breach of patient confidentiality
- Taking property or drugs from clinical sites or patients
- Felony convictions
- Endangering patients due to psychological impairment or by being under the influence of alcohol, or drugs
- Falsification of assignments that are to be conducted on patients or members of the community
- Having someone else complete your written assignments and submitting them as your work

In proportion to the seriousness of the action, censure, and penalty may extend from a failing grade in the work in question to expulsion from the program. Ordinarily the responsibility for resolving the issues lies with the faculty member and the student.

- "Statement on Cheating and Plagiarism: Cheating includes all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one's own work. Plagiarism includes using materials from such sources as books, articles, class notes, web sources, & audio video resources. Penalties for cheating and plagiarism range from a "0" or "F" on a particular assignment, through receiving a grade of "F" for the course, to expulsion from the school."
- "Statement on Disruptive Classroom Behavior: In the classroom or laboratory environment you must respect the rights of others seeking to learn, respect the professionalism of the instructor, and honor the differences of viewpoints. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."
- "Syllabus is Subject to Change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent."

Professional Behavior Objectives

1. Demonstrates Professional Behavior.
 - Appears at the clinical agency, whether for patient assignment or care, appropriately dressed (name pin and School badge), consistent with agency dress code.
 - Presents a professional appearance in regard to neatness and personal hygiene.
 - Arrives at the clinical setting on time and notifies staff and/or instructor when leaving or returning to patient care or the agency.
 - Notifies clinical agency and/or instructor in a timely manner when unable to report to the clinical assignment.
 - Notifies instructor if there are any physical or psychological conditions that would limit the ability to perform safe, effective care.
 - Does not report for clinical under the influence of alcohol and/or mind-altering drugs.
 - Does not discriminate against the clients on the basis of race, creed, national origin, physical disability, sexual preference, or disease entity.
 - Is courteous to staff, interdisciplinary team members and faculty.
 - Avoids the use of profane language with clients and staff.

2. Provides Safe Care Based on Scientific Principles

- Prepares for client care by acquiring theory and knowledge essential to the care of assigned clients (e.g., prepare drug cards, calculate drug dosages, describe treatment, look up procedures, etc.).
- Implements safe care based on scientific principles (e.g., asepsis, protection from physical and psychological injury, correct medicine and administration).

3. Demonstrates Ethical Behavior

- Maintains confidentiality of all client, family, and agency information.
- Informs instructor and/or staff of any unsafe practices observed in the clinical setting.

Penalty for failure to comply with these objectives will result in either a failing grade in the work in question or expulsion from the program.

PROGRAM DELIVERY

With the exception of the Associate of Science in MRI, Associate of Science in RT, Associate of Science in UT, BSDMI and RN to BSN Programs, the instructional delivery at Gurnick Academy of Medical Arts is conducted through direct classroom instruction. The lectures and labs are being held on campus and clinical/practicum at an assigned clinical site(s). The method of delivery for the Associate of Science in MRI, Associate of Science in RT, Associate of Science in UT, ADN and RN to BSN Programs are blended, while the method of delivery for the ASVN and BSDMI program is fully online. Limited online and hybrid courses are available for prerequisite courses.

ELECTRONIC BOOKS

In accordance with federal regulations set by the U.S. Department of Education (USDOE), students are not required to use electronic books (e-books) and may request to opt out of any e-book services. For further details regarding the timeline of opting out, please see an Admission Advisor or the Program Director.

General Education, Technical Education & Professional education

General Education courses are required of all students pursuing an Associate or Bachelor level program. When reviewing a program outline, General Education is identified by italic letters and numbers. General Education prepares students to think broadly and have the general skills for life needed in the ever-changing world. General Education courses assist students to build a foundation for Technical and Professional Education and develop habits to pursue life-long learning.

Technical Education, in the area of concentration for which the degree is awarded, is designed to assist students in developing the skills, attitudes, and knowledge necessary for immediate job opportunities in their chosen field of study. Furthermore, Technical Education allows students to be technically prepared upon graduation and develop habits to pursue life-long learning. Professional education requires the student to think critically and to master a complex set of knowledge and skills through formal education, and/or practical experience. Professional education is subject to strict codes of conduct enshrining rigorous ethical and moral obligations. Professional standards of practice and ethics for a particular field are typically agreed upon and maintained through widely recognized professional associations.

General education requirements may vary among programs. Some programs may require General Education courses be taken prior to advancing to the technical and professional courses or even being accepted to the program; others may intersperse general education throughout the program.

ENGLISH INSTRUCTION

Gurnick Academy of Medical Arts does not offer English as a Second Language instruction. All instruction occurs in English.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

In order for students to be considered in a good academic standing, they must be making Satisfactory Progress in the pursuit of their program of study. Students are required to achieve a level of competence in all coursework, which includes didactic, laboratory, and in the clinical environment, that is consistent with the level of expertise required to pass the licensing exams.

Satisfactory Progress measurements consist of both a Qualitative Measurement and a Quantitative Measurement. Both the Qualitative Measurement and Quantitative Measurement are measured at the point when the student has attended the scheduled clock hours of each payment period as well as at the time of completion of each program-required module. At that time both the Grade Point Average and the Rate of Progress/Passed Measurement are calculated.

Qualitative Measurements

The Qualitative Measurement portion consists of a student's grades, calculated into a cumulative Grade Point Average (GPA). The GPA is calculated on a weighted scale, using course hours and quality points based upon the course final grade. The GPA is the calculated average of the course grades for the entire program of study to date. A student must maintain a minimum GPA of 2.00 or a "C" to be considered making Satisfactory Progress.

The grading system is defined as follows for all programs.

Table 12. *Qualitative Measurements.*

Letter Grade	Numeric Grade	Description Legend	Quality Points
A	90 – 100%	Excellent	4
B	80 – 89%	Good	3
C	75 – 79%	Satisfactory	2
D	65 – 74%	Unsatisfactory	1
F	0 – 64%	Failure	0
P	-	Pass (Clinical)	N/A
F	-	Fail (Clinical)	N/A
W	-	Withdrawn	0
I	-	Incomplete	0
R	-	Repeat	N/A
T	-	Transfer Credit	N/A
TO	-	Tested Out	N/A

Calculation of a student's GPA is weighted based upon the number quality points earned. Quality points earned are determined by the number of hours assigned to a particular course multiplied by the quality points awarded for the letter grade earned in this course. The total calculated quality points are then divided by the total number of hours completed to determine the GPA.

For example, a course is defined as being 24 clock hours and the final grade received is a "C". As defined in the above chart, the "C" grade is worth 2.00 quality points. For a 24-hour course, the total number of quality points awarded would be 24 times 2.00 or 48 total quality points. The total calculated quality points are then divided by the number of clock hours completed to determine the GPA.

All didactic and laboratory courses with a grade of "A", "B", "C", "D", and "F" enter into the GPA calculation. All courses with a grade of "A", "B", "C", "D" are also included in the Rate of Progress/Passed Measurement calculation as hours attempted and as hours earned. All didactic and laboratory courses with a grade of F are also included in the Rate of Progress/Passed Measurement calculation as hours attempted, but not as hours earned.

A grade of "P" is given for courses designated as pass/fail. A grade of "P" does not enter into the GPA calculation. A grade of "P" is included in the Rate of Progress/Passed Measurement calculation as both hours attempted and as hours earned.

A grade of "F" is given for courses designated as pass/fail does not enter into the GPA calculation. A clinical course with a grade of "F" is included in the Rate of Progress/Passed Measurement calculation as hours attempted, but not as hours earned.

A grade of "W" is listed on the transcript for any course a student officially withdraws from before the end of the scheduled course. Grades of "W" do not enter into the GPA calculation. A grade of "W" is included in the Rate of Progress/Passed Measurement calculation at hours attempted, but not as hours earned.

A grade of "I" is listed on the transcript for any courses that have not been successfully completed. A grade of "I" indicates that the student was in attendance for the entire term, but has not successfully completed all necessary coursework or homework in order to receive a punitive grade. Should missing coursework not be made up within the required period of time frame, the grade of "I" will be replaced with an "F". Should a student receive a grade of "I" and successfully undergo the remediation process, the course grade will be changed to a grade of "C". Should a student receive a grade of I and not be placed on remediation, the course grade will be changed to a punitive grade. A grade of "I" does not enter into the GPA calculation. A grade of "I" is included in the Rate of Progress/Passed Measurement calculation as credits attempted, but not earned.

A grade of "R" is given solely in the event that a student repeats a course. The grade received in the most recent completion of the course will be the grade used in the calculation of the GPA. Upon receiving a punitive grade for the repeated course, the original course grade will be changed to an "R." A grade of "R" is not entered into the GPA calculation. A grade of "R" is used to calculate the Rate of Progress/Passed Measurement as both hours attempted and hours earned.

A grade of "T" is listed on the transcript for any course that a student has taken at another institution that has been accepted by Gurnick. Courses with a grade of "T" are listed on the transcript to identify which courses have been accepted into the program of study to satisfy graduation requirements. A grade of "T" does not enter into the GPA calculation. A grade of "T" is not included in the Rate of Progress/Passed Measurement calculation as hours attempted nor as hours earned.

A grade of "TO" is listed on the transcript for any course that a student has successfully tested out of at Gurnick Academy. A grade of "TO" does not enter into the GPA calculation. A grade of "TO" is included in the Rate of Progress/Passed Measurement calculation as both hours attempted and as hours earned.

Quantitative Measurements

The Quantitative Measurement portion consists of a student's satisfactorily completed program hours, as by a Rate of Progress/Passed Measurement calculation. The Rate of Progress/Passed Measurement is the percentage of successfully completed hours of the total hours attempted.

The Rate of Progress/Passed Measurement has two components: the attempted hours and the actual hours earned. To determine the Rate of Progress/Passed Measurement of a student, the total of actual hours earned is divided by the total attempted hours.

The maximum time frame for successful completion of programs of study at Gurnick Academy is defined as 150% of the scheduled program length. Programs are measured in both clock and credit hours; however, for the calculation of maximum time frame and the Rate of Progress/Passed Measurement clock hours will be used.

Periods of non-enrollment are not considered in the calculation of the maximum timeframe. Any student who has not reached program completion by the maximum timeframe will be expelled from the Academy.

Table 13. *Quantitative Measurements*

Program	Clock Hours in Program	Midpoint of the Maximum Time Frame	Maximum Time Frame (credit hours)
Associate of Science in Magnetic Resonance Imaging (ASMRI)	1,886	1,414.5	2,829
Associate of Science in Nursing - Generic (ADN)	1830	1372.5	2745
Associate of Science in Nursing - AP (ADN)	645	483.75	967.5
Associate of Science in Physical Therapy Assistant (ASPTA)	1,353*	1,014.75	2,029.5
Associate of Science in Radiologic Technology (ASRT)	2,956	2,217	4,434
Associate of Science in Ultrasound Technology (ASRT)	2,386	1,789.5	3,579
Associate of Science in Vocational Nursing (ASVN)	2070	1552.5	3105
Bachelor of Science in Diagnostic Medical Imaging (BSDMI)	825	618.75	1237.5
Bachelor of Science in Nursing (RN to BSN)	1,710*	1,282.5	2,565
Medical Assistant (MA)	941	705.75	1,411.5
Medical Assistant with Phlebotomy (MAPHL)	1,041	780.75	1561.5
Dental Assistant (DA)	946.5	709.88	1,419.75
Psychiatric Technician (PT)	1,530	1,147.5	2,295
Vocational Nurse (VN)	1,570	1,177.5	2,355

**These numbers reflect only the clock hours for Gurnick Technical/Professional Courses.*

ATTENDANCE - ABSENT- TARDINESS - DROP

Students are expected to attend all classes as scheduled. All efforts should be made not to miss any class. In the event a student is absent due to illness or any other reason, he or she must notify the academy in advance whenever possible. All absences must be approved by the student's instructor.

Program lengths are calculated excluding any holiday and vacation times. In order to ensure program completion is on time and the required program hours are fulfilled, class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday).

Absent:

- Students that arrive more than 15 minutes after class begins.
- Students that leave more than 15 minutes before class ends.
- Students that return from break more than 15 minutes after class begins.
- Three tardies is equivalent to one absence.

Tardy:

- Students that arrive 1 to 15 minutes after class begins.
- Students that leave class 1 to 15 minutes before class ends.

- Students that return from break 1 to 15 minutes after class begins

Drop:

- Students that miss a significant portion of any course within a program will be expelled.
- Both unexcused and excused absences without approved and completed make-up work cannot exceed more than 10% at the time Rate of Progress/Passed Measurement is calculated.

For more details about unexcused absences, please see the table Number of Unexcused Absences. To find out how and when the Rate of Progress is calculated, contact your Student Service Representative.

The table Number of Unexcused Absences outlines the number of unexcused absences per course (otherwise noted) resulting in various disciplinary measures.

Table 14. *Number of Unexcused Absences*

Program	Course Type	# of Absences resulting in Student Warning Notification	# of Absences resulting in Disciplinary Probation	# of Absences resulting in Expulsion
MA & MAPHL	Didactic	2*	3*	4*
	Clinical	2	3	4
DA	Didactic	1*	2*	3*
	Clinical	1	2	3
ADN	Didactic	1	3	4**
	Clinical	1	3	4**
ASUT ASMRI ASPTA ASRT	Didactic	2	3	4
	Clinical			
PT	Didactic	2	3	4
	Clinical			
	PT120	1	2	3
VN	Didactic	2	3	4
	Clinical			
	VN120	1	2	3
	VN420			
ASVN		Online Course (see below)		
BSDMI		Online Course (see below)		
RN to BSN		Online Course (see below)		

* These numbers are considered to be per module, not per course

**Either in Didactic or Clinical or a total of both Didactic and Clinical

Online Courses Attendance, Participation, and Absences

ATTENDANCE: Attendance of this class is mandatory and in accordance with the School policy as printed in the current school catalog. Students' attendance is tracked through submission of online activities and assignments. Absence of more than 10% of the course (more than 2 class periods) may result in student placed on academic probation and is grounds for expulsion from the program. ALL ABSENCES MUST BE MADE UP BEFORE COURSE COMPLETION.

PARTICIPATION: You will be expected to participate in Discussion sections. Ask questions, provide comments, and share your own experiences and knowledge with the rest of the class. Your participation in this class is required. Please, visit "*Netiquette*" for details of proper participation in the Class Forum.

Instructor Absence

Should an instructor be absent, an email will be sent informing the students of class cancellation and any assignments which need to be completed prior to the next class. Every attempt will be made to provide a substitute rather than cancel a class.

Student Absence

The following absences are the only excused absences. Students must provide proof of excused absences:

- Medical Emergency
- Jury Duty
- Family Emergency*
- Bereavement

* If you are the sole responsible person for a child or dependent adult and there is a medical emergency, you must provide written documentation from physician.

Medical clearance must be provided to and approved by the program coordinator prior to the student being allowed to return to the clinical setting.

Continuing Education Courses Attendance-Tardiness-Drop Policy

Please read this policy on our website as it differs from the above stated policy.

Make-up Guidelines

The table Make-up Assignments Deadlines summarizes the make-up guidelines per program. All absences must be made up within the period specified in the table or by the end of the course whichever comes first. It is the student's responsibility to ensure that a make-up plan of action for each absence is completed within the period specified in the table and documented on didactic make-up and/or clinical make-up form. All make-up forms must be filled out completely and accurately with all required signatures for all missed hours prior to credit of make-up hours is granted.

Table 15. *Make-up Assignments Deadlines*

Program	Make-up Plan of Action Establishment Deadline for Clinical and Didactic Absences	Didactic Absence Make-up Assignment Due	Clinical Absence Make-up Assignment Due
ASMRI	Within 7 days upon Return from Absence*	Within 30 Days from Date of Absence*	Within 30 Days from Date of Absence*
PT			
ASRT			
VN			
ASUT	Immediately upon Return from Absence	Within 7 Days from Return of Absence*	
DA			
MA & MAPHL			
ASPTA			

ADN, ASVN, RN to BSN, & BSDMI	Within 7 days upon return from Absence	Within 14 days from date of Absence	Within 14 days from date of Absence
-------------------------------------	---	--	--

**or by the end of the course whichever comes first*

Associate of Science in Physical Therapist Assistant Program (ASPTA)

In order to meet the criteria for attendance and the specific course objectives, students must arrange make-up time of missed hours with the instructor for all instructor-approved absences. Make-up theory hours can include case studies, independent study, written examination, attendance at seminars or workshops, auto-tutorial laboratory, and research reports. Make-up clinical hours require scheduling additional time at the assigned facility with the assigned clinical instructor.

Vocational Nurse (VN) and Psychiatric Technician (PT) Programs

All Vocational Nurse and Psychiatric Technician students must complete all required theory and clinical hours to graduate. Whenever possible the instructor must approve all absences in advance. Approval for all absences is at the instructor's discretion.

In order to meet the criteria for attendance and the specific course objectives, students must arrange make-up time of missed hours with the instructor for all instructor-approved absences.

Make-up theory hours can include case studies, independent study, written examination, attendance at seminars or workshops, auto-tutorial laboratory, and/or research reports. Make-up clinical hours can include performance evaluation(s) in the skills laboratory or additional time in the clinical area with clients/patients.

ACADEMIC PROBATION/REMEDATION

Please read this policy and its programmatic sections as there are slight variations of the policy per program.

The table Remediation/Probation Plan Details summarizes the Academic Probation/Remediation and Disciplinary Probation guidelines per program.

Table 16. *Remediation/Probation Plan Details*

Program	Remediation Plan Establishment	Maximum Time Frame of Remediation Plan Completion	Probation Plan Establishment
	# of business days from the course completion date	# of calendar days from the date of issuance	# of business days - academic probation/disciplinary probation
ASPTA	2	3	3
ASMRI	5	5	5
ASRT			
ASUT			
ASVN			
PT			
MA & MAPHL	5	21	5 Disciplinary only
DA			
VN			
ADN			
RN to BSN			
BSDMI	5	21	

Duration of Probationary Period: two probationary periods are the maximum allotted per course and only if the problem is not similar in nature (academic versus disciplinary).

The Academy is committed to the success of each student. We recognize there are times and circumstances where students may find they have poor academic, laboratory or clinical performance. The academy monitors the student's performance and, in order to keep them on track, implements a progressive academic performance policy.

The clinical practicum internship courses cannot be remediated. Students who fail a clinical practicum internship course will be expelled from the program.

All students who receive a non-passing grade in any didactic or laboratory course will be placed on remediation. Please read the Qualitative Measurements section for more information on grading. To lift the remedial status students must complete the remedial plan. If the student decides not to complete the remedial plan for any reason and/or if the student does not successfully complete remediation plan, the student receives a failing grade for the course and will be expelled from the program for academic reasons.

The remedial plan of action will be developed by a Designated School Official with student collaboration (student collaboration is required for successful end result of the remedial plan) and finalized within maximum of time frame specified in the table above. The maximum time frame allotted for completion of a remedial plan of action is specified in the table above. The purpose of the remedial plan of action is to improve the student's chance for successful completion of the program and strengthen areas of concern/weakness. Students may be required to attend remediation sessions with the instructor and/or complete remediation assignments as per remediation plan. The remediation coursework is designed per individual student's situation.

The remediation grade is not calculated into the overall course grade, nor is it considered "extra credit". For this purpose, students who pass the remediation are considered to receive a passing grade of a grade of "C" in the course for which remediation was given. It is the responsibility of the student to adhere to and complete the plan of action in order to remain in the program. Failure to attend and/or to complete remediation within the maximum time frame will result in expulsion from the program for academic reasons (please see the Re-Enrollment policy for more details).

Students on remediation are not eligible for Federal Student Aid. Once the student successfully completes the remediation plan and receives a passing grade of "C" for the course for which the student was placed on remediation, the Student will regain eligibility for Federal Student Aid.

Students on remediation are not eligible to be placed on Leave of Absence (LOA).

Students may be placed on remediation only for a maximum of 2 courses per module/semester as necessary, and are not to exceed the total of three (3) times throughout the entire duration of the program.

If the student has completed 2 remediations per module/semester or a total of 3 remediations and still obtains a non-passing grade in any of the rest of the courses, student will be expelled from the program for academic reasons.

Additional information for Vocational Nurse Program (VN)

Course VN 440 cannot be remediated.

Additional information for Associate of Science in MRI (ASMRI), Associate of Science in Physical Therapist Assistant (ASPTA), Associate of Science in Radiologic Technology (ASRT) and Associate of Science in Ultrasound Technology (ASUT) Programs

Students may be placed on academic probation during any course (didactic, lab and/or clinical evaluations) if a grade of less than a "C" is achieved.

If a student is placed on academic probation, he/she must meet with the instructor and Program Director or designee within the time frame specified in table Remediation/Probation Plan Details to prepare a probationary plan of action explicitly stating expectations that must be met during the probationary period. The probationary plan of action identifies the areas of concern and the goals for improvement. The probation plan of action is designed on an individual basis and is not calculated into the overall course grade, nor is it considered “extra credit”. The consequence of failing to meet the level of expectations and failing to ultimately receive a passing grade for the course will result in the offer of a remedial plan of action.

A plan for improvement will be initiated with specific due dates. Academic probationary status is lifted once the student has met the expectations as defined within the probationary plan of action and has completed the course in satisfactory academic standing. Student receives a final passing grade for the course after being placed on probation. This final grade will be reflected on the Student’s transcript.

DISCIPLINARY PROBATION

During the course of student study students must adhere to Gurnick Academy’s acceptable conduct and behavior at all times. Disciplinary probation status is given as a consequence when a student disregards the boundaries of acceptable behavior outlined in this Catalog and other applicable disclosures. Students who violate any of the various Academy and Program policies/guidelines are placed on disciplinary probation.

A written disciplinary probation is an official notice for a specified period of time during which a student must demonstrate conduct that conforms to Gurnick Academy of Medical Arts’ standards of conduct. Assigned discipline may include a combination of sanctions for a particular incident. Misconduct during the probationary period or violation of any conditions of the probation will result in further disciplinary action, normally in the form of expulsion. Expulsion is the termination of “Student” status for an indefinite period. Please see our Re-enrollment Policy for more details.

Disciplinary probation status does not prohibit a student being placed on academic probation and/or remediation.

Please see the summary of Disciplinary Probation guidelines per program in Academic Probation/Remediation policy.

REPETITION OF CLASSES OR MODULES

If students are assigned to repeat any classes or modules for any reasons, they will be responsible for additional tuition payment based on the prorated hourly charges. (Ex. Total number of hours needed to repeat multiplied by hourly charge.)

LEAVES OF ABSENCE (LOA)

Should a student’s circumstances be such that a leave of absence is needed, the student must submit a request for Leave of Absence. A Leave of Absence is an approved absence from a program for the period of maximum 180 days in a 12-month calendar period. Students who are approved for a LOA for less than 180 days may request an additional LOA, for well-documented reasons, so long as combined they do not exceed a total of 180 days in a 12-month calendar period.

Eligibility for LOA depends on individual student circumstances. Academic Probation/Remediation, Re-enrollment policies and Financial section provide more information on LOA eligibility.

Eligible students must meet with Program Coordinator in order to request a leave of absence.* Students must consider the effects of a leave of absence on their current enrollment, academic standing and financial aid and discuss the expected return date along with the make-up plan. It is the responsibility of the student to obtain the signatures of the Program Coordinator and the Campus Director in order to finalize the LOA approval process. Student must keep a copy of the approved LOA Form.

*If the student is not able to meet with the Program Coordinator a LOA Request Form is available to download on Gurnick Academy website.

During the approval process the Program Coordinator/Campus Director or School Official Designee will take into consideration the individual circumstance of the student as well as the frequency of LOA requests (for example: student repeatedly resorts to the use of a leave of absence, and such applications show a pattern of delays). Should the issuance of a leave of absence be such that it would significantly interfere with the planned completion of a program of study, appropriate actions will take place at the sole discretion of the Program Coordinator/Campus Director or designated official.

If the student does not return by the expected return date, he/she will be expelled from the program, with effective date as the student's Last Day of Attendance (LDA). Student's grace period may be shortened for loans received from financial aid by the amount of time spent on Leave of Absence (LOA).

The Academy awards the grade of "W" for courses from which the student has withdrawn due to an approved leave of absence.

GRADUATION REQUIREMENTS

The following requirements must be met for a student to graduate from any program at Gurnick Academy of Medical Arts:

1. Successful completion of all program courses and hours.
2. Successful completion of program exit examinations (HESI for VN Program and PT Exit Exam for PT Program). Students will be provided three (3) attempts to complete this requirement.
3. All financial obligations have been met including tuition and textbook charges.

Program Specific Graduation Requirements

Additional Graduation Requirements for the Associate of Science in Radiologic Technology Program (ASRT):

1. The student must have completed and provide verified documentation of a minimum of 2,000 clinical and laboratory hours; 1850 hours must be in the clinical setting. The student must have successfully completed and must provide verification of the minimum clinical competencies as defined by the American Registry of Radiologic Technologists.
2. Students are required to have acquired an associate's degree prior to sitting for the American Registry of Radiologic Technology exam.

Additional Graduation Requirements for the Associate of Science in Nursing Program (ADN):

1. Students must successfully meet the benchmark of 900 on the HESI Exit Exam to graduate from the Associate of Science in Nursing Program.

Additional Graduation Requirements for Medical Assistant (MA) and Medical Assistant with Phlebotomy (MAPHL) Program:

1. Students must participate in the CCMA (AAMA) national examination during Module III.
2. Students must participate in the CET Certified EKG Technician Examination.

Additional Graduation Requirements for Dental Assistant Program DA:

1. Students are required to bring to campus 3 patients (18 or above) for Coronal Polishing. Each patient must have written proof of an examination and approval from a dentist, stating they are calculus-free. The document must be received 14 days before the scheduled Coronal Polish testing date.
2. Students are required to bring to campus, 4 patients (18 or above) for full set of mouth X-Rays (FMX). Each patient must have written proof of an examination and approval from a dentist, stating they are eligible to participate. The document must be received 14 days before the FMX examination date.

VN HESI/PT Exit Examination and Extraordinary Circumstances

Under extraordinary circumstances, students who submit a written request outlining those circumstances might be given a fourth additional attempt to take the HESI or PT Exit exam with additional provisions (such as mandatory license preparation sessions, or assignments similar in nature).

Extraordinary circumstances are defined as: documented illness, family or other emergency, severe circumstances, etc. Requests are to be addressed in letter format to the Campus Director. Campus Director will review the request and inform the Student of the final decision within 5 business days.

ONLINE COURSE RESPONSE TIME

For online courses, the institution has 7 days between the institution's receipt of student lessons, projects, or dissertations and the institution's mailing of its response or evaluation.

GAINFUL EMPLOYMENT DISCLOSURE INFORMATION

Students are required to view the Gainful Employment Disclosure Information prior to enrollment. Effective January 2014 the new electronic Gainful Employment Disclosure is web based format only. You may view the information on our website at: <http://www.gurnick.edu/gainful-employment-disclosures>

Please note that student signature in the Receipt of Disclosures indicates that Students have reviewed the Gainful Employment Disclosure prior to enrollment.

PROGRAM INFORMATION

Program schedules vary per campus. The times and dates below are for general information. Please be sure to review your programmatic schedules in the Addendum, Student Handbook, and Enrollment Agreement.

The Marking Period within each program is defined as a general term referring to a designated time period for each program such as module or semester.

Table 17. *Marking Period Table*

Program	Marking Period	Number of Marking Periods
ASRT	Module	8
ASUT		
DA		
ASMRI		6
PT		4
VN		3
MA & MAPHL	Semester	3
RN to BSN		5
ADN		2
ASVN		4
BSDMI		4
ASPTA	Quarter	4

VOCATIONAL NURSE PROGRAM (VN)



52 WEEKS

1570 CLOCK HOURS

92.5 QUARTER CREDIT HOURS

DIPLOMA PROGRAM, 4 MODULES

STANDARD OCCUPATIONAL CLASSIFICATION

(SOC Code): 29-2053.00, 29-2061.00.

POTENTIAL OCCUPATION:

Please see school official for complete list of potential occupations

LOCATIONS:

San Mateo, Concord, Fresno, and Modesto Campuses.

RESIDENTIAL

VN Program Description

The Vocational Nurse program (VN) utilizes the plan that nursing courses progress along the continuum of simple to complex. The organizing principle is homeostasis as it relates to the study of representative client problems by addressing the various anatomical systems and specialty areas in nursing. The program includes didactic and laboratory training as well as a clinical component that correlates with the theoretical knowledge. As a result of preparation, students will be able to work as a Vocational Nurse in hospitals or medical clinics.

VN Program Goals and Objectives

- Incorporate principles from nursing, behavioral and physical sciences to provide competent care to clients of different ages with different bio-psycho-social needs.
- Apply knowledge of specific disease conditions in the prevention, treatment, nursing care, and rehabilitation of clients.
- Differentiate the role of the Vocational Nurse within the medical team.
- Adhere to professional standards incorporating legal and ethical responsibilities of a Vocational Nurse.
- Utilize critical thinking in assessment, planning, intervention, and evaluation of client care within the scope of Vocational Nurse practice.
- Organize, prioritize and delegate care communicating effectively with members of the medical team.

VN Program Outline

Table 18. VN Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
VN 100	Fundamental of Nursing	96	9.5
VN 110	Anatomy and Physiology	56	5.5
VN 120	Clinical Nutrition	32	3
VN 130	Clinical Lab I	120	6
VN 200	Medical/Surgical Nursing I	88	8.5
VN 210	Pharmacology I	40	4
VN 220	Clinical II	278	9
VN 300	Medical/Surgical Nursing II	96	9.5
VN 310	Pharmacology II	48	4.5
VN 320	Clinical III	278	9

VN 400	Obstetric Nursing	44	4
VN 410	Pediatric Nursing	44	4
VN 420	Psychiatric Nursing	32	3
VN 430	Clinical IV	278	9
VN 440	Preparation for NCLEX	40	4
TOTAL		1,570	92.5

VN Program Information, Length and Schedule

The program information, length and schedule may change. Make sure to read the accompanying Addendum for change and updates as well as check in with the Admission Advisor for details.

The Vocational Nurse Program is a diploma program. Gurnick Academy of Medical Arts Vocational Nurse program provides a library and classrooms equipped with modern audio-visual teaching aids, textbooks and journals, and anatomical charts and models. Instructor to student ratio is 1:15 in laboratory and clinical and 1:45 in lecture. (This depends on the campus. Some campuses and cohorts are only approved by the BVNPT for 30 or 35 students per group. Do we want to define this by campus?

Classes begin twice a year on the San Mateo, Concord and Fresno Campuses. Classes begin four times per year on the Modesto campus. Students spend thirty (30) to forty (40) hours per week attending classes and the program consists of 4 modules.

Module One – Monday through Friday

Morning Group students must be available 9AM-2PM for the lectures/labs – 4 days a week and 6AM-3PM for the clinical lab – 1 day a week.

Evening Group students must be available 5PM-10PM for the lectures/labs – 4 days a week and 2PM-11PM for the clinical lab – 1 day a week. (Modesto campus is 2:30 pm to 10:30 pm). Listed times are approximate.

Module Two, Three, and Four – Monday through Friday

Morning Group students must be available 9AM-2PM for the lectures/labs – 2 to 3 days a week. Evening Group students must be available 5PM-10PM for the lectures/labs – 2-3 days a week.

Morning and Evening Groups students must be available 2-5 days per week for the clinical rotations. Regular clinical rotations hours are: 6:30AM-3:30PM and 2:30PM-11:30PM. Special clinical rotations (Ex. Ob, Peds, etc) might require an alternative schedule (Ex. 8AM-6PM, Saturdays, etc). Students must be able to complete those special rotations at the schedule provided.

For the last 4 weeks of the program students attend a Preparation for NCLEX course – Monday through Friday

Morning Group students must be available 9AM-2PM. Evening Group students must be available 5PM-10PM.

Students receive six hundred and sixteen (616) hours of didactic and laboratory instruction and nine hundred and fifty-four (954) hours of laboratory and clinical education allowing them to apply the lecture topics to practical use.

The curriculum provides students with the technical, clinical and interpersonal skills necessary to succeed in this challenging field. Normal completion time for this program is fifty-two (52) weeks excluding holidays and vacation times. Preparation for NCLEX (HESI) is provided at the conclusion of the didactic, laboratory, and clinical hours. Students are permitted three (3) attempts to pass the HESI exit exam to graduate. The 1st attempt is given at the completion of the program. The 2nd attempt is given 2 weeks after the completion of the program. The 3rd attempt is given at 4 weeks after completion of the program. Under extraordinary circumstances, applicable Students may be eligible for a 4th attempt; see Student Grievance and Appeals Policy for more information.

In order to ensure program completion is on time and the required program hours are fulfilled, class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday).

ASSOCIATE OF SCIENCE IN MAGNETIC RESONANCE IMAGING PROGRAM (ASMRI)



72 WEEKS

1,886 CLOCK HOURS

111.5 QUARTER CREDIT HOURS

ASSOCIATE OF SCIENCE DEGREE PROGRAM, 6 MODULES

STANDARD OCCUPATIONAL CLASSIFICATION

(SOC Code): 29-2035.00.

POTENTIAL OCCUPATIONS:

Please see school official for complete list of potential occupations.

LOCATIONS:

San Mateo, Modesto and Sacramento Campuses.

BLENDED

ASMRI Program Description

The Magnetic Resonance Imaging (MRI) Technologist is a medical professional who uses specialized MRI equipment to create images of structures inside the human body. MRI Technologists must be able to interact compassionately and effectively with people who range from healthy to critically ill. The MRI Technologist will be supervised by board certified radiologists, but will be provided responsibility and independence in the performance of their duties.

This program is designed to prepare the student to perform clinical MRI examinations of the patients body with special consideration to image production, quality control, signal to noise ratio, and basic pulse sequences.

ASMRI Program Goals

- To train students who demonstrate the knowledge and skills required for employment as entry-level MRI technologists.
- To develop interpersonal skills in communicating with patients, medical and administrative individuals.
- To help students acquire the necessary skills to practice proper patient care.
- To provide students with the knowledge, clinical skills, problem solving abilities, and interpersonal skills to practice in the field of magnetic resonance imaging.
- To produce graduates who will be competent in entry-level positions as an MRI Technologist and who display appropriate behaviors as set forth by the American Registry of Magnetic Resonance Imaging Technologists (ARMRIT), American Society of Radiologic Technologists (AS RT), and the Section for Magnetic Resonance Technologists (SMRT).
- To prepare students to take and pass the American Registry of Magnetic Resonance Imaging Technologists (ARMRIT) examination and/or ARRT (MR) Examination.

ASMRI Program Outline

Table 19. ASMRI Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
GE 001	Biology Basics	45	4.5
GE 021	Essentials of Anatomy and Physiology	66	6.5
GE 110	Critical Thinking	45	4.5
GE 112	Algebra I	45	4.5

<i>GE 201</i>	<i>Introduction to Sociology</i>	45	4.5
MR 001	Introduction to MRI	120	12.0
MR 101	Sectional Anatomy I	24	2.0
MR 102	Medical Terminology I	18	1.5
MR 103L	Physical Principles of MRI	54	4.5
MR 104L	Patient Care	48	4.0
MR 111	MRI Clinical I	252	8.0
MR 201	Sectional Anatomy II	24	2.0
MR 202	Medical Terminology II	18	1.5
MR 203L	MRI Protocols and Procedures I	42	3.0
MR 204	MRI Safety	36	3.5
MR 211	MRI Clinical II	252	8.0
MR 301	Sectional Anatomy III	24	2.0
MR 302L	Physics I	31	2.5
MR 303L	MRda I Protocols and Procedures II	42	3.0
MR 304	MRI Pathology in Diagnostic Imaging	36	3.5
MR 311	MRI Clinical III	252	8.0
MR 401	Medicolegal Considerations in Healthcare	24	2.0
MR 402	MRI Registry Review	36	3.5
MR 403L	Physics II	31	2.5
MR 404	Computers in Imaging and PACS	24	2.0
MR 411	MRI Clinical IV	252	8.0
TOTAL		1,886	111.5

General Education Courses are identified in Italic.

ASMRI Program Information, Length and Schedule

Gurnick Academy of Medical Arts Associate of Science in MRI Program provides a library and classrooms equipped with modern audio-visual teaching aids, textbooks and journals, and anatomical charts and models.

Instructor to Student ratio is 1:20 in lecture and 1:1 or 1:2 during internship.

The MRI program is a full-time course of study and takes place over seventy-two (72) weeks. The program is offered twice per calendar year. The curriculum encompasses all principles of magnetic resonance imaging technology which includes two hundred forty six (246) hours of general education instruction, six hundred and thirty-two (632) hours of technical didactic instruction and labs and one thousand and eight (1008) hours of supervised internship experience. The program is based on the parameters suggested by the Joint Review Commission on Education in Radiologic Technology (JRCERT), the Association of Educators in Radiological Sciences (AERS), and the American Society of Radiologic Technologists (ASRT), and American Registry of Magnetic Resonance Imaging (ARMRIT). In addition, MRI program integrates general education component to complement technical courses.

The program consists of six (6) - 12 weeks modules. During 1st module (12 weeks) of the program, students will be taking General Education courses up to 24 hours per week via online delivery. During 2nd module (12 weeks), students will continue to take General Education courses online up to 24 hours per week for the first 8 weeks. The last 4 weeks of the 2nd module, students' workload consists of on campus didactic sessions, which include five days per week of six (6) hours per day didactic instruction.

During modules 3 through 6, didactic courses take place twice per week on for the duration of the program. Throughout the modules 3 through 6 students are generally expected to be present on campus twice per week for minimum of four (4) hours and up to a maximum of six (6) hours per day for didactic instructions. For Clinical Rotations starting from 3rd module, students will attend their internship at an assigned MRI facility for a period of forty-eight (48) weeks 2-4 days per week. During all modules students will attend their internship at a minimum of twenty-one (21) hours per week with +/- ten (10) hours per week variance. Labs are scheduled on an individual basis during regular clinical setting business hours. Occasional Saturday clinical will be required for the completion of clinical hours

Normal completion time for this program is seventy-two (72) weeks excluding any holidays and vacation times. The curriculum provides our students with the general education, technical, clinical, and interpersonal skills necessary to succeed in this challenging field. Upon completion of the program, an Associate of Science Degree is awarded. In order to ensure program completion is on time and the required program hours are fulfilled, class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday).

ASSOCIATE OF SCIENCE IN NURSING PROGRAM (ADN)



90 WEEKS (GENERIC); 33 WEEKS (LVN TO RN)
80 SEMESTER CREDIT HOURS
ASSOCIATE DEGREE PROGRAM, 6 SEMESTERS
LVN TO RN, 2 SEMESTERS
STANDARD OCCUPATIONAL CLASSIFICATION
(SOC Code): 29-1141.00
POTENTIAL OCCUPATIONS:
Please see school official for complete list of potential occupations.
LOCATION: Fresno Campus
BLENDED

ADN Program Description

The Associate of Science in Nursing Program is a six semester program for non-nursing applicants. For applicants with an LVN license and completed GE courses, the program can be completed within 33 weeks (2 semesters and a 3 week LVN to RN transition course). Students will study a wide variety of curricular content required for licensure by the California Board of Registered Nursing. Students will study fundamentals of nursing and required technical skills, health assessment, pharmacology, critical children and families and psychiatric/mental health nursing. A complex medical surgical / leadership course is offered in the final semester of the program to reinforce previous learning. After program completion, students will receive an NCLEX prep class to prepare for the RN board examination.

ADN Program Goals

- Provide a high quality of educational experience to each individual desirous of entering or advancing in the healthcare profession.
- Provide a depth of human understanding and a wide range of nursing skills based on communication and scientific principles.
- Guide the Associate Degree student in collaborative practice with other healthcare professionals to meet patient nursing needs.
- Employ the nursing process in the provision of safe and effective care.
- Help develop the Associate degree student to become a role model, patient advocate, patient educator, and care giver who provides an environment conducive to maintaining dignity and maximizing wellness of each individual.
- Guide the Associate Degree student in becoming an active participant in the learning process and assist with their development of self-awareness and self-direction.

- Provide a shared learning environment between faculty and students through the exchange of knowledge and experience to promote change within the participants.
- Prepare the Associate Degree student with the knowledge, skill, and ability to administer safe, ethical, competent nursing care as a beginning practitioner in a variety of settings.

ADN Educational Objectives

Upon completion of the Associate of Science in Nursing Program, the graduate will function within the roles of the Registered Nurse in a variety of healthcare settings and will be able to:

1. Demonstrate the cognitive abilities necessary to integrate the nursing concepts and the multidisciplinary body of knowledge to provide therapeutic nursing care.
2. Exhibit the psychomotor and psychotherapeutic abilities necessary to provide safe nursing care.
3. Implement teaching strategies to promote adaptation to health.
4. Demonstrate caring behaviors in the provision of patient-centered, individualized care.
5. Use critical thinking and the nursing process as bases for clinical decision making.
6. Care for clients and families from diverse and multicultural populations across the life span.
7. Communicate effectively with clients, families and members of the interdisciplinary healthcare team.
8. Provide a standard of care consistent with legal, ethical, and regulatory guidelines and the BRN Practice Act
9. Recognize responsibility for maintaining competence as a registered nurse through self- evaluation and continuing nursing education.
10. Perform as an accountable member of the profession of nursing.
11. Understand and integrate technology into the provision of care of clients across the healthcare continuum.
12. Develop a foundation for advanced study and professional growth in nursing.

ADN Program Outline

Table 20. *Generic ADN Program Outline*

Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 020A	<i>Human Body in Health and Disease I with Lab</i>	75	4
GE 041	<i>General Microbiology with Lab</i>	75	4
GE 222	<i>English Reading and Composition</i>	45	3
GE 112	<i>Algebra I</i>	45	3
GE 202	<i>General Psychology</i>	45	3
GE 020B	<i>Human Body in Health and Disease II with Lab</i>	75	4
GE 031	<i>Nutrition in Health & Disease</i>	45	3
GE 110	<i>Critical Thinking</i>	45	3
GE 201	<i>Introduction to Sociology</i>	45	3
GE 240	<i>Public Speaking, Basics of Effective Communication</i>	45	3
RN 100	Fundamentals of Nursing Theory	45	3
RN 101	Fundamentals of Nursing Clinical and Lab	157.5	3.5
RN 102	Health Assessment Theory	30	2
RN 103	Health Assessment Skills Lab	67.5	1.5
RN 104	Fundamentals of Pharmacology	30	2
RN 106	Pathophysiology	30	2
RN 200	Medical/Surgical I Theory-Introduction to Med/Surg	45	3
RN 201	Medical/Surgical I Clinical-Introduction to Med/Surg	90	2

RN 202	Medical/Surgical II Theory-Intermediate Med/Surg	45	3
RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg	90	2
RN 300	Maternal Newborn Theory	45	3
RN 301	Maternal Newborn Clinical	67.5	1.5
RN 302	Care of Children Theory	45	3
RN 303	Care of Children Clinical	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg	45	3
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg	90	2
RN 400	Mental Health Theory	30	2
RN 401	Mental Health Clinical	90	2
RN 402	Medical/Surgical IV Theory-Complex/Critical Care	45	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership	90	2
TOTAL		1785	80

General Education Courses are identified in Italic.

ADN Program - LVN to RN Advanced Placement Program Outline

Prerequisite-General Education Courses LVN to RN Advanced Placement (Can be completed at Gurnick Academy or be credit granted)

Table 21. LVN to RN Advanced Placement General Education Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
<i>GE 020A</i>	<i>Human Body in Health and Disease I with Lab</i>	<i>75</i>	<i>4</i>
<i>GE 041</i>	<i>General Microbiology with Lab</i>	<i>75</i>	<i>4</i>
<i>GE 222</i>	<i>English Reading and Composition</i>	<i>45</i>	<i>3</i>
<i>GE 112</i>	<i>Algebra I</i>	<i>45</i>	<i>3</i>
<i>GE 202</i>	<i>General Psychology</i>	<i>45</i>	<i>3</i>
<i>GE 020B</i>	<i>Human Body in Health and Disease II with Lab</i>	<i>75</i>	<i>4</i>
<i>GE 031</i>	<i>Nutrition in Health & Disease</i>	<i>45</i>	<i>3</i>
<i>GE 110</i>	<i>Critical Thinking</i>	<i>45</i>	<i>3</i>
<i>GE 201</i>	<i>Introduction to Sociology</i>	<i>45</i>	<i>3</i>
<i>GE 240</i>	<i>Public Speaking, Basics of Effective Communication</i>	<i>45</i>	<i>3</i>
TOTAL GURNICK GENERAL EDUCATION COURSES		540	33

General Education Courses are identified in Italic.

Prerequisite- Nursing Courses: LVN to RN Advanced Placement

(These courses are to be credit granted for LVNs, subject to Credit Granting Policy)

Table 22. LVN to RN Advanced Placement Prerequisite Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 100	Fundamentals of Nursing Theory	45	3
RN 101	Fundamentals of Nursing Clinical and Lab	157.5	3.5
RN 102	Health Assessment Theory	30	2
RN 103	Health Assessment Skills Lab	67.5	1.5
RN 104	Fundamentals of Pharmacology	30	2

RN 200	Medical/Surgical I Theory-Introduction to Med/Surg	45	3
RN 201	Medical/Surgical I Clinical-Introduction to Med/Surg	90	2
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg	45	3
RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg	90	2
TOTAL NURSING PREREQUISITE COURSES		600	22

Table 23. LVN to RN Advanced Placement Admission Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 180	LVN to RN Transition Theory & Lab Course	120	5
TOTAL GURNICK ADMISION COURSES		120	5

Table 24. LVN to RN Advanced Placement Professional Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 106	Pathophysiology	30	2
RN 300	Maternal Newborn Theory	45	3
RN 301	Maternal Newborn Clinical	67.5	1.5
RN 302	Care of Children Theory	45	3
RN 303	Care of Children Clinical	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg	45	3
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg	90	2
RN 400	Mental Health Theory	30	2
RN 401	Mental Health Clinical	90	2
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership	45	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership	90	2
TOTAL GURNICK PROFESSIONAL COURSES		645	25
TOTAL PROGRAM FOR DEGREE (Prerequisites plus Professional)		1785	80

ADN Program Information, Length and Schedule

The ADN program is designed with two separate pathways of admission. Both pathways are designed for full-time attendance.

Generic ADN (6 semesters for a total of 80 Semester Credit Hours):

In the first two semesters of the program, students will be taking 33 Semester-Credit Hours of General Education courses via online delivery.

The third semester is 15 weeks and consists of 14 Semester Credit Hours (9 - lecture, 5 - clinical & skills lab). Courses include Fundamentals of Nursing inclusive of theory, skills and clinical, Health Assessment, Pharmacology, and Pathophysiology. Theory and Lab will be held Monday through Friday. Clinical schedule may vary depending on clinical site availability.

The fourth semester consists of 10 Semester Credit Hours (6 – lecture, 4 - clinical). Courses include Introduction

to Med/Surg I Theory and Clinical, and Intermediate Med/Surg Theory and Clinical. Classes will be held Monday through Friday. Clinical schedule may vary depending on clinical site availability.

The fifth semester consists of 14 Semester Credit Hours (9 - lecture, 5 - clinical). Courses include Maternal/Newborn Theory and Clinical, Care of Children Theory and Clinical, and Advanced Med/Surg I Theory and Clinical. Theory and Lab will be held Monday through Friday. Clinical schedule may vary depending on clinical site availability.

The sixth semester consists of 9 Semester Credit Hours (5 - lecture, 4 - clinical). Courses include Mental Health Nursing Theory and Clinical, and Complex Med-Surg Theory and Clinical/Leadership. Classes will be held Monday through Friday. Clinical schedule may vary depending on clinical site availability.

Students of this pathway receive eight hundred eighty-five (885) hours of didactic and nine hundred (900) hours of clinical and lab instruction allowing them to apply the lecture topics in practical use.

LVN to RN Advanced Placement (2 semesters for a total of 25 Semester Credit Hours):

Students in this pathway can complete the ADN program within 33 weeks (2 semesters and a 3 week LVN to RN transition course), assuming maximum credit granting for nursing and GE courses.

An admission course is required for all students electing to enroll into the LVN to RN Advanced Placement program. The admission course is called RN 180 - LVN to RN Transition Theory & Lab Course. It is a 5-unit, 120-hour course that evaluates the student's readiness to be eligible for enrollment into the Advanced Placement pathway. The student must demonstrate the required knowledge and skills to successfully complete this course. All students must successfully complete prior to starting any Professional Courses.

The third semester is 16 Semester Credit Hours (11 – lecture, 5 - clinical). Classes will be held Monday through Friday with 2 days on campus (9 hours of class each week for 15 weeks) and 9 hours/2 days per week in clinical practice for 10 weeks.

The fourth semester is 9 Semester Credit Hours (5 – lecture, 4 - clinical). Classes will be held Monday through Friday with 2 days on campus (7 hours of class) and 3 days per week in clinical practice each at 8-9 hours.

Students of this pathway receive two hundred ninety-two point five (292.5) hours of didactic and four hundred seventy-two point five (472.5) hours of clinical and lab instruction allowing them to apply the lecture topics in practical use. The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed in this challenging field. Normal completion time for this program is thirty-three (33) weeks excluding holidays and vacation times.

Gurnick Academy of Medical Arts has adopted HESI standardized testing to assess student learning outcomes and evaluate student readiness for the nursing licensure examination. The NCLEX Preparation and Remediation course assist students in this program by bringing a direct focus on the current NCLEX-RN test plan, application process, and test taking strategies in preparation for the NCLEX-RN licensure exam.

Preparation for NCLEX-RN (HESI) is provided at the conclusion of the didactic, laboratory, and clinical hours. Students are permitted three (3) attempts to pass the HESI exit exam to graduate. The 1st attempt is given at the completion of the program. The 2nd attempt is given 2 weeks after the completion of the program. The 3rd attempt is given at 4 weeks after completion of the program. Under extraordinary circumstances, applicable students may be eligible for a 4th attempt; see Student Grievance and Appeals Policy for more information.

LVN 30-Unit Option:

This option is available to all individuals who are a License Vocational Nurse in the state of California. Completion of the required courses will provide the opportunity and eligibility of taking the California Registered Nurse licensure examination. This option does not meet the Associate of Arts Degree in Nursing graduate requirements

and students taking this option will not be a graduate of the nursing degree program. In addition, several states do not recognize individuals who complete this option or successfully pass the NCLEX-RN examination as a registered nurse. Admission to the LVN 30 Unit Option is dependent on space availability. The candidate must meet the criteria in order to enroll into the 30 Unit Option. 22.5 units must be completed in the Gurnick Academy of Medical Arts Associate Degree Nursing program. The remaining 6.5 units will be transfer credits from Physiology (3.5 units) and Microbiology (3 units) which are admission requirements. This option is not applicable to ADN students enrolled in the program or to students who failed any course from the ADN program.

Table 25. LVN 30-Unit Option *Course Outline*

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 180	LVN to RN Transition Theory & Lab Course	120	5
RN 102	Health Assessment Theory	30	2
RN 103	Health Assessment Skills Lab	67.5	1.5
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg	45	3
RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg	90	2
RN 400	Mental Health Theory	30	2
RN 401	Mental Health Clinical	90	2
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership	45	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership	90	2
TOTAL GURNICK PROFESSIONAL COURSES		607.5	22.5
TOTAL PROGRAM FOR 30-Unit Option (Transfer plus Professional)		-	30

ASSOCIATE OF SCIENCE IN PHYSICAL THERAPIST ASSISTANT PROGRAM (ASPTA)



80 WEEKS including prerequisites taken prior to enrolling in the 44 weeks of technical courses

1713 CLOCK HOURS

101 QUARTER CREDIT HOURS

ASSOCIATE OF SCIENCE DEGREE PROGRAM, 4 QUARTERS

STANDARD OCCUPATIONAL CLASSIFICATION

(SOC Code): 31-2021.0.

POTENTIAL OCCUPATIONS:

Please see official for complete list of potential occupations.

LOCATION:

San Mateo Campus

RESIDENTIAL

ASPTA Program Description

Physical Therapist Assistants (PTAs) provide physical therapy services under the direction and supervision of a physical therapist. PTAs help individuals of all ages who are ill, injured or have a health condition that limits their ability to perform daily activities needed for life. PTAs work in variety of settings including hospitals, outpatient centers, home health, schools, work settings, and the sports and fitness arenas. Care provided by a PTA may include teaching patients/clients exercises for mobility, strength and coordination, training for activities such as walking with crutches, canes or walkers, massage, and the use of physical agents and electrotherapy such as ultrasound and electrical stimulation. PTAs must complete a 2-year associate's degree and are licensed, certified, or registered in most states. Source: American Physical Therapy Association.

Physical Therapist Assistant program is an Associate of Science Degree program. The length of the As in

PTA program is 80 weeks: 36 weeks of General Education and related science courses taken prior to enrolling at Gurnick Academy and 44 weeks (four quarters/terms, one full academic year) of technical courses taken at Gurnick Academy.

The technical courses are offered in a sequential manner and incorporate the Minimum Skills of Physical Therapist Assistant graduates at entry level and the Standards of Ethical Conduct for the PTA developed by the American Physical Therapy Association (APTA).

The Associate of Science in PTA is a full time program offered during the day. Clinical Affiliations are full time during the day at various facilities in the Greater San Francisco Bay Area.

Graduation from an accredited Physical Therapist Assistant education program allows the graduate to sit for the National Physical Therapy Exam (NPTE) for PTAs and the California Law Exam (CLE). Upon successful completion of these exams, the student will be licensed to practice in the State of California. Licensure is required to be able to practice in California. For information about Gurnick Academy's PTA program accreditation, please see Accreditation, Approval, Recognition, Membership section.

ASPTA Program Goals

- The program will offer a technical curriculum that is sequential, integrated and that reflects contemporary Physical Therapist Assistant practice.
- The program will prepare graduates to provide physical therapy interventions, in a variety of settings, which are within the PTA scope of practice and under the supervision of a Physical Therapist.
- The program will prepare graduates to demonstrate ethical and professional behaviors consistent with California State Law and Practice Acts and the professional standards of practice.
- The program will employ faculty who demonstrate current knowledge in the areas they teach and who are committed to the current professional standards of excellence.
- The program will prepare graduate to utilize self-assessment and awareness in communication, skills, knowledge, and behaviors with patients/clients, caregivers, colleagues, and other members of the healthcare team.

ASPTA Program Outline

Table 26. ASPTA General Education Courses

Required program prerequisites courses (to transfer into Gurnick Academy of Medical Arts at the time of enrollment)	Equivalent Clock Hours	Quarter Credits
Humanities: English: Reading and Writing Composition	50	5
Humanities: Oral Communication: Speech or Interpersonal Communication	40	4
Sciences: Anatomy and Physiology with Lab Note: 100 lecture hours with 40 laboratory hours	140	12
Mathematics: Minimum Algebra 1	50	5
Social Science: Introduction to Psychology or Lifespan Psychology	40	4
Social Science Elective: History, Economics, Political Science, Geography, Sociology, Anthropology, or General Psychology	40	4
TOTAL GENERAL EDUCATION COURSES	360	34

Table 27. ASPTA *Technical Courses and Total Program Hours.*

Course Number	Title	Clock Hours	Quarter Credit Hours
PTA 100	Introduction to Physical Therapist Assistant	22	2
PTA 110	Fundamental PTA Procedures with lab	77	4.5
PTA 120	Clinical Kinesiology with lab	77	4.5
PTA 130	Pathology	44	4
PTA 210	Procedures II with lab	66	4
PTA 220	Orthopedic Management	66	4
PTA 230	Professional Behaviors	33	3
PTA 222	Patient Care Skills I	22	1
PTA 225	Clinical Education I	184	6
PTA 226	Clinical Education I Seminar	11	1
PTA 240	Applied Neurology	66	4
PTA 250	Physical Therapy Aspects of Growth, Development and Aging	44	3
PTA 260	Selected Topics	44	3
PTA 233	Patient Care Skills II	22	1
PTA 235	Clinical Education II	240	8
PTA 280	Senior Seminar	33	3
PTA 245	Clinical Education III	280	9
PTA 290	Licensure Exam Preparation	22	2
TOTAL GURNICK TECHNICAL COURSES		1,353	67
TOTAL Program for degree: GE plus technical		1,713	101

ASPTA Program Information, Length and Schedule

The program information, length and schedule may change. Make sure to read the accompanying Addendum for change and updates as well as check in with the Admission Advisor for details.

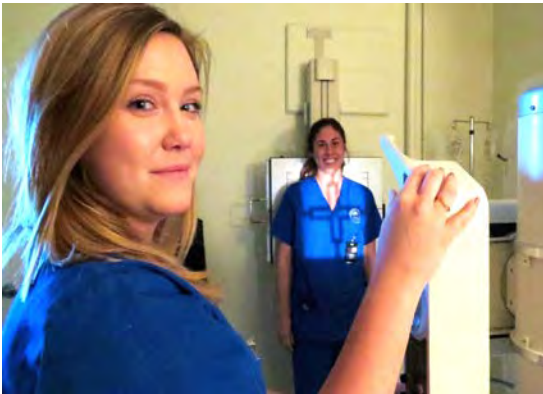
The Physical Therapist Assistant program is an Associates of Science degree program and follows the 1+1 model in which completion of the General Education Courses occurs prior to enrollment into the technical education curriculum at Gurnick.

General education coursework including, Anatomy and Physiology is transferred to Gurnick from the student's previous college coursework. This allows the program at Gurnick to be offered in 44 weeks of technical coursework only.

Classes begin once a year and are scheduled Monday-Friday full time during the day. Clinical education assumes the Clinical Site hours during the day.

Gurnick Academy of Medical Arts' AS in Physical Therapist Assistant Program at the San Mateo campus has a 1,200 sq. ft. classroom/laboratory equipped with industry standard equipment found at typical Physical Therapy facilities. This includes cardio, modalities, balance, weights, and treatment tables. Classroom lecture instructor to student ratio is 1:30 and in the laboratory sessions the ratio is 1:15. Clinical Education is a crucial part of the PTA Program. Students have the opportunity for three full time rotations at various types of Physical Therapy facilities.

ASSOCIATE OF SCIENCE IN RADIOLOGIC TECHNOLOGY PROGRAM (ASRT)



94 WEEKS

2,956 CLOCK HOURS

161.5 QUARTER CREDIT HOURS

ASSOCIATE OF SCIENCE DEGREE PROGRAM, 8 MODULES

STANDARD OCCUPATIONAL CLASSIFICATION

(SOC Code): 29-2034.00, 29-2035.00, 29-2099.06

POTENTIAL OCCUPATIONS:

Please see school official for complete list of potential occupations

LOCATIONS:

Concord and Sacramento Campus

BLENDED

ASRT Program Description

A Radiologic Technologist is a person trained in the “art and science” of creating images of the human body using ionizing radiation. The radiologic technologist works closely with the radiology doctor (radiologist) and other physicians and plays a vital role as a professional member of the total medical team. Technologists work in hospitals’ general radiography, surgery, trauma, pediatrics, clinics, doctors’ offices, CT, mammography, and imaging centers. The role of radiologic science in medicine is continually growing. New applications and imaging equipment are in a constant state of development. Imaging’s continued growth and development is dependent on highly qualified and well-trained radiologic technologists.

ASRT Program Goals and Objectives

- To graduate students who will demonstrate the knowledge and skills required of competent entry-level radiologic technologists.
- To produce students who will demonstrate effective interpersonal skills enabling them to interact efficiently with the entire healthcare team and the public.
- To enable students to employ appropriate critical thinking and problem-solving skills in the clinical setting.
- To promote lifelong learning, ethics and professionalism through continuing education and membership in professional organizations.
- To maintain program effectiveness through the utilization of benchmarks in assessing graduate satisfaction, employer satisfaction, and employment rates.
- To maintain program effectiveness through the utilization of benchmarks in assessing areas of graduate pass rates on certification exams and program completion rates.

ASRT Student Learning Outcomes

- Students will exhibit positioning accuracy to produce diagnostic radiographs.
- Students will employ proper exposure techniques to produce diagnostic radiographs.
- Students will communicate effectively in both verbal and written forms.
- Students will demonstrate effective age-appropriate communication skills with diverse populations.
- Students will evaluate images for proper exposure, positioning and pathology.
- Students will utilize proper safety and ALARA practices for routine & non-routine exams.
- Students will practice with high ethics and an exemplary level of professionalism.
- Upon graduation, students will establish a plan for professional development and career enhancement.

ASRT Program Outline

Table 28. ASRT Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
<i>GE 011</i>	<i>Anatomy & Physiology I</i>	56	5.5
<i>GE 112</i>	<i>Algebra I</i>	45	4.5
<i>GEH 020</i>	<i>Medical Terminology</i>	18	1.5
<i>GE 110</i>	<i>Critical Thinking</i>	45	4.5
<i>GE 201</i>	<i>Introduction to Sociology</i>	45	4.5
<i>GE 253</i>	<i>Ethics and Law In Radiography</i>	24	2
<i>GE 262</i>	<i>Career Development and Preparation</i>	30	3
GE 222	English Reading & Composition	45	4.5
RT 110C	Clinical Practice I	128	4.0
RT 112	Fundamentals of Radiology and Patient Care	84.5	6.5
RT 113	Radiographic Procedures I	107.5	7.0
RT 120C	Clinical Practice II	184	6.0
RT 121	Radiographic Physics I	48	4.5
RT 123	Radiographic Procedures II	75	6.0
RT 130C	Clinical Practice III	176	5.5
RT 131	Radiographic Physics II	48	4.5
RT 132	Imaging and Technique	42	3.5
RT 133	Radiographic Procedures III	78	6.0
RT 134	Information Systems in Radiography	30	3.0
RT 140C	Clinical Practice IV	192	6
RT 142	Radiographic Pathology	48	4.5
RT 143	Radiologic Procedures IV	81	6.0
RT 250C	Clinical Practice V	280	9.0
RT 251	Radiation Protection & Biology	48	4.5
RT 253	Radiographic Pharmacology, Drug Administration and Venipuncture	36	3
RT 252	Cross Sectional Anatomy	30	3
RT 260C	Clinical Practice VI	240	8.0
RT 261	Special Radiographic Procedures	48	4.5
RT 270C	Clinical Practice VII	264	8.5
RT 272 or RT 273	Computed Tomography or Mammography	40	4
RT 280C	Clinical Practice VIII	280	9
RT 263	Registry Review and Fluoroscopy	60	6
TOTAL		2,956	162.5

General Education Courses are identified in *Italic*.

ASRT Program Information, Length and Schedule

The program information, length and schedule may change. Please read the accompanying Addendum for change and updates as well as check in with the Admission Advisor for details.

Gurnick Academy of Medical Arts Radiologic Technology program provides a library and classrooms which are equipped with modern media teaching aids, textbooks, journals, periodicals, anatomical charts, phantoms, and energized lab equipment.

The Radiologic Technology program is an Associate of Science degree program. The student will receive didactic, laboratory and clinical experience in affiliated medical facilities. Instructor to student ratio is as follows: laboratory 1:10, lectures 1:30 and clinical 1:1. Classes may be scheduled Monday through Sunday. Students will attend an average of forty (40) hours per week of instruction including didactic, labs and clinical. Clinical activities may be held during weekdays or weekends and shifts may include day, evening, or graveyard as required by the clinical site. Didactic courses are held between 8:00 AM to 8:00 PM.

The program's affiliated clinical sites hold current state-issued certificates as approved clinical sites. The clinical sites are utilized to provide supervised clinical instruction in the patient care setting. All clinical sites employ radiologic technologists and supervisor/operators (doctors) who hold certification issued by the State of California Radiologic Health Branch.

ASSOCIATE OF SCIENCE IN ULTRASOUND TECHNOLOGY PROGRAM (ASUT)



96 WEEKS

2386 CLOCK HOURS

149 QUARTER CREDIT HOURS

ASSOCIATE OF SCIENCE DEGREE PROGRAM, 8 MODULES

STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code):

29-2032.00

POTENTIAL OCCUPATIONS:

Please see school official for complete list of potential occupations

LOCATIONS:

San Mateo, Fresno, and Sacramento Campuses.

BLENDED

ASUT Program Description

Our Ultrasound Technology program prepares our students for entry-level employment after their graduation as a Diagnostic Medical Sonographer with specialization in general sonography (Abdominal and Small Parts, Obstetrics and Gynecology and Vascular Sonography). Graduates will be qualified to work in hospitals, imaging centers, physicians' offices, or clinics.

ASUT Program Goals and Objectives

- To train students to be professional and competent diagnostic medical sonographers in the medical imaging community.
- To develop interpersonal skills in communicating and interacting with patients of all generations, cultures and medical conditions.
- To develop interpersonal skills in communicating and interacting with medical and administrative personnel in the medical imaging setting
- To teach students about using ultrasound to produce an image from the human body so they can contribute to the diagnosis of disease.
- To teach students the necessary skills needed for proper patient care.
- To ensure that students will have the ability to produce quality diagnostic images with the required information contributing to the diagnostic process.
- To provide students with knowledge, clinical skills, problem solving abilities, and interpersonal skills

to practice in the profession of sonography.

- To prepare students to pass ARDMS, ARRT (S) and RVT certification exam.

ASUT Program Outline

Table 29. ASUT Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
GE 001	<i>Biology Basics</i>	45	4.5
GE 021	<i>Essentials of Anatomy and Physiology</i>	66	6.5
GE 112	<i>Algebra I</i>	45	4.5
GE 110	<i>Critical Thinking</i>	45	4.5
GE 201	<i>Introduction to Sociology</i>	45	4.5
UT 201	Sectional Anatomy	48	4.5
UT 200	Ultrasound Physics and Instrumentation	62	6.0
UT 301	Patient Care for Ultrasound Professional	12	1.0
UT 302	Abdominal Sonography 1	84	8.0
UT 302L	Laboratory Abdominal Sonography 1	84	4.0
UT 303	Small Parts Sonography 1	38	3.5
UT 303L	Laboratory Small Parts Sonography 1	12	0.5
UT 402	Abdominal Sonography 2	70	7.0
UT 402L	Laboratory Abdominal Sonography 2	70	3.5
UT 403L	Laboratory Small Parts Sonography 2	12	0.5
UT 403	Small Parts Sonography 2	12	1.0
UT 405	Neonatal Sonography	48	4.5
UT 406	Pediatric Sonography	30	3.0
UT X01	Clinical 1	192	6.0
UT 504A L	Laboratory Vascular Sonography 1	20	1.0
UT 504A	Vascular Sonography 1	20	2.0
UT 504B L	Laboratory Vascular Sonography 2	25	1.0
UT 504B	Vascular Sonography 2	20	2.0
UT 507A	Gynecology 1	20	2.0
UT 507B	Gynecology 2	56	5.5
UT 507L	Laboratory Gynecology Sonography	36	1.5
UT 508	MSK Sonography 1	40	4.0
UT 508L	Laboratory MSK Sonography 1	40	2.0
UT X02	Clinical 2	192	6.0
UT 604A L	Laboratory Vascular Sonography 3	20	1.0
UT 604A	Vascular Sonography 3	25	2.5
UT 604B	Vascular Sonography 4	20	2.0
UT 604B L	Laboratory Vascular Sonography 4	20	1.0

UT 608	MSK Sonography 2	40	4.0
UT 608L	Laboratory MSK Sonography 2	40	2.0
UT 609A	Obstetric Sonography 1	32	3.0
UT 609B	Obstetric Sonography 2	68	6.5
UT 620A	Master Scanning Lab Extracranial Vascular Duplex Exam	8	0.5
UT 701	Clinical 3	288	9.5
UT 720B	Master Scanning Lab Lower Extremity Venous Exam	8	0.5
UT 720C	Master Scanning Lab Lower Extremity Arterial Exam	8	0.5
UT 720D	Master Scanning Lab Upper Extremity Venous Exam	8	0.5
UT 801	Clinical 4	288	9.5
UT 820E	Master Scanning Lab Duplex Evaluation of the Portal Venous System for Portal Hypertension	8	0.5
UT 820F	Master Scanning Lab Lower Extremity Venous Valve Insufficiency Duplex Exam 1	8	0.5
UT 820G	Master Scanning Lab Lower Extremity Venous Valve Insufficiency Duplex Exam 2	8	0.5
TOTAL		2,386	149

General Education Courses are identified in Italic.

ASUT Program Information, Length and Schedule

The program information, length and schedule may change. Make sure to read the accompanying Addendum for change and updates as well as check in with the Admission Advisor for details. Gurnick Academy of Medical Arts Ultrasound Technology Program has a library and classrooms equipped with modern audio-visual teaching aids, textbooks, journals, anatomical charts, and models in addition to e-library resources. The scan laboratory is equipped with ultrasound machines and an Ankle-Brachial Index (ABI) machine.

The Ultrasound Technology Program is an Associate of Science Degree program. The student will receive didactic and internship education in abdominal sonography, small parts, obstetrics and gynecology, ultrasound physics and instrumentation, musculoskeletal (MSK), pediatric, neonatal, patient care and vascular sonography which will be combined with General Education courses. Instructor to student ratio is 1:30 in lecture and 1:10 in laboratory and 1:1 during internship.

The program consists of 8 modules of 12 weeks each. During the 1st module (12 weeks) of the program, students will be taking General Education courses up to 24 hours per week via online delivery. During 2nd module (12 weeks), students will continue to take General Education courses online up to 24 hours per week for the first 7 weeks. The last 5 weeks of the 2nd module, students workload consists of on campus didactic/lab sessions which include up to three days per week of six (6) hours per day instructions.

The next 2 modules (Module 3 and 4 or Module 5 and 6 depending on the module sequence) consist of on campus didactic/lab sessions only, which include three days per week of up to eight hours per day didactic instruction. After completing 4 modules, students are generally expected to start attending internship two days per week up to 8 hours per day and continue to attend didactic/lab sessions on campus three days per week up to 8 hours per day. The last 2 modules of the program students attend internships only for three to four days per week in addition to attending Master Scanning Lab courses once a month on days to be announced on a separate schedule.

The student receives one thousand four hundred and twenty six (1,426) hours of didactic and laboratory instruction and nine hundred and sixty (960) hours of clinical education, allowing them to apply the lecture topics to practical use. The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed in this field. In addition, the program prepares students to take their ARDMS examinations. Upon completion of the program, an Associate of Science Degree in Ultrasound Technology is awarded. Normal completion time for this program is 96 weeks excluding any holiday and vacation times. In order to ensure program completion is on time and the required program hours are fulfilled, class times can and may be rescheduled on an alternate day of the week (i.e: Sunday through Saturday).

Associate of Science in Vocational Nursing PROGRAM (ASVN)



82 WEEKS including technical courses taken prior to enrolling in the 30 weeks of General Education courses

2070 CLOCK HOURS

90.5 SEMESTER CREDIT HOURS

ASSOCIATE DEGREE PROGRAM

LOCATION:

Fresno Campus

BLENDED

ASVN Program Description

The Associate of Science in Vocational Nursing Program is a two semester program for graduates of an approved Vocational Nursing or Practical Nursing program, who wish to obtain an Associate of Science Degree. This program builds on the Vocational Nurse diploma program by adding the same General Education courses that is offered for our Associate of Science in Nursing Program (ADN Program).

ASVN Program Goals and Objectives

- Incorporate principles from nursing, behavioral and physical sciences to provide competent care to clients of different ages with different bio-psychosocial needs.
- Apply knowledge of specific disease conditions in the prevention, treatment, nursing care, and rehabilitation of clients
- Differentiate the role of the Vocational Nurse within the medical team
- Adhere to professional standards incorporating legal and ethical responsibilities of a Vocational Nurse
- Utilize critical thinking in assessment, planning, intervention, and evaluation of client care within the scope of Vocational Nurse practice
- Demonstrate organization, prioritization, delegation, and collaboration with healthcare professionals using effective communication
- Prepare the Associate Degree student with the knowledge, skill, and ability to administer safe, ethical, competent nursing care as a beginning practitioner in a variety of settings.

Table 30. ASVN Program Course Outline

COURSE NUMBER	COURSE TITLE	CLOCK HOURS	SEMESTER CREDIT
GE 020A	<i>Human Body in Health and Disease I with Lab</i>	75	4
GE 041	<i>General Microbiology with Lab</i>	75	4
GE 222	<i>English Reading and Composition</i>	45	3
GE 112	<i>Algebra I</i>	45	3
GE 202	<i>General Psychology</i>	45	3

<i>GE 020B</i>	<i>Human Body in Health and Disease II with Lab</i>	75	4
<i>GE 031</i>	<i>Nutrition in Health & Disease</i>	45	3
<i>GE 110</i>	<i>Critical Thinking</i>	45	3
<i>GE 201</i>	<i>Introduction to Sociology</i>	45	3
<i>GE 240</i>	<i>Public Speaking, Basics of Effective Communication</i>	45	3
TOTAL		540	33

General Education Courses are identified in Italic.

ASVN Program Information, Length and Schedule

The expected program length is 30 weeks to complete all 33 semester credit hours of online General Education courses, after receiving transfer credit for 57.5 semester credits of a prior Vocational Nursing or Practical Nursing program. Graduates will earn 90.5 semester credit hours and an Associate of Science Degree in Vocational Nursing.

BACHELOR OF SCIENCE IN NURSING PROGRAM (RN to BSN)

45 WEEKS of professional courses, not including inter-semester breaks.

120 SEMESTER CREDIT HOURS (80 of which are completed prior to program admission)

BACHELOR OF SCIENCE DEGREE PROGRAM, 3 SEMESTERS

STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 29-1141.03, 29-1141.00, 29-1141.01

POTENTIAL OCCUPATIONS:

Please see school official for complete list of potential occupations

LOCATION:

Concord Campus

BLENDED

RN to BSN Program Description

Students will study a wide range of curricular content to develop an advanced skill base in demand by employers, students will also study the organization and function of health services, ethics and law in healthcare, writing skills for health professionals, leadership and management, nursing research, and essentials of patient education. Emphasis will be placed on evidenced-based practice and critical thinking skills in the provision of safe and effective care to patients from diverse and multicultural populations and communities across the life span. Students will also take Community Health Nursing, which includes certification in reporting of child abuse and in disaster management.

RN to BSN Program Goals

- Provide a depth of human understanding and a wide range of nursing skills based on communication and scientific principles.
- Guide the student in collaborative practice with other healthcare professionals to meet patient nursing needs.
- Teach the student to employ the nursing process while providing safe and effective care.
- Help the student to become a role model, patient advocate, patient educator, and care giver who provides an environment conducive to maintaining dignity and maximizing wellness of each individual.
- Guide the student in becoming an active participant in the learning process and assist with his/her development of self-awareness and self-direction.
- Provide a shared learning environment among faculty and students through the exchange of knowledge and experience to promote critical thinking within the participants.
- Prepare the student with the knowledge, skill, and ability to administer safe, ethical, competent nursing care as a beginning practitioner in a variety of settings.

RN to BSN Program Terminal Educational Objectives

1. Demonstrate the cognitive abilities necessary to integrate the nursing concepts and the multidisciplinary body of knowledge to provide therapeutic nursing care.
2. Exhibit the psychomotor and psychotherapeutic abilities necessary to provide safe nursing care.
3. Implement teaching strategies to promote adaptation to health.
4. Demonstrate caring in the provision of patient-centered, individualized care.
5. Use critical thinking and the nursing process as bases for clinical decision making.
6. Care for clients and families from diverse and multicultural populations across the life span.
7. Communicate effectively with clients, families, and members of the interdisciplinary healthcare team.
8. Provide a standard of care consistent with legal, ethical, and regulatory guidelines and BRN Practice Act.
9. Interpret and critique nursing and other healthcare research reports to optimize evidence based practice.
10. Assess the healthcare needs of specific aggregates and vulnerable population groups and use community health nursing interventions to assist these groups to meet their needs.
11. Recognize responsibility for maintaining competence as a registered nurse through self-evaluation and continuing nursing education.
12. Perform as an accountable member of the profession of nursing.
13. Understand and integrate technology into the provision of care of clients across the healthcare continuum.
14. Apply strategies of leadership, management, team building and collaboration in meeting the social, legal, political, and economic factors affecting nursing and healthcare.
15. Develop a foundation for advanced study and professional growth in nursing.

RN to BSN Program Program Outline

Table 31. RN to BSN Program *General Education Courses (completed prior to admission to Bachelor of Science in Nursing Program)*

Required program prerequisite courses (to transfer into Gurnick Academy of Medical Arts at the time of enrollment)	Semester Credits
Intermediate Algebra	3
Composition and Reading	3
Nutrition in Health and Disease	3
Human Anatomy w/ Lab	4
Human Physiology w/ Lab	4
Microbiology w/ Lab	4
General Psychology	3
Public Speaking/ Fundamentals of Oral Communication	3
Introduction to Sociology	3
Critical Thinking	3
TOTAL GENERAL EDUCATION COURSES	33

Table 32. *Registered Nursing courses required to be completed prior to admission to the Bachelor of Science in Nursing Program*

Registered Nursing Prerequisite Courses	Semester Credit Hours
RN 100 Fundamentals of Nursing Theory	3.0
RN 101 Fundamentals of Nursing Clinical and Lab	3.5
RN 102 Health Assessment Theory	2.0

RN 103	Health Assessment Skills Lab	1.5
RN 104	Fundamentals of Pharmacology	2
RN 106	Pathophysiology*	2
RN 200	Medical/Surgical I Theory – Introduction to Med/Surg	3
RN 201	Medical/Surgical I Clinical – Introduction to Med/Surg	2
RN 202	Medical/Surgical II Theory – Intermediate to Med/Surg	3
RN 203	Medical/Surgical II Clinical – Intermediate Med/Surg	2
RN 300	Maternal Newborn Theory	3
RN 301	Maternal Newborn Clinical	1.5
RN 302	Care of Children Theory	3
RN 303	Care of Children Clinical	1.5
RN 304	Medical/Surgical III Theory – Advanced Med/Surg	3
RN 305	Medical/Surgical III Clinical – Advanced Med/Surg	2
RN 400	Mental Health Theory	2
RN 401	Mental Health Clinical	2
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership	2
TOTAL REGISTERED NURSING PREREQUISITE COURSES		47

*Experiential learning by examination and nursing practice: 10 semester credit hours granted for proof of having passed the NCLEX-RN National Council Licensure Examination for Registered Nurses taken through the Board of Registered Nursing) and documentation of a minimum of 225 hours of Registered Nurse work experience (clinical experience) within the last three years (letter from employer is required).

Table 33. Professional Courses and Total Program Hours: Bachelor of Science in Nursing

Course Number	Title	Clock Hours	Outside of School Preparation Hours (These hours are not included in Total Clock Hours Count)	Total Clock Hours	Semester Credit Hours
GEH 203	Writing Skills for Healthcare Professionals	30	60	30	2
GEH 101	Organization and Function of Health Services	45	90	45	3
GEH 102	Essentials of Patient Education	45	90	45	3
GE 103	Growth and Development through Lifespan	45	90	45	3
GE 111	Research Statistics	30	60	30	2
Semester 1 Total		195	390	195	13
GEH 201	Holistic Health and Complimentary Alternative Medicine	30	60	30	2
GEH 202	Loss, Grief, Dying, and Death	45	90	45	3

BSN 305	Nursing Research	30	60	30	2
BSN 403	Community Health Nursing Theory	45	90	45	3
BSN 404	Community Health Nursing Practicum	90	-	90	2
Semester 2 Total		240	300	240	12
<i>GEH 301</i>	<i>Ethics and Law in Healthcare Clinical Nutrition</i>	45	90	45	3
BSN 503	Leadership/Management Nursing Theory	45	90	45	3
BSN 504	Leadership/Management in Nursing Practicum	90	-	90	2
BSN 505	Advanced Pathophysiology	30	60	30	2
BSN 506	Advanced Pharmacology	30	60	30	2
Semester 3 Total		240	300	240	12
BSN 507	Bachelor's Achievement Capstone Portfolio	45	90	45	3
TOTAL GURNICK PROFESSIONAL COURSES		720	1,080	720	40
TOTAL Program for degree: GE plus RN plus professional		2,490	3,000	2,490	120

General Education Courses are identified in Italic.

RN to BSN Program Information, Length and Schedule

The Bachelor of Science in Nursing program (RN to BSN) admission track is a 3-semester distance education program for RNs to complete their Bachelor of Science Degree in Nursing in one year. Each semester is 15 weeks in length and covers 5 courses. Each week day a new lecture will be opened by course instructors and assignments must be submitted by specified deadlines, set by the course instructors and indicated in the course syllabi.

The two practicum courses, Community Health Nursing Practicum and Leadership/Management in Nursing Practicum, require the student to do 6 hours each week for 15 weeks each in a clinical setting. Students are responsible for obtaining their own local clinical site/preceptor based on where they work or reside. Gurnick Academy has agreements with multiple clinical sites in the Bay Area, California, where students can alternatively complete their clinical/preceptorship.

Normal completion time for this program is forty-five (45) weeks excluding holidays and vacation times. Instructor to Student ratio is 1:25 in lecture and 1:1 during clinical.

At Gurnick Academy (professional courses only) students receive five hundred forty (540) hours of didactic instruction and one hundred eighty (180) hours of clinical allowing them to apply the lecture topics in practical use. Besides didactic instruction and clinical time, one thousand eighty (1,080) hours will be student outside of school preparation time.

BACHELOR OF SCIENCE IN DIAGNOSTIC MEDICAL IMAGING PROGRAM (BSDMI)

60 WEEKS

120 SEMESTER CREDIT HOURS

DEGREE PROGRAMS, 4 SEMESTERS

STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code):

29-2032.00, 29-2099.06, 29-2034.00, 29-2035.00

POTENTIAL OCCUPATIONS:

Please see school official for complete list of potential occupations

LOCATION:

Concord Campus

DISTANCE EDUCATION (ONLINE)

BSDMI Program Description

The online Bachelor of Science in Diagnostic Medical Imaging (BSDMI) degree provides the certified imaging professional with skills necessary to advance within their chosen profession. The purpose of the BSDMI program is to develop an advanced skill in which is in demand by employers. Students will study the organization and function of health services, ethics and law in healthcare, writing skills for health professionals, leadership and management, and research.

Our mission is to prepare imaging professionals with higher education, leadership skills, and opportunities for upward mobility in the healthcare field.

Enhanced marketability is an important motive for acquiring a Bachelor's Degree in Diagnostic Medical Imaging. Holding a Bachelor's degree makes it possible to advance in the fields of radiology, business, IT, and public health. Positions in administration, management, and education generally require advanced degrees. To further the imaging professional's career the applicant can choose from three specialty tracks.

- Imaging Informatics – prepares the student for the role of PACS / RIS administrator
- Leadership and Management – prepares the student for positions in healthcare administration and management
- Education – prepares the student for a career in imaging education (depending on minimum course enrollment)

The BSDMI degree is available entirely through distance education delivery method. This program offers advancement for technologists who are unable to attend a traditional college. Registered technologists may earn up to 65 semester credit hours of advanced standing. The courses are listed in Table 30 and include courses that will enhance the student's understanding of medical imaging as well as the specialty courses depending on which track the student chooses.

The Bachelor of Science in Diagnostic Medical Imaging is designed so that a student may enter the program at the beginning of any semester. There are no prerequisites, therefore all courses may be taken in any order. The program is expected to be completed within 4 consecutive semesters.

BSDMI Program Goals and Objectives

Our mission is to prepare imaging professionals with higher education, leadership skills, and opportunities for upward mobility in the healthcare field.

- Students will develop requisite skills to function in advanced roles within the imaging community.
- Students will expand communication skills
- Students will demonstrate the critical thinking and problem-solving skills of a supervisory level professional.
- Students will be adequately prepared to function within the profession in advanced roles.
- Students will develop professionalism through scholarly productivity.
- Students will develop pertinent critical thinking skills.
- Students will develop a working professional e-portfolio.

Table 34. BSDMI General Education Courses

Course Number	Title	Total Contact Hours	Semester Credit Hours
GE 022	<i>Anatomy & Physiology II (w/o lab)</i>	45.0	3.0
GE 103	<i>Growth and Development through Lifespan</i>	45.0	3.0
GE 111	<i>Research Statistics</i>	30.0	2.0
GE 120	<i>Introduction to Information Systems</i>	45.0	3.0
GE 202	<i>General Psychology</i>	45.0	3.0
GE 221	<i>Written Communication for Professionals</i>	45.0	3.0

<i>GE 301</i>	<i>Spanish I</i>	45.0	3.0
TOTAL		300.0	20.0

General Education Courses are identified in *Italic*.

Table 35. BSDMI Professional Courses

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 310	Advanced Medical Imaging	60.0	4.0
DMI 330	Advanced Radiobiology	60.0	4.0
DMI 340	Quality Control in Diagnostic Imaging	60.0	4.0
DMI 360	Health Science Management	60.0	4.0
DMI 370	Professional Capstone Portfolio Project	60.0	4.0
<i>GEH 101</i>	<i>Organization and Function of Health System</i>	45.0	3.0
<i>GEH 301</i>	<i>Ethics & Law in Healthcare</i>	45.0	3.0
TOTAL		390.0	26.0

CHOOSE ONE OF THE FOLLOWING TRACKS:

Table 36. Leadership and Management Track

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 410	Leadership and Performance	45.0	3.0
DMI 420	Operations and Human Resource Management in Diagnostic Imaging	45.0	3.0
DMI 430	Financial and Asset Management in Radiology	45.0	3.0
TOTAL		135.0	9.0

Table 37. Imaging Informatics Track

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 440	Digital Radiography and PACS	45.0	3.0
DMI 450	Communication and Education in Imaging Informatics	45.0	3.0
DMI 460	Systems Management in Informatics	45.0	3.0
TOTAL		135.0	9.0

Table 38. Education Track

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 470	Teaching Strategies for Adult Learners in Health Science	45.0	3.0
DMI 480	Curriculum Design in Diagnostic Imaging Sciences	45.0	3.0
DMI 490	Methods of Teaching Online Course	45.0	3.0
TOTAL		135.0	9.0

DENTAL ASSISTANT PROGRAM (DA)



32 WEEKS

946.5 CLOCK HOURS

42.5 QUARTER CREDIT HOURS

CERTIFICATE PROGRAM, 8 MODULES

STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 31-9091.00, 43-6013.00

POTENTIAL OCCUPATIONS:

Please see school official for complete list of potential occupations

LOCATION: San Mateo and Modesto Campuses

RESIDENTIAL

DA Program Description

A Dental Assistant works in a dental office or other dental facility and is considered an indispensable partner on the team. A Dental Assistant performs a variety of administrative and clinical tasks. Gurnick Academy of Medical Arts

Dental Assistant students will be taught the principles of front and back office dental assisting. They will be introduced to the fundamentals of anatomy and physiology that deal with the oral cavity.

Students will practice and become adept at a variety of clinical skills including patient education, chair side assistance, x-ray and coronal polishing. The program includes didactic and laboratory hands-on training as well as a clinical externship component where each student will be placed in a dental office or facility.

DA Program Goals and Objectives

- To graduate students who demonstrate the knowledge and skills required of a competent entry-level dental assistant.
- To provide quality education and training that develops the potential of each student to become a productive, responsible, and professional member of society, as well as a skilled member of the dental assisting workforce.
- To provide our students with open access and a supportive environment that encourages student success in the classroom, laboratory, and on the externship site.
- To prepare students to organize, to prioritize, and to delegate care by communicating effectively with members of the dental team.
- To adhere to professional standards incorporating legal and ethical responsibilities of a Dental Assistant.
- To encourage professionalism, integrity, and high standards in students.
- To adhere to professional standards incorporating legal and ethical responsibilities of a Dental Assistant.

DA Program Outline

Table 39. DA Program Course Outline

Course Number	Title	Clock Hours	Outside of School Preparation Hours	Total Clock Hours	Quarter Credit Hours
DA 100	Infection Control	8.0	2.5	10.5	0.5
DA 200	Fundamentals of Dental Assisting	96.0	30.0	126.0	6.0
DA 201	Sciences of Dentistry/Infection Prevention	96.0	30.0	126.0	6.0
DA 202	Foundation of Clinical Dentistry	96.0	30.0	126.0	6.0
DA 203	Dental Materials/Coronal Polishing	96.0	30.0	126.0	6.0

DA 204	Radiology Safety/Administration	96.0	30.0	126.0	6.0
DA 205	Dental Specialties/Patient Assessment	96.0	30.0	126.0	6.0
DA 300	Clinical Externship	180.0	-	180.0	6.0
TOTAL		764.0	182.5	946.5	42.5

DA Program Information, Length and Schedule

The program information, length and schedule may change.

Gurnick Academy of Medical Arts Dental Assistant program provides a library and classrooms equipped with modern audio-visual teaching aids, textbooks, and simulators. Instructor to Student ratio is 1:12 in laboratory, and 1:30 in lecture. Classes begin every 4 weeks. The program consists of 7 didactic/ laboratory courses contained in 4 week blocks. DA 100-Infection control is taught prior to the students starting any of the other courses. After completing DA-100 course, students will complete all courses. DA 200 through DA 205 are offered regardless of the sequence. Students must complete all didactic/laboratory courses prior to starting DA 300 Externship course.

Students must be available 8AM-6:00PM Monday through Friday for didactic and laboratory course work. While on Externship, student may be required to accommodate alternative schedules based on facility placement business hours. Students must be able to complete those special rotations at the schedule provided.

Students receive one hundred ninety-six hours (196) of didactic and three hundred eighty-eight (388) hours of laboratory instruction time and one hundred and eighty (180) hours of clinical externship allowing them to apply their knowledge of lecture topics and lab hands-on skills in practical use when placed in a dental facility.

One hundred eighty-two and a half (182.5) hours is the minimum required student's outside work time. The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed in the dental assisting field. Upon completion of the program, a certificate is awarded. Normal completion time for this program is thirty two (32) weeks excluding holidays and vacation times.

In order to ensure program completion is on time and the required program hours are fulfilled, class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday).

Lab Hours:

Lab hours are completed in conjunction with daily theory delivery and conducted under instructor guidance and supervision.

Outside Work:

Outside work will be assigned by instructor in correlation to daily theory topic and skills. Assignments will vary from day to day according to topics, to be done on students own time and will be given due dates.

Clinical Externship:

Clinical externship includes student placement in a facility that performs various types of skills and provides exposure to theory concepts, and an opportunity for hands-on practice. Externship will provide opportunity for students to assist facility staff with daily duties in the front and back office under staff supervision. This marks the point of transition from being a student to becoming a dental assistant. The externship serves as a practicum without pay to help students apply learned classroom skills. Students will have a variety of tasks to perform and to document for verification purposes. Daily attendance and performance at the site is verified by facility personnel.

MEDICAL ASSISTANT PROGRAM (MA)



30 WEEKS

941 CLOCK HOURS

43 QUARTER CREDIT HOURS

CERTIFICATE PROGRAM, 3 MODULES

STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code):

31-9092.00, 43-6013.00, 27-2071.00, 31-9094.00

POTENTIAL OCCUPATIONS:

Please see school official for complete list of potential occupations

LOCATIONS:

All Campuses

RESIDENTIAL

MA Program Description

A Medical Assistant works in a physician or other health practitioner's office and is considered an indispensable force. A Medical Assistant performs a variety of administrative and clinical tasks. Gurnick Academy of Medical Arts Medical Assistant students will be taught the principles of front and back office medical assisting. They will be introduced to the fundamentals of anatomy and physiology.

Students will practice and become adept at a variety of clinical skills including patient education, phlebotomy, and performing first aid. The program includes didactic and laboratory hands-on training as well as a clinical externship component where each student will be placed in one of a variety of facilities.

MA Program Outline

Table 40. MA Program Course Outline

Course Number	Title	Clock Hours	Outside of School Preparation Hours	Total Clock Hours	Quarter Credit Hours
MA 100	Introduction to Administrative Medical Assisting	48.0	15.0	63.0	3.0
MA 101	Anatomy & Physiology I	72.0	22.5	94.5	4.5
MA 102	Administrative Medical Assisting	168.0	55.0	223.0	11.0
MA 200	Introduction to Clinical Medical Assisting	48.0	15.0	63.0	3.0
MA 201	Anatomy & Physiology II	72.0	22.5	94.5	4.5
MA 202	Clinical Medical Assisting	168.0	55.0	223.0	11.0
MA 300	Clinical Externship	180.0	0.0	180.0	6.0
TOTAL		756.0	185.0	941.0	43.0

MA Program Goals and Objectives

- To provide quality education and training that develops the potential of each student to become a productive, responsible, and professional member of society, as well as a skilled member of the medical assisting workforce.
- To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains.
- To provide our students with open access and a supportive environment that encourages student

success in the classroom, laboratory, and on the externship site.

- To encourage professionalism, integrity, and high standards in students.
- To adhere to professional standards incorporating legal and ethical responsibilities of a Medical Assistant.
- To prepare students to organize, to prioritize, and to delegate care by communicating effectively with members of the medical team.
- To apply knowledge of specific disease conditions in the prevention, treatment, and wellbeing of the patients.
- To prepare students to take the national exam for Clinical Certified Medical Assistant (CCMA).
- To prepare students to take the national exam for Certified EKG Technician (CET)

MA Program Information, Length and Schedule

Gurnick Academy of Medical Arts Medical Assistant program provides a library and classrooms equipped with modern audio-visual teaching aids, textbooks, and simulators. Instructor to Student ratio is 1:15 in laboratory, and 1:30 in lecture. Classes begin four times a year. The program consists of 7 courses contained in 3 modules.

Students must be available 8AM-6:00PM Monday through Friday for didactic and laboratory course work. While on Externship, student may be required to accommodate alternative schedules based on facility placement business hours. Students must be able to complete those special rotations at the schedule provided.

Students receive one hundred eighty (180) hours of didactic and three hundred ninety-six (396) hours of laboratory instruction time and one hundred eighty (180) hours of clinical externship allowing them to apply the lecture topics and lab hands-on skills in practical use when placed in a healthcare facility. One hundred eighty five (185) hours will be student outside work time.

The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed in the medical assisting field. Upon completion of the program, a certificate is awarded. Normal completion time for this program is thirty (30) weeks excluding holidays and vacation times.

In order to ensure program completion is on time and the required program hours are fulfilled, class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday).

Lab Hours

Lab hours are done in conjunction with daily theory delivery and conducted under instructor guidance and supervision.

Outside Work

Outside work will be assigned by instructor in correlation to daily theory topic and skills. Assignments will vary from day to day according to topics, to be done on students own time and will be given due dates.

Certification Exam Review

Students will undergo two intense theory and lab review provided by instructor for certification exam preparation. Preparation is divided in to two portions Administrative and Clinical.

Clinical Externship

Clinical externship includes student placement in a facility that performs various types of skills and provides exposure to theory concepts, and an opportunity for hands-on practice. Externship will provide opportunity for students to assist facility staff with daily duties in the front and back office under staff supervision. This marks the point of transition from being a student to becoming a medical assistant. The externship serves as a practicum without pay to help students apply learned classroom skills. Students will have a variety of tasks to perform and to document for verification purposes. Daily attendance and performance at the site is verified by facility personnel.

*All tasks above are subject to change, add, remove or modify on the ongoing bases according to state regulation and Medical Assistant Certification Examination requirements and ABHES guidelines.

MEDICAL ASSISTANT with PHLEBOTOMY PROGRAM (MAPHL)

40 WEEKS

1041 CLOCK HOURS

48 QUARTER CREDIT HOURS

CERTIFICATE PROGRAM, 4 MODULES

STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code):

31-9092.00, 43-6013.00, 27-2071.00, 31-9094.00, 31-9097.00

POTENTIAL OCCUPATIONS:

Please see school official for complete list of potential occupations

LOCATIONS: Fresno, San Mateo, and Concord Campuses

DELIVERY METHOD: Residential

MAPHL Program Description

A Medical Assistant works in a physician or other health practitioner's office and is considered an indispensable force. A Medical Assistant performs a variety of administrative and clinical tasks. Gurnick Academy of Medical Arts Medical Assistant students will be taught the principles of front and back office medical assisting. They will be introduced to the fundamentals of anatomy and physiology.

Students will practice and become adept at a variety of clinical skills including patient education, phlebotomy, and performing first aid. The program includes didactic and laboratory hands-on training as well as a clinical externship component where each student will be placed in one of a variety of facilities.

The Phlebotomy portion of the program combines forty (40) hours classroom instruction with forty (40) hours off-site externship to provide a comprehensive learning experience. Lectures include but are not limited to the anatomy and medical terminology pertaining to the circulatory system, specimen collection, risk factors, complications, and quality assurance in specimen collection. Practical instruction provides hands-on training in venipuncture with procedures verified through a skills check-off system. The forty (40) hour externship includes at a minimum 10 skin punctures and 50 successful venipunctures.

Upon successful completion of the phlebotomy courses, students will be prepared to sit for the Phlebotomy Technician Certification Exam (CPT 1). Once students pass this exam and obtain their state license, they will be able to work as Phlebotomy Technicians. Gurnick Academy of Medical Arts Phlebotomy Technician Level 1 (CPT1) courses are approved by California Department of Health Services, Fields Services.

MAPHL Program Outline

Table 41. MAPHL Program Course Outline

Course Number	Title	Clock Hours	Outside of School Preparation Hours	Total Clock Hours	Quarter Credit Hours
MA 100	Introduction to Administrative Medical Assisting	48.0	15.0	63.0	3.0
MA 101	Anatomy & Physiology I	72.0	22.5	94.5	4.5
MA 102	Administrative Medical Assisting	168.0	55.0	223.0	11.0

MA 200	Introduction to Clinical Medical Assisting	48.0	15.0	63.0	3.0
MA 201	Anatomy & Physiology II	72.0	22.5	94.5	4.5
MA 202	Clinical Medical Assisting	168.0	55.0	223.0	11.0
MA 300	Clinical Externship	180.0	0.0	180.0	6.0
PHL 100	Phlebotomy Lecture	40.0	20.0	60.0	4.0
PHL 110L	Phlebotomy Clinical Externship	40.0	0.0	40.0	1.0
TOTAL		836.0	205.0	1041.0	48.0

MAPHL Program Goals and Objectives

- To provide quality education and training that develops the potential of each student to become a productive, responsible, and professional member of society, as well as a skilled member of the medical assisting workforce.
- To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains.
- To provide our students with open access and a supportive environment that encourages student success in the classroom, laboratory, and on the externship site.
- To encourage professionalism, integrity, and high standards in students.
- To adhere to professional standards incorporating legal and ethical responsibilities of a Medical Assistant.
- To prepare students to organize, to prioritize, and to delegate care by communicating effectively with members of the medical team.
- To apply knowledge of specific disease conditions in the prevention, treatment, and wellbeing of the patients.
- To prepare students to take the national exam for Clinical Certified Medical Assistant (CCMA).
- To prepare students to take the national exam for Certified EKG Technician (CET)
- To produce competent Phlebotomy Technicians for the medical community.
- To stimulate a life-long pursuit of education in the medical field.
- To develop interpersonal skills in communicating with the patient, medical and administrative individuals.
- To provide educational opportunities in phlebotomy to members of the community.

MAPHL Program Information, Length and Schedule

Gurnick Academy of Medical Arts Medical Assistant portion of the program provides a library and classrooms equipped with modern audio-visual teaching aids, textbooks, and simulators. Instructor to Student ratio is 1:15 in laboratory, and 1:30 in lecture. Classes begin four times a year. The program consists of 9 courses contained in 3 modules.

Students must be available 8AM-6:00PM Monday through Friday for didactic and laboratory course work. While on Externship, student may be required to accommodate alternative schedules based on facility placement business hours. Students must be able to complete those special rotations at the schedule provided.

Students receive two hundred twenty (220) hours of didactic and three hundred ninety-six (396) hours of laboratory instruction time and two hundred twenty (220) hours of clinical externship allowing them to apply the lecture topics and lab hands-on skills in practical use when placed in a healthcare facility. Two hundred five (205) hours will be student outside work time.

The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed in the medical assisting field. Upon completion of the program, a certificate is awarded. Normal completion time for this program is forty (40) weeks excluding holidays and vacation times.

In order to ensure program completion is on time and the required program hours are fulfilled, class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday).

Lab Hours

Lab hours are done in conjunction with daily theory delivery and conducted under instructor guidance and supervision.

Outside Work

Outside work will be assigned by instructor in correlation to daily theory topic and skills. Assignments will vary from day to day according to topics, to be done on students own time and will be given due dates.

Certification Exam Review

Students will undergo two intense theory and lab review provided by instructor for certification exam preparation. Preparation is divided in to two portions Administrative and Clinical.

Clinical Externship

Clinical externship includes student placement in a facility that performs various types of skills and provides exposure to theory concepts, and an opportunity for hands-on practice. Externship will provide opportunity for students to assist facility staff with daily duties in the front and back office under staff supervision. This marks the point of transition from being a student to becoming a medical assistant. The externship serves as a practicum without pay to help students apply learned classroom skills. Students will have a variety of tasks to perform and to document for verification purposes. Daily attendance and performance at the site is verified by facility personnel.

*All tasks above are subject to change, add, remove or modify on the ongoing bases according to state regulation and Medical Assistant Certification Examination requirements and ABHES guidelines.

Phlebotomy Courses

Gurnick Academy of Medical Arts provides a library and classrooms that are equipped with modern audio-visual teaching aids, textbooks and journals, and anatomical charts and models. The Phlebotomy Technician Instructor to Student ratio is 1:25 in lecture, 1:15 laboratory and externship.

The course is eight (8) hours per week attending didactic training, and eight (8) hours per week receiving clinical instruction in patient care areas. Classes are held two (2) times a week from 6:00 PM - 10:00 PM. The course is forty (40) hours of didactic instruction and forty (40) hours of externship education allowing application of lecture topics in practical use. Normal completion time for this portion of the program is ten (10) weeks excluding any holidays and vacation times.

PSYCHIATRIC TECHNICIAN PROGRAM (PT)



48 WEEKS

1,530 CLOCK HOURS

89.5 QUARTER CREDIT HOURS

DIPLOMA PROGRAM, 4 MODULES

STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code):

29-2053.00, 29-2061.00

POTENTIAL OCCUPATIONS:

Please see school official for complete list of potential occupations

LOCATION:

Concord Campus

RESIDENTIAL

PT Program Description

Psychiatric Technicians (PTs) provide care for clients diagnosed with mental disorders and/or developmental disabilities under the supervision of the director of the services. The director may be a physician, psychologist, rehabilitation therapist, social worker, registered nurse, or other professional personnel. The Psychiatric Technician utilizes scientific and technical expertise, and manual skills to provide care and training for clients with mental disorders and developmental disabilities. The program includes didactic and laboratory training, as well as clinical experiences that correlate with the theoretical education.

As a result of the preparation, students will be able to work as a Psychiatric Technician in hospitals, substance abuse programs, county jails, special school programs, outpatient mental health clinics, mobile psychiatric emergency teams, psychiatric crisis units, group homes, California Correctional Health Care Services, behavioral centers or state mental hospitals.

PT Program Goals and Objectives

- Incorporate principles from psychiatric, nursing, behavioral, and physical sciences in the provision of competent care to clients of different ages with different bio-psychosocial needs.
- Apply knowledge of specific disease conditions in the prevention, treatment, and rehabilitation of clients diagnosed with medical-surgical and mental disorders, and developmental disabilities.
- Provide care training for persons with intellectual disabilities to enable them to maximize their potential using their therapeutic regime and all the necessary resources available to them.
- Adhere to professional standards incorporating legal and ethical responsibilities of the psychiatric technician.
- Utilize critical thinking in assessment, planning, intervention, and evaluation of client care.
- Organize, prioritize and delegate care to a group of clients using effective communication techniques with unit team members.

PT Program Outline

Table 42. PT Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
PT 100	Fundamental of Nursing	96	9.5
PT 110	Anatomy and Physiology	56	5.5
PT 120	Clinical Nutrition	32	3
PT 130	Clinical Lab I	120	6
PT 200	Medical Surgical Nursing for Psychiatric Technicians	88	8.5
PT 210	Pharmacology I	40	4

PT 220	Internship II	278	9
PT 300	Introduction to Modern Psychiatry/Mental Disorders/ Developmental Disabilities	96	9.5
PT 310	Pharmacology II	48	4.5
PT 320	Internship III	278	9
PT 400	Advanced Mental Disorders	40	4
PT 410	Advanced Developmental Disabilities	80	8
PT 420	Internship IV	278	9
TOTAL		1,530	89.5

PT Program Information, Length and Schedule

The program information, length and schedule may change. Make sure to read the accompanying Addendum for change and updates as well as check in with the Admission Advisor for details.

The Psychiatric Technician program is a diploma program. Instructor to student ratio is 1:15 in laboratory and clinical.

Psychiatric Technicians (PTs) duties typically include, but are not limited to, basic hygiene and nursing care, measurement of vital signs, performance of prescribed medical treatments, administration of prescribed medications, implementation of behavioral management techniques, crisis intervention, sensory and perceptual development assessment, social and vocational training, and the facilitation of individual and group therapeutic activities.

Classes begin once a year. Students spend twenty to forty (20-40) hours per week attending didactic training and laboratory activities in patient care areas:

- Morning group: Monday through Friday 9:00AM – 2:00PM;
- Evening group: Monday through Friday 5:00PM – 10:00PM;
- Regular clinical rotations hours are: 6:30AM – 3:30PM and 2:30PM – 11:30PM.

The student receives five hundred and seventy-six (576) hours of didactic and laboratory instruction and nine hundred and fifty-four (954) hours of clinical education allowing them to apply the lecture topics to practical use. The sessions schedule for clinical varies. Please check the with an Admission Advisor.

Preparation for the CAPT exam is provided at the conclusion of the didactic, laboratory, and clinical hours in the form of an exit exam. Students are permitted three (3) attempts to pass the exit exam to graduate. The 1st attempt is given at the completion of the program. The 2nd attempt is given 2 weeks after the completion of the program. The 3rd attempt is given at 4 weeks after completion of the program. Under extraordinary circumstances, applicable students may be eligible for a 4th attempt; see Student Grievance and Appeals Policy for more information.

The curriculum will provide students with the technical, clinical and interpersonal skills necessary to succeed as a Psychiatric Technician. Normal completion time for this program is forty-eight (48) weeks excluding holidays and vacation times.

CONTINUING EDUCATION AND ONLINE PREREQUISITE COURSES

ONLINE EDUCATION PREREQUISITE COURSES

Gurnick Academy of Medical Arts offers Prerequisite Courses that are not accredited by ABHES. Prerequisite courses are offered in online and residential formats. Our online education offers currently prerequisite and supplemental courses and is intended for students who are entering our core programs.

CONTINUING EDUCATION COURSES

Gurnick Academy of Medical Arts offers Continuing Education Courses. These courses are not accredited and are intended to bring professionals up to date in knowledge and skills.

CPR Course for Basic Life Support



1 DAY
4.5 CLOCK HOURS (Full Course)
3 CLOCK HOURS (Renewal Course)
CPR Card
LOCATION:
All Campuses
RESIDENTIAL

CPR Course Registration

Prior to registration, applicants must meet the following admission criteria:

- Provide a valid Photo Identification on the day of the course.

Applicants must register online through our website. In order to complete registration applicants must first select CPR Course on CE Courses page. Choose an appropriate campus and desired start date and click on Registration button. Follow the required steps to complete registration. Students must contact Admission Advisors to follow up with the registration completion.

CPR Course Description

The goal of the CPR for Basic Life Support Course is to train participants to save lives of victims in cardiac arrest through high-quality cardiopulmonary resuscitation (CPR). The American Heart Association designed the CPR for Basic Life Support Course to prepare healthcare professional to know how to perform CPR in both in and out of hospital settings. This course trains participants to promptly recognize cardiac arrest, give high quality chest compressions, deliver appropriate ventilations and provide early use of an automated external defibrillator (AED) as part of a team and individually. The course also teaches how to relieve choking. This course includes adult, child and infant rescue techniques.

Intended Audience:

Medical or nursing students, aides, medical assistants and other healthcare personnel.

Course Length:

Approximately 4.5 hours (Full Course)

Approximately 3 hours (Renewal Course)

CPR Card Information

Upon completion of the class, students who pass the test will receive the BLS/CPR card that is valid for 2 years. If students do not pass the test, they will not receive the card.



IV Therapy/Blood Withdrawal Course

36 CLOCK HOURS

**COURSE COMPLETION CERTIFICATE/CONTINUING
EDUCATION CERTIFICATE**

LOCATION:

All Campuses

RESIDENTIAL

Registration

Prior registration applicants must meet the following admission criteria:

1. Provide a valid Photo Identification
2. Provide a proof of one of the following:
 - A current and valid California LVN license
 - Senior standing in a California Vocational Nurse Program with successful completion of Module IV
 - Graduate from a California Vocational Nurse program
 - Interim Permit status for California LVN licensure
 - RN License from State of CA
 - Physician License from State of CA

Applicants must register online through our website. In order to complete registration, the applicant must first select IV Therapy/Blood Withdrawal Course on the CE Courses page. Choose an appropriate campus and desired start date and click on Registration button. Follow the required steps to complete registration. Applicants must contact the desired campus Admission Advisors to follow up with the registration completion.

Course Information, Length and Schedule

The IV Therapy/Blood Withdrawal Certification Course at Gurnick Academy of Medical Arts can be used for the continuing education requirement to enhance the knowledge of vocational nurse at a level above that required for licensure.

Gurnick Academy of Medical Arts IV Therapy/Blood Withdrawal course provides a library and classrooms that are equipped with modern audio-visual teaching aids, textbooks and journals, and anatomical charts and models.

The IV Therapy/Blood Withdrawal course Instructor to Participant ratio is 1:15 in lecture and clinical practicum.

The course is three (3) days of nine (9) hours of didactic training on the theory behind the practice and principles of intravenous therapy and blood withdrawal within the scope of practice for LVNs, RNs, and licensed physicians, in the state of California, and one (1) nine (9) hour day of clinical practicum in the clinical skills lab setting in which each student must complete a minimum of three (3) individually supervised successful venipunctures and three (3) individually supervised skin punctures (capillary blood withdrawal) on live human subjects.

Normal completion time for this course is per campus schedule.

Course Goals and Objectives

- Recognize the role of the Registered Nurse and the Licensed Vocational Nurse in IV Therapy and Blood Withdrawal
- List factors that affect flow rates of IV solutions
- Describe proper use of specific IV therapy, arterial puncture and blood withdrawal equipment.
- Initiate IV therapy, blood withdrawal, arterial puncture utilizing nursing precautions or patient safety by:
 - Preparing the patient psychologically
 - Explaining the rationale for blood withdrawal, arterial punctures, and venipunctures

- Differentiating between the types of skin puncture, venipunctures and arterial devices and their appropriate uses
- Differentiating between skin puncture, arterial puncture, and venipunctures
- Distinguishing between types of intravenous solutions and their appropriateness
- Preparing equipment properly and aseptically
- Selecting and correctly preparing the most appropriate vein for venipunctures, blood withdrawal or arterial puncture
- Preparing the site in a manner which reduces the chance of infection
- Performing venipunctures utilizing direct or indirect method
- Performing blood withdrawal utilizing skin puncture (vacutainer, butterfly, syringe), arterial puncture or venipunctures
- Dressing site according to policy
- Securing and immobilizing device appropriately and safely
- Regulating flow rate and fluid accurately
- Documenting on medical record
- Recognize complications related to blood withdrawal, arterial punctures, and venipunctures
- Recognize local and systemic reactions related to intravenous therapy
- List the nursing measures taken to reduce local and systemic reactions
- List five reasons to discontinue and restart IV device
- List the cause and differentiate clinical symptoms of hypovolemia and hypervolemia
- List the cause and differentiate clinical symptoms of electrolyte imbalances
- Identify the role of IV therapy and pH balance
- List the causes of pH imbalances
- Differentiate actions, dosages, side effects, and nursing implications of specified intravenous solutions
- Correlate the IV fluid container label with the name of the solution as commonly ordered
- List the usual components of Total Parenteral Nutrition (TPN)
- Identify nursing precautions relating to TPN
- Recognize safety techniques utilized in blood transfusions
- Recognize types of transfusion reactions
- List nursing actions taken when a blood transfusion occurs
- Examine the differences between techniques used in adult and pediatric IV therapy
- Discuss situations related to IV therapy and legal implications
- Describe appropriate ways of minimizing legal risks in IV therapy and blood withdrawal practice
- Identify the safety precautions in regards to administering IV fluids, withdrawing blood and testing for adequate circulation pertaining to arterial puncture site

Course Outcomes

Upon completion of the course, the student will be able to:

- Discuss the structure and function of veins
- Identify the names and the locations of the veins most suitable for phlebotomy and cannulation/venipuncture.
- Assemble equipment and supplies needed to collect blood and for cannulation/venipuncture and discuss the correct use of each.
- Demonstrate the steps in performing blood collection and cannulation/venipuncture procedure.

- Assess techniques and equipment used to minimize biohazard exposure in blood collection and cannulation/venipuncture.
- Evaluate procedural errors in blood collection and cannulation/venipuncture and discuss remedies for each.
- Differentiate complications associated with blood collection and cannulation/venipuncture and their effect on the quality of laboratory results.

Certification Information

In order to complete the clinical portion of the course, all participants are required to bring a volunteer to participate in the venipuncture and skin puncture skills check off on the final day of the course.

There are two types of certificates that Gurnick Academy provides to its IV Therapy/Blood Withdrawal Course graduates: Course Completion Certificate and Continuing Education Certificate. Please see below for more details regarding certificate applicability.

Course Completion Certificate

LVNs:

At the completion of the course, the LVN who satisfactorily completes the course will receive a certificate of completion. The certificate will include the course title, date of completion, licensee's name, address, telephone number, and license number and provider code issued by the board. The licensee is advised to retain the certificate in a secure location. After completion of the course, a copy of the certificate will be submitted to the board and the licensee will be listed as certified in intravenous therapy and blood withdrawal.

Non-Licensed VNs:

Seniors in good academic standing may also complete the course. However, once senior students complete the course, their Certificate of Completion will not be forwarded to BVNPT until they receive their license. It is the responsibility of the student to contact Gurnick Academy upon receipt of licensure and request submission of the required certificate to the Board.

Continuing Education Certificate

RNs or Licensed Physicians:

These students complete the IV/BW course provided by Gurnick as Continuing Education course and should receive Continuing Education Certificates only which includes the Gurnick's continuing education course approval number.

Course Outline

Table 4. *Course Outline*

Course Number	Title	Clock Hours
VN 500	Intravenous Therapy/Blood Withdrawal Certification For Licensed Vocational Nurses	36
TOTAL		36

COURSE DESCRIPTIONS

Courses within the programs are not necessarily offered in the sequence as they appear in this catalog. Gurnick Academy of Medical Arts reserves the right to make changes in equipment and instructional materials, to modify curriculum and to combine or cancel classes.

GE Courses – Distance Education (Online)

GE 001 – Biology Basics – 4.5 Quarter Credit Hours

This course is an introduction to major biological molecules, cell structure and function for both eukaryotic and prokaryotic organisms, cell cycle, genetics, sexual and asexual reproduction, bioenergetics, cell communication and signaling. This is a General Education Course.

GE 011 – Anatomy & Physiology – 5.5 Quarter Credit Hours

Prerequisite – None

This course covers the structure and function of the human body from the single cell through all body systems and the inter-relatedness of the structure and functions in the body are examined. Basic concepts of fluid, electrolyte and acid/base balance are included.

GE 020A – Human Body in Health and Disease I with Lab – 4 Semester Credit Hours

This course is the first in the series of two courses to cover the human organ systems' structure and function. In both the lecture and the lab, the basics of structures and functions of the human body will be discussed. Between GE 020A and GE 020B, topics on all individual major organ systems will be examined, while considering them in the state of health versus the state of disease. This course is the prerequisite for GE 020B – Human Body in Health & Disease II. This is a General Education Course.

GE 020B – Human Body in Health and Disease II with Lab – 4 Semester Credit Hours

This course is the second in the series of two courses to cover the human organ systems' structure and function. In both the lecture and the lab, the basics of structures and functions of the human body will be discussed. Between GE 020A and GE 020B, topics on all individual major organ systems will be examined, while considering them in the state of health versus the state of disease. Prerequisite: GE 020A – Human Body in Health & Disease I. This is a General Education Course.

GE 021 – Anatomy & Physiology I with Laboratory – 6.5 Quarter Credit Hours

In both the lecture and the lab, the essential basics of structures and functions of the human body systems will be discussed. Topics on all individual major organ systems will be examined, while considering them in the state of health versus the state of disease, focusing mainly on structures. Various clinical implications and possible deviations from norm of each organ system will be brought up throughout the course. This is a General Education Course.

GE 022 – Anatomy & Physiology II – 3 Semester Credit Hours

This is an advanced course in Anatomy and Physiology, where details of structures and functions of the human body systems will be discussed in the context of various disease states. Pathophysiology of all individual major organ systems will be addressed, while comparing them in the state of health versus the state of disease, focusing mainly on functions and pathological abnormalities. Various clinical implications and possible deviations from norm of each organ system will be brought up throughout the course. This is a General Education course at Gurnick Academy of Medical Arts.

GE 031 – Nutrition in Health and Disease – 3 Semester Credit Hours

This course covers the nutrient needs for maintaining positive nutritional status, including diets to fit specific health needs and primary nutritional care.

GE 041 – General Microbiology w/ Lab – 4 Semester Credit Hours

This course presents basic concepts of microbiology; practical applications to medicine, public health, and the environment, with laboratory techniques in isolation, enumeration, and identification of microorganisms.

GE 103 – Growth and Development through Lifespan – 3 Semester Credit Hours

This course discusses the existing theories of growth and development and focuses on an understanding of the dynamic sequence of biologic, psychological, and sociological changes which occur through the life cycle from birth to death.

GE 110 – Critical Thinking – 3 Semester Credit Hours

This course explores the mechanisms of and obstructions to critical thinking. Students will examine principles and fallacies in myriad types of arguments and rhetoric. This course will include the evaluation of all components of persuasive communications.

GE 112 – Algebra I – 4.5 Quarter Credit Hours

This course is designed to give students the math skills that provide a foundation for more advanced courses. Students will explore writing and solving linear and nonlinear equations, powers and exponents, quadratic equations, polynomials and factoring, graphing and solving linear inequalities, and functions. This is a General Education Course.

GE 110 – Critical Thinking – 4.5 Quarter Credit Hours

This course teaches students the skills they need in order to think for themselves—skills they will call upon in this course, in other college courses, and in the world that awaits. This course covers the core concepts with real – world examples and practice exercises. This is a General Education Course.

GE 111 – Research Statistics – 2 Semester Credit Hours

This course is preparation for RN 305 – Nursing Research. The course introduces statistical test tools, the conditions under which these tools are used, statistical calculation, and the meaning of statistics. The tools are also discussed as the basis of data analysis, probability, and statistical inference and their importance in decision – making.

GE 112 – Algebra I – 3 Semester Credit Hours

This course is equivalent to second year high school algebra, including exponents, radicals, logarithms, systems of linear equations, complex numbers, and quadratic equations.

GE 120 – Introduction to Information Systems – 3 Semester Credit Hours

This course is the introduction to personal computer application software, hardware components, and the Internet. The course covers an introduction to word processing, electronic spreadsheet, database, and presentation software.

GE 201 – Introduction to Sociology – 4.5 Quarter Credit Hours

This course includes the study of basic methods and concepts of sociology, which have broad academic relevance, and which can be applied to the study of sociology as well other academic disciplines. This is a General Education Course.

GE 201 – Introduction to Sociology – 3 Semester Credit Hours

(Designed for general education or those students majoring in one of the behavioral sciences.)

This course introduces human interaction from the sociological perspective and through the utilization of sociological concepts, theories, and principles. Topics include culture, socialization, organizations, deviance, stratification, institutions, population, and social change.

GE 202 – General Psychology – 3 Semester Credit Hours

This course includes the study of basic methods and concepts of psychology, which have broad academic relevance, and which can be applied to the study of psychology as well other academic disciplines.

GE 202 – General Psychology – 3 Semester Credit Hours

This course presents basic methods and concepts of psychology, which have broad academic relevance and which can be applied to the study of psychology as well as other academic disciplines.

GE 221 – Written Communication for Professionals – 3 Semester Credit Hours

The ability to write clearly and effectively is key to professional communication. This set of skills should not be limited to journalists or professional authors. This course will discuss how to overcome common mistakes and improve communication using the written word. This writing skills course includes sections on spelling, grammar, importance of structure, formal and informal writing styles. This course also covers the skills needed to enable learning, communication of ideas and understanding the ideas of others more effectively. This is a General Education Course at Gurnick Academy of Medical Arts.

GE 222 – English Reading and Composition – 4.5 Quarter Credit Hours

Prerequisite – None

This course introduces students to reading a variety of literature texts and teaches them the basic elements of fiction, poetry, and drama. The course will teach students how to write analysis, explication, and compare – and – contrast essays in response to the literature read. This is a General Education Course at Gurnick Academy of Medical Arts.

GE 240 – Public Speaking, Basics of Effective Communication – 3 Semester Credit Hours

This course offers an introduction to communication in interpersonal relationships, group interactions, and formal speaking, with skill development in listening, speech preparation, and oral presentation.

GE 253 – Ethics and Law in Radiography – 2 Quarter Credit Hours

Prerequisite: Completion of 5th Module

Course provides a fundamental background in ethics and human diversity. The historical and philosophical basis of ethics, as well as the elements of ethical behavior will be discussed. The student will examine a variety of ethical issues and dilemmas found in clinical practice. Course activities will include research and analysis on case studies germane to the field of medical imaging. An introduction to legal terminology, concepts and principles will also be presented. Topics include misconduct, malpractice, legal and professional standards, and the ASRT scope of practice. The importance of proper documentation and informed consent is emphasized. Additional topics covered are safety in the medical imaging department, documentation, recordkeeping, risk management, and reporting requirements.

GE 262 – Career Development and Preparation – 3 Quarter Credit Hours

Prerequisite: Completion of 6th Module

Course provides to prepare the graduate for the post – education transition into the workforce. The course will guide students in the development of a portfolio, skills in writing a resume, developing effective interviewing techniques, and job search strategies. Students will be informed as to the processes necessary to obtain certification as radiographers from both the American Registry of Radiologic Technologists and from the State of California Department of Public Health, Radiologic Health Branch.

GE 301 – Spanish I – 3 Semester Credit Hours

The emphasis of this class is on oral proficiency: conversational speaking and listening comprehension with detailed instruction in the fundamentals of Spanish grammar, vocabulary, reading comprehension, and writing in Spanish. This is a General Education Course at Gurnick Academy of Medical Arts.

GEH 020 – Medical Terminology – 1.5 Quarter Credit Hours

Prerequisite – None

The purpose of this course is to introduce the student to medical and pathological terms related to specific body systems. Through lecture, discussion, demonstration, visual aids, and self – study the student will develop knowledge and understanding of the professional language so that they may function and communicate effectively with other members of the medical team.

GEH 101 – Organization and Function of Health Services – 3 Semester Credit Hours

This course focuses on healthcare and delivery of services: identification and function of governmental, private and voluntary organizations; programs in health protection, and promotion at local, state, and national levels.

GEH 102 – Essentials of Patient Education – 3 Semester Credit Hours

This GE course toward the BSN Degree or Bachelor's Degree in imaging disciplines identifies the principles of effective patient education. It explores cultural needs, literacy and other barriers to understanding, and amiability to health education. Oral and written presentations of culturally sensitive material will be developed by students by the end of the course.

GEH 201 – Holistic Health and Complementary Alternative Medicine – 2 Semester Credit Hours

This course is a synthesis of East and West modalities that can be applied to patient care in and out of care facilities. It introduces the holistic concept of health and wellness and adjunctive therapies. The use of Complementary Alternative Medicine (CAM) can be used alone or in conjunction with established approaches to medical intervention. Among topics to be discussed are those that include stress reduction, meditation, relaxation techniques, visual imagery, and herbal therapies.

GEH 202 – Loss, Grief, Dying, and Death – 3 Semester Credit Hours

This 3 – unit GE course toward the BSN Degree focuses on loss and dying in healthcare. This course guides students through an understanding of this universal phenomenon as it applies to themselves and their patients. Philosophical, physiological, psychological, and sociological aspects are identified and discussed in the course, as well as cultural and cross – cultural variations on this subject. Ways to help oneself and others are identified. Bioethical issues of dying and death, which conflict the individual and society, are addressed.

GEH 203 – Writing Skills for Healthcare Professional – 2 Semester Credit Hours

This course reviews academic and scientific writing format and style, fostering an awareness of research – based scientific writing. Students will develop skills in writing an introductory paragraph, organizing a critical review of the literature, and creating a concise conclusion. Bibliographic search methodology and American Psychological Association (APA) editorial format will be reviewed and utilized.

GEH 301 – Ethics and Law in Health Science – 3 Semester Credit Hours

This course examines health law and ethics and their financial and emotional impact on healthcare professionals, patients, and healthcare facilities. Course content includes legal and compliance issues affecting both the employee and employer. Topics include administrative law, professional malpractice, patient rights, risk management, labor law, contract law, and ethical considerations.

Associate of Science in Magnetic Resonance Imaging (ASMRI) Courses – Blended Program**MR 001 – Introduction to MRI – 12 Quarter Credit Hours**

This course is designed for use as the initial introduction for the MRI training program. The one hundred and twenty (120) hours of didactic instruction will prepare students for clinical which begins in the fourth week, insuring safety in the practice of MRI technology. This course will provide the student with an overview of Magnetic Resonance Imaging and Safety. Program policies and student responsibilities will be outlined. The fundamental principles of MRI, equipment and terminology will be introduced. The role of the technologist in maintaining patient safety and comfort will be discussed as well as personal safety and safety of coworkers. A brief introduction about imaging parameters and the clinical application of MRI is included. The student will be introduced to the basic setup for most routine MRI procedures.

MR 101 – Sectional Anatomy I – 2 Quarter Credit Hours

This is a study of human anatomy as seen in axial, sagittal and coronal planes. Other imaging planes are studied when relevant for demonstration of anatomy in specific regions. Correlation to MRI is practiced in this course. Bony, muscular, vascular, organs, and soft tissues of the following anatomical regions are studied: central nervous system (brain and spine), other structures in the head, soft tissue neck, musculoskeletal, cardiovascular, thorax, abdomen, and pelvis.

MR 102 – Medical Terminology I – 1.5 Quarter Credit Hours

The purpose of this course is to introduce the student to medical and pathological terms related to specific body systems. Through lecture, discussion, demonstration, visual aids, and self – study the student will develop knowledge and understanding of the professional language so that they may function and communicate

effectively with other members of the medical team.

MR 103L – Physical Principles of MRI – 4.5 Quarter Credit Hours

This unit provides the student with a comprehensive overview of MR imaging principles. The subjects are formatted in individual outlines and can be sequenced according to the level of knowledge desired. Topics include the history of MR, nuclear MR signal production, tissue characteristics, pulse sequencing, imaging parameters/options and image formation.

MR 104L – Patient Care – 4 Quarter Credit Hours

Content is designed to provide the basic concepts of patient care, including consideration for the physical and psychological needs of the patient and family. Routine and emergency patient care procedures will be described, as well as infection control procedures utilizing standard precautions. The role of the MRI technologist in patient education will be identified including ethics, communication, and age appropriate care.

MR 111 – MRI Clinical – 8 Quarter Credit Hours

This course will allow the student the opportunity to practice skills necessary to obtain high quality MR images, to objectively alter protocols based on patient pathology or physical condition, and to identify image quality problems and make appropriate corrections. The clinical is conducted at a clinical facility after or in conjunction with didactic instruction. Activities include demonstration and observation, after which the student assists in performing the activity. When a satisfactory degree of proficiency is apparent, the student will be allowed to perform the activity under direct supervision. When both the student and instructor are satisfied with the student's proficiency, the student will proceed with performing studies under indirect supervision to gain experience and expertise in MR imaging. This course is presented with a progression in competency levels in the form of clinical performance objectives and competency exams. The student will have access to the facilities, personnel, examinations and educational materials to competently achieve the course objectives.

MR 201 – Sectional Anatomy II – 2 Quarter Credit Hours

This is a study of human anatomy as seen in axial, sagittal and coronal planes. Other imaging planes are studied when relevant for demonstration of anatomy in specific regions. Correlation to MRI is practiced in this course. Bony, muscular, vascular, organs, and soft tissues of the following anatomical regions are studied: central nervous system (brain and spine), other structures in the head, soft tissue neck, musculoskeletal, cardiovascular, thorax, abdomen, and pelvis.

MR 202 – Medical Terminology II – 1.5 Quarter Credit Hours

The purpose of this course is to introduce the student to medical and pathological terms related to specific body systems. Through lecture, discussion, demonstration, visual aids, and self – study the student will develop knowledge and understanding of the professional language so that they may function and communicate effectively with other members of the medical team.

MR 203L – MRI Protocols and Procedures I – 3 Quarter Credit Hours

This course will provide the student with imaging techniques related to the CNS, neck, thorax, musculoskeletal system, and abdominopelvic regions. Students will learn specific clinical application, coils that are available and their use, considerations in the scan sequences, specific choices in the protocols (i.e.; slice thickness, phase direction, flow compensation), and positioning criteria. Anatomical structures and the plane that best demonstrates anatomy will be discussed as well as signal characteristics of normal and abnormal structures. Pharmacology as it pertains to MRI will be discussed. Students will demonstrate the practices they have learned by applying their didactic knowledge during their laboratories.

MR 204 – MRI Safety – 3.5 Quarter Credit Hours

This content introduces the basic principles of MR safety and covers the basic concepts of patient management. Educating patients and ancillary staff on magnet safety also is presented. Patient and magnet – related emergencies represent a unique situation to an MR technologist; recommended procedures and responsibilities of the technologist will be discussed for these situations. This content also covers MR contrast agents.

This introduction provides basic knowledge of MR safety, patient preparation and monitoring of patients in the

MR suite. This information enables the student to better communicate with the healthcare team to ensure patients' safety. Health effects and safety issues are important aspects of this diagnostic modality.

MR 211 – MRI Clinical – 8 Quarter Credit Hours

This course will allow the student the opportunity to practice skills necessary to obtain high quality MR images, to objectively alter protocols based on patient pathology or physical condition, and to identify image quality problems and make appropriate corrections. The clinical is conducted at a clinical facility after or in conjunction with didactic instruction. Activities include demonstration and observation, after which the student assists in performing the activity. When a satisfactory degree of proficiency is apparent, the student will be allowed to perform the activity under direct supervision. When both the student and instructor are satisfied with the student's proficiency, the student will proceed with performing studies under indirect supervision to gain experience and expertise in MR imaging. This course is presented with a progression in competency levels in the form of clinical performance objectives and competency exams. The student will have access to the facilities, personnel, examinations and educational materials to competently achieve the course objectives.

MR 301 – Sectional Anatomy III – 2 Quarter Credit Hours

This is a study of human anatomy as seen in axial, sagittal and coronal planes. Other imaging planes are studied when relevant for demonstration of anatomy in specific regions. Correlation to MRI is practiced in this course. Bony, muscular, vascular, organs, and soft tissues of the following anatomical regions are studied: central nervous system (brain and spine), other structures in the head, soft tissue neck, musculoskeletal, cardiovascular, thorax, abdomen, and pelvis.

MR 302L – Physics I – 2.5 Quarter Credit Hours

This course is designed to provide the student with a comprehensive overview of MR imaging. Topics include instrumentation, magnetism, NMR signal production, tissue characteristics, spatial localization, pulse sequencing, imaging parameters/options, special applications, safety, and quality assurance. Advanced level training is included which provides activities related to physical principles in addition to quality assurance procedures.

MR 303L – MRI Protocols and Procedures II – 3 Quarter Credit Hours

This course will provide the student with imaging techniques related to the CNS, neck, thorax, musculoskeletal system, and abdominopelvic regions. Students will learn specific clinical application, coils that are available and their use, considerations in the scan sequences, specific choices in the protocols (i.e. slice thickness, phase direction, flow compensation), and positioning criteria. Anatomical structures and the plane that best demonstrates anatomy will be discussed as well as signal characteristics of normal and abnormal structures. Pharmacology as it pertains to MRI will be discussed. Students will demonstrate the practices they have learned by applying their didactic knowledge during their laboratories.

MR 304 – Pathology in Diagnostic Imaging – 3.5 Quarter Credit Hours

This course will familiarize the student with the common pathologies found in magnetic resonance imaging and their appearances with various imaging protocols. The course content will be inclusive of all commonly imaged body systems and areas. Case studies and images of the pathologies will be used to reinforce the lectures by the student from cases that they have performed or observed during clinical. The student will research pathologies and present the research in class.

MR 311 – MRI Clinical – 8 Quarter Credit Hours

This course will allow the student the opportunity to practice skills necessary to obtain high quality MR images, to objectively alter protocols based on patient pathology or physical condition, and to identify image quality problems and make appropriate corrections. The clinical is conducted at a clinical facility after or in conjunction with didactic instruction. Activities include demonstration and observation, after which the student assists in performing the activity. When a satisfactory degree of proficiency is apparent, the student will be allowed to perform the activity under direct supervision. When both the student and instructor are satisfied with the student's proficiency, the student will proceed with performing studies under indirect supervision to gain experience and expertise in MR imaging. This course is presented with a progression in competency levels in the form of clinical performance objectives and competency exams. The student will have access to the facilities,

personnel, examinations and educational materials to competently achieve the course objectives.

MR 401 – Medicolegal Considerations in Healthcare – 2 Quarter Credit Hours

Content is designed to provide a fundamental background in ethics and human diversity. The historical and philosophical basis of ethics, as well as the elements of ethical behavior, will be discussed. The student will examine a variety of ethical issues and dilemmas found in clinical practice. Course activities will include research and analysis on case studies germane to the field of medical imaging. An introduction to legal terminology, concepts and principles will also be presented. Topics include misconduct, malpractice, legal and the ASRT professional standards.

MR 402 – MRI Registry Review – 3.5 Quarter Credit Hours

This course will prepare the student for and to pass the required registry board exams so that they are able to work as MRI Technologists. This course includes a review of the MRI program and the students will take a mock registry board exams. Students will learn effective ways to study and answer question from the registry.

MR 403L – Physics II – 2.5 Quarter Credit Hours

This course is designed to provide the student with a comprehensive overview of MR imaging. Topics include instrumentation, magnetism, NMR signal production, tissue characteristics, spatial localization, pulse sequencing, imaging parameters/options, special applications, safety, and quality assurance. Advanced level training is included which provides activities related to physical principles in addition to quality assurance procedures.

MR 404 – Computers in Imaging – 2 Quarter Credit Hours

This course is designed to give the student an understanding of the components, principles and operation of digital imaging systems found in radiology. The student will learn the principles of digital imaging systems, factors that impact image acquisition, display, archiving, and retrieval of MR images.

MR 411 – MRI Clinical – 8 Quarter Credit Hours

This course will allow the student the opportunity to practice skills necessary to obtain high quality MR images, to objectively alter protocols based on patient pathology or physical condition, and to identify image quality problems and make appropriate corrections. The clinical is conducted at a clinical facility after or in conjunction with didactic instruction. Activities include demonstration and observation, after which the student assists in performing the activity. When a satisfactory degree of proficiency is apparent, the student will be allowed to perform the activity under direct supervision. When both the student and instructor are satisfied with the student's proficiency, the student will proceed with performing studies under indirect supervision to gain experience and expertise in MR imaging. This course is presented with a progression in competency levels in the form of clinical performance objectives and competency exams. The student will have access to the facilities, personnel, examinations and educational materials to competently achieve the course objectives.

Associate of Science in Nursing (ADN) Courses – Blended Program

RN 100 – Fundamentals of Nursing – 3 Semester Credit Hours

This course introduces professional nursing. Content includes a brief history of nursing, including roles and responsibilities of the health care team. The provision of a standard of care consistent with legal, ethical, and regulatory guidelines and ANA Standards of Practice are emphasized. Verbal communication skills, informatics, evidence based practice, safety and the development of a patient centered, therapeutic nurse – client relationship are fostered. Students are taught the nursing process and use of nursing diagnosis in the development of a nursing care plan.

RN 101 – Fundamentals of Nursing Clinical and Lab – 3.5 Semester Credit Hours

This course integrates concepts, theories, and skills fundamental to the practice of nursing. Students will use the nursing process to plan and provide for the cultural, physiological, social, psychological, and spiritual needs of adult patients with health disruptions.

RN 102 – Health Assessment Theory – 2 Semester Credit Hours

This course focuses on strategies to obtain health histories and physical assessment data for diverse populations across the life span. Students are instructed in the identification of normal and abnormal findings using inspection, palpation, percussion and auscultation. Health risk prevention and promotion of optimal health behaviors are also addressed.

RN 103 – Health Assessment Skills Lab – 1.5 Semester Credit Hours

This course focuses on the use of health assessment theory to develop the hands – on skills of inspection, palpation, percussion and auscultation. Laboratory experience includes demonstration, practice and critique of skill performance.

RN 104 – Fundamentals of Pharmacology – 2 Semester Credit Hours

The student is familiarized with a history of pharmacology, the classification of medications, their actions, application and nursing considerations. Principles and procedures for the safe administration of medications are stressed. Basic math and computation of adult and pediatric dosages are included. Actions, interactions, applications and nursing considerations are addressed

RN 106 – Pathophysiology – 2 Semester Credit Hours

Pathophysiological changes in the acutely ill and chronically ill patient across the lifespan are explored using a systems and inter – systems approach. Identification of pathological changes in the assessment of patients with major health disruptions; techniques appropriate to patients using a major systems approach; analysis of data and describing intersystem relationships across the life span as a basis for problem solving in the nursing process. Introduction of how genomics is offering new possibilities for therapies and treatments for some complex diseases, as well as new diagnostic methods. Basic EKG and arrhythmia determination and ABG analysis are included.

RN 200 – Medical/Surgical I Theory – Introduction to Med/Surg – 3 Semester Credit Hours

This course provides basic medical/surgical theory related to endocrine, musculoskeletal, integumentary, and sensory system disorders as well as perioperative care and fluid and electrolytes imbalances. Develop an understanding of the dynamic sequence of biologic, psychologic, and sociologic changes which occur through older adulthood. Usual growth and development patterns as well as disruption in critical periods of development are presented and help the development of nursing insight which will enable safe, effective patient – centered care.

RN 201 – Medical/Surgical I Clinical – Introduction to Med/Surg – 2 Semester Credit Hours

This course applies theoretical content of patient – centered care of patients with medical surgical conditions. Emphasis is on care planning, assessment, teaching and clinical interventions to promote healthy outcomes for patients.

RN 202 – Medical/Surgical II Theory – Intermediate Med/Surg – 3 Semester Credit Hours

This course provides basic medical/surgical theory related to endocrine, gastrointestinal, genitourinary, hematology problems patients with cancer, palliative care. Develop an understanding of the dynamic sequence of biologic, psychologic, and sociologic changes which occur through older adulthood. Usual growth and development patterns as well as disruption in critical periods of development are presented and help the development of nursing insight which will enable safe, effective patient – centered care.

RN 203 – Medical/Surgical II Clinical – Intermediate Med/Surg – 2 Semester Credit Hours

This course applies theoretical content of patient – centered care of patients with medical surgical conditions. Emphasis is on care planning, assessment, teaching and clinical interventions to promote healthy outcomes for patients.

RN 300 – Maternal Newborn Theory – 3 Semester Credit Hours

Comprehensive maternal and new born care beginning with preconception planning, and including risks occurring in pregnancy and post – partum, maternal and new born complications, male and female reproductive problems and needs, and family needs and problems during the maternity cycle. Concepts of nutrition, cultural variations, and safety of mother and newborn are integrated throughout. Therapeutic use of drugs during

pregnancy, labor and delivery, and immediate postpartum period are included.

RN 301 – Maternal Newborn Clinical – 1.5 Semester Credit Hours

This course is taught at a clinical site. This course applies theoretical content of patient – centered care of mothers and newborns. Emphasis is on assessment, teaching and clinical interventions to promote healthy outcomes for families.

RN 302 – Maternal/Newborn Nursing & Women’s Health Clinical III – 2 Semester Credit Hours

This course applies theoretical content of patient – centered care of mothers and newborns. Emphasis is on assessment, teaching, and clinical interventions to promote healthy outcomes for families.

RN 303 – Care of Children Theory – 1.5 Semester Credit Hours

This course is taught at a clinical site. This course applies theoretical content into practice with attention to patient centered, quality care. Interaction with family members facilitates the student’s ability to recognize family dynamics and their effects on the developmental process. Advanced skills necessary to care for the pediatric patient are achieved through simulation. Application of the nursing process to optimize patient and family outcomes are emphasized.

RN 304 – Medical/Surgical III Theory – Advanced Med/Surg – 3 Semester Credit Hours

This course provides basic medical/surgical theory related to respiratory, cardiac, neurologic, and musculoskeletal disorders. Develop an understanding of the dynamic sequence of biologic, psychologic, and sociologic changes which occur through older adulthood. Usual growth and development patterns as well as disruption in critical periods of development are presented and help the development of nursing insight which will enable safe, effective patient – centered care.

RN 305 – Medical/Surgical III Clinical – Advanced Med/Surg – 2 Semester Credit Hours

This course is taught at a clinical site. Integration and practical application of the advanced medical/surgical theory course caring for selected groups of patients with multiple health disruptions. Students apply the nursing process to optimize patient outcomes

RN 400 – Mental Health Theory – 2 Semester Credit Hours

This course addresses theories and principles of psychiatric nursing. Biopsychosocial foundations of behavior, communication and psychopharmacology are emphasized. Patient relationship and use of effective and non – effective communication is addressed. The nurse’s role in the prevention and early identification of psychiatric disorders of children, adolescents, adults and older adults and the treatment modalities of mental illness and organic brain syndromes are studied.

RN 401 – Mental Health Clinical – 2 Semester Credit Hours

This course is taught at clinical sites. This course facilitates the application of theory into clinical practice in the care of selected patients who may experience psychological stress, neurobiological disorders, and high – risk situations such as homelessness, family violence, child abuse, HIV and post – traumatic stress syndrome. Students apply the nursing process to optimize patient outcomes.

RN 402 – Medical/Surgical IV Theory – Complex Med/Surg & Leadership – 3 Semester Credit Hours

This course incorporates previous medical – surgical nursing theory with emphasis on the integration of pathophysiology, nutrition, pharmacology and psychosocial components of safe and individualized care for patients with complex medical – surgical health disruptions. Focus on holistic care to patient with burns, heart failure, acute respiratory distress, shock and multiple organ dysfunction, and traumatic brain injury. Leadership and management in nursing are explored as they relate to management of complex medical – surgical health alterations.

RN 403 – Medical/Surgical IV Clinical – Complex Med/Surg & Leadership – 2 Semester Credit Hours

This course is taught at a clinical site. Integration and practical application of the advanced medical/surgical theory course caring for selected groups of patients with multiple health disruptions. Students apply the nursing process to optimize patient outcomes

Associate of Science in Physical Therapy Assistant (ASPTA) Courses – Residential Program

PTA 100 – Introduction to Physical Therapist Assistant – 2 Quarter Credit Hours

This course provides an introduction to the role and scope of practice of the Physical Therapist Assistant. Emphasis will be on educational preparation, historical overview of physical therapy in the healthcare system, professional affiliations, structure and function of physical therapy services, ethical and legal issues in healthcare documentation. This course also provides an introduction to a self – study program in medical terminology and HIPAA/HIPAA regulations training.

PTA 110 – Fundamental PTA procedures with lab – 4.5 Quarter Credit Hours

This course begins with patient handling skills and continuation of documentation. Students practice and develop skills in gathering data for documentation necessary for the assessment of patient response to physical therapy while under the direction and supervision of a physical therapist. Students will acquire skills in test and measurements, patient handling, assistive devices, guarding, transfers and components of volumetric circumferential will be covered.

PTA 120 – Clinical Kinesiology with lab – 4.5 Quarter Credit Hours

This course provides knowledge of the principles of mechanics, musculoskeletal anatomy and how they relate to human motion and the field of physical therapy. The concepts of locomotion, forces, and levers are introduced. Topics include muscle origins and insertions, and actions. Laboratory experiences correlate to the lectures and include manual muscle testing and goniometry. Students will be expected to achieve competency on a given list of skills.

PTA 130 – Pathology – 4 Quarter Credit Hours

This course provides knowledge of disease processes and systemic disorders as well as guidelines, precautions, and contraindications for physical therapy interventions.

PTA 210 – Procedures II with lab – 4 Quarter Credit Hours

Lab PT Modalities – Physical Agents – Massage – Soft Tissue Interventions; this course provides an introduction into the use and application of physical agents, soft tissue interventions and massage in the practice of physical therapy. Practice of treatment techniques is emphasized through laboratory time. Students will be expected to achieve competency on a given list of skills.

PTA 220 – Orthopedic Management – 4 Quarter Credit Hours

This course provides an introduction into orthopedic related conditions commonly seen in Physical Therapy. Basic exercise principles and their application are covered with laboratory discussion, demonstration and practice. Students will be expected to achieve competency on a given list of skills.

PTA 230 – Professional Behaviors – 3 Quarter Credit Hours

This course provides an introduction into the concept of multicultural society and how it plays an increased role in the physical therapy clinic. Topics include cross – cultural communication skills, the psychology of disability, health disparities between populations, age differences, ethics and values, and professional development within the healthcare system.

PTA 222 – Patient Care Skills I – 1 Quarter Credit Hour

This course is Lab only and builds upon the foundational information from concurrent and previous courses. Procedures from concurrent lab classes are available for practice. Students are expected to use this time to improve their level of expertise in areas of difficulty. Group participation and student to student assistance fostering communication and independence is encouraged to prepare for the coming clinical affiliation. Application of clinical interventions will be emphasized in case studies. Students will develop clinical problem solving skills in following Physical Therapist's Plan of Care in Orthopedic conditions, Modalities, patient handling, and other Pathologies concurrently or previously presented. Self-Assessment and peer assessment is expected. Competency and Practical exam is part of the course.

PTA 225 – Clinical Education I – 6 Quarter Credit Hours

4+ weeks full time; this is the second integrated clinical experience designed to give the student the opportunity to further their exposure to physical therapy practice in the clinic environment, and apply those skills that he/she has tested proficient in prior to affiliation and that the Clinical Instructor deems appropriate. Students will be at the clinical facility full time for 4 weeks. Following the clinical affiliation, the students return to campus for one – week seminar, which will include case study presentations and review of the first full time clinical experience.

PTA 226 – Clinical Education I Seminar – 1 Quarter Credit Hour

This one week lecture course follows PTA 225 and includes case presentations from the PTA 225 experience and additional content related to reimbursement, discharge planning, billing, and other administrative issues of a physical therapy practice.

PTA 233 – Patient Care Skills II – 1 Quarter Credit Hour

This course is Lab only and builds upon the foundational information from concurrent and previous courses. Procedures from concurrent lab classes are available for practice. Students are expected to use this time to improve their level of expertise in areas of difficulty. Group participation and student to student assistance fostering communication and independence is encouraged to prepare for the coming clinical affiliation. Application of clinical interventions will be emphasized in case studies. Students will develop clinical problem solving skills in following Physical Therapist's Plan of Care in Neurological conditions, Orthopedics conditions, Geriatrics, Pediatrics, Modalities, patient handling, and other Pathologies concurrently or previously presented. Self-Assessment and peer assessment is expected. Competency and Practical exam is part of the course.

PTA 235 – Clinical Education II – 8 Quarter Credit Hours

6 weeks full time; this is the third integrated clinical experience designed to give the student the opportunity to further their exposure to physical therapy practice in the clinic environment, and apply those skills that he/she has tested proficient in prior to affiliation and that the Clinical Instructor deems appropriate. Students will be at the clinical facility full time for 5 weeks. This will be the last five weeks of the quarter.

PTA 240 – Applied Neurology – 4 Quarter Credit Hours

This course provides an introduction to neurologically based disabilities commonly seen in physical therapy practice. Common therapeutic interventions for rehabilitation are practiced. The chronic nature of neurologic conditions and the effect on the life of the individual will be addressed as it affects the provision of physical therapy. Students will be expected to achieve competency on a given list of skills.

PTA 245 – Clinical Education III – 9 Quarter Credit Hours

7 weeks full time; this is the terminal clinical experience designed to give the student the opportunity to further their exposure to physical therapy practice in the clinic environment, and apply those skills that he/she has tested proficient in prior to affiliation and that the Clinical Instructor deems appropriate. Students will be at the clinical facility full time for 7 weeks.

PTA 250 – Physical Therapy Aspects of Growth, Development and Aging – 3 Quarter Credit Hours

This course provides an introduction into relevant topics and interventions that deal with the delivery of physical therapy services to the pediatric population and the aging population. Specific considerations for handling and psychosocial needs will be addressed. Pediatrics and geriatrics as specialty areas of practice as they occur within the typical in/out patient experience is covered. Students will be expected to achieve competency on a given list of skills.

PTA 260 – Selected Topics – 3 Quarter Credit Hours

This course is comprised of selected topics in physical therapy to complement prior course work and to respond to student and faculty (academic and clinical) identified requests for additional information. Required content in Orthotics, Prosthetics and Cardiopulmonary. Additional clinical topics may include: advanced wound topics, chronic pain, ergonomics and other contemporary issues encountered in physical therapy delivery systems.

PTA 280 – Senior Seminar – 3 Quarter Credit Hours

This course is designed to bring full circle the educational and clinical experience for the APTA student. Each

student will present a case study from their clinical experience. Each case study will be used to demonstrate the PT/PTA relationship, the process of development of the Plan of Care and the PTA's responsibility to that Plan of Care. Students will explore what worked and what did not in delivery of Physical Therapy service. Psychomotor, cognitive, affective, treatment approaches, communication, and documentation will be discussed as it pertains to each case study.

PTA 290 – Licensure Exam Preparation – 2 Quarter Credit Hours

1 week; this course is designed to provide a review of information and testing that will aid the student in preparation to take the NPTE for licensure as a PTA in California. Topics related to employment opportunities will be presented as well as resume preparation and interview skills.

Associate of Science in Radiologic Technology (ASRT) Courses – Blended Program

RT 110 C – I – Clinical Practice – 4 Quarter Credit Hours

Prerequisite: Acceptance into the Associate of Science in Radiology Technology program

Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient – centered clinical practice, and professional development are evaluated through structured, competency – based clinical assignments. Levels of competency ensure the well – being of the patient prior to, during, and following the radiologic procedure.

RT 112 – Fundamentals of Radiology and Patient Care – 6.5 Quarter Credit Hours

Prerequisite: Acceptance into the Associate of Science in Radiology Technology program

Course provides an overview of the foundations in radiography and the technologist's role in the medical delivery system, and provides education of patient care, including routine, emergency, and infection control procedures. The concepts of patient education and considerations for physical and psychological needs of the patient and their family members will be discussed. Principles, practices, policies, and organizational structure of the medical and professional organizations will be discussed in addition to the professional responsibilities of the radiographer. An overview of all aspects within the field of medical imaging is provided to introduce the student to other modalities such as C.T., M.R.I., ultrasonography, mammography, nuclear medicine, and interventional radiography. Eligibility requirements for certification with both the State of California and the America Registry of Radiologic Technologists are outlined.

RT 113 – Radiographic Procedures I – 7 Quarter Credit Hours

Prerequisite: Acceptance into the Associate of Science in Radiology Technology program

Course provides the knowledge base necessary to perform standard imaging of the abdomen, respiratory system, and upper extremities. Consideration will be given to the production of images of optimal diagnostic quality. Course methods will incorporate lectures, demonstrations, image analyses, and positioning lab practicum. Students will be required to demonstrate competency in positioning skills, equipment manipulation and radiation protection before they are allowed to perform these skills under direct supervision in the patient care setting.

RT 120C – Clinical Practice II – 6 Quarter Credits

Prerequisite: Completion of 1st Module

Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient – centered clinical practice, and professional development are evaluated through structured, competency – based clinical assignments. Levels of competency ensure the well – being of the patient prior to, during, and following the radiologic procedure.

RT 121 – Radiographic Physics I – 4.5 Quarter Credit Hours

Prerequisite: Completion of 1st Module

Course provides knowledge of general physics, atomic structure, and related terminology. Also presented are the nature and characteristics of radiation, x – ray production and the fundamentals of photon interactions with matter. Content provides basic information about electricity, magnetism, electromagnetism, and the application of these principles to the x – ray circuit. Lab activities and experiments may be conducted to enhance student learning.

RT 123 – Radiographic Procedures II – 6 Quarter Credit Hours

Prerequisite: Completion of 1st Module

Course provides a knowledge base necessary to perform standard radiographic procedures of the bony pelvis, lower extremities, vertebral column, sternum, and ribs. Consideration will be given to the production of images of optimal diagnostic quality. Course methods will incorporate lectures, demonstrations, image analysis, and positioning lab practicum. Students will be required to demonstrate competency in positioning skills, equipment manipulation and radiation protection before they are allowed to perform these skills under direct supervision in the patient care setting.

RT 130 C – Clinical Practice II – 5.5 Quarter Credit Hours

Prerequisite: Completion of 2nd Module

Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient – centered clinical practice, and professional development are evaluated through structured, competency – based clinical assignments. Levels of competency ensure the well – being of the patient prior to, during, and following the radiologic procedure.

RT 131 – Radiographic Physics II – 4.5 Quarter Credit Hours

Prerequisite: Completion of 2nd Module

Course provides a knowledge base in radiographic, fluoroscopic, mobile and tomographic equipment requirements, function and design, to provide a basic knowledge of quality control and quality assurance protocols, and to prepare students for the State of California (Department of Public Health, Radiologic Health Branch) licensing examination for certification in fluoroscopy. Content also includes the principles of radiation protection and fluoroscopic equipment, application of special equipment illumination and photometry, anatomy and physiology of the eye, and relationship of internal organs. Laboratory experiments will support learning in the function and structure of imaging equipment as well as principles of basic quality assurance procedures. Upon successful completion of this course and once basic radiographer certification has been obtained the student will meet the eligibility requirements to apply for the State certification exam in fluoroscopy.

RT 132 – Imaging and Technique – 3.5 Quarter Credit Hours

Prerequisite: Completion of 2nd Module

Course provides a knowledge base of factors that govern and influence the production and recording of radiologic images. Film imaging with related accessories are emphasized. Class demonstrations/labs are used to demonstrate application of theory. A basis for analyzing radiographic images is provided. Included is the importance of minimum imaging standards, discussion of a problem – solving technique for image evaluation and the factors that can affect image quality. Actual images will be included for analysis. Lab activities and experiments are conducted to enhance student learning and fulfill California Department of Public Health–Radiologic Health Branch requirements.

RT 133 – Radiographic Procedures III – 6 Quarter Credit Hours

Prerequisite: Completion of 2nd Module

Course provides a knowledge base necessary to perform standard radiographic procedures. Emphasis is on imaging of the facial bones and cranium, biliary system, genitourinary system, gastrointestinal tract, and procedures that are done using fluoroscopy and endoscopy (to include hysterosalpingogram, myelogram, sialogram, bronchoscopy, bronchogram, venogram, arthrogram, and lymphangiogram). Consideration will be given to the production of images of optimal diagnostic quality. Course methods will incorporate lectures, demonstrations, image analysis, positioning lab practicum, and self – paced study utilizing multimedia programs. Students will be required to demonstrate competency in positioning skills, equipment manipulation and radiation protection before they are allowed to perform these skills under direct supervision in the patient care setting.

RT 134 – Information Systems in Radiography – 3 Quarter Credit Hours

Prerequisite: Completion of 2nd Module

Course provides an understanding of the components, principles, and operation of digital imaging systems found in diagnostic radiology. Factors that impact image acquisition, display, archiving and retrieval are discussed.

Guidelines for selecting exposure factors and evaluating images within a digital system assist students to bridge between film – based and digital imaging systems. Principles of digital system quality assurance and maintenance are presented. Lab activities and experiments are conducted to enhance student learning.

RT 140 C – Clinical Practice IV – 6 Quarter Credit Hours

Prerequisite: Completion of 3rd Module

Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient – centered clinical practice, and professional development are evaluated through structured, competency – based clinical assignments. Levels of competency ensure the well – being of the patient prior to, during, and following the radiologic procedure.

RT 142 – Radiographic Pathology – 4.5 Quarter Credit Hours

Prerequisite: Completion of 3rd Module

Course provides theories of disease causation and the pathophysiologic disorders that compromise healthy systems. Etiology, pathophysiologic responses, clinical manifestations, radiographic appearance, and management of alterations in body systems will be presented. Students will be required to write a research paper on a topic germane to medical imaging and will be encouraged to submit it for consideration in the annual student competition held by the American Society of Radiologic Technologists.

RT 143 – Radiographic Procedures IV – 6 Quarter Credit Hours

Prerequisite: Completion of 3rd Module

Course provides information necessary to perform radiographic procedures using special techniques for trauma cases. Consideration will be given to the production of images of optimal diagnostic quality. Course methods will incorporate lectures, demonstrations, image analysis, positioning lab practicum, and self – paced study utilizing multimedia programs. Students will be required to demonstrate competency in positioning skills, equipment manipulation and radiation protection before they are allowed to perform these skills under direct supervision in the patient care setting.

RT 250 C – Clinical Practice V – 9 Quarter Credit Hours

Prerequisite: Completion of 4th Module

Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient – centered clinical practice, and professional development are evaluated through structured, competency – based clinical assignments. Levels of competency ensure the well – being of the patient prior to, during, and following the radiologic procedure.

RT 251 – Radiation Protection and Biology – 4.5 Quarter Credit Hours

Prerequisite: Completion of 4th Module

Course provides an overview of the principles of radiation protection, the responsibilities of the radiographer for patients, personnel and the public, and radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies and medical organizations. An overview of the principles of interaction of radiation with molecules, cells, tissues, and the body as a whole, and the factors affecting biological response are presented including acute and chronic effects of radiation. Lab activities and experiments are conducted to enhance student learning and fulfill California Department of Public Health – Radiologic Health Branch requirements.

RT 252 – Cross Sectional Anatomy – 3 Quarter Credit Hours

Prerequisite: Completion of 5th Module

Course provides entry – level radiography students with principles related to sectional anatomy. A self – study portion provides an overview of transverse, coronal and sagittal sectional anatomy of the human body. Correlations between cadaver cross – sections, CTs, MRI's, and radiographs are explored.

RT 253 – Radiographic Pharmacology, Drug Administration and Venipuncture – 3 Quarter Credit Hours

Prerequisite: Completion of 4th Module

Course provides basic concepts of pharmacology, techniques of venipuncture, and the administration of diagnostic contrast agents and intravenous medications. The appropriate delivery of patient care during these

procedures is emphasized. Students will perform venipuncture on I.V. training arms and on fellow students. In addition, representatives from vendors who sell imaging and other pharmaceuticals germane to medical imaging will be utilized as guest lecturers to provide the most current information.

RT 260 C – Clinical Practice VI – 8 Quarter Credit Hours

Prerequisite: Completion of 5th Module

Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient – centered clinical practice, and professional development are evaluated through structured, competency – based clinical assignments. Levels of competency ensure the well – being of the patient prior to, during, and following the radiologic procedure.

RT 261 – Special Radiologic Procedures – 4.5 Quarter Credit Hours

Prerequisite: Completion of 5th Module

Course provides entry – level radiography students with principles related to angiography, mammography, mobile radiography, surgical radiography, pediatric imaging, geriatric imaging, magnetic resonance imaging, and ultrasonography.

RT 270 C – Clinical Practice VII – 8.5 Quarter Credit Hours

Prerequisite: Completion of 6th Module

Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient – centered clinical practice, and professional development are evaluated through structured, competency – based clinical assignments. Levels of competency ensure the well – being of the patient prior to, during, and following the radiologic procedure.

RT 272 – Computed Tomography – 4 Quarter Credit Hours

Prerequisite: Completion of 6th Module

Course provides entry – level radiography students with principles related to compute tomography (CT) imaging. Special emphasis is placed on a study of the head and brain, thorax, abdomen, pelvis, shoulder, elbow, hip, and knee. Correlations between cadaver cross – sections, CTs, MRI's, and radiographs are explored.

RT 273 – Mammography – 4 Quarter Credit Hours

Prerequisite: Completion of 6th Module

Course provides didactic coursework needed to take the ARRT mammography registry examination. Topics include patient care, anatomy, physics, positioning, pathology interventional, and quality control for both digital and analog systems.

RT 280 C – Clinical Practice VIII – 9 Quarter Credit Hours

Prerequisite: Completion of 7th Module

Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient – centered clinical practice, and professional development are evaluated through structured, competency – based clinical assignments. Levels of competency ensure the well – being of the patient prior to, during, and following the radiologic procedure.

RT 263 – Registry and Fluoroscopy Review – 6 Quarter Credit Hours

Prerequisite: Completion of 7th Module

Course reviews the radiologic technology curriculum and prepare students for the ARRT radiographer primary certification and State of California Department of Public Health, Radiologic Health Branch fluoroscopy certification examinations.

Associate of Science in Ultrasound Technology (ASUT) Courses – Blended Program

UT 200 – Ultrasound Physics and Instrumentation – 6 – Quarter Credit Hours

Prerequisite: Admission to Ultrasound Technology program at Gurnick Academy.

This course teaches the fundamentals of ultrasound physics and instrumentation. The material is presented with the purpose to educate the student on the needed skills, concepts, knowledge and understanding of the

ultrasound machine. It is also with the purpose of preparing the student for the SPI exam with the ARDMS. Lectures will have assigned exercises to be completed by the end of class.

UT 201 – Sectional Anatomy – 4.5 Quarter Credit Hours

Prerequisite: Completion of Anatomy & Physiology.

Cross – sectional and sagittal human anatomy as seen on sonograms as well as other imaging modalities will be reviewed. Students will be able to find and recognize different organs, muscle, vessels, and other body parts in their relationship to each other. An interactive computer program will be used as a teaching tool.

UT 301 – Patient Care for Ultrasound Professional – 1 Quarter Credit Hours

Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module III UT didactic or laboratory courses.

This course includes basic principles of patient care for the ultrasound professional. The student will learn patient's privacy rights (HIPAA), professional ethics, legal considerations, communication processes with accent on patient education, cultural differences, dealing with communication situations, and coverage of ultrasound regulations. Safety, ergonomics, infection control, aseptic techniques, patient assessment and assistance, which include interaction with patients who have tubes, catheters, vascular access lines and dressings are a major component of this course. In addition, students will be exposed to patient care in critical or emergency situations such as changes in patient status, dealing with patients undergoing altered level of consciousness, shock and diabetic emergencies. This is a practical course of integrated patient care into clinical and hospital settings for ultrasound professionals.

UT 302 – Abdominal Sonography 1 – 8 Quarter Credit Hours

Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module III UT didactic or laboratory courses.

Abdominal Sonography 1 is an introduction to the anatomy and basic protocols that pertain to ultrasound examinations of the abdominal organs. This course establishes foundations for scanning techniques, protocols and variations in patient's body habitus. Students will gain an understanding of the role a sonographer plays in the diagnoses of diseases of the abdominal organs by understanding what is the criteria for "normal".

UT 302L – Laboratory Abdominal Sonography 1 – 4 Quarter Credit Hours

Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module III UT didactic or laboratory courses.

Laboratory Abdominal Sonography 1 is concurrent with the lecture portion of abdominal sonography 1. Students will practice the protocols and scanning techniques within the lab. This course will set the foundation of protocols so students can build on them with advanced techniques taught in other courses.

UT 303 – Small Parts Sonography 1 – 3.5 Quarter Credit Hours

Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module III UT didactic or laboratory courses.

Small Parts Sonography 1 course covers complete breast sonography and the basics of thyroid, parathyroid, neck glands, scrotum and prostate sonography. Students will learn the basic normal anatomy, scanning techniques and expectations of a sonographer when performing these exams.

UT 303L – Laboratory Small Parts Sonography 1 – 0.5 Quarter Credit Hours

Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module III UT didactic or laboratory courses. Laboratory Small Parts Sonography 1 course covers the basics of thyroid, parathyroid, neck glands, and scrotum sonography. Students will also learn proper annotation in regards to breast sonography. Students will learn the basic normal anatomy, scanning techniques and expectations of a sonographer when performing these exams. Patient care skills will be taught. There is a scrotal phantom in the lab that students can use to scan. This will enable them to practice scanning techniques and recognize pathology.

UT 402 – Abdominal Sonography 2 – 7 Quarter Credit Hours

Prerequisite: Completion of Module I, II, and III courses with C or better are required. Concurrent enrollment is

required with all Module IV UT didactic or laboratory courses.

Abdominal Sonography 2 is a progression of UT 302 – Abdominal Sonography 1. This course builds on the foundations set in the instruction process of protocols and scanning techniques. The students will learn additional anatomy pertinent to sonographic imaging along with skills in the diagnostic process. The common disease processes of each organ will be covered with the instruction of what and how to identify and present suspected diseases and disease processes using other diagnostic tools such as patient history, lab results and correlation with other imaging modalities. Doppler of the abdominal vessels will be taught as a tool to discover and prove disease processes of organs.

UT 402L – Laboratory Abdominal Sonography 2 – 3.5 Quarter Credit Hours

Prerequisite: Completion of Module I, II, and III courses with C or better are required. Concurrent enrollment is required with all Module IV UT didactic or laboratory courses.

This course builds on the foundations set in the instruction process of protocols and scanning techniques. The students will learn additional anatomy pertinent to sonographic imaging along with skills in the diagnostic process. The common disease processes of each organ will be covered with the instruction of how to identify and present suspected diseases using other diagnostic tools such as patient history, lab results and correlation with other modalities. Doppler of the abdominal vessels will be taught as a tool to discover and prove disease processes of certain organs.

UT 403L – Laboratory Small Parts Sonography 2 – 0.5 Quarter Credit Hours

Prerequisite: Completion of Module I, II, and III courses with C or better are required. Concurrent enrollment is required with all Module IV UT didactic or laboratory courses.

UT 403L Laboratory Small Parts 2 focuses on advanced scanning techniques of the thyroid and scrotum. Doppler evaluation will be covered along with its use in the diagnosis of multiple disease processes. A scrotal phantom and a simulator is used in the lab to practice protocols and recognize pathology.

UT 403 – Small Parts Sonography 2 – 1 Quarter Credit Hours

Prerequisite: Completion of Module I, II, and III courses with C or better are required. Concurrent enrollment is required with all Module IV UT didactic or laboratory courses.

Small Parts Sonography 2 focuses on the common diseases that affect the thyroid, scrotum and prostate. Students will learn how to correlate lab tests and other modalities to assist the physicians in a correct diagnosis along with ultrasound imaging. Students will learn how to present normal vs. abnormal and what is required when writing a report and filling out a diagram. Interventional procedures such as biopsies and brachytherapy will be covered and ultrasound's role with each exam. Patient care techniques will be addressed with each type of exam.

UT 405 – Neonatal Sonography – 4.5 Quarter Credit Hours

Prerequisite: Completion of Module I, II, and III courses with C or better are required. Concurrent enrollment is required with all Module IV UT didactic or laboratory courses.

Neonatal sonography covers the exams required of sonographers of the neonatal patient. Neonatal brain sonography, lumbar spine sonography and infant hip joint sonography will be the main focus. Students will learn the normal and abnormal findings as well as patient care of the premature patient.

UT 406 – Pediatric Sonography – 3 Quarter Credit Hours

Prerequisite: Completion of Module I, II, and III courses with C or better are required. Concurrent enrollment is required with all Module IV UT didactic or laboratory courses.

UT 406 covers the disease processes specific to the abdominal pediatric patient. Students will already have knowledge of the basic anatomy and physiology of the abdomen and be able to recognize and present abnormalities. Patient care techniques with the pediatric patient will be covered along with protocols and scanning techniques.

UT X01 – Clinical 1 – 6 Quarter Credit Hours

Prerequisite: Completion of Modules 1, 2, 3 and 4 courses and concurrent enrollment in Module 5 or Completion of Modules 1, 2, 5 and 6 courses and concurrent enrollment in Module 3.

UT X01 is twelve weeks of Level 1 internship which is integrated within UT Module 5 or 3 depending on the when

students started technical portion of the program. Internship expectations will vary as to the internship site assignment for each student. This provides the student with an opportunity to relate theory to practice in a supervised situation. The student's ability to perform correct protocols and acquire effective diagnostic information on patients is evidenced by meeting specific objectives in each clinical specialty area. Students will be given a Level 1 competency sheet to be signed off by clinical instructors by the end of Module 5/3.

UT 504A L – Laboratory Vascular Sonography 1 – 1 Quarter Credit Hours

Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module V UT didactic and laboratory courses.

This course will review Doppler sonography within the lab setting. Students will learn techniques and skills for the optimization of the vascular examination. Laboratory Vascular 1 focuses on the lower extremity venous and arterial system protocols. Indirect assessment of the arteries will also be introduced and taught with the lab's ABI machine. This will introduce and prepare students for studies for deep vein thrombosis and peripheral vascular disease.

UT 504A – Vascular Sonography 1 – 2 Quarter Credit Hours

Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module V UT didactic and laboratory courses.

Students will learn vascular terminology and advanced vascular physical principles. Anatomy and hemodynamic characteristics of the arteries and veins of the lower extremities will be the main focus of this course. Scanning techniques and protocols will be taught as well as challenges in the clinical setting.

UT 504B L – Laboratory Vascular Sonography 2 – 1 Quarter Credit Hours

Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module V UT didactic and laboratory courses.

Upper extremity venous and arterial protocols will be demonstrated, practiced and evaluated. Students will learn scanning techniques of required anatomy and what is required to prove normal vs. abnormal.

UT 504B – Vascular Sonography 2 – 2 Quarter Credit Hours

Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module V UT didactic and laboratory courses.

Upper extremity arterial and venous vascular protocols are the main focus of this course. Vascular hemodynamics and physical principles are reviewed and practiced. Scanning skills and Techniques are taught for the purpose of recognizing normal and abnormal anatomy and disease (and disease processes) of the upper extremity.

UT 507A – Gynecology 1 – 2 Quarter Credit Hours

Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module V UT didactic and laboratory courses.

This module is an introduction to gynecology sonography. Students will learn the anatomy and physiology of the female pelvis along with embryology and congenital anomalies.

UT 507B – Gynecology 2 – 5.5 Quarter Credit Hours

Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module V UT didactic and laboratory courses.

This course will cover the pathology found during gynecologic ultrasound examinations. Students will learn sonographic features of malignant and benign disease processes including required correlation with clinical, laboratory and pathologic findings.

UT 507L – Laboratory Gynecology Sonography – 1.5 Quarter Credit Hours

Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module V UT didactic and laboratory courses.

This module covers protocols for sonography of the female pelvis. Students will learn the basic protocol along with the Doppler portions included in most facility protocols. Students will understand why images are needed along with patient care components such as communication skills and transvaginal sonography techniques and

disinfection requirements.

UT 508 – MSK Sonography 1 – 4 Quarter Credit Hours

Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module V UT didactic and laboratory courses.

This course is a basic introduction to the anatomy and physiology of the shoulder, elbow, wrist, knee and ankle. Scanning techniques will be covered as well as specifics to MSK scanning in sonography.

UT 508L – Laboratory MSK Sonography 1 – 2 Quarter Credit Hours

Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module V UT didactic and laboratory courses.

Students will scan normal MSK anatomy and acquire the skills and techniques needed to present normal structures with ultrasound.

UT X02 – Clinical 2 – 6 Quarter Credit Hours

Prerequisite: Completion of Modules 1, 2, 3, 4 and 5 or Completion of Modules 1, 2, 5, 6 and 3. UT X02 is twelve weeks of internship which are integrated with UT Module 6 or Module 4.

Internship schedules will vary as to the internship site assignment for each student which provides the student with an opportunity to relate theory to practice in a supervised situation. The student's ability to perform correct protocols and effective diagnostic information to patients is evidenced by meeting specific objectives in each clinical area. The student's progress is documented on the student's Clinical Progress Sheet. Lack of satisfactory performance is documented on the Counseling/Probation form. A detailed quarterly clinical evaluation is performed on each student with full faculty participation. Clinical areas for this quarter will be primarily patient care techniques and skills with students assigned to specialty areas.

UT 604A L – Laboratory Vascular Sonography 3 – 1 Quarter Credit Hours

Prerequisite: Completion of modules I, II and V are required with a grade of C or higher. Concurrent enrollment is required with all Module VI UT didactic and laboratory courses.

Extracranial Doppler will be the focus of this course, primarily carotid artery ultrasound exams. Students will learn to Doppler velocities and create ratios that determine normal vs. abnormal flow. Students will learn carotid protocols and scanning techniques with the goal of being able to perform the complete exam in 45 minutes.

UT 604A – Vascular Sonography 3 – 2.5 Quarter Credit Hours

Prerequisite: Completion of modules I, II and V are required with a grade of C or higher. Concurrent enrollment is required with all Module VI UT didactic and laboratory courses.

This course covers extra cranial sonography and the protocols and scanning techniques required for diagnostic exams.

UT 604B – Vascular Sonography 4 – 2 Quarter Credit Hours

Prerequisite: Completion of modules I, II and V are required with a grade of C or higher. Concurrent enrollment is required with all Module VI UT didactic and laboratory courses.

This course will continue to build upon the knowledge of vascular sonography. Bypass evaluations and stents will be extensively covered as well as contrast agents and non – atherosclerotic arterial pathology. Venous valve insufficiency studies will be taught and practiced in the laboratory. Quality Assurance statistics will be taught for preparation for the RVT exam.

UT 604B L – Laboratory Vascular Sonography 4 – 1 Quarter Credit Hours

Prerequisite: Completion of modules I, II and V are required with a grade of C or higher. Concurrent enrollment is required with all Module VI UT didactic and laboratory courses.

Students will be introduced to venous valve insufficiency anatomy and protocols as well as interventional vascular sonography, stent placements, contrast Medias and quality assurance protocols.

UT 608 – MSK Sonography 2 – 4 Quarter Credit Hours

Prerequisite: Completion of modules I, II and V are required with a grade of C or higher. Concurrent enrollment is required with all Module VI UT didactic and laboratory courses.

Students will learn to recognize abnormalities in the shoulder, elbow, wrist, knee and ankle. Writing reports will be covered and how to present normal and abnormal exams.

UT 608L – Laboratory MSK Sonography 2 – 2 Quarter Credit Hours

Prerequisite: Completion of modules I, II and V are required with a grade of C or higher. Concurrent enrollment is required with all Module VI UT didactic and laboratory courses.

Students will learn to enhance their MSK scanning skills as well as how to present exams, correlate with other modalities and write reports.

UT 609A – Obstetric Sonography 1 – 3 Quarter Credit Hours

Prerequisite: Completion of modules I, II and V are required with a grade of C or higher. Concurrent enrollment is required with all Module VI UT didactic and laboratory courses.

This course covers the first trimester pregnancy. Students will learn the indications for an OB first trimester sonogram along with the sonographic findings of normal vs. abnormal.

UT 609B – Obstetric Sonography 2 – 6.5 Quarter Credit Hours

Prerequisite: Completion of modules I, II and V are required with a grade of C or higher. Concurrent enrollment is required with all Module VI UT didactic and laboratory courses.

This course covers the second and third trimester of pregnancy. Students will learn the correct protocols for each trimester including biometric measurements, required organs, amniotic fluid volume, placenta grade and position, number of pregnancies and lung maturity. Students will learn to use biometric parameters and be able to determine fetal dating. Various anomalies will be covered and protocols to follow if abnormalities are detected. Students will be introduced to biophysical profiles and recognition of intrauterine growth retardation.

UT 620A – Master Scanning Lab Extracranial Vascular Duplex Exam – 0.5 Quarter Credit Hours

Prerequisite: Completion of modules I, II and V are required with a grade of C or higher. Concurrent enrollment is required with all Module VI UT didactic and laboratory courses.

This course provides the learner with an overview of duplex imaging of the Cerebrovascular System including Vertebral and Subclavian arteries for the evaluation of Cerebrovascular Disease. Course study includes normal and abnormal cross section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications for exam, definition of terms, scanning protocol, instrumentation, sonographic techniques (black and white conventional and color Doppler) and examples of various carotid, vertebral and Subclavian artery diseases. Clinical hands – on training integrated with didactic instruction is the primary focus of this program.

UT 701 – Clinical 3 – UT 701 – 9.5 Quarter Credit Hours

Prerequisite: Completion of Modules 1, 2, 3, 4, 5 and 6 as well as Clinical 1 and 2.

UT – 701 is twelve weeks of internship at level 3. Internship schedules will vary as to the internship site assignment for each student which provides the student with an opportunity to relate theory to practice in a supervised situation. The student's ability to perform correct protocols and effective diagnostic information on patients is evidenced by meeting specific objectives in each clinical area. The student's progress is documented on the student's Clinical Progress Sheet. Lack of satisfactory performance is documented on the Counseling/Probation form. A detailed quarterly clinical evaluation is performed on each student with full faculty participation. Students will be given a level 3 competency worksheet that must be completed by the end of the quarter. Clinical areas for this quarter will be primarily patient care techniques and skills with students assigned to specialty areas.

UT 720B – Master Scanning Lab Lower Extremity Venous Exam – 0.5 Quarter Credit Hours

Prerequisite: Completion of Modules I – VI courses with C or better is required.

This course provides the learner with an overview of duplex imaging of the venous system in the lower extremity for the evaluation of Superficial and Deep Venous Thrombosis (DVT). Areas covered include normal and abnormal cross section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications, definition of terms, scanning protocol, instrumentation, and sonographic technique (black and white conventional and color Doppler). Clinical hands – on training integrated with didactic instruction is the primary focus of this program.

UT 720C – Master Scanning Lab Lower Extremity Arterial Exam – 0.5 Quarter Credit Hours

Prerequisite: Completion of Modules I – VI courses with C or better is required.

This course provides the learner with an overview of duplex imaging of the lower extremity arterial system (native and graft) for the evaluation of peripheral vascular disease (PAD). Areas covered include overview of (PAD), normal and abnormal cross section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications, definition of terms, scanning protocol, instrumentation, and sonographic technique (black and white conventional and color/power Doppler). Normal and abnormal criteria will be reviewed to classify the severity of peripheral arterial disease. Evaluation of bypass grafts will be discussed. Examples of lower extremity arterial disease will be shown to familiarize the learner with common pathologies seen when performing duplex mapping of lower extremity arteries. Clinical hands – on training integrated with didactic instruction is the primary focus of this program.

UT 720D – Master Scanning Lab Upper Extremity Venous Exam – 0.5 Quarter Credit Hours

Prerequisite: Completion of Modules I – VI courses with C or better is required.

This course provides the learner with an overview of duplex imaging of the venous system in the upper extremity for the evaluation of Superficial and Deep Venous Thrombosis (DVT). Areas covered include normal and abnormal cross section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications, predisposing factors, types and categories of venous thrombosis, PICC lines, pacemaker leads, stents, ancillary findings, pitfalls, limitations, scanning protocol, instrumentation, and sonographic technique (black and white conventional and color/power Doppler). Clinical hands – on training integrated with didactic instruction is the primary focus of this program.

UT 801 – Clinical 4 – 9.5 Quarter Credit Hours

Prerequisite: Completion of Modules 1, 2, 3, 4, 5, 6, and 7 as well as Clinical 1, 2 and 3.

UT 801 is twelve weeks of internship. Internship schedules will vary as to the internship site assignment for each student which provides the student with an opportunity to relate theory to practice in a supervised situation. The student's ability to perform correct protocols and effective diagnostic information on patients is evidenced by meeting specific objectives in each clinical area. The student's progress is documented on the student's Clinical Progress Sheet. Lack of satisfactory performance is documented on the Counseling/Probation form. A detailed quarterly clinical evaluation is performed on each student with full faculty participation. Clinical areas for this quarter will concentrate on the advanced sonography student who can perform exams with little supervision.

UT 820E – Master Scanning Lab Duplex Evaluation of the Portal Venous System for Portal Hypertension – 0.5 Quarter Credit Hours

Prerequisite: Completion of Modules 1, 2, 3, 4, 5, 6, 7 and Clinical 1, 2 and 3.

This course provides the learner with an overview of duplex imaging of the portal, splenic, hepatic, and mesenteric vessels in the abdomen for the evaluation of Portal Hypertension, Portal Vein Thrombosis, Budd Chiari Syndrome and Transjugular Portosystemic Shunt malfunction. Areas covered include normal and abnormal cross section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications, definition of terms, scanning protocol, instrumentation, and sonographic technique (black and white conventional and color/power Doppler). Clinical hands – on training integrated with didactic instruction is the primary focus of this program.

UT 820F – Master Scanning Lab Lower Extremity Venous Valve Insufficiency Duplex Exam 1 – 0.5 Quarter Credit Hours

Prerequisite: Completion of Modules 1, 2, 3, 4, 5, 6, 7 and Clinical 1, 2 and 3.

The one – day Basic Ultrasound Course provides the student with an overview of anatomy, pathology and duplex imaging of the venous system of the lower extremity for the evaluation of deep, superficial and perforator incompetency in patients with Chronic Venous Insufficiency (CVI). Areas covered include normal and abnormal cross section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indication, definition of terms, scanning protocol, instrumentation, and sonographic technique (black and white conventional and color doppler). Clinical hands – on training integrated with didactic instruction is the primary focus of this program.

UT 820G – Master Scanning Lab Lower Extremity Venous Valve Insufficiency Duplex Exam 2 – 0.5 Quarter Credit Hours

Prerequisite: Completion of Modules 1, 2, 3, 4, 5, 6, 7 and Clinical 1, 2 and 3.

This is the advanced portion of the Lower Extremity Venous Valve Insufficiency Course. The student will receive an advanced overview of anatomy, pathology and duplex imaging of the venous system of the lower extremity for the evaluation of deep, superficial and perforator incompetency in patients with Chronic Venous Insufficiency (CVI). Areas covered include normal and abnormal cross section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indication, definition of terms, scanning protocol, instrumentation, and sonographic technique (black and white conventional and color Doppler). In addition to the review portion will be instruction as to assisting vascular surgeons with the reparative process of varicose veins. Clinical hands – on training integrated with didactic instruction is the primary focus of this program.

Associate of Science in Vocational Nursing (ASVN) Courses – Blended Program

Please see course description under General Education

BS in Diagnostic Medical Imaging (BSDMI) Courses – Distance Education (Online) Program

DMI 310 – Advanced Medical Imaging – 4 Semester Credit Hours

This course will offer students an understanding of advanced imaging modalities such as, CT, MRI, Nuclear Medicine and Ultrasound. The ability to locate and identify structures in the axial sagittal, coronal and orthogonal planes is critical in all imaging modalities. Volumetric data sets and three dimensional reconstructions of the body structures are increasingly important to the critical diagnosis and treatment of diseases. To enhance patient care and assist physicians with the prognosis, radiologic science professionals must understand cross sectional anatomy in each of the imaging modalities. The student will augment their skills in diagnostic imaging through a practical foundation of diagnostic knowledge.

DMI 330 – Advanced Radiobiology – 4 Semester Credit Hours

This course will provide the radiologic science professional with theories and principles of the interaction of ionizing radiation with living systems. Radiation effects on biologic molecules & organisms and factors affecting biological response are explored. Acute and long – term effects of ionizing radiation exposure are discussed. Applications in diagnostic and therapeutic settings are presented.

DMI 340 – Quality Control in Diagnostic Imaging – 4 Semester Credit Hours

Training and managing image quality and patient dose in film screen and digital radiology systems will be presented. This course will introduce new regulations and discuss new challenges for practitioners. Radiographers will learn to ensure that imaging capability and radiation dose management is integrated and maintained in the department. Quality control will be discussed in depth including procedures and protocols, visualization, transmission and archiving of the images.

DMI 360 – Health Science Management – 4 Semester Credit Hours

This course is designed to provide entry – level managers with a wide variety of tools and theories from which to choose. A marked focus is offered on evaluation and resolution of personnel issues. An emphasis is placed on the ultimate responsibility of supervisors and managers for the performance of their staff. The text provides information and guidance to obtain maximum results from others. Getting things done through people is a key component of this text.

DMI 370 – Professional Capstone Portfolio Project – 4 Semester Credit Hours

This is an independent study project, where students will prepare a professional E – portfolio. This portfolio is to be worked on by the BS DMI students throughout the course of the entire program starting from their first Semester until completion of the BS DMI program and is to be composed of a multitude of individual projects and documents preparing the student for professional practice as an imaging professional with BS DMI. This portfolio serves as the exit project for the Bachelor Degree Program in Nursing at Gurnick Academy of Medical Arts.

DMI 410 – Leadership and Performance – 3 Semester Credit Hours

Leadership and performance is a dynamic exploration of Universal Laws of Performance and how to apply them both personally or to any organization. Used by notable businesses worldwide these laws open doors to discover and create cultures within a company that will literally alter the course of any organization. Using case studies of three organizations this course guides you to discover the universal laws and how to apply them now.

DMI 420 – Operations and Human Resource Management in Diagnostic Imaging – 3 Semester Credit Hours

This course focuses on a variety of issues including the application of Operations Management techniques in the context of radiologic and diagnostic imaging. We will identify protocols, policies, and procedures; marketing services; customer management and satisfaction methods. This course will provide the student with the foundation necessary to address the day – to – day issues an imaging administrator will experience. This course will foster the student's goal to achieve their Certified Radiology Administrator Certification (CRA).

DMI 430 – Financial and Asset Management in Radiology – 3 Semester Credit Hours

This course will represent a cross section of today's imaging profession and give students insight and knowledge on the financial and asset management system in Radiology and its processes. This is a course that will aid imaging professionals in the preparation of the Certified Radiology Administer examination by providing education materials specific to the field. This course will discuss in depth insights and analyses on various subjects pertaining to financial and asset management and also discuss Strategic planning and implementing a SWOT analysis to increase total performance.

DMI 440 – Digital Radiography & PACS – 3 Semester Credit Hours

Many facets of imaging informatics will be investigated in this comprehensive course; information technology, imaging modality capabilities, supervision of modality integration, establishing programs for image display quality control, recognition of specific hazards to the healthcare environment. In addition students will learn to identify and implement medical imaging standards: DICOM, HL – 7, MQSA, ACR, and ICD – 9, SMOMED. This course prepares students for the Imaging Informatics Professional Certification exam, offered by the American Board of Imaging Informatics (ABII).

DMI 450 – Communication & Education in Imaging Informatics – 3 Semester Credit Hours

This is an inclusive course discussing the roles and relationships in healthcare settings, medical terminology, communications relating to system availability or changes, feedback, and feedback mechanisms. Furthermore, this course will explore performance needs assessment, training programs, implementation training and evaluations of effectiveness training. This course prepares students for the Imaging Informatics Professional Certification exam, offered by the American Board of Imaging Informatics (ABII).

DMI 460 – Systems Management in Imaging Informatics – 3 Semester Credit Hours

This course will explore procurement, project management, and operations of digital imaging systems. Additionally systems management will be introduced including; cost analysis, system capacity, throughput, disaster plan recovery, business continuity strategies, use problem management, data migration procedures and data security and individual privacy. This course prepares students for the Imaging Informatics Professional Certification exam, offered by the American Board of Imaging Informatics (ABII).

Bachelor of Science in Nursing (RN to BSN) Courses – Blended Program**RN 100 – Fundamentals of Nursing – 3 Semester Credit Hours**

This course introduces professional nursing. Content includes a brief history of nursing, including roles and responsibilities of the health care team. The provision of a standard of care consistent with legal, ethical, and regulatory guidelines and ANA Standards of Practice are emphasized. Verbal communication skills, informatics, evidence based practice, safety and the development of a patient centered, therapeutic nurse – client relationship are fostered. Students are taught the nursing process and use of nursing diagnosis in the development of a nursing care plan.

RN 102 – Nursing Skills Laboratory – 1.5 Semester Credit Hours

In this course, students are taught to perform fundamental and complex nursing skills, which incorporate theories and principles from nursing, health assessment, and related sciences. Laboratory includes demonstration, practice, and critique of skill performance.

RN 103 – Health Assessment Theory – 2 Semester Credit Hours

This course focuses on strategies to obtain health histories and physical assessment data for diverse populations across the life span. Students are instructed in the identification of normal and abnormal findings using inspection, palpation, percussion, and auscultation. Health risk prevention and promotion of optimal health behaviors are also addressed.

RN 104 – Health Assessment Skills Lab – 1.5 Semester Credit Hours

This course focuses on the use of health assessment theory to develop the hands – on skills of inspection, palpation, percussion and auscultation. Laboratory experience includes demonstration, practice, and critique of skill performance.

RN 106 – Fundamentals of Pharmacology – 2 Semester Credit Hours

In this course, the student is familiarized with a history of pharmacology, the classification of medications, their actions, application and nursing considerations. Principles and procedures for the safe administration of medications are stressed. Basic math and computation of adult and pediatric dosages are included. Actions, interactions, applications, and nursing considerations are addressed.

RN 107 – Pathophysiology – 3 Semester Credit Hours

In this course, pathophysiological changes in the acutely ill and chronically ill patient across the lifespan are explored using a systems and inter—systems approach. The course covers identification of pathological changes in the assessment of patients with major health disruptions; techniques appropriate to patients using a major systems approach; analysis of data; and description of intersystem relationships across the life span as a basis for problem solving in the nursing process. Basic EKG and arrhythmia determination and ABG analysis are included.

RN 201 – Medical Surgical Nursing Theory – 3 Semester Credit Hours

This course provides basic medical/surgical theory and an understanding of the dynamic sequence of biological, psychological, and sociological changes that occur through older adulthood. Usual growth and development patterns, as well as disruption in critical periods of development, are presented and aid in the development of nursing insight, which will enable safe, effective patient – centered care.

RN 202 – Clinical II – 3 Semester Credit Hours

This course applies theoretical content of patient – centered care of patients with medical surgical conditions. Emphasis is on care planning, assessment, teaching, and clinical interventions to promote healthy outcomes for patients

RN 301 – Maternal/Newborn Nursing & Women’s Health Theory – 3 Semester Credit Hours

This course covers comprehensive maternal and newborn care beginning with preconception planning and including risks occurring in pregnancy and post-partum, maternal and newborn complications, male and female reproductive problems and needs, and family needs and problems during the maternity cycle. Concepts on nutrition, cultural variations, and safety of mother and newborn are integrated throughout. Therapeutic use of drugs during pregnancy, labor and delivery, and the immediate postpartum period are included.

RN 302 – Maternal/Newborn Nursing & Women’s Health Clinical III – 2 Semester Credit Hours

This course applies theoretical content of patient – centered care of mothers and newborns. Emphasis is on assessment, teaching, and clinical interventions to promote healthy outcomes for families.

RN 303 – Care of Children & Family Nursing Theory – 3 Semester Credit Hours

This course examines in – depth identification of various diseases affecting the child through young adult, as well as physical and developmental maturation. Cultural variations and family interactions are explored. Disease

prevention, health maintenance, and appropriate therapeutic interventions, such as pharmacologic agents and nutrition, are included

RN 304 – Care of Children & Family Clinical IV – 2 Semester Credit Hours

This course applies theoretical content into practice with attention to patient centered, quality care. Interaction with family members facilitates the student's ability to recognize family dynamics and their effects on the developmental process. Advanced skills necessary to care for the pediatric patient are achieved through simulation. Application of the nursing process to optimize patient and family outcomes is emphasized.

RN 401 – Psychiatric/Mental Health Nursing Theory – 3 Semester Credit Hours

This course addresses theories and principles of psychiatric nursing. Biopsychosocial foundations of behavior, communication, and psychopharmacology are emphasized. Patient relationship and use of effective and non – effective communication are addressed. The nurse's role in the prevention and early identification of psychiatric disorders children, adolescents, adults, and older adults, and the treatment modalities of mental illness and organic brain syndromes are studied.

RN 402 – Psychiatric/Mental Health Nursing Clinical V – 3 Semester Credit Hours

This course facilitates the application of theory into clinical practice in the care of selected patients who may experience psychological stress, neurobiological disorder, and high risk situations such as homelessness, family violence, child abuse, HIV and post-traumatic stress syndrome. Students apply the nursing process to optimize patient outcomes.

RN 405 – NCLEX Preparation and Remediation – 1 Semester Credit Hour

In this course, the NCLEX test plan, application process, and test taking strategies will be reviewed. Students will take a computerized comprehensive NCLEX type test. Based on individual analysis of the computerized comprehensive NCLEX type test, the student will remediate on areas identified as needing improvement.

Dental Assistant (DA) Courses – Residential Program

DA 100 – Infection Control – 0.5 Quarter Credit Hours

This course is a prerequisite in order to be able to begin the dental assisting program. The course will contain 4 hours of didactic and 4 hours of practical applications that will explain the basic dental science and microbiology as they relate to infection control in dentistry. The course will explain the legal and ethical aspects of infection control procedures. Terms and protocols specified in the regulations of the board regarding the minimum standards for infection control. Describe the principles of modes of disease transmission and prevention. Principles, techniques, and protocols of hand hygiene, personal protective equipment, surface barriers and disinfection, sterilization, sanitation, and hazardous chemicals associated with infection control. Explain the principles and protocols of sterilizer monitoring and the proper loading, unloading, storage, and transportation of instruments to work area. Describe and demonstrate the principles and protocols associated with sharps management, waterline maintenance and infection control for laboratory areas.

DA 200 – Fundamentals of Dental Assisting – 6 Quarter Credit Hours

This course will cover an overview of the dental profession, healthcare teams, history of dentistry through the ages, and the legal and ethical responsibilities expected of dental professional. Students will become knowledgeable of the landmarks of the face and oral cavity, tooth numbering, patterns of eruption, and the functions of the dental arch and teeth in the opposing arch. Students will be able to classify dental caries as an infectious disease, and name the types of bacteria that cause caries. The student will be able to identify systemic factors that may cause periodontal disease and describe the two basic types of periodontal disease and explain the significance of plaque and calculus in periodontal disease.

DA 201 – Sciences of Dentistry/Infection Prevention – 6 Quarter Credit Hours

In this course, instruction will be provided in the location, structures, and functions of head and neck anatomy, including bones of the head and face, musculature, innervations, and the circulatory system. Coursework will include an introduction to the terminology and functions of body systems. Students will be able to describe specific terms relative to general anatomy and physiology of the human body, including systems, planes, cavities,

and basic units as well as microorganisms affecting humans. The students will be able to describe the importance of prevention of oral disease and treatment of periodontal disease as well as infection control standards, including requirements of the OSHA Bloodborne Pathogens Standard, hazardous materials handling, labeling, inventory, housekeeping, laundry, and disposal of hazardous materials will be covered. This course will also provide instruction in the process of inflammation, identification of oral lesions, oral diseases and related biological, physical, and chemical agents, as well as hormonal, developmental, and nutritional disturbances. Students will be instructed in basic pharmacology and drugs associated with treating diseases, their use in dentistry, related terms, parts of a prescription, and types of anesthetics.

DA 202 – Foundations of Clinical Dentistry – 6 Quarter Credit Hours

In this course, instruction will address the parts of dental hand instruments, categories and uses, functions of dental burs, abrasives, dental hand pieces, and the importance and function of instrument tray systems and color coding. This course will provide instruction in the types of restorative materials and cements used in general dentistry. The student will be able to describe the role of the dental assistant in chair side restorative procedures, and the properties of dental materials.

DA 203 – Dental Materials/Coronal Polishing – 6 Quarter Credit Hours

This course will provide instruction in a variety of expanded dental functions. Students will be able to prepare, apply, and remove a dental dam, dental matrix and wedge. The student will be able prepare and manipulate and place dental cavity liners, cavity varnish and cements. The student will be able to suture removal and postoperative patient care following oral surgical procedures. The student will be able to explain and describe the placement and removal of gingival retraction devices; preparation and application of enamel sealant material, benefits and types of dental bleaching materials, application techniques, and patient education instructions.

DA 204 – Radiology Safety/Administrative – 6 Quarter Credit Hours

In this course, instruction will be provided in the history and biological effects of radiation, safety precautions, components of the dental x – ray unit, and their function. X – ray study explains how x – rays are produced, and students describe the composition, sizes, types, and storage requirements of dental x – ray film. Students will be instructed in how to expose and process diagnostically acceptable intraoral and extraoral dental films, using both the paralleling and bisecting techniques. Common production errors, processing techniques, mounting procedures, identification of radiographic landmarks, the procedures and state policies required for dental offices to ensure quality radiographs, and the use of imaging systems for dental purposes are covered. Students will study the overall aspects of dental office management, including patient reception, marketing, telephone technique, business office systems, patient scheduling, records managements, accounts receivable, management of patients' accounts, accounts payable, inventory control, and recall systems management. The student will describe in the importance of accurate charting and interpretation for diagnosis, consultation, and financial and billing purposes. Computerized business office systems for the dental office are explored for patient scheduling, records management, patient accounts, and accounts payable. Students develop self – awareness and the importance of communication skills. Emphasis will be placed on assessing professional qualifications including developing a job search network, interview strategies, and interview follow up. Students will create resumes, cover letters, and review the application completion process.

DA 205 – Dental Specialties/Patient Assessment – 6 Quarter Credit Hours

This course will address dental office design, working environment, and the performance of four – handed dental procedures, instrument grasp and transfer, and requirements for special needs patients. The scope of oral and maxillofacial surgery, orthodontics, pediatric dentistry and periodontics will be covered. Students will also receive instruction on how to identify the equipment used for procedures within oral and maxillofacial surgery, orthodontics, pediatric dentistry, and periodontic practice. Instruction will include preparation for common medical and dental emergencies, including cardiopulmonary resuscitation, treating patients with syncope, anaphylaxis, asthma attacks, heart conditions, cerebrovascular accident, and common dental emergencies. Students are required to pass CPR certification during this course. Students will be able to provide patient instruction in the use of removable and fixed prosthodontics including diagnostic steps, materials required for treatment, the importance of a consultation appointment, the advantages and disadvantages of partial and full dentures, the steps required in denture polishing, relining and repair, as well as the function of an overdenture.

The definition of an endodontist and how endodontics relates to the dental practice is also included in this course.

DA 300 – Clinical Externship – 6 Quarter Credit Hours

Clinical externship is an 8 week course that includes student placement in a facility that performs various types of skills. The student will be required to complete an average of 20 – 30 hours a week. Externship provides exposure for hands on practice. Externship will provide students the opportunity to apply theory concepts assist the dental staff with daily duties in the front and back office under staff supervision. This experience marks the point of transition from being a student to becoming a Dental Assistant.

BS in Diagnostic Medical Imaging (BSDMI) Courses

Medical Assistant (MA) Courses – Residential Program

MA 100 – Introduction to Administrative Medical Assisting – 3 Quarter Credit Hours

Prerequisite: Acceptance to Medical Assistant Program

Introduction to Medical Assisting will introduce students to the history and practice of medical medicine. It will introduce concepts of communication (verbal & non – verbal). It will present professionalism by describing the concepts of making a commitment to the profession. Professionalism in dress, behavior, and attitude are presented and monitored throughout the program. Students will gain knowledge in patient education and Basic First Aid.

MA 101 – Anatomy & Physiology I – 4.5 Quarter Credit Hours

Prerequisite: Acceptance to Medical Assistant Program

This course will introduce the basic concepts of the body system, disorders, including basic drugs, and lab tests and diagnostic studies. Students will understand the knowledge of diseases in each specialty and the introduction to EKG use and pulmonary function evaluation.

MA 102 – Administrative Medical Assisting – 11 Quarter Credit Hours

Prerequisite: Acceptance to Medical Assistant Program

This course will introduce administrative office environment and duties. Introduction to telephone techniques, office supplies, equipment, appointment scheduling, and patient reception customer service. Course will also introduce medical office management, financial management, insurance billing and coding. Medical records are also introduced along with charting guidelines, computer applications and medical key terms.

MA 200 – Introduction to Clinical Medical Assisting – 3 Quarter Credit Hours

Prerequisite: Acceptance to Medical Assistant Program

Introduction to Medical Assisting will introduce students to the history and practice of medicine. It will introduce concepts of medical law and ethics. Students will learn and understand HIPAA, Disabilities Act, Portability and Accountability Act. It will present professionalism by describing the concepts of making a commitment to the profession. Professionalism in dress, behavior, and attitude are presented and monitored throughout the program. Students will gain knowledge in patient education and Basic First Aid. Students will understand the foundations of proper diet and nutrition, and will develop the ability to effectively convey and educate patients on these guidelines.

MA 201 – Anatomy & Physiology II – MA 201 – 4.5 Quarter Credit Hours

Prerequisite: Acceptance to Medical Assistant Program

This course will introduce the basic concepts of the body system, disorders, including basic drugs, and lab tests and diagnostic studies. Students will understand the knowledge of diseases in each specialty and the introduction to nutrition and health matters will be covered.

MA 202 – Clinical Medical Assisting – 11 Quarter Credit Hours

Prerequisite: Acceptance to Medical Assistant Program

This course will cover concepts and hands on skills of the back office of the medical assistant clinical duties. Including how to assist in physical examinations, set up patient rooms, instrument sterilization and vital sign measurements. Students will have knowledge of medical instruments and EKG use.

MA 300 – Clinical Externship – 6 Quarter Credit Hours

Prerequisite: Completion of module 1 and 2

Clinical externship is a six week course includes student placement in a facility that performs various types of skills. It provides exposure for hands on practice, and to apply theory concepts. Externship will provide students the opportunity to assist facility staff with daily duties in the front and back office under staff supervision. This experience marks the point of transition from being a student to becoming a Medical Assistant.

Psychiatric Technician (PT) Courses – Residential Program**PT 100 – Fundamental of Nursing – 9.5 Quarter Credit Hours**

This course begins with a historical perspective on the art and science of nursing and the legal and ethical aspects of the nursing profession. The nursing tools of critical thinking, communication skills, teaching ability and cultural sensitivity are presented and analyzed, with emphasis on the nursing process, nursing diagnoses, documentation, and exploration of the therapeutic nurse/client relationship. The core of the course emphasizes the Licensed Vocational Nurse's and Psychiatric Technician's role in meeting the basic physiologic needs of the client. Normal physiologic processes are presented as a means of comprehending abnormal processes.

PT 110 – Anatomy and Physiology – 5.5 Quarter Credit Hours

Prerequisite: VN 001 – Essential Medical Bioscience

This course covers the structure and function of the human body from the single cell through all body systems and the inter – relatedness of the structure and functions in the body are examined. Basic concepts of fluid, electrolyte and acid/base balance are included.

PT 120 – Clinical Nutrition – 3 Quarter Credit Hours

Clinical Nutrition for Healthcare Professionals is a required course and a vital part of the Vocational Nurse and Psychiatric Technician program, where the basics of Human Nutrition in Health and Disease will be considered. As opposed to General Nutrition courses, this Clinical Nutrition course focuses on Medical Nutrition Therapy pertaining specifically to Nursing Care in inpatient and/or outpatient setting. In this course, the main goal is to teach and prepare VN and PT students to complete basic screening, assessment of patient's nutritional status, and participate in Medical Nutritional Interventions and Therapy, such as Therapeutic Diets, Mechanically – Altered Diets, Enteral and Parenteral Nutrition Support, Pre – and Post – operative Nutrition therapy, and many others.

PT 130 – Clinical Lab I – 6 Quarter Credit Hours

This practical skill lab course is an introduction to clinical practicum. Nursing skills are structured and covered in the following order: basic nursing skills which include basic principles of nursing such as role and responsibility of the nursing and psychiatric technician team, the nursing process and nursing and psychiatric care plan, delegation, patient and resident rights and medical asepsis followed by bathing, bed making, body mechanics and exercise, measurements, normal elimination, personal hygiene and grooming, concepts of safety and restraints, and preventing and treating pressure ulcers. Intermediate nursing skills include enteral nutrition, ostomy care, oxygenation, preoperative and postoperative nursing care, specimen collection, urinary catheter management, wound care, and suctioning. Advance nursing skills cover managing non – parenteral medications, and safe medication administration. Upon completion of this course students will be ready to apply their nursing skills in the real – life clinical settings.

PT 200 – Medical Surgical Nursing for Psychiatric Technicians – 8.5 Quarter Credit Hours

This course covers basic pathology, signs, symptoms, incidence, methods of diagnosis and treatment, and medical and surgical conditions. Emphasis is placed on the effect and nursing implications of commonly used drugs and diet modifications are explored. The role of the practical nurse and psychiatric technician in caring for aging patients both in the home and medical settings are explored. Clinical experience and client centered conferences are used to reinforce classroom theory. In this course students are introduced to the foundation of medical – surgical nursing such as caring for clients with altered fluid, electrolyte, and acid – base balance, caring for clients in pain, experiencing shock, trauma, and critical illness.

PT 210 – Pharmacology I – 4 Quarter Credit Hours

Pharmacology I is the first in the series of two required courses in Pharmacology as part of the Vocational Nurse and Psychiatric Technician programs at Gurnick Academy of Medical Arts. In this class, discussions include drug regulations, drug classification and categorization, as well as methods of drug administration and drug metabolism. The basic concepts of pharmacokinetics and pharmacotherapy will be discussed. By the end of this course, students will also be introduced and become knowledgeable in medications affecting cardiovascular system and drugs affecting fluid, acid – base, and electrolyte balance. Drugs affecting other organ systems will be briefly introduced, but discussed in further detail in the Advanced Pharmacology course later on.

PT 220 – Internship II – 9 Quarter Credit Hours

The first clinical experience consists of clinical which is integrated with Medical – Surgical Nursing for Psychiatric Technicians. Clinical schedules will vary for each student and will provide the opportunity to relate theory to practice in a supervised situation. The student's ability to provide safe and effective care to selected clients with supervision by the clinical instructor is evidenced by meeting specific behavioral objectives in each clinical area.

PT 300 – Introduction to Modern Psychiatry/Mental Disorders/Developmental Disabilities – 9.5 Quarter Credit Hours

This is the first course of the three course series, Introduction to Modern Psychiatry, Mental Disorders, and Developmental Disabilities. This course covers psychological and mental health concepts as they relate to the psychiatric technician. Also, this course will cover the etiology, pathophysiology and treatment of mental, emotional and behavioral disorders.

PT 310 – Pharmacology II – 4.5 Quarter Credit Hours

Pharmacology II is the second in the series of two required courses in Pharmacology as part of the Vocational Nurse and Psychiatric Technician programs at Gurnick Academy of Medical Arts. In this class, we will continue to discuss medications affecting pulmonary system, Digestive System, Hormonal balance, musculoskeletal system. Antibiotics, Pain – management drugs, and drugs affecting central nervous system will be covered in detail.

PT 320 – Internship III – 9 Quarter Credit Hours

This portion of the curriculum provides the student with an opportunity to continue to relate theory to practice in a supervised situation and sharpen their clinical skills. The student's ability to provide safe and effective special care is evidenced by meeting specific behavioral objectives in each clinical area.

PT 400 – Advanced Mental Disorders – 4 Quarter Credit Hours

The second part of the Mental Disorders, Modern Psychiatry and Developmental Disabilities series continues to cover more advanced pathology, signs, symptoms, prevalence, methods of diagnosis and treatment, and mental and developmental conditions. In this course students are covering assessment Organic Mental Syndromes, and Case Management. This course will cover the role of the Psychiatric Technician, Psychopharmacology, and Mental Health Nursing I and II. The course reviews management of assault behaviors, client's rights, psychophysiological, neurotic and psychotic disorders, group therapy, crisis intervention, substance abuse, domestic violence.

PT 410 – Advanced Developmental Disabilities – 8 Quarter Credit Hours

This course continues to cover more advanced pathology, signs, symptoms, incidence, methods of diagnosis and treatment, and mental and developmental conditions. In this course students continue to cover assessment and intervention of the client with developmental disabilities, etiologies, diseases associated with developmental disabilities, teaching and training using a developmental model, clients rights with developmental disabilities, tests and measurements, normalization, behavior modification, organic mental syndromes, and case management.

PT 420 – Internship IV – 9 Quarter Credit Hours

This portion of the curriculum provides the student with an opportunity to relate theory to clinical practice in a supervised situation in psychiatric rotation. The student's ability to provide safe and effective care to selected clients with a minimum of supervision by the clinical instructor is evidenced by meeting specific behavioral

objectives in each clinical area.

Vocational Nurse (VN) Courses – Residential Program

VN 001 – Essential Medical Bioscience – 80 Clock Hours

This course is a required prerequisite for admission into the Vocational Nurse and Psychiatric Technician Programs.

Essential Medical Bioscience is a course, where the basics of general and human biology will be considered. We will examine topics in molecular and cell biology, human anatomy, microbiology, nutrition, and biochemistry, while incorporating some basic medical terminology into the course material and reviewing basic math skills in preparation for drug calculations. This is a prerequisite course for entering professional education programs at Gurnick Academy of Medical Arts.

VN 100 – Fundamental of Nursing – 9.5 Quarter Credit Hours

This course begins with a historical perspective on the art and science of nursing and the legal and ethical aspects of the nursing profession. The nursing tools of critical thinking, communication skills, teaching ability and cultural sensitivity are presented and analyzed, with emphasis on the nursing process, nursing diagnoses, documentation, and exploration of the therapeutic nurse/client relationship. The core of the course emphasizes the Licensed Vocational Nurse's and Psychiatric Technician's role in meeting the basic physiologic needs of the client. Normal physiologic processes are presented as a means of comprehending abnormal processes.

VN 110 – Anatomy and Physiology – 5.5 Quarter Credit Hours

Prerequisite: VN 001 – Essential Medical Bioscience

This course covers the structure and function of the human body from the single cell through all body systems and the inter – relatedness of the structure and functions in the body are examined. Basic concepts of fluid, electrolyte and acid/base balance are included.

VN 120 – Clinical Nutrition –3 Quarter Credit Hours

Clinical Nutrition for Healthcare Professionals is a required course and a vital part of the Vocational Nurse and Psychiatric Technician program, where the basics of Human Nutrition in Health and Disease will be considered. As opposed to General Nutrition courses, this Clinical Nutrition course focuses on Medical Nutrition Therapy pertaining specifically to Nursing Care in inpatient and/or outpatient setting. In this course, the main goal is to teach and prepare VN and PT students to complete basic screening, assessment of patient's nutritional status, and participate in Medical Nutritional Interventions and Therapy, such as Therapeutic Diets, Mechanically – Altered Diets, Enteral and Parenteral Nutrition Support, Pre – and Post – operative Nutrition therapy, and many others.

VN 130 – Clinical Lab I – 6 Quarter Credit Hours

This practical skill lab course is an introduction to clinical practicum. Nursing skills are structured and covered in the following order: basic nursing skills which include basic principles of nursing such as role and responsibility of the nursing and psychiatric technician team, the nursing process and nursing and psychiatric care plan, delegation, patient and resident rights and medical asepsis followed by bathing, bed making, body mechanics and exercise, measurements, normal elimination, personal hygiene and grooming, concepts of safety and restraints, and preventing and treating pressure ulcers. Intermediate nursing skills include enteral nutrition, ostomy care, oxygenation, preoperative and postoperative nursing care, specimen collection, urinary catheter management, wound care, and suctioning. Advance nursing skills cover managing non – parenteral medications, and safe medication administration. Upon completion of this course students will be ready to apply their nursing skills in the real – life clinical settings.

VN 200 – Medical/Surgical Nursing I – 8.5 Quarter Credit Hours

The first part of series of the series of medical/surgical nursing, through a study of theory relative to the adult client, that covers basic pathology, signs, symptoms, incidence, methods of diagnosis and treatment, and medical and surgical conditions. Emphasis is placed on the effect and nursing implications of commonly used drugs and diet modifications are explored. The role of the practical nurse in caring for aging patients, both in the home and medical settings are explored. Clinical experience and client – centered conferences are used to

reinforce classroom theory. In this course students are introduced to the foundation of medical – surgical nursing such as caring for clients with altered fluid, electrolyte, and/or acid – base balance, caring for clients in pain, experiencing shock, trauma, and critical illness. The caring for clients with inflammation, infection, altered immunity, loss, grief, and end – of – life care is also covered. Disrupted respiratory, cardiovascular, hematologic, and lymphatic functions are discussed with emphasis on nursing and continuing care. Specific consideration is given to caring for clients with cancer and oncological care.

VN 210 – Pharmacology I – 4 Quarter Credit Hours

Pharmacology I is the first in the series of two required courses in Pharmacology as part of the Vocational Nurse and Psychiatric Technician programs at Gurnick Academy of Medical Arts. In this class, discussions include drug regulations, drug classification and categorization, as well as methods of drug administration and drug metabolism. The basic concepts of pharmacokinetics and pharmacotherapy will be discussed. By the end of this course, students will also be introduced and become knowledgeable in medications affecting cardiovascular system and drugs affecting fluid, acid – base, and electrolyte balance. Drugs affecting other organ systems will be briefly introduced, but discussed in further detail in the Advanced Pharmacology course later on.

VN 220 – Clinical II – 9 Quarter Credit Hours

VN 220 is twelve weeks of internship, which are integrated with Medical – Surgical Nursing I. Internship schedules will vary as to the term for each student which provides the student with an opportunity to relate theory to practice in a supervised situation. The student's ability to provide safe and effective nursing care to selected clients is evidenced by meeting specific behavioral objectives in each clinical area. The student's progress is documented on the student's Clinical Progress Sheet. Lack of satisfactory performance is documented on the Counseling/Probation form. A detailed quarterly clinical evaluation is performed on each student with full faculty participation. Clinical areas for this quarter will be primarily Medical – Surgical Nursing with some students assigned to specialty areas.

VN 300 – Medical/Surgical Nursing II – 9.5 Quarter Credit Hours

This course covers more advanced pathology, signs, symptoms, incidence, methods of diagnosis, treatment, and medical and surgical conditions. In this course students are covering disrupted endocrine, urinary, reproductive, neurologic, musculoskeletal and integumentary functions.

VN 310 – Pharmacology II – 4.5 Quarter Credit Hours

Pharmacology II is the second in the series of two required courses in Pharmacology as part of the Vocational Nurse and Psychiatric Technician programs at Gurnick Academy of Medical Arts. In this class, we will continue to discuss medications affecting pulmonary system, Digestive System, Hormonal balance, musculoskeletal system. Antibiotics, Pain – management drugs, and drugs affecting central nervous system will be covered in detail.

VN 320 – Clinical III – 9 Quarter Credit Hours

VN 320 provides the student with an opportunity to continue to relate theory to practice in a supervised situation and sharpen their clinical skills. The student's ability to provide safe and effective nursing care is evidenced by meeting specific behavioral objectives in each clinical area. Student's progress is documented on the Counseling/Probation form. Clinical areas for this quarter will be medical and surgical and other specialty areas.

VN 400 – Obstetrical Nursing – 4 Quarter Credit Hours

This course emphasizes the total care of the obstetrical client including the therapeutic uses and effects of drugs during pregnancy, labor and delivery, the immediate postpartum period, and nutrition as it relates to pregnancy and lactation. Care of the newborn is included. The role of the family and the importance of bonding are stressed. Clinical experience and client centered conferences reinforce classroom theory.

VN 410 – Pediatric Nursing – 4 Quarter Credit Hours

This nursing course provides an introduction to pediatric nursing through theory. The focus is on meeting the basic human needs of the pediatric client and their family, utilizing critical thinking, therapeutic communication, technical skills, leadership/management skills, effective time management, and the nursing process.

Professionalism and caring are emphasized. The role of the practical nurse in relation to the concepts of growth and development, health promotion, and illness prevention are discussed and demonstrated. Didactic focus is on the most common illnesses and conditions that the nurse is likely to encounter while working with children and their families in the acute care setting.

VN 420 – Psychiatric Nursing – 3 Quarter Credit Hours

This course offers an overview of the practical nurse's role in the prevention and treatment of mental illness, nursing management of the neurotic and psychotic client, the client with organic brain syndrome, and the suicide client. Clinical experience consists of primarily observational experience.

VN 430 – Clinical IV – 9 Quarter Credit Hours

This portion of the curriculum provides the student with an opportunity to relate theory to clinical practice in a supervised situation in maternity, pediatric, and psychiatric rotations. The student's ability to provide safe and effective nursing care to selected clients with a minimum of supervision by the clinical instructor is evidenced by meeting specific behavioral objectives in each clinical area.

VN 440 – Preparation for NCLEX – 4 Quarter Credit Hours

This course covers application of critical thinking and test – taking strategies in preparing nursing students for licensure success. The course is based on the most current NCLEX Test Plan, addressing patient safety, provision of effective care healthcare environment, healthcare promotion and maintenance, physiologic, and psychosocial integrity. Content includes, but not limited to: the nursing process, fundamentals of care in nursing, communication with psychiatric clients, and nursing care of the children, women of childbearing age, the elderly, and medical surgical clients.

NOTE: Please review the attached Addendum for any changes and updates that we may have regarding our programs and the Academy as a whole.



INTEGRATE | EMPOWER | ACHIEVE



ADDENDUM

FOR CATALOG

TABLE OF CONTENTS

FACULTY AND STAFF	5
CORPORATE OFFICE STAFF.....	5
PROGRAM DIRECTORS AND SUPERVISORS.....	5
Online Staff	6
Online Faculty	6
SAN MATEO CAMPUS.....	7
San Mateo, CA – Staff	7
San Mateo, CA – Dental Assistant Program Faculty.....	8
San Mateo, CA – Associate of Science in Physical Therapist Assistant Program Faculty	8
San Mateo, CA – Medical Assistant Program Faculty	8
San Mateo, CA – Associate of Science in Ultrasound Technology and Ultrasound Technology Programs Faculty	9
San Mateo, CA – Associate of Science in MRI Program and MRI Technology Program Faculty	10
San Mateo, CA – Vocational Nurse Program Faculty	11
San Mateo, CA – Continuing Education Faculty	12
CONCORD CAMPUS.....	12
Concord, CA – Staff	12
Concord, CA – Medical Assistant Program Faculty	13
Concord, CA –Associate of Science in Radiologic Technology Program Faculty	14
Concord, CA – Vocational Nurse (VN) and Psychiatric Technician (PT) Programs Faculty	15
Concord, CA – BSDMI Program (Online) Faculty	19
MODESTO CAMPUS.....	20
Modesto, CA – Staff	20
Modesto, CA – Dental Assistant Program Faculty.....	21
Modesto, CA – Medical Assistant Program Faculty	21
Modesto, CA – Associate of Science in MRI Technology Program Faculty	21
Modesto, CA – Vocational Nurse Program Faculty	22
FRESNO CAMPUS	25
Fresno, CA – Staff.....	25
Fresno, CA – Associate of Science in Ultrasound Technology Program Faculty.....	26
Fresno, CA – Medical Assistant Program Faculty	27
Fresno, CA – Vocational Nurse Program Faculty.....	27
Fresno, CA – Associate of Science in Vocational Nursing Program Faculty	29
Fresno, CA – Associate of Science in Nursing Program Faculty	30
SACRAMENTO CAMPUS	33
Sacramento, CA – Staff	33
Sacramento, CA – Associate of Science in Ultrasound Technology Program Faculty	33
Sacramento, CA – Associate of Science in Radiologic Technology Program Faculty	34
Sacramento, CA – Associate of Science in Magnetic Resonance Imaging Program Faculty	35

Sacramento, CA – Medical Assistant Program Faculty.....	36
LOS ANGELES CAMPUS.....	37
Los Angeles, CA – Staff	37
Los Angeles, CA – Associate Occupational Science in Radiologic Technology Program Faculty	37
Los Angeles, CA – Limited X-Ray Technician with Medical Assistant Skills Program Faculty	37
Los Angeles, CA – Medical Assistant Program Faculty	38
CHANGES & UPDATES TO PUBLISHED INFORMATION.....	39
REGISTRATION FEE	41
INTERNATIONAL STUDENT ADMISSIONS	41
ADMISSION REQUIREMENTS	42
ADMISSION REQUIREMENTS	43
Program Specific Performance Requirements	51
REFUND	52
FINANCIAL AID INFORMATION.....	54
SAFETY AND CAMPUS SECURITY	54
DRUG FREE	54
PREGNANCY	54
ATTENDANCE - ABSENT- TARDINESS - DROP	55
Make-up Guidelines	56
ACADEMIC PROBATION/REMEDATION.....	57
LEAVES OF ABSENCE (LOA)	59
GRADUATION REQUIREMENTS	59
VIOLATION OF COMPUTER USE POLICY AND RULES.....	60
REQUIRED APPLICATIONS	60
ACCEPTABLE USES.....	60
PROHIBITED USES.....	60
NO EXPECTATION OF PRIVACY	61
EMAIL USAGE	61
System Monitoring.....	61
Email Accounts.....	61
Primary Means of Communication	61
Legal Risks	62
Confidential Information.....	62
Acceptable Use	62
Best Practices	62
Equipment Losses and Damages.....	63
Student Technology Security Policy	63
THE IMPORTANCE OF STRONG AND SECURE PASSWORDS.....	64
PROGRAM INFORMATION.....	67
ASSOCIATE OF SCIENCE IN MAGNETIC RESONANCE IMAGING PROGRAM (A.S. IN MRI)	67
ASSOCIATE OF OCCUPATIONAL SCIENCE IN RADIOLOGIC TECHNOLOGY (A.O.S. IN RT)	69
LIMITED X-RAY TECHNICIAN WITH MEDICAL ASSISTANT SKILLS	72
ASSOCIATE OF SCIENCE IN ULTRASOUND TECHNOLOGY PROGRAM (A.S. IN UT)	73
INTERNATIONAL NURSE GRADUATE COURSES (ING)	75
COURSE GOALS AND OBJECTIVES	75

INTERNATIONAL NURSE GRADUATE COURSES OUTLINE.....	79
ASSOCIATE OF SCIENCE IN PHYSICAL THERAPIST ASSISTANT PROGRAM (A.S. IN PTA).....	80
LVN to RN Transition Theory & Lab Course	81
Essential Medical Bioscience.....	82
Magnetic Resonance Imaging (MRI) Intravenous (IV) Injections & Blood Withdrawal Course	83
BACHELOR OF SCIENCE IN DIAGNOSTIC MEDICAL IMAGING (BSDMI)	85
BACHELOR OF SCIENCE IN NURSING (BSN).....	89
MEDICAL ASSISTANT	97
COURSE DESCRIPTIONS	99
ACADEMIC CALENDAR 2019 - 2020	118
HOLIDAYS FOR ALL CAMPUSES AND PROGRAMS*	118
2019 START DATES PER CAMPUS AND PER PROGRAM	119
2019 BREAKS PER CAMPUS AND PER PROGRAM	120
CURRENT FEES AND TUITION	121

NOTE: Addendum is always attached to Gurnick Academy Catalog. Together, Addendum and Catalog (also, in the event if the catalog is outside of its period of effectiveness), represent current and updated information.

FACULTY AND STAFF

Dr. Krishna Misra

Medical Director (PT) – Ultrasound Technology, Radiologic Technology, and Magnetic Resonance Imaging (MRI) Programs

MD – S. C. B. Medical College – Cuttack, India

MD, Certified by E.C.F.M.G

Board Certified: American Board of Radiology, Licensed Physician in California

Dr. Misra has over 25 years of experience.

CORPORATE OFFICE STAFF

Andrea Smith	Financial Aid Assistant (PT)
Bradley Kuhn	IT Director (FT)
Christy Walston	Marketing Process Coordinator (FT)
Crystal Hickam	Collections Specialist (PT)
Dave Kuhs	Career Services and Talent Acquisition Director (FT)
Elena Kudrya	Finance Director (FT)
Hillary Fraser	Financial Aid Manager (FT)
Jason Ho	Compliance Director (FT)
Jenilee Ceralde	Accounts Payable Accountant (FT)
Kamilia Bell	Financial Aid Director (FT)
Li Xing Zhao	System Administrator (FT)
Matthew Kuhs	Faculty Orientation and Development Coordinator (FT)
Mercedes Hereford	Financial Aid Assistant (PT)
Nicholas Colombo	Director of Marketing (FT)
Olga Chupric	Senior Accountant (FT)
Olga Guchek	System Administrator (PT)
Sarah Nguyen	Registrar (FT)
Seble Marion	System Administrator (FT)
Serguei Kakhnovich	Marketing Specialist (FT)
Stella Kwong	Accounts Receivable Specialist (FT)
Stephanie Nguyen Vargas	Corporate Office Manager (FT)
Suzee Sturn	Corporate Outreach Director (FT)
Tanya Tran	Director of Admissions (FT)
Tiffany Chan	Accounts Receivable Specialist (FT)
Tiffany Nguyen	Executive Personal Assistant (FT)
Val Pashchenko	IT Manager (FT)

PROGRAM DIRECTORS AND SUPERVISORS

Larisa Revzina	VN/PT/PHL Program Director
Claudia Vass	Executive Director of A.S. in Ultrasound
Elena Danilova	Executive Director of A.S. in MRI
Gelena Gorelik	Director of Online Education
Rebecca Cheema	AS PTA Program Director
Lisa Dianda	Executive Director of MA Program

Revised by: Gurnick Academy of Medical Arts Process Department

Date of Catalog Print: August 2018

Effective Dates: August 1, 2018 to December 31, 2019

Date of Revision: December 20, 2019

Renee McAuliffe	DA Program Supervisor
Sabia Young	Director of Quality Education
Samantha Manlosa	
Sanchez	Dean of Nursing Programs
Alberto Verdad	Associate VN Program Director
Elizabeth Rosebrock	A.S. in RT (Concord) and BSDMI Program Director
Christy Foster Bollman	A.S. in RT Executive Program Director

Online Staff

Gelena Gorelik	Director of Online Education (FT)
Christine Peppers	Learning Management System (LMS) & Integrations Manager (FT)
Sonia Parievsky	Online Teaching Assistant (PT)
Ashley Taylor	Online Support Coordinator (FT)

Online Faculty

Full Time

Jesse Kleis, MS	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson City, CA BA – CSU Long Beach – Long Beach, CA Mr. Kleis has 7 years of experience.
------------------------	------------------------	--

Part Time

Guillermo Paredes, MD, RDMS (AB) (OB), RVT	GE Didactic Instructor	MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru Dr. Paredes has 15 years of experience.
Anna Parievsky, PhD	GE Didactic Instructor	PhD – UCLA – Los Angeles, CA BS – University of California, Los Angeles – Los Angeles, CA Dr. Parievsky has 9 years of experience.
Kelly Flores, RN	Didactic Instructor	BSN – University of Phoenix AA – Merced Community College – Merced, CA Ms. Flores has 7 years of experience.
Karolina Kopczynski, Ed.D	Didactic Instructor	Ed.D – University of Phoenix – Phoenix, AZ MA – University of Jean – Spain MA – University of Iberoamericana – Puerto Rico MA – School for International Training – Brattleboro, VT Dr. Kopczynski has 18 years of experience.
Karen Vanderlaan, MSC, BS	Didactic Instructor	MSC – University of Phoenix – Phoenix, AZ BS – Weber State University – Ogden, UT Ms. Vanderlaan has over 15 years of experience.
Ana Maria Estrada-Sanchez, PhD	GE Didactic Instructor	PhD – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico BS – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico Ms. Estrada-Sanchez has over 12 years of experience.
Tamra Skye, MA	GE Didactic Instructor	MA – Washington State University – Pullman, WA BA – Washington State University – Richland, WA Ms. Skye has over 21 years of experience.

Sanjana Krishnamurthy, M. Sc, MS	Instructor (Biosciences)	MS – California State University – Fresno, CA M.Sc – University of Mysore – Mysore, India B.Sc – University of Mysore – Mysore, India Ms. Krishnamurthy has over 2 years of experience.
Ludmila Kisseleva- Eggleton, PhD	Didactic Instructor	PhD – Russian Academy of Sciences – St. Petersburg, Russia Dr. Eggleton has over 30 years of experience.
Steven Visniski, BEE, MBA, DrBA	Didactic Instructor	BEE – Penn State University – State College, PA MBA – University of Phoenix – Online DrBA – University of Phoenix – Online Mr. Visniski has over 12 years of experience.
Karen T. Smith, MS	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.
Mark W. Guay, MS	Didactic Instructor	MS – State University of New York – New Paltz, NY BA – State University of New York – Fredonia, NY Mr. Guay has 12 years of experience.
Sonia Duarte, MSN, RN NED	Didactic Instructor	MSN – University of Phoenix – Online BSN – University of Phoenix – Central Valley Campus, Fresno, CA ASN – Fresno City College – Fresno, CA Ms. Duarte has 10 years of experience.

SAN MATEO CAMPUS

San Mateo, CA – Staff

Fred Faridian	Campus Director, Title IX Coordinator (FT)
Dalisia Banks	Student Services Coordinator (FT)
Amy Huang	Admissions Assistant (FT)
Danielle Palengat	Student Services Manager (FT)
Harry Jaochico	Admissions Advisor (FT)
Mariam Alghahmasi	ASUT Lab Technician (PT)
Michael Morris	Admissions Manager (FT)
Richard Olayvar	Student Services Coordinator (FT)
Harpreet Kang	Career Services Coordinator (FT)
Rochelle Dela Cruz	Front Desk Representative (FT)
Raquel Mendez	Financial Aid Manager (FT)
Geena Dabadghav	ASPTA Instructional Aid (PT)
Narges Kashani	ASUT Instructional Aid (PT)
Lynnell Hannah	Assistant Financial Aid Director (FT)
Priscilla Fiallos	Admissions Associate Advisor (FT)
Leana Darden	ASPTA/VN Faculty Support (PT)
Emma Phillips	Financial Aid Advisor (FT)
Randy Kim	PTA Lab Teaching Assistant (PT)

San Mateo, CA – Dental Assistant Program Faculty

Full Time

Renee McAuliffe, RDA	Program Coordinator	CDA – Brymans College – San Francisco, CA Ms. McAuliffe has over 17 years of experience.
-----------------------------	---------------------	---

Part Time

San Mateo, CA – Associate of Science in Physical Therapist Assistant Program Faculty

Full Time

Rebecca Cheema, PTA, Ed.D., ATC	Program Director	Ed.D. – University of Northern Colorado – Greeley, CO MA – University of Northern Colorado – Greeley, CO BS – Kansas State University – Manhattan, KS AA – Colby Community College – Colby, KS Ms. Cheema has over 34 years of experience.
Catherine Ammenti, MPT	Director of Clinical Education (DCE)	MPT– Samuel Merritt College – Oakland, CA BS – San Francisco State University – San Francisco, TX Ms. Ammenti has over 17 years of experience.
Patricia Kunse, MS PT	Academic Coordinator of Clinical Education	BS – Santa Clara University – Santa Clara, CA MS – Texas Women’s University – Houston, TX Ms. Kunse has over 31 years of experience.

Part Time

Larry Lee Leong, PT, BS, MBA, MS	Didactic/Clinical Instructor	BSPT – De La Salle University – Dasmarias City, Philippines MBA – Ateneo de Manila University – Makati City MS HAPI – New York Chiropractic College – Seneca Falls, NY Mr. Leong has over 16 years of experience.
Erick Kong, Ed.D, PTA, CEAS II, CTRS, RTC	Didactic Instructor	MS – California State University of the East Bay – Hayward, CA BS – California State University of the East Bay – Hayward, CA AS – Ohlone Community College – Fremont, CA Ed.D – Alliant International University – San Francisco, CA Mr. Kong has over 14 years of experience.
Adriana Saladrigas, DPT	Didactic Instructor	DPT – University of Missouri – Columbia, MO Ms. Saladrigas has over 3 years of experience.

San Mateo, CA – Medical Assistant Program Faculty

Full Time

Lisa Dianda, MA, RMA, CCMA-AC	Executive Program Director	BA – Saint Mary’s College – Moraga, CA MA – Saint Mary’s College – Moraga, CA Ms. Dianda has 20 years of experience.
Elna Murcia, MPA, BS, MA	MA Program Coordinator	MPA – Notre Dame de Namur University – Belmont, CA BS – Skyline College – San Bruno, CA MA – Bryman College – San Francisco, CA Ms. Murcia has over 9 years of experience.

Part Time

Jesus Garcia-DeLeon	Didactic Instructor	AAS – Heald College – Hayward, CA
----------------------------	---------------------	-----------------------------------

Maryoum Sandoval, MPA	Didactic/Clinical Instructor	CPT-1 – Kaiser Permanente School of Allied Health – Richmond, CA Mr. Garcia-DeLeon has over 3 years of experience. MPA – Notre Dame de Namur University – Belmont, CA BA Psychology – San Francisco State University – San Francisco, CA Ms. Sandoval has over 13 years of experience.
Karina Juarez, MA	Didactic/Clinical Instructor	MA – Gurnick Academy – San Mateo, CA CPT1 Certified – Gurnick Academy – San Mateo, CA Ms. Juarez has over 3 years of experience.

San Mateo, CA – Associate of Science in Ultrasound Technology and Ultrasound Technology Programs Faculty

Full Time		
Claudia Vass, RDMS, RVT, CRT	Executive Director of A.S. in Ultrasound	BA – Ashford University – Clinton, IA Certificate – Radiology – Maxwell AFB, AL Ms. Vass has over 28 years of experience.
Gelena Gorelik, MS, RD	Director of Online Education	MS – UC Davis – Davis, CA BS – UC Davis – Davis, CA Ms. Gorelik has over 17 years of experience.
James Hwang, MD, MPH, RDMS, RVT, RDCS	A.S. in Ultrasound Program Director	MD – Wonkwang University – Iksan, South Korea MPH – American Military University – Charles Town, WV Mr. Hwang has over 14 years of experience
Irene Leech, ARDMS, RVT	Didactic Instructor	AS – San Joaquin College – Fresno, CA Ms. Leech has over 20 years of experience.
Jesse Kleis, MS	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX Mr. Kleis has over 7 years of experience.
Larisa Lein, RDCS, RVT, RDMS	Didactic/Clinical Instructor	BS – University of Moscow – Moscow, Russia UT – St. Vincent's College – Bridgeport, CT Ms. Lein has over 28 years of experience.
Part Time / Per Diem		
Stephen Jackson, RDMS	Didactic Instructor	AS – College of St. Catherine's – St. Paul, MN Ms. Jackson has over 13 years of experience.
Caryn Rorabaugh, RDMS, RVT	Didactic Instructor	AS – Foothill College – Los Altos Hills, CA Ms. Rorabaugh has over 27 years of experience.
Guillermo Paredes, MD, RDMS (AB) (OB), RVT	GE Didactic Instructor	MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru Dr. Paredes has over 15 years of experience.
Anna Parievsky, PhD	GE Didactic Instructor	PhD – UCLA – Los Angeles, CA BS – University of California, Los Angeles – Los Angeles, CA Dr. Parievsky has over 9 years of experience.
Ana Maria Estrada-Sanchez, PhD	GE Didactic Instructor	PhD – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico BS – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico Ms. Estrada-Sanchez has over 12 years of experience.
Tamra Skye, MA	GE Didactic Instructor	MA – Washington State University – Pullman, WA

Vivian Sasaki, RVT	Didactic Instructor	BA – Washington State University – Richland, WA Ms. Skye has over 21 years of experience. UT – Gurnick Academy of Medical Arts – San Mateo, CA Mrs. Sasaki has over 8 years of experience.
Karen T. Smith, MS	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.
Mark W. Guay, MS	Didactic Instructor	MS – State University of New York – New Paltz, NY BA – State University of New York – Fredonia, NY Mr. Guay has 12 years of experience.

San Mateo, CA – Associate of Science in MRI Program and MRI Technology Program Faculty

Full Time

Elena Danilova, ARMRIT, ARRT (RT)(MR)	Executive Director of A.S. in MRI	BA – Ashford University – San Diego, CA AAS – Sonoma College – Petaluma, CA Ms. Danilova has over 9 years of experience.
Gelena Gorelik, MS, RD	Director of Online Education	MS – UC Davis – Davis, CA BS – UC Davis – Davis, CA Ms. Gorelik has over 17 years of experience.
Minhaaj Qasmi, RT, MR, ARRT	Assistant Program Director of A.S. in MRI	BS – University of California, Davis – Davis, CA AS – Gurnick Academy of Medical Arts – San Mateo, CA Ms. Qasmi has over 8 years of experience.
Jesse Kleis, MS	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX Mr. Kleis has over 7 years of experience.
Konstantin Tovarjan, MD	MRI Clinical Coordinator	MD – Rostov State Medical University – Rostov-on-Don, Russia Mr. Tovarjan has over 6 years of experience.

Part Time

Alexander Efremov, ARMRIT	Didactic Instructor	Diploma – Gurnick Academy of Medical Arts – San Mateo, CA Mr. Efremov has four years of experience.
Joe Madariaga, CRT, ARRT	Didactic Instructor	AA Radiologic Technology – Fullerton College – Fullerton, CA Level II Teaching Credential for Allied Health Careers – California State University, Long Beach – Long Beach, CA Mr. Madariaga has over 38 years of experience.
Guillermo Paredes, MD, RDMS (AB) (OB), RVT	GE Didactic Instructor	MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru Dr. Paredes has over 15 years of experience.
Anna Parievsky, PhD	GE Didactic Instructor	PhD – UCLA – Los Angeles, CA BS – University of California, Los Angeles – Los Angeles, CA Dr. Parievsky has over 9 years of experience.
Ana Maria Estrada-Sanchez, PhD	GE Didactic Instructor	PhD – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico BS – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico Ms. Estrada-Sanchez has over 12 years of experience.
Tamra Skye, MA	GE Didactic Instructor	MA – Washington State University – Pullman, WA BA – Washington State University – Richland, WA

Ms. Skye has over 21 years of experience.

Karen T. Smith, MS GE Didactic Instructor

MS – Nicholls State University – Thibodaux, LA
BA – Nicholls State University – Thibodaux, LA
Mrs. Smith has over 20 years of experience.

Mark W. Guay, MS Didactic Instructor

MS – State University of New York – New Paltz, NY
BA – State University of New York – Fredonia, NY
Mr. Guay has 12 years of experience.

San Mateo, CA – Vocational Nurse Program Faculty

Full Time

Rebecca Paguyo, LVN	Didactic/Clinical Instructor	BSN – Chinese General Hospital, College of Nursing Ms. Paguyo has over 30 years of experience.
Gelena Gorelik, RD	Director of Online Education/Didactic Instructor	MS – University of California, Davis – Davis, CA BS – University of California, Davis – Davis, CA Ms. Gorelik has over 10 years of experience.
Guillermo Paredes, MD, RDMS (AB)(OB), RVT	Didactic Instructor	MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru Dr. Paredes has over 15 years of experience.
Sashi Bir, RN	Clinical Coordinator	MSN – University of Phoenix – Phoenix, AZ Ms. Bir has over 10 years of experience.

Part Time

Norgene D. Erfe, RN	Clinical Instructor	BSN – Philippine Women's University – Manila, Philippines Ms. Erfe has over 37 years of experience.
Joe Madariaga, CRT, ARRT	Didactic Instructor	AA – Fullerton College – Fullerton, CA Level II Teaching Credential for Allied Health Careers – California State University, Long Beach – Long Beach, CA Mr. Madariaga has over 38 years of experience.
Leon Kwong, BS	Instructor	BS – San Francisco State University – San Francisco, CA Mr. Kwong has 16 years of experience.
Eric Escobedo, MS, RN, PHN, CCM, CHA	Didactic Instructor	MS – Regis University – Denver, CO Mr. Escobedo has 20 years of experience.
Chris Estarellas, RN, BSN	Didactic/Clinical Instructor	MS – Capella University – Minneapolis, MN BSN – Chamberlain College of Nursing – Downers Grove, IL Mr. Estarellas has over 5 years of experience.
Marie Kay Valle, MSN	Didactic/Clinical Instructor	MSN – Aspen Online University – Denver, CO Ms. Valle has over 8 years of experience.
Exzylle Pearl Canieso, RN, MSN, BSN	Didactic/Clinical Instructor	MSN – University of Incarnate Word – San Antonio, TX Ms. Canieso has over 19 years of experience.
Guerline Bornelus, RN, BSN	Clinical Instructor	BSN – San Francisco State University – San Francisco, CA Ms. Bornelus has over 13 years of experience.
Rosa Pedroza, RN, DNPL, MSN, BSN	Didactic/Clinical Instructor	DNPL – Grand Canyon University – Phoenix, AZ MSN – Dominican University of California – San Rafael, CA BSN – Dominican University of California – San Rafael, CA Ms. Pedroza has over 12 years of experience.

George Gilbert, MBA, BS, AA	Didactic Instructor	MBA – Keller Graduate School – Fremont, CA BS Education – New Mexico State University – Las Cruces, NM AA – Chabot College – Hayward, CA Mr. Gilbert has over 26 years of experience.
Grace Reyes, RN, BS	Clinical Instructor	LVN – NCP College – South San Francisco, CA BS – Notre Dame de Namur University – Belmont, CA Ms. Reyes has 10 years of experience.
Restry Villarina, RN, BSN	Didactic Instructor	BSN – Manilla University – Manilla, Philippines Mr. Villarina has over 19 years of experience.
Zahiyah Hasan, MSN, BSN, RN	Didactic/Clinical Instructor	MSN – San Jose State University – San Jose, CA BSN – University of South Carolina – Columbia, SC Ms. Hasan has over 5 years of experience.
Charlotte Dolar, BSN, RN	Clinical Instructor	BSN – St Paul University – Iloilo, Philippines Ms. Dolar has over 16 years of experience.

San Mateo, CA – Continuing Education Faculty

Part Time

Elizabeth Saiz, RN	IV Therapy and Blood Withdrawal Instructor	BSN – San Francisco State University – San Francisco, CA Ms. Saiz has over 30 years of experience.
Elisa S. Ramirez, RN	IV Therapy and Blood Withdrawal Instructor	BSN – Philippine Women’s University – Manila, Philippines MSN – San Francisco State University – San Francisco, CA. Ms. Ramirez has over 30 years of experience.

CONCORD CAMPUS

Concord, CA – Staff

Gari Hakobov	Campus Director (FT); Title IX Coordinator (FT)
Joe Kheuasida	Assistant Campus Director (FT)
Anna Pimentel	Admissions Manager (FT)
Steven Brown	Admissions Advisor (FT)
Claudia Zelaya	Financial Aid Assistant (FT)
Maria Alfonso	Evening Front Desk Representative (FT)
Lynnell Hannah	Assistant Financial Aid Director (FT)
Kimberly Savel	Career Services Coordinator (FT)
Rosa Castellon	Student Services Coordinator (FT)
Bibi Faiez	Front Desk Representative (FT)
Raquel Morales	Financial Aid Advisor (FT)
Maureen Mayrena	VN Faculty Support (PT)
Melissa Gil	Admissions Assistant (FT)
Amy Tran	Student Services Coordinator (FT)
Amanda Dempster	Financial Aid Assistant (PT)
Tanisha Phillips	Financial Aid Assistant (PT)
Daniel Preza	VN Instructional Aid (PT)
David Alarid Jr.	VN Instructional Aid (PT)
Christine Abenoja	Administrative Assistant (PT)
Julie Ritchie	Admissions Associate Advisor (PT)

Vanessa Zelaya	Financial Aid Assistant (FT)
Michael Wachholz	IT Support Specialist (FT)

Concord, CA – RN to BSN Program (Online) Faculty

Full time

Samantha Manlosa Sanchez, RN, BSN, MSN/ED	Dean of Nursing Programs	MSN/ED – University of Phoenix – Phoenix, AZ BSN – Velez College – Cebu City, Philippines Ms. Sanchez has 14 years of experience.
Gelena Gorelik, MS, RD	Director of Online Education	MS – UC Davis – Davis, CA BS – UC Davis – Davis, CA Ms. Gorelik has over 17 years of experience.

Part Time

Karen T. Smith, MS	Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.
Jesse Kleis, MS	Didactic Instructor	MA – CSU Dominguez Hills – Carson City, CA BA – CSU Long Beach – Long Beach, CA Mr. Kleis has over 7 years of experience.
Anna Parievsky, PhD	GE Didactic Instructor	PhD – UCLA – Los Angeles, CA BS – University of California, Los Angeles – Los Angeles, CA Dr. Parievsky has over 9 years of experience.
Beth-Anne White, MA	Didactic Instructor	MA – Southern Adventist University – Collegedale, TN BS – Southern Adventist University – Collegedale, TN Ms. White has over 7 years of experience.
Kelly Flores, RN	Didactic Instructor	BSN – University of Phoenix AA – Merced Community College – Merced, CA Ms. Flores has 7 years of experience.
Karen C. Johnson-Brennan, RN, Ed.D	Didactic Instructor	Ed.D – University of San Francisco – San Francisco, CA MS – UC San Francisco – San Francisco, CA BS – San Francisco State University – San Francisco, CA Dr. Johnson-Brennan has over 48 years of experience.

Concord, CA – Medical Assistant Program Faculty

Full Time

Linda Michaels Hughes, MBA, CMA (AAMA)	Program Supervisor	AS/MA – Silicon Valley College – Walnut Creek, CA BA – Utah State University – Logan, UT MBA – American Intercontinental University – Los Angeles, CA Mrs. Hughes has over 15 years of experience.
Jakline Zmary, MD	Didactic Instructor	MD – Cairo University – Cairo, Egypt MS – Cairo University – Cairo, Egypt Dr. Zmary has 4 years of experience.

Part Time

Dina Somers, MA, CPT II	Didactic/Clinical Instructor	MA – Western Career College – San Leandro, CA PHL – Summit Hospital – Oakland, CA Mrs. Somers has 8 years of experience.
Tharwat Morkos, MS	Instructor Assistant	MS – Assiut University – Asyut, Egypt Mr. Morkos has 20 years of experience.
Nancy Beshay, MAM	Didactic Instructor	MAM – Ain Shams University – Cairo, Egypt Ms. Beshay has 5 years of experience.
Peter Youssef Labib Beshay, MD	Didactic/Clinical Instructor	MD – Ain Shams University AS – Cairo, Egypt Mr. Beshay has 5 years of experience.
Mary Jeanne Paz, BSMIE, MD	Didactic Instructor	MD – Manila Central University – Caloocan, Philippines BS – Mapua Institute of Technology – Manila, Philippines Ms. Paz has 19 years of experience.
Bishoy Yoursef Bishay, BSPS	Didactic Instructor	BSPS – Ain Shams University – Cairo, Egypt Mr. Bishoy has 3 years of experience.

Concord, CA –Associate of Science in Radiologic Technology Program Faculty

Full Time

Elizabeth Rosebrock, MBA, RT(R)	Program Director	MBA – Bowling Green State university – Bowling Green, OH BS – Baker College – Flint, MI AS – Owens Community College – Perrysburg, OH Ms. Rosebrock has over 2 years of experience.
Charline Sealy, MS, RT (R)	Didactic Instructor/Clinical Coordinator	MS – University of Maryland University College – Washington DC BS – St. John's University – Jamaica, NY Ms. Sealy has 2 years of experience.
Gelena Gorelik, MS, RD	Director of Online Education	MS – UC Davis – Davis, CA BS – UC Davis – Davis, CA Ms. Gorelik has over 17 years of experience.
Jesse Kleis, MS	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX Mr. Kleis has over 7 years of experience.
Farrah Johnson RT, (R)(M)(BS), CNMT, NMTCB(CT)	Didactic Instructor	BA – Brandman University – Fairfield, CA AS – Community College of the Air Force – Montgomery, AL Ms. Johnson has over 6 years of experience.

Part Time

Karen T. Smith, MS	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.
Beth-Anne N. White, MA	Didactic Instructor	MA – Southern Adventist University – Collegedale, TN BA – Southern Adventist University – Collegedale, TN Mrs. White has over 7 years of experience.
Guillermo Paredes, MD, RDMS (AB) (OB), RVT	GE Didactic Instructor	MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru Dr. Paredes has over 15 years of experience.

Ana Maria Estrada-Sanchez, PhD	GE Didactic Instructor	PhD – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico BS – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico Ms. Estrada-Sanchez has over 12 years of experience.
Tamra Skye, MA	GE Didactic Instructor	MA – Washington State University – Pullman, WA BA – Washington State University – Richland, WA Ms. Skye has over 21 years of experience.
Margaret DeMarinis, PhD, ARRT (R)(M)	Didactic Instructor	PhD – University of Wisconsin – Madison, WI BA – Psychology and Linguistics University of California – Berkley, CA Ms. DeMarinis has over 35 years of experience.
Jacqueline Custard, Ed. D., RT (R)(M)	Didactic Instructor	EdD – St. Mary's College of California – Moraga, CA MS – Central Michigan University – Mt. Pleasant, MI BS – Tuskegee University – Tuskegee, AL Dr. Custard has over 29 years of experience.
Anna Parievsky, PhD	GE Didactic Instructor	PhD – UCLA – Los Angeles, CA BS – University of California, Los Angeles – Los Angeles, CA Dr. Parievsky has 9 years of experience.
Mark W. Guay, MS	Didactic Instructor	MS – State University of New York – New Paltz, NY BA – State University of New York – Fredonia, NY Mr. Guay has 12 years of experience.
Michael Callos, BS	Clinical Instructor	BS – California State University Stanislaus – Turlock, CA Mr. Callos has 6 years of experience.
Melody Molestina-Esquivel, RT (R)(CT)	Clinical Instructor	BS – University of St. Francis – Joliet, IL Ms. Molestina-Esquivel has 16 years of experience.

Concord, CA – Vocational Nurse (VN) and Psychiatric Technician (PT) Programs Faculty

Full Time		
Katherine Zahner	VN Associate Program Director	BSN – Marquette University – Milwaukee, WI MSN – California State University – Sacramento, CA Ms. Zahner has over 11 years of experience.
Paula Way LPT, BA	PT Program Coordinator	LPT – Hacienda-La Puente Adult Education Center – La Puente, CA BA – Cal State Dominguez Hills – Carson, CA Ms. Way has over 4 years of experience.
Belinda Bueno, BSFN, LVN	VN Clinical Coordinator VN/PT Didactic/Clinical Instructor	BSFN – Philippine Women's University LVN – American College of Nursing Ms. Bueno has over 5 years of experience.
Norman M. Elizaga, LVN	VN Didactic/Clinical Instructor	BSN – Our Lady Fatima College, Philippines Mr. Elizaga has over 8 years of experience.
Deborah Galloway, RN	VN/PT Didactic/Clinical Instructor	MSN – Gonzaga University – Spokane, WA BSN – Holy Names College – Oakland, CA Ms. Galloway has over 24 years of experience.
Jennifer Longworth, PHD(c), MSN/Ed, BSN	VN Didactic Instructor	PHD(c) – University of Phoenix MSN – University of Phoenix BSN – University of Phoenix AS – Trade Technical College Ms. Longworth has 36 years of experience.

Elizabeth Chanthavongsa, BSN	VN Didactic Instructor	BSN – California State University – Fresno, CA AA – Los Medanos College – Pittsburg, CA AA – Los Medanos College – Pittsburg, CA AS – Los Medanos College – Pittsburg, CA Ms. Chanthavongsa has 8 years of experience.
Lourdes Angel, PT, MPH	PT Didactic Instructor	MPH – Capella University – Minneapolis, MN BA – San Jose State University – San Jose, CA Ms. Angel has 15 years of experience.
Shruti Mannan	VN Clinical Instructor	MBA – Alagappa University – Karaikudi, India BSN – Maharishi Markandeshwar College of Nursing – India Ms. Mannan has 15 years of experience.
Part Time		
Aarthi Savoor, MS	VN/PT Didactic Instructor	MS – San Francisco State University – San Francisco, CA BA Biology – Queens College, City University of New York – New York, NY Ms. Savoor has over 9 years of experience.
Sally Shirey, LVN	VN Clinical Instructor	VN – California College of Medical Affiliates – San Francisco, CA Ms. Shirey has over 10 years of experience.
Linda Cook, RN	VN/PT Clinical Instructor	RN Diploma – Rio Hondo College – Whittier, CA VN Diploma – Rio Hondo College – Whittier, CA Ms. Cook has over 40 years of experience.
Francis Estrella, RN	VN/PT Didactic/Clinical Instructor	ASN – Unitek College – Fremont, CA LVN – American College of Nursing – Concord, CA Mr. Estrella has over 7 years of experience.
Laura Werner, DC, RN	VN/PT Didactic/Clinical Instructor	DC – The Chiropractic College – San Lorenzo, CA MSN – Orvis School of Nursing – Reno, NV BSN – Orvis School of Nursing – Reno, NV BA – Western Illinois University – Macomb, Illinois Dr. Werner has over 23 years of experience.
Geraldine Perez, RN	VN/PT Didactic/Clinical Instructor	BSN – United Doctors’ Medical Center – Quezon City, Philippines Ms. Perez has over 25 years of experience.
Marnel Yturralde, LVN	VN Clinical Instructor	BSN – Dr. Carlos Lanting College – Philippines DDM – DeCampo Memorial College – Philippines Mr. Yturralde has over 9 years of experience.
Maria Perez, RN, BSN	PT Didactic/Clinical Instructor	BSN – Samuel Merritt University – Oakland, CA RN – St. Mary’s College – Moraga, CA Ms. Perez has over 10 years of experience.
Maria Victoria Mendoza, LVN, BS	VN Didactic/Clinical Instructor	B.S. - De Los Santos College - Quezon City, Philippines Ms. Mendoza has over 20 years of experience.
Nadia Gawargyous, MD	VN/PT Didactic/Clinical Instructor	MD - Cairo University - Cairo, Egypt Ms. Gawargyous has over 30 years of experience.
Sinh Lawrence, LVN	VN Clinical Instructor	EMT – Academy of Health Science – Fort Sam Houston, TX LVN – United States Air Force Mr. Lawrence has over 22 years of experience.
Elizabeth Lee, LVN	VN Clinical Instructor	RN – Good Samaritan School of Nursing – Philippines Ms. Lee has over 35 years of experience.

Kathie Lawrence, LVN	VN Clinical Instructor	LVN – United States Air Force AS – Solano Community College – Fairfield, CA Ms. Lawrence has over 35 years of experience.
Jerome G. Hiquiana	VN Didactic/Clinical Instructor	BSN – University of Pangasinan – Philippines MBA, MAN – Lyceum-Northwestern University – Philippines BSCS – Colegio de Dagupan – Philippines Mr. Hiquiana has over 8 years of experience.
Maricar Telmo, MSN, RN	VN Clinical Instructor	MSN – University of San Francisco – San Francisco, CA BSN – Centro Escolar University – Manila, Philippines Ms. Telmo has over 16 years of experience.
Grace Olandria, RN	PT Didactic Instructor	BSN – San Pedro College – Davao City, Philippines LNC – University of Georgia – Athens, GA Ms. Olandria has over 24 years of experience.
Katrice Pagsabugan, VN	VN Clinical Instructor	BS – Far Easter University – Philippines Ms. Pagsabugan has 3 years of experience.
Amy Callan, BSN, CCRN	VN Didactic Instructor	BSN – University of Washington – Seattle, WA Ms. Callan has over than 20 years of experience.
Scott Wallace, RN CCRN, CFRN	VN Didactic Instructor	ADN – De Anza College – Cupertino, CA BSN – Pacific Union College – Cupertino, CA Mr. Wallace has 27 years of experience.
Faith Syquia, BSN	VN Didactic Instructor	BSN – Lyceum Northwestern University – Dagupcn, Philippines Ms. Syquia has 31 years of experience.
Liza Jay Elegado, LVN, BSMT	VN Didactic Instructor	LVN – American College of Nursing – Concord, CA BSMT – Centro Escalar University – Manila, Philippines Ms. Elegado has 9 years of experience.
Evangeline Padiernos, BSN	VN Clinical Instructor	BSN – Philippine Woman University – Manila, Philippines Ms. Padiernos has 35 years of experience.
Edward Magtoto, RN, BSN	VN Clinical Instructor	BSN – Tarlac State University – Manila, Philippines RN – Unitek College – RN International Program – Fremont, CA Mr. Magtoto has 8 years of experience.
Olivia Marzan, BSN,	VN Clinical Instructor	BSN – Urdaneta City University of Pangasinan – Manila, Philippines Ms. Marzan has 9 years of experience.
Fred Bunag, RN, BSN	VN/PT Clinical Instructor	BSN – St. Jude College Manila – Manila, Philippines RN – St. Jude College Manila – Manila, Philippines Mr. Bunag has 9 years of experience.
Ester Concepcion, MAN, RN	VN/PT Didactic/Clinical Instructor	BS – Central Philippine University – Iloilo City, Philippines MA – Central Philippine University – Iloilo City, Philippines Ms. Concepcion has 27 years of experience.
Laura Werner, DC, RN	VN/PT Didactic/Clinical Instructor	DC – The Chiropractic College – San Lorenzo, CA MSN – Orvis School of Nursing – Reno, NV BSN – Orvis School of Nursing – Reno, NV BA – Western Illinois University – Macomb, Illinois Dr. Werner has over 23 years of experience.
Jennifer Cannon, RN, BSN	VN Didactic Instructor	BSN – Biola University – La Mirada, CA Mrs. Cannon has 20 years of experience.
Monica Paylago, BSN	VN Clinical Instructor	BSN – University of Bohol – Tagbilaran, Philippines Ms. Paylago has 31 years of experience.

Mary Anne Duma, ADN	VN Clinical Instructor	ADN – Los Medanos College – Pittsburg, CA Ms. Duma has 7 years of experience.
Leslie Ann Lazo, AGS	VN Clinical Instructor	AGS – Portland Community College – Portland, CA Ms. Lazo has 6 years of experience.
Augusto Omar Carillo, ADN	VN Clinical Instructor	ADN – College of Marin – Kentfield, CA Mr. Carillo has 10 years of experience.
Estacie Aurelio-Perata, RN, BSN	VN Clinical Instructor	BSN – University of Santo Tomas – Manilla, Philippines Ms. Aurelio-Perata has 42 years of experience.
Kristine Joyce Rodriguez Perez, BSN	VN Clinical Instructor	Dominican University – San Rafael, CA BSN – University of Pangasinan – Dagupan, Philippines Ms. Perez has three years of experience.
Michelle Urmaneta, LVN	VN Clinical Instructor	AA – Los Medanos College – Pittsburg, CA Ms. Urmaneta has 9 years of experience.
Joanna Casas, BSN	VN Clinical Instructor	BSN – University of Bohol – Tagbilaran, Philippines Ms. Casas has 37 years of experience.
Sandra Chubbs, ADN	VN Didactic Instructor	ADN – Regents College – Albany, NY LVN – Casa Loma College – Los Angeles, CA Ms. Chubbs has 18 years of experience.
Novenne Harriott, MSN, BSN	VN Didactic Instructor	MSN – Western Governors University – Salt Lake City, Utah BSN – The University of Western Ontario – Ontario, Canada AAS – Queensborough Community College – Bayside, NY Ms. Harriott has 18 years of experience.
Mary Jeanne Paz, BSMIE, MD	VN/PT Didactic Instructor	MD – Manila Central University – Caloocan, Philippines BS – Mapua Institute of Technology – Manila, Philippines Ms. Paz has 19 years of experience.
Rossana Castro, BS, LVN	VN Clinical Instructor	BS – Mapua Institute of Technology – Mainla, Philippines VN – Gurnick Academy of Medical Arts – Concord, CA Ms. Castro has 6 years of experience.
Travis Miller, BSN	PT Didactic Instructor	BSN – University of Nevada – Reno, NV Mr. Miller has 7 years of experience.
Jason Frank, BSN, RN	VN Didactic Instructor	BSN – University of Phoenix – Costa Mesa, CA Mr. Frank has 13 years of experience.
Angelo Gabriel Gavino	VN Didactic/Clinical Instructor	AS – Unitek College – Fremont, CA Mr. Gavino has over 5 years of experience.
Heather Remley	VN Didactic/Clinical Instructor	AS – Ukiah Adult School – Ukiah, CA Ms. Remley has over 6 years of experience.
Paige Donovan, PT	PT Didactic Instructor	BA – Ashford University – San Diego, CA PT – Gurnick Academy of Medical Arts – Concord, CA Ms. Donovan has 20 years of experience.
Chiara Mae Tosoc	VN Clinical Instructor	BS – Universidad de Santa Isabel Bicol – Naga City, Camarines Sur, Philippines Ms. Tosoc has 4 years of experience.
Adjili Eve Agniman	VN Clinical Instructor	AA – Mari Costa College – Oceanside, CA LVN – Summit College – Colton, CA Ms. Agniman has over 8 years of experience.
Sheila Javier	VN Clinical Instructor	BS – Mary Chiles College – Manila, Philippines Ms. Javier has over 25 years of experience.

Vicente De Peralta, LVN	VN Didactic/Clinical Instructor	BSN – University of Northern Philippines – Vigan, Philippines LVN – Gurnick Academy of Medical Arts – Concord, CA Mr. De Peralta has 2 years of nursing experience.
Burke Browers	PT Teaching Assistant	PT Diploma – Gurnick Academy of Medical Arts – Concord, CA Ms. Browers has 6 years of experience.
Mary Casco	VN Clinical Instructor	BSN – Arellano University – Manila, Philippines Ms. Casco has over 30 years of experience.
Kobkul Oltmanns	VN Clinical Instructor	Sripatum University – Bangkok, Thailand LVN – Gurnick Academy of Medical Arts – Concord, CA Mr. Oltmanns has 4 years of experience.
Modupeoluwa Owolabi, MD, BS	VN Didactic Instructor	MD – Windsor University School of Medicine – Cayon, Saint Kitts & Nevis Island BS – Georgia Southern University – Statesboro, GA Ms. Owolabi has 3 years of experience.
Amor Espiritu, LVN	VN Clinical Instructor	LVN – Nightingale School of Nursing – San Leandro, CA BA – Lyceum of the Philippines – Manila, Philippines BS – De La Salle University – Manila, Philippines Ms. Espiritu has over 12 years of experience.
Shruti Mannan, BSN, RN	VN Clinical Instructor	MBA – Alagappa University – Karaikudi, India Ms. Mannan has 10 years of experience.
Ederlin Pareno, BS, LVN	VN Clinical Instructor	BS – University of Phoenix – Phoenix, AZ LVN – Gurnick Academy of Medical Arts – Concord, CA Mrs. Pareno has 2 years of experience.
Alyssa Rose Fumar, BSN, LVN	VN Clinical Instructor	BSN – California State Easy Bay – Hayward, CA AS – Contra Costa College – San Pablo CA LVN – Los Medanos College – Pittsburg CA Ms. Fumar has 2 years of experience.
Joan Fermo, BS, LVN	VN Clinical Instructor	BS – Philippine School of Business Administration – Philippines LVN – Gurnick Academy of Medical Arts – Concord, CA Ms. Fermo has 2 years of experience.
MaryAnn Cuevas, BSN, LVN	VN Clinical Instructor	BSN – University of Santo Tomas Manila – Philippines LVN – University of Santo Tomas Manila – Philippines Ms. Cuevas has 2 years of experience.
MaryAnn Calabiao, ADN	Clinical Instructor	ADN – Unitek College – Fremont, CA Ms. Calabiao has 11 years of experience.
Alyssa Fumar, RN, BSN	Clinical Instructor	BSN – Cal State East Bay – Hayward, CA Ms. Fumar has 2 years of experience.

Concord, CA – BSDMI Program (Online) Faculty

Part Time

Elizabeth Rosebrock, MBA, RT(R)	Program Director of B.S. in DMI	MBA – Bowling Green State university – Bowling Green, OH BS – Baker College – Flint, MI AS – Owens Community College – Perrysburg, OH Ms. Rosebrock has over 2 years of experience.
Kim Chan, MBA, PMP	Didactic Instructor	MBA – Baruch College, Zicklin School of Business, New York, NY BA – University of Rochester, Rochester, NY Mr. Chan has over 20 years of experience.

Jesse Kleis, MS	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX Mr. Kleis has over 7 years of experience.
Guillermo Paredes, MD, RDMS (AB) (OB), RVT	GE Didactic Instructor	MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru Dr. Paredes has over 15 years of experience.
Kelly Flores, RN	Didactic Instructor	BSN – University of Phoenix AA – Merced Community College – Merced, CA Ms. Flores has 7 years of experience.
Beth-Anne White, MA	Didactic Instructor	MA – Southern Adventist University – Collegedale, TN BS – Southern Adventist University – Collegedale, TN Ms. White has over 7 years of experience.
Karen Vanderlaan, MSC, BS	Didactic Instructor	MSC – University of Phoenix – Phoenix, AZ BS – Weber State University – Ogden, UT Ms. Vanderlaan has over 15 years of experience.
Tamra Skye, MA	Didactic Instructor	MA – Washington State University – Pullman, WA BA – Washington State University – Richland, WA Ms. Skye has over 21 years of experience.
Mary Joyce Mckenzie, RN, BSN	Didactic/Clinical Instructor	BSN – California State University – Hayward, CA Ms. Mckenzie has over 31 years of experience.
Mark W. Guay, MS	Didactic Instructor	MS – State University of New York – New Paltz, NY BA – State University of New York – Fredonia, NY Mr. Guay has 12 years of experience.

MODESTO CAMPUS

Modesto, CA – Staff

Tu Nguyen	Campus Director, Title IX Coordinator (FT)
Melanie Smith	Assistant Campus Director (FT)
Alex Villarreal	Financial Aid Advisor (FT)
Audra Noppe	Student Services Coordinator/Administrative Assistant (FT)
Deborah Parsons	Front Desk Representative (FT)
Felicia De Leon	Assistant Financial Aid Director (FT)
Kari Rose	Admissions Advisor (FT)
Nina Kruis	Admissions Manager (FT)
Sharanji Jimenez	Instructional Aid (PT)
Wendy Theisen	Outreach Development Manager
Wajeha Hussain	Financial Aid Manager (FT)
Samantha Chavez	VN Instructional Aid (FT)
Cecilia Price	Career Services Coordinator (FT)
Angel Yang	Student Services Coordinator (FT)
Austin Kruis	VN Instructional Aid (PT)
Estela Rodriguez	Student Services Coordinator (FT)
Toni Garcia	Admissions Assistant (FT)
Mariah Arzabal	Evening Front Desk Representative (PT)
Christina Michel	Financial Aid Assistant (PT)
Selina Hernandez	Admissions Advisor (FT)
Esteban Pantoja	VN Instructional Aid (PT)

Modesto, CA – Dental Assistant Program Faculty

Full Time

Donna Bega, RDAEF, BS	Program Coordinator	BS – DeVry University – Folsom, CA Ms. Bega has over 20 years of experience.
Ricardo Martinez, RDA	Didactic Instructor	AS – Gallen College – Modesto, CA Mr. Martinez has 16 years of experience.

Part Time

Modesto, CA – Medical Assistant Program Faculty

Full Time

Carla Jewett, RMA (AMT), BS	Program Coordinator	BS – DeVry University – Folsom, CA AS – Merrit College – Oakland, CA Ms. Jewett has over 20 years of experience.
------------------------------------	---------------------	--

Part Time

Amanda Holbrook, CMA	Didactic/Clinical Instructor	BS – Life Pacific College – San Dimas, CA Ms. Holbrook has over 7 years of experience.
Jodi Harman, BA, MA, CPTI	Didactic/Clinical Instructor	BA – University of Phoenix – Modesto, CA MA – San Joaquin Valley College – Modesto, CA CPTI – California Department of Public Health Ms. Harman has over 23 years of experience.

Modesto, CA – Associate of Science in MRI Technology Program Faculty

Full Time

Elena Danilova, ARMRT, ARRT (RT)(MR)	Executive Director of AS in MRI	BA – Ashford University – San Diego, CA AAS – Sonoma College – Petaluma, CA Ms. Danilova has over 9 years of experience.
Gelena Gorelik, MS, RD	Director of Online Education	MS – UC Davis – Davis, CA BS – UC Davis – Davis, CA Ms. Gorelik has over 17 years of experience.
Jesse Kleis, MS	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, CA Mr. Kleis has over 7 years of experience.
Steve Deitsch, ARRT, BS	Didactic Instructor	BSHA – University of Phoenix – Online Mr. Deitsch has 12 years of experience.

Part Time

Karen T. Smith, MS	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.
Guillermo Paredes, MD, RDMS (AB) (OB), RVT	GE Didactic Instructor	MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru Dr. Paredes has over 15 years of experience.

Anna Parievsky, PhD	GE Didactic Instructor	PhD – UCLA – Los Angeles, CA BS – University of California, Los Angeles – Los Angeles, CA Dr. Parievsky has over 9 years of experience.
Ana Maria Estrada-Sanchez, PhD	GE Didactic Instructor	PhD – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico BS – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico Ms. Estrada-Sanchez has over 12 years of experience.
Tamra Skye, MA	GE Didactic Instructor	MA – Washington State University – Pullman, WA BA – Washington State University – Richland, WA Ms. Skye has over 21 years of experience.
Mark W. Guay, MS	Didactic Instructor	MS – State University of New York – New Paltz, NY BA – State University of New York – Fredonia, NY Mr. Guay has 12 years of experience.
Lisa Deans B.S, R.T.(R) (MR) (ARRT)	Clinical Coordinator	BS – University of New Mexico – Albuquerque, NM Ms. Deans has over 20 years of experience.

Modesto, CA – Vocational Nurse Program Faculty

Full Time

Philip Waymire, LVN	NCLEX Integration Manager/Simulation Instructor	LVN – Career Networks Institute – Orange, CA BA – California State University Stanislaus – Turlock, CA AA – Modesto Junior College – Modesto, CA Mr. Waymire has over 5 years of experience.
Jose Solano, RN	Clinical Instructor	BSN – University of Phoenix – Salida, CA LVN – Los Angeles Job Corps – Los Angeles, CA Mr. Solano has over 9 years of experience.
June Henley-Meyer, RN	Clinical Instructor	AA – Modesto Junior College – Modesto, CA AAS – Modesto Junior College – Modesto, CA Ms. Meyer has over 35 years of experience.
Melanie Guzman, RN	NCLEX Integration/Didactic Instructor	ASN – Modesto Junior College – Modesto, CA BS – University of Phoenix – Online Campus Ms. Thompson has over 21 years of experience.
Laura Springston, RN	Clinical Instructor	ASN – Modesto Junior College – Modesto, CA Ms. Springston has over 21 years of experience.
Rogel Mataro Jr, ASN	Didactic Instructor	ASN – St. Jude College – Manila, Philippines Mr. Mataro has over 7 years of experience.
Shirley Renslow, RN	Didactic/Clinical Instructor	BSN – Colorado Technical Institute – Colorado Springs, CO AST – Modesto Junior College – Modesto, CA Ms. Renslow has over 25 years of experience.
Melissa Parker, RN, BSN, ASN	Didactic Instructor	BSN – Grand Canyon University – Rocklin, CA ASN – Merced College – Merced, CA Mrs. Parker has over 7 years of experience.
Linda Vogel, LVN	Clinical Instructor	AS – Modesto Junior College – Modesto, CA Ms. Vogel has over 35 years of experience.

Anita Harrold, RN BSN, PHN, MPH	VN Program Coordinator	MPH – Capella University – Minneapolis, MN BSN – University of Phoenix – Salida, CA Ms. Harrold has over 19 years of experience.
Kimberly Mattos, RN	Clinical Instructor	ADN – Merced College – Merced, CA Ms. Mattos has over 25 years of experience.
Heather Brown, RN	Clinical Instructor	ADN – San Joaquin Delta College – Stockton, CA Ms. Brown has over 10 years of experience.
Lorena Guthrie, LVN	Clinical Coordinator	AS – Merced Community College – Merced, CA Ms. Guthrie has over 8 years of experience.
Laura Gregory, RN, ASN	Didactic Instructor	ASN – Modesto Junior College – Modesto, CA Ms. Gregory has over 20 years of experience.
Nili Hirsh, RN	Didactic/Clinical Instructor	BA – California State University, Northridge – Los Angeles, CA AS – Los Angeles Harbor College – Wilmington, CA Ms. Hirsh has over 9 years of medical experience.
Rebecca Hubbell, RN	Didactic/Clinical Instructor	AS – Springfield College – Springfield, IL Ms. Hubbell has 35 years of experience.
Amber Harrison, LVN	Didactic Instructor	AS – Merced College – Merced, CA Ms. Harrison has 6 years of experience.
Jennifer Rani, RN, VN, MA, BS, AS	Didactic Instructor	MA – Argosy University – Alameda, CA BS – Northern Michigan University – Marquette, MI AS – Evergreen Valley College – San Jose, CA Ms. Rani has over 9 years of experience.
Violet Ledesma BSN, PHN, RN	Clinical Instructor	BSN – University of Phoenix – Modesto, CA Ms. Ledesma has over 15 years of experience.
Denise Pearson, LVN, BSN	Didactic/Clinical Instructor	BSN – University of Phoenix – Modesto, CA Ms. Pearson has 8 years of experience.
Jennifer Mills, LVN	Didactic/Clinical Instructor	AS – Unitek College – Fremont, CA Ms. Mills has 12 years of experience.

Part Time

Saudia Whitaker, RN	Didactic/Clinical Instructor	BSN – University of Phoenix – Salida, NY ASN – Excelsior College – Albany, NY LVN – Oakland Community College – Oakland MI Ms. Whitaker has over 22 years of experience.
Debra Marks, RN	Didactic/Clinical Instructor	AA – University of New York – Albany, NY LPN – Lakeland Junior College – Mattoon, IL Ms. Marks has over 31 years of experience.
Aksorn Sinlapaxay, RN	Clinical Instructor	BSN – University of Phoenix – Sacramento, CA ASN – Modesto Junior College – Modesto, CA Ms. Sinlapaxay has over 12 years of experience.
Vinai Decena, RN, BSN	Clinical Instructor	DNP – University of San Francisco – San Francisco, CA BSN – University of Phoenix – Salida, CA LVN – Modesto Junior College – Modesto, CA AA – Modesto Junior College – Modesto, CA
Stacie Dahlin, RN	Didactic Instructor	ASN – Pacific Union College – Angwin, CA Ms. Dahlin has over 22 years of experience.
Kelley Giaramita, RN	Associate Program Coordinator	BA – CSU Stanislaus – Turlock, CA ASN – Modesto Junior College – Modesto, CA AS – Vocational Nursing – Merced College – Merced, CA

Lori Ann Worley, RN	Didactic Instructor	AS – Cottey College – Nevada, MO Ms. Giaramita has over 27 years of experience.
Lori Green-Nevatt, RN	Clinical Instructor	ADN – San Joaquin Delta College – Stockton, CA Ms. Worley has over 9 years of experience.
Sandra Smith, ASN	Clinical Instructor	BSN – CSU Stanislaus – Turlock, CA ADN – San Joaquin Delta College – Stockton, CA Ms. Green has over 23 years of experience.
Rita Arnett, RN	Clinical Instructor	ASN – Lincoln University – Oakland, CA Mrs. Smith has 11 years of experience.
Amy Cerny, LVN	Didactic Instructor	AS – Modesto Junior College – Modesto, CA Ms. Arnette has 37 years of experience.
Margie Lucas, BSN, ADN, RN	Didactic/Clinical Instructor	AA – Modesto Junior College – Modesto, CA Ms. Cerny has over 7 years of experience.
Jaynesh Singh, LVN	Clinical Instructor	BSN – University of Phoenix – Salida, CA ADN – San Joaquin Delta College – Stockton, CA Ms. Lucas has over 19 years of experience.
Erendira Ojeda, RN	Clinical Instructor	AS – Modesto Junior College – Modesto, CA Mr. Singh has over 16 years of experience.
Annette Alexander, MSN, BSN	Didactic Instructor	BS – University of Phoenix – Modesto, CA Ms. Ojeda has over 7 years of experience.
Zenobia Hale, BSN, ADN	Didactic Instructor	MSN – Western Governor University – Salt Lake City, UT BSN – Delta State University – Cleveland, MS ADN – Middlesex County College – Edison, NJ Ms. Alexander has over 10 years of experience.
Maria Abellar, MSN, BSN, RN	Didactic/Clinical Instructor	BSN – University of Phoenix – Modesto, CA ADN – Fresno City College – Fresno, CA Ms. Hale has over 22 years of experience.
Phalla Ouk, BSN, RN	Didactic Instructor	MSN – San Francisco State University – San Francisco, CA BSN – University of San Francisco – San Francisco, CA Ms. Abellar has over 20 years of experience.
Celia Thompson, RN, BSN	Didactic/Clinical Instructor	BS – University of Texas – Arlington, TX Ms. Ouk has 12 years of experience.
Barbara Loving, RN, BSN	Didactic/Clinical Instructor	BS – West Texas State University – Canyon, TX Ms. Thompson has 40 years of experience.
Bernadette Pua, MSN, BSN, RN	Didactic/Clinical Instructor	BSN – Indiana University Southeast – New Albany, IN Ms. Loving has over 26 years of experience.
Lucia Lopez, RN, BSN	Didactic Instructor	MSN – University of Phoenix – Salida, CA BSN – University of Phoenix – Salida, CA Ms. Pua has over 5 years of experience.
Praveena Pal, RN, BSN	Didactic Instructor	BSN – Grand Canyon University – Phoenix, AZ ADN – San Joaquin Delta College – Stockton, CA Ms. Lopez has 9 years of experience.
Chianna Griffith, LVN, AS	Didactic Instructor	BS – University of South Pacific – Suva, Fiji ADN – Modesto Junior College – Modesto, CA Ms. Pal has 7 years of experience.
		AS – Carrington College – Sacramento, CA Ms. Griffith has 6 years of experience.

Patricia Corrales, RN, AS	Clinical Instructor	AS – Modesto Junior College – Modesto, CA Ms. Corrales has 27 years of experience.
Suriya Ram, RN, ASN	Didactic/Clinical Instructor	ASN – Merced Junior College – Merced, CA Ms. Ram has 18 years of experience.
Cynthia Cassidy, RN, BSN	Didactic/Clinical Instructor	BS – University of Phoenix – Salida, CA Ms. Cassidy has 13 years of experience.
Ma Renee Holcomb, RN, BSN	Clinical Instructor	BSN – Mary Chiles College – Manila, Philippines Ms. Holcomb has 5 years of experience.

FRESNO CAMPUS

Fresno, CA – Staff

Karen Hobson	Campus Director, Title IX Coordinator (FT)
Rick Urgo	Assistant Campus Director (FT)
Karena Spach	Assistant Financial Aid Director (FT)
Sandee Sims	Outreach Development Manager (FT)
Manivone Syrisack Le	Student Services Manager (FT)
Mary Young	Admissions Assistant (FT)
Lori Shaffer	Admissions Manager (FT)
Rosalinda Martinez	Financial Aid Advisor (FT)
Anita Dayal	Admissions Advisor (FT)
Stephanie Torres Zazueta	ASUT Instructional Aid (PT)
Laicheeong “Lulu” Vang	ASUT Instructional Aid (PT)
Samantha Harris	VN Faculty Support (FT)
Leonard Zarate	Career Services Manager (FT)
Nikki Gill	Admissions Advisor (FT)
Nikolas Lara	ADN Faculty Support (FT)
Mary-Anne Douglas	ADN Admissions Advisor (FT)
Adaena Martinez	Student Services Coordinator (FT)
Sandra Azurdia	Administrative Support (FT)
Marcus Chavoya	IT Support/Help Desk (FT)
Bonifacio Favela	Career Services Coordinator (FT)
Emily Alvarado	ADN Teaching Assistant (FT)
Donald D Cato II	Financial Aid Manager (FT)
Teague Kerr	ASUT Instructional Aid (PT)
Evelyn Ceballos	Financial Aid Advisor (FT)
Nancy Santos	ASUT Instructional Aid (PT)
Isabella Legaspi	ASUT Instructional Aid (PT)
Michael Lucero	Student Services Coordinator (FT)
Regina Walker	Front Desk Representative (FT)
Tracee Chang	Student Services Coordinator (FT)
Christian Bosniak	VN Simulation Technician (FT)
Teresa Garcia	VN Instructional Aid (PT)
Oscar Rosas	Financial Aid Assistant (FT)
Luisa Perez Cano	VN Faculty Support (FT)
Selena Serrano	VN Instructional Aid (PT)
Marco Robles	ADN Instructional Aid (PT)

Lorena Ruacho	Front Desk Representative (FT)
Miranda (Mandy) Stevens	Admissions Associate Advisor (FT)
Rachel Arzate	VN Instructional Aid (FT)
Matthew Epstein	Admissions Advisor (FT)

Fresno, CA – Associate of Science in Ultrasound Technology Program Faculty

Full Time

Claudia Vass, RDMS, RVT, CRT	Executive Director of A.S. in Ultrasound	BA – Ashford University – Clinton, IA Certificate – Radiology – Maxwell AFB, AL Ms. Vass has over 28 years of experience.
Gelena Gorelik, MS, RD	Director of Online Education	MS – UC Davis – Davis, CA BS – UC Davis – Davis, CA Ms. Gorelik has over 17 years of experience.
Jesse Kleis, MS	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX Mr. Kleis has over 7 years of experience.
Carol Yetzer	Clinical Coordinator	BSBA – Ohio State University – Columbus, OH ASUT – Hillsborough Community College – Tampa, FL Ms. Yetzer has 20 years of experience.

Part Time

Karen T. Smith, MS	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.
Michele Stephens Martin, RDMS, AB, OB, RVT	Didactic Instructor	AA – Fresno City College, Fresno, CA AS – Fresno City College, Fresno CA Ms. Martin has over 22 years of experience.
Ernestina Ladino, RDCS, RDMS, RT (R)	Didactic Instructor	AA – West Hills Community College – Coalinga, CA Ms. Ladino has 10 years of experience.
Beverly Shriver, RDMS	Didactic Instructor	ARDMS – Central California School of Continuing Education – San Luis Obispo, CA Ms. Shriver has over 16 years of experience.
Guillermo Paredes, MD, RDMS (AB) (OB), RVT	GE Didactic Instructor	MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru Dr. Paredes has over 15 years of experience.
Anna Parievsky, PhD	GE Didactic Instructor	PhD – UCLA – Los Angeles, CA BS – University of California, Los Angeles – Los Angeles, CA Dr. Parievsky has over 9 years of experience.
Kristina Souza, RDMS	Didactic Instructor	BS – California State University – Fresno, CA Diploma – Merced Community College – Merced, CA Ms. Souza has over 7 years of experience.
Ana Maria Estrada-Sanchez, PhD	GE Didactic Instructor	PhD – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico BS – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico Ms. Estrada-Sanchez has over 12 years of experience.
Tamra Skye, MA	GE Didactic Instructor	MA – Washington State University – Pullman, WA BA – Washington State University – Richland, WA

Mark W. Guay, MS	Didactic Instructor	Ms. Skye has over 21 years of experience. MS – State University of New York – New Paltz, NY BA – State University of New York – Fredonia, NY Mr. Guay has 12 years of experience.
-------------------------	---------------------	--

Fresno, CA – Medical Assistant Program Faculty

Full Time		
Jasjit Dhaliwal, RMA	Clinical Instructor/Coordinator	AS – San Joaquin Valley College – Fresno, CA Ms. Dhaliwal has over 10 years of experience.
Part Time		
James Alaniz, CMT, CNPT	Didactic/Clinical Instructor	Monitor Tech Certification – Community Regional Medical Center – Fresno, CA Phlebotomy Certification – Valley Children’s Hospital – Fresno, CA Mr. Alaniz has over 23 years of experience.
Lily (Ripsime) Gouff	Didactic Instructor	AS – Heald College – Fresno, CA Ms. Gouff has 12 years of experience.
Sandra Kenyon	Didactic/Clinical Instructor	Medical Assistant – Galen College – Modesto, CA Ms. Kenyon has 16 years of experience.

Fresno, CA – Vocational Nurse Program Faculty

Full Time		
Kristy Neumann, ASN, RN	Program Coordinator	ASN – Chabot College – Hayward, CA Ms. Neumann has 6 years of experience.
ShunQuita McMullins, RN, BSN, CCRN	Assistant Program Coordinator	BSN – University of Louisiana Lafayette – Lafayette, LA AS – Middle Georgia College – Cochran, GA Ms. McMullins has 7 years of experience.
Rena Cooper, RN	Clinical Instructor	ADN – Fresno City College – Fresno, CA Ms. Cooper has 8 years of experience.
Heather Matthes, RN, BA	Didactic Instructor	ADN – San Joaquin Valley College – Visalia, CA BA – UC Davis – Davis, CA Ms. Matthes has 7 years of experience.
Gurpreet Kaur, LVN	Didactic Instructor	LVN – Preferred College of Nursing – Van Nuys, CA Ms. Kaur has 7 years of experience.
Joshua Dockery, MSN/Ed, RN, PHN	Didactic Instructor	MSN – University of Phoenix – Fresno, CA BSN – University of Phoenix – Fresno, CA Mr. Dockery has 11 years of experience.
Starshema Dimery, RN	Didactic Instructor	RN – Fresno City College – Fresno, CA Mrs. Dimery has 9 years of experience.
Dana Dennison, BSN, RN, PHN	Didactic Instructor	BSN – University of Phoenix – Fresno, CA Mrs. Dennison has 4 years of experience.
Part Time		
Sarah Prichard, RN	NCLEX Coordinator	ADN – Reedley College – Reedley, CA Ms. Prichard has over 8 years of experience.

Kimberly Martinez, RN	Clinical Coordinator	ADN — Fresno City College — Fresno, CA Ms. Martinez has over 8 years of experience.
Rita Flores, RN	Retention Coordinator	RN — Fresno City College — Fresno, CA LVN — Clovis Adult School — Clovis, CA Ms. Flores has 24 years of experience.
Bamidele Akindele	Didactic / Clinical Instructor	BSN — Western Governors University — Salt Lake City, UT MS Educational Management — University of Ibadan, Nigeria Ms. Akindele has over 13 years of experience.
Soledad Reyes, RN	Didactic/Clinical Instructor	AS — Fresno City College — Fresno, CA Ms. Reyes has over 8 years of experience.
Angelina Bravo, RN, BSN, PHN	Didactic/Clinical Instructor	BSN — Fresno State University — Fresno, CA Ms. Bravo has over 9 years of experience.
Angelina Odland, LVN	Clinical Instructor	AS — Skyline Community College — San Bruno, CA VN — Clovis Adult School — Clovis, CA Ms. Odland has 12 years of experience.
Maria M Cisneros, RN, LBN	Didactic/Clinical Instructor	RN — Fresno City College — Fresno, CA LVN — Clovis Adult School — Clovis, CA Ms. Cisneros has 12 years of experience.
Engelic Garcia, MSN, RN	Didactic/Clinical Instructor	MS — University of Phoenix — Fresno, CA BS — University of Phoenix — Fresno, CA AS — Fresno City College — Fresno, CA Ms. Garcia has 20 years of experience.
Susan Monroe, RN, BSN	Didactic/Clinical Instructor	BSN — Grand Canyon University — Phoenix, AZ AS — Fresno City College — Fresno, CA Ms. Monroe has 8 years of experience.
Brenda Chaffee, LVN	Didactic/Clinical Instructor	AS — Fresno City College — Fresno, CA Ms. Chaffee has 36 years of experience.
Lupe Padilla, RN	Didactic/Clinical Instructor	ADN — Evergreen Valley College — San Jose, CA Ms. Padilla has 20 years of experience.
Vicki Lemke, RN, C-EFM	Didactic/Clinical Instructor	ADN — Fresno City College — Fresno, CA Ms. Lemke has 14 years of experience.
Stacey Serna, RN, BSN	Didactic/Clinical Instructor	ADN — Fresno City College — Fresno, CA BSN — Grand Canyon University — Phoenix, AZ Ms. Serna has 5 years of experience.
Mark Peterson, RN	Clinical Instructor	BSN — CSU Stanislaus — Turlock, CA AS — Modesto Junior College — Modesto, CA Mr. Peterson has 20 years of experience.
Gail S. Lyman, RNBC	Didactic/Clinical Instructor	RN — College of Marin — Kentfield, CA Ms. Lyman has 48 years of experience.
Tasha M Chatman-McCoy, RN, BSN, ADN	Didactic/Clinical Instructor	BSN — Walden University — Minneapolis, MN ADN — Fresno City College — Fresno, CA Ms. Chatman-McCoy has 10 years of experience.
Andrea Andrade, RN, BSN	Didactic/Clinical Instructor	BSN — Fresno Pacific University — Fresno, CA ASN — Fresno City College — Fresno, CA Ms. Andrade has over 1 year of experience.
Lea Sadsad, RN, MHA, BSN	Didactic/Clinical Instructor	MHA — University of Phoenix — Phoenix, AZ BSN — California State University — Fresno, CA Ms. Sadsad has 5 years of experience.

Erlynda Vessup, LVN, MA	Didactic/Clinical Instructor	MA – Ashford University – San Diego, CA BA – Ashford University – San Diego, CA Ms. Vessup has 11 years of experience.
Kawana Chester, MSN, BSN, RN	Didactic/Clinical Instructor	MSN – Walden University – Minneapolis, MN BSN – California State University of Fresno – Fresno, CA Ms. Chester has 12 years of experience.
Deena Lee, BSN, LVN	Didactic Instructor	BSN – University of Phoenix – Modesto, CA ASVN – Gurnick Academy of Medical Arts – Fresno, CA Ms. Lee has 5 years of experience.
Deniece Bentley, LVN, DSD	Didactic/Clinical Instructor	VN – Dinuba Adult School – Dinuba, CA DSD – Fresno Pacific University – Fresno, CA Ms. Bentley has 13 years of experience.
Jasdip Gill, RN, BSN, MSN	Didactic/Clinical Instructor	MSN – Grand Canyon University – Phoenix, AZ BSN – Roseman University of Health Science – Henderson, NV Ms. Gill has 5 years of experience.
Derek Brown, RN	Didactic/Clinical Instructor	ADN – Madera Community College – Madera, CA Mr. Brown has 2 years of experience.
Tabitha Ferguson, RN	Didactic/Clinical Instructor	ADN – San Joaquin Valley College – Visalia, CA Ms. Ferguson has 6 years of experience.
Lisa Simonian, MA	Didactic Instructor	MA – Argosy University – San Diego, CA BA – University of California – Irvine, CA Ms. Simonian has 7 years of experience.
Betsy Sayers, RN, BSN	Didactic/Clinical Instructor	BSN – Chamberlin College of Nursing – Rancho Cordova, CA Ms. Seyers has 22 years of experience.
Antonette Hayes, RN	Didactic/Clinical Instructor	ADN – Fresno City College – Fresno, CA Ms. Hayes has 14 years of experience.
Ben Vessup, BA, MS	Didactic Instructor	MS – Capella University – Minneapolis, MN BA – Chapman University – Orange, CA Mr. Vessup has 15 years of experience.

Fresno, CA – Associate of Science in Vocational Nursing Program Faculty

Full Time

Samantha Manlosa Sanchez, RN, BSN, MSN/ED	Dean of Nursing Programs	MSN/ED – University of Phoenix – Phoenix, AZ BSN – Velez College – Cebu City, Philippines Ms. Sanchez has 14 years of experience.
Alma Molina, RN, BSN, MSN/NED	A.S. in VN Program Director / VN NCLEX Subject Matter Expert	MSN/NED – University of Phoenix – Phoenix, AZ BSN – Chamberlain College – Chicago, IL Ms. Molina has over 13 years of experience.

Part Time

Karen Vanderlaan, MSC, BS	Didactic Instructor	MSC – University of Phoenix – Phoenix, AZ BS – Weber State University – Ogden, UT Ms. Vanderlaan has over 15 years of experience.
Aarti Savoor, MS	Didactic Instructor	MS – San Francisco State University – San Francisco, CA BA – Queens College City University of NY – New York, NY

Sarah Godinho, BS	Didactic Instructor	Mr. Savoor has 9 years of experience. BS – Fresno Pacific University – Fresno, CA Ms. Godinho has 3 years of experience.
Tamra Skye, MA	GE Didactic Instructor	MA – Washington State University – Pullman, WA BA – Washington State University – Richland, WA Ms. Skye has over 21 years of experience.
Mark W. Guay, MS	Didactic Instructor	MS – State University of New York – New Paltz, NY BA – State University of New York – Fredonia, NY Mr. Guay has 12 years of experience.

Fresno, CA – Associate of Science in Nursing Program Faculty

Full Time		
Samantha Manlosa Sanchez, RN, BSN, MSN/ED	Dean of Nursing Programs	MSN/ED – University of Phoenix – Phoenix, AZ BSN – Velez College – Cebu City, Philippines Ms. Sanchez has 14 years of experience.
Venessa Cacacho, RN, BSN	Clinical Coordinator	BSN – San Joan De Dios Educational Foundations – Minila, Philippines Ms. Cacacho has 22 years of experience.
Guadalupe Otero, MSN, RN, BSN, PHN	Assistant Program Director	MSN – Vanguard University of Southern California – Costa Mesa, CA BSN – Vanguard University of Southern California – Costa Mesa, CA RN – East Los Angeles College – Monterey Park, CA PHN – Vanguard University of Southern California – Costa Mesa, CA Ms. Otero has 17 years of experience.
Recarlyn Dimaandal, RN, BSN, MSN/Ed	Assistant Program Director	MSN – University of Phoenix – San Jose, CA BSN – Manila Central University – Caloocan, Philippines Ms. Dimaandal has 9 years of experience.
Antoinette Cabrera, RN, BSN	NCLEX/Student Retention Manager	BSN – University of Phoenix – Fresno, CA ADN – Fresno City College – Fresno, CA Ms. Cabrera has 6 years of experience.
Venessa Cacacho, RN, BSN	Clinical Coordinator	BSN – San Joan De Dios Educational Foundations – Minila, Philippines Ms. Cacacho has 22 years of experience.
Shelvia Salvano, RN, BSN	Simulation Manager	BSN – California State University, Fresno – Fresno, CA ADN – San Joaquin Valley College – Visalia, CA Ms. Salvano has 4 years of experience.
Jesse Kleis, MS	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX Mr. Kleis has over 7 years of experience.
Part Time		
Karen Vanderlaan, MSC, BS	Didactic Instructor	MSC – University of Phoenix – Phoenix, AZ BS – Weber State University – Ogden, UT Ms. Vanderlaan has over 15 years of experience.

Guillermo Paredes, MD, RDMS (AB) (OB), RVT	GE Didactic Instructor	MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru Dr. Paredes has over 15 years of experience.
Sarah Godinho, BS	Didactic Instructor	BS – Fresno Pacific University – Fresno, CA Ms. Godinho has 3 years of experience.
Cambria Coffman, RN, BSN	Clinical Instructor	BSN – California State University, Fresno – Fresno, CA ADN – Fresno City College – Fresno, CA Ms. Coffman has 5 years of experience.
Jeanette Wierman RN, BSN	Clinical Instructor	BSN – California State University, Fresno – Fresno, CA Ms. Wierman has 6 years of experience.
Arianna Wells, RN, BSN	Clinical Instructor	BSN – Western Governors University – Salt Lake, UT ADN – Fresno City College – Fresno, CA LVN – Fresno Adult Education – Fresno, CA Ms. Wells has 9 years of experience.
Judy Mason, MSN, RN, CCRN-P	Didactic/Clinical Instructor	MSN – Grand Canyon University – Phoenix, AZ BSN – Mariano Marcos State University – Philippines Ms. Mason has 25 years of experience.
Neelima Bhargava, RN, BSN, MSN	Clinical Instructor	MSN – University of Delhi – India BSN – University of Delhi – India Ms. Bhargava has 25 years of experience.
Alyssa Borgioli, RN, BSN	Clinical Instructor	BSN – California State University Fresno – Fresno, CA Ms. Borgioli has 13 years of experience.
Dana Mejia, MSN, CNS, RN CPHON	Didactic Instructor	MSN – California State University – Fresno, CA BSN – California State University – Fresno, CA ADN – Fresno City College – Fresno, CA Ms. Mejia has 10 years of experience.
Suzete Rothberg, BSN	Clinical Instructor	BSN – California State University – Fresno, CA BA – Potiguar University – Natal, Brazil Ms. Rothberg has 17 years of experience.
Amy Ordway, RN, BSN	Clinical Instructor	BSN – Union University – Hendersonville, TN BA – Fresno Pacific University – Fresno, CA Ms. Ordway has 3 years of experience.
Christina Kooiman, RN	Clinical Instructor	BSN – Grand Canyon University – Phoenix, AZ Ms. Kooiman has 3 years of experience.
Kia Lee, BSN	Clinical Instructor	BSN – Fresno Pacific University – Fresno, CA ADM – Fresno City College – Fresno, CA Mr. Lee has 3 years of experience.
Kwang Eun “Kevin” Lee, RN	Clinical Instructor	BSN – Fresno State University – Fresno, CA ADM – Pasadena City College – Pasadena, CA Mr. Lee has 5 years of experience.
Coreen Johnson, MSN, BSN, CNS, RN	Clinical Instructor	MSN – California State University, Fresno – Fresno, CA BSN – California State University, Fresno – Fresno, CA Ms. Johnson has 7 years of experience.
Jose Rendon, MBA, MSN, BSN	Didactic/Clinical Instructor	MBA – Fresno State University – Fresno, CA MSN – Fresno State University – Fresno, CA BSN – Fresno State University – Fresno, CA Mr. Rendon has 11 years of experience.
Rachael Lotto, RN, BSN	Clinical Instructor	BSN – Ohio University – Athens, OH

Sandra Ibrahim, RN, BSN	Clinical Instructor	Ms. Lotto has 5 years of experience. BSN – Western Governors University – Salt Lake City, UT RN – Fresno City College – Fresno, CA
Chi Su Sung, MSN-ED, RNC-MNN	Didactic/Clinical Instructor	Ms. Ibrahim has 8 years of experience. BSN – University of Southern California – Los Angeles, CA MSN – University of Phoenix – Gardena, CA
Bee Lee, RN, BSN	Clinical Instructor	Ms. Sung has 22 years of experience. BSN – Fresno State University – Fresno, CA
Mithel Pasague, RN, BSN	Clinical Instructor	Ms. Lee has 2 years of experience. BSN – Butuan Doctor's College – Butuan City, Philippines
Mary Kandise Garcia, RN, BSN	Clinical Instructor	Ms. Pasague has 14 years of experience. BSN – Fresno State University – Fresno, CA ADN – Fresno City College – Fresno, CA
Alicia Davis, BSN, PHN, CPN	Clinical Instructor	Ms. Garcia has 3 years of experience. ASN – College of Sequoias – Visalia, CA BSN – Fresno Pacific University – Fresno, CA
Mark W. Guay, MS	Didactic Instructor	Ms. Davis has 10 years of experience. MS – State University of New York – New Paltz, NY BA – State University of New York – Fredonia, NY
Catalina Valdez, RN, BSN	Clinical Instructor	Mr. Guay has 12 years of experience. BSN – Grand Canyon University – Phoenix, AZ ASN – San Joaquin Valley College – Visalia, CA
Alberto Gomez, Jr. RN, BSN	Didactic/Clinical Instructor	Ms. Valdez has 4 years of experience. RN – Fresno City College – Fresno, CA BSN – University of Phoenix – Phoenix, AZ
Leslie Ronshausen, RN, ASN	Clinical Teaching Assistant	Mr. Gomez has 12 years of experience. ASN – Fresno City College – Fresno, CA
Victoria Krause, RN, BSN	Didactic/Clinical Instructor	Ms. Ronshausen has 8 years of experience. BSN – Fresno State University – Fresno, CA
Colette Collins, RN, ASN	Clinical Teaching Assistant	Ms. Krause has 2.5 years of experience. ASN – Fresno City College – Fresno, CA
Sylvia Ruiz, RN, BSN	Didactic/Clinical Instructor	Ms. Collins has 9 years of experience. BSN – University of Phoenix – Phoenix, AZ ASN – Fresno City College – Fresno, CA
Foua Moua, RN, BSN	Clinical Instructor	Ms. Ruiz has 4 years of experience. BSN – West Coast University – Ontario, CA AS – Sacramento City College – Sacramento, CA
Sanjana Krishnamurthy, M.Sc, MS	Instructor (Biosciences)	Ms. Moua has 4 years of experience. MS – California State University – Fresno, CA M.Sc – University of Mysore – Mysore, India B.Sc – University of Mysore – Mysore, India
Natalie C. Cepeda, RN, BSN	Didactic/Clinical Instructor	Ms. Krishnamurthy has over 2 years of experience. BSN – National University – Fresno, CA AS – San Joaquin Valley College – Fresno, CA
Douangchay Vang RN, ADN	Clinical Teaching Assistant	Ms. Cepeda has 5 years of experience. ADN – Fresno City College – Fresno, CA
		Ms. Vang has 14 years of experience.

Robin Meyers, RN BSN C-EFM	Clinical Instructor	BSN – Fresno State University – Fresno, CA Ms. Meyers has 7 years of experience.
Lesamaria Silva, RN	Clinical Teaching Assistant	ADN – Fresno City College – Fresno, CA Ms. Silva has 7 years of experience.
Rajinder Kaur, BSN, RN	Clinical Instructor	BSN – Grand Canyon University – Phoenix, AZ Ms. Kaur has 13 years of experience.
Julia Armas, RN	Clinical Teaching Assistant	ADN – Fresno City College – Fresno, CA Ms. Armas has 9 years of experience.
Iphigenia Rosado, RN, BSN	Clinical Teaching Assistant	BSN – University of Phoenix – Fresno, CA Ms. Rosado has 3 years of experience.
Emily Riley, BSN, RN	Clinical Teaching Assistant	BSN – West Coast University RN – Fresno City College – Fresno, CA Ms. Riley has 4 years of experience.

SACRAMENTO CAMPUS

Sacramento, CA – Staff

Abraham Cicchetti	Campus Director (FT)
Gena Miller	Students Services Manager, Campus Administrative Manager, & Title IX Coordinator (FT)
Marina Lebedeva	Imaging Student Service Coordinator (FT)
Kathryn Leonard	Admissions Manager & Community Liaison (FT)
Porcha Chambers	Career Services Coordinator (FT)
Virtue Ventura	Admissions Advisor (FT)
Felicia De Leon	Assistant Financial Aid Director (FT)
Gina Erio	Outreach Development Manager (FT)
Kari Kling	Admissions Associate Advisor (FT)
Aujenaye Ford	Admissions Assistant/Front Desk Representative (FT)
Jennifer Lopez	Financial Aid Assistant (PT)
Dionne Ching	UT Lab Assistant

Sacramento, CA – Associate of Science in Ultrasound Technology Program Faculty

Full Time

Claudia Vass, RDMS, RVT, CRT	Executive Director of A.S. in Ultrasound	BA-Ashford University-Clinton, IA Certificate – Radiology – Maxwell AFB, AL Ms. Vass has over 28 years of experience.
Jorge Aguilera, BA, RDMS	A.S. in UT Interim Program Director	BS – University of California Davis – Davis, CA UT – Kaiser Permanente School of Health Services – Richmond, CA Mr. Aguilera has 12 years of experience.
Jesse Kleis, MS	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX Mr. Kleis has over 7 years of experience.
Maria Theresa Blando, RDMS, RVS	Didactic Instructor	DMS – Houston Community Colleges – Houston, TX BS – University of Santo Tomas – Manila, Philippines Ms. Blando has over 23 years of experience.
Richard Roberts, RVT, RDMS, RDCS	Didactic Instructor	BS – Pacific Christian Colleges – Long Beach, CA Ultrasound – Doctor's Hospital – Modesto, CA

Mr. Roberts has over 34 years of experience.

Part Time

Guillermo Paredes, MD, RDMS (AB) (OB), RVT	GE Didactic Instructor	MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru Dr. Paredes has over 15 years of experience.
Anna Parievsky, PhD	GE Didactic Instructor	PhD – UCLA – Los Angeles, CA BS – University of California, Los Angeles – Los Angeles, CA Dr. Parievsky has over 9 years of experience.
Ana Maria Estrada-Sanchez, PhD	GE Didactic Instructor	PhD – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico BS – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico Ms. Estrada-Sanchez has over 12 years of experience.
Beth-Anne White, MA	GE Didactic Instructor	MA – Southern Adventist University – Collegedale, TN BS – Southern Adventist University – Collegedale, TN Ms. White has over 7 years of experience.
Karen T. Smith, MS	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.

Sacramento, CA – Associate of Science in Radiologic Technology Program Faculty

Full Time

Christy Foster Bollman, MAS, RRA, (MR)(CT)(R)	Executive Program Director	MS – University of San Diego – San Diego, CA BS – Loma Linda University – Loma Linda, CA Ms. Foster Bollman has 20 years of experience.
Mark Wong, RT, (R) (ARRT)	Clinical Coordinator	MS – Saint Mary's College – Moraga, CA BS – San Jose State University – San Jose, CA ASRT – Fresno City College – Fresno, CA Mr. Wong has over 25 years of experience.
Jesse Kleis, MS	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX Mr. Kleis has over 7 years of experience.
Therese Gotto, RT, (R) (MR)(CT), CRT (F)	Didactic Instructor	AS – Yuba College – Marysville, CA BS – University of California, Davis – Davis, CA Ms. Gotto has over 17 years of experience.

Part Time

Guillermo Paredes, MD, RDMS (AB) (OB), RVT	GE Didactic Instructor	MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru Dr. Paredes has over 15 years of experience.
Ana Maria Estrada-Sanchez, PhD	GE Didactic Instructor	PhD – Universidad Nacional Autonoma de Mexico – Mexico City, Mexico BS – Universidad Nacional Autonoma de Mexico – Mexico City, Mexico Ms. Estrada-Sanchez has over 12 years of experience.
Anna Parievsky, PhD	GE Didactic Instructor	PhD – UCLA – Los Angeles, CA

Karen T. Smith, MS	GE Didactic Instructor	BS – University of California, Los Angeles – Los Angeles, CA Dr. Parievsky has 9 years of experience. MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.
Marge Gorthy, MBA, RT(R)(F)(M)	Didactic Instructor	MBA – Sacramento State University – Sacramento, CA BS – Sacramento State University – Sacramento, CA RT – Fresno City College – Fresno, CA Ms. Gorthy has over 44 years of experience.
Rich Lehrer, BS Ed., ARRT, RT (R), CRT	Didactic Instructor	MSRS - Midwestern State University - Wichita Falls, TX BS – East Stroudsburg State College – East Stroudsburg, PA AS/AA – Sierra College – Rocklin, CA Mr. Lehrer has over 30 years of experience.

Sacramento, CA – Associate of Science in Magnetic Resonance Imaging Program Faculty

Full Time

Elena Danilova, ARMRIT	Executive Director of A.S. in MRI	BA – Ashford University – San Diego, CA AAS – Sonoma College – Petaluma, CA Ms. Danilova has over 9 years of experience.
Minhaaj Qasmi, RT, MR, ARRT	Assistant Program Director of A.S. in MRI	BS – University of California, Davis – Davis, CA AS – Gurnick Academy of Medical Arts – San Mateo, CA Ms. Qasmi has over 8 years of experience.
Jesse Kleis, MS	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX Mr. Kleis has over 7 years of experience.
Kevin Turner, BAS	Didactic/Clinical Instructor	BAS – Thomas Edison State University – Trenton, NJ US Army Medical Department Center & School – Diagnostic Radiology Program – West Point, NY Mr. Turner has over 7 years of experience.

Part Time

Ana Maria Estrada-Sanchez, PhD	GE Didactic Instructor	PhD – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico BS – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico Ms. Estrada-Sanchez has over 12 years of experience.
Beth-Anne White, MA	GE Didactic Instructor	MA – Southern Adventist University – Collegedale, TN BS – Southern Adventist University – Collegedale, TN Ms. White has over 7 years of experience.
Hee Kyung Chung, BA, RT, R, CT, MR	Didactic Instructor	BA – Rutgers University – New Brunswick, NJ AS – Bergen Community College – Paramus, NJ Ms. Chung has 10 years of experience.
Anna Parievsky, PhD	GE Didactic Instructor	PhD – UCLA – Los Angeles, CA BS – University of California, Los Angeles – Los Angeles, CA Dr. Parievsky has over 9 years of experience.
Karen T. Smith, MS	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA

Joe Madariaga, CRT, ARRT	Didactic Instructor	BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience. AA Radiologic Technology – Fullerton College Level II Teaching Credential for Allied Health Careers – California State University, Long Beach – Long Beach, CA Mr. Madariaga has over 38 years of experience.
Guillermo Paredes, MD, RDMS (AB) (OB), RVT	GE Didactic Instructor	MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru Dr. Paredes has over 15 years of experience.
Jacqueline Ulep, BS, ARMRIT	Clinical Coordinator	BS – Capella University – Minneapolis, MN AS – Sonoma College – Sonoma, CA Ms. Ulep has 12 years of experience.

Sacramento, CA – Medical Assistant Program Faculty

Full Time		
Adrienne Volpert, DC	Program Coordinator	DC – Palmer College of Chiropractic – San Jose, CA BA – State University of New York – Buffalo, NY Dr. Volpert has 5 years of experience.
Part Time		
Krystal Muir, CMA, AAMA	Didactic Instructor	MA – Carrington College – Sacramento, CA Ms. Muir has 9 years of experience.
Loretta McEldowney, VN, MA	Didactic Instructor	VN – Central County Occupational Center – San Jose, CA MA – Bryman Vocational – San Francisco, CA Mrs. McEldowney has over 30 years of experience.

LOS ANGELES CAMPUS

Los Angeles, CA – Staff

Ted Vanderlaan	Interim Campus Director & Title IX Coordinator (FT)
Leticia Mendoza	Student Service Coordinator (FT)
Tanya Tran	Admissions Director (FT)
David Kuhs	Career Services Director (FT)
TBD	Front Desk Representative (FT)
Karena Spach	Assistant Financial Aid Director (FT)
Heather Alexander	Faculty Support (PT)
Justin Elliott	Financial Aid Advisor (FT)
Jackeline Brito	Admissions Advisor (FT)

Los Angeles, CA – Associate Occupational Science in Radiologic Technology Program Faculty

Full Time

James Murrell, RT (R)	Executive Director of A.O.S. in Radiologic Technology	MSRS – Midwestern State – Wichita Falls, TX MS – Troy University – Troy, AL BS – University of Louisiana at Monroe – Monroe, LA Mr. Murrell has 30 years of experience.
Tiffani Walker, MSRS, RT(R)(ARRT), CRT(R)	Assistant Program Director	MSRS – Midwestern State – Wichita Falls, TX BS – Midwestern State – Wichita Falls, TX AS – Midwestern State – Wichita Falls, TX Ms. Walker has 18 years of experience.
Peter Bagarotti, RT (R), CRT (R)(F)	Clinical Coordinator	BS – Purdue University Global – Online Mr. Bagarotti has over 15 years of experience.
Adam Elias, RT (R), CRT (R)(F)	Clinical Coordinator	BS – Laverne University – Laverne, CA Mr. Elias has 26 years of experience.
Rogelio Gonzalez, RT (R), CRT (R)(F)	Clinical Instructor	Mr. Gonzalez has 12 years of experience.

Los Angeles, CA – Limited X-Ray Technician with Medical Assistant Skills Program Faculty

Full Time

Guillermina Trevis, RT (R), CRT (R)(F)	Program Director	M. Ed. – University of Phoenix – Phoenix, AZ Ms. Trevis has 19 years of experience.
Aarash Kioumeh, RT (R), CRT (R)(F)	Assistant Program Director	BS – Kaplan University – Chicago, IL Mr. Kioumeh has 8 years of experience.
Michael Burkhart Jr., RT (R), CRT (R)	Clinical Instructor	BS – Purdue University Global – Online Mr. Burkhart has 13 years of experience.
Karina Campos, RT (R), CRT (R)(F)	Clinical Instructor	BS – St. John's University – New York, NY Ms. Campos has 4 years of experience.
Eve E. Bonic, DC, DACBR, RT(R)(CT)(MR)(ARRT), CRT(R)(F)	Didactic Instructor	DACBR – Logan College of Chiropractic – Chesterfield, MO AAS – Portland Community College – Portland, OR DC – Los Angeles College of Chiropractic – Whittier, CA

Los Angeles, CA – Medical Assistant Program Faculty

Full Time

Lisa Dianda, M.A., RMA, CCMA-AC	Executive Director of MA Program	BA – Saint Mary's College – Moraga, CA MA – Saint Mary's College – Moraga, CA Ms. Dianda has over 20 years of higher education experience.
Eva Lopez	Program Coordinator	Medical Certificate – Bryman College, Reseda, CA Ms. Lopez has 19 years of experience.
Dr. Claudinet Gomez, CMA, CPT	MA Instructor / Clinical Coordinator	IMG – Universidad Michoacana San Nicolas de Hidalgo Dr. Gomez has 11 years of experience.

CHANGES & UPDATES TO PUBLISHED INFORMATION

STATEMENT OF HISTORY & OWNERSHIP

Page 7

September 2013

ABHES approves the Medical Assistant Program in the San Mateo Campus

ABHES approves the Medical Assistant Program in the Concord Campus

ABHES approves the Medical Assistant Program in the Fresno Campus

ABHES approves the Medical Assistant Program in the Modesto Campus

November 2018

Joint Review Committee on Education in Radiologic Technology (JCERT) grants us RT Program accreditation at our Sacramento Campus

December 2018

ABHES and the California Board of Registered Nurses approves International Nurse Graduate Courses in Fresno Campus

March 2019

ABHES approves Los Angeles Campus

ABHES approves Limited X-Ray Technician with Medical Assistant Skills Program in the Los Angeles Campus

ABHES approves A.O.S. in Radiologic Technology Program in the Los Angeles Campus

EXECUTIVE OFFICERS OF GURNICK ACADEMY OF MEDICAL ARTS

Page 8

Konstantin Gourji, Chief Executive Officer

Larisa Revzina, Chief Academic Officer

Zara J. Gourji, Chief Process Officer

Burke Malin, Chief Operating Officer

Theodore C. Vanderlaan, Vice President, Strategy and Innovation

ACADEMY LOCATIONS & GENERAL DESCRIPTION OF FACILITIES

Page 9

Los Angeles Branch Campus

15400 Sherman Way, Suite 201

Van Nuys, CA 91406

(747) 200-4567

(747) 477-3747 fax

The Los Angeles branch is in a professional building on the second floor which houses classrooms, labs, administrative offices and student support offices. The laboratories include four energized x-ray labs for the Radiologic Technology and the Limited X-Ray with Medical Assisting Skills programs as well as two labs for the Medical Assisting program. The reception area is located just off the elevators. Adjacent to the reception area are administrative and student support offices. A student lounge and library are located down the hall. Each program has faculty offices near the lab and classroom areas. Standard equipment includes a library of text/case studies and reference books, journals, and computers where the students can access the e-library. The medical assistant lab is equipped with exam tables and equipment for examination and diagnostic assistance including scales, EKG machines, as well as urine and blood testing. The energized

x-ray labs are equipped with four stationary radiography units, a digital image receptor system, and a portable x-ray machine.

The facility has lab and didactic rooms for each program, which will have all required equipment and supplies to commence each program. Staff, management, education offices, and a faculty lounge. A study hall / resource room, student lounge, conference room, storage, restrooms, and a reception area are planned and documented in the floor plan.

PROGRAM OFFERINGS

Page 10

Table 1. *Program Offerings per Campus (please note the abbreviations have been revised to the below)*

Program Types and Names	Campus Location
Degree Programs	
Associate of Occupational Science in Radiologic Technology Program (A.O.S in RT)	Los Angeles
Associate of Science in Magnetic Resonance Imaging (A.S. in MRI)	San Mateo, Modesto, Sacramento
Associate of Science in Nursing (ADN)	Fresno
Associate of Science in Physical Therapist Assistant (A.S. in PTA)	San Mateo
Associate of Science in Radiologic Technology (A.S. in RT)	Concord, Sacramento
Associate of Science in Ultrasound Technology (A.S. in UT)	San Mateo, Fresno, Sacramento
Associate of Science in Vocational Nursing (A.S. in VN)	Fresno
Bachelor of Science in Diagnostic Medical Imaging (B.S. in DMI)	Concord (via Distance Education)
Bachelor of Science in Nursing (RNBSN)	Concord (via Distance Education)
Diploma Programs	
Psychiatric Technician (PT)	Concord
Vocational Nurse (VN)	San Mateo, Concord, Modesto, Fresno
Limited X-Ray Technician with Medical Assistant Skills (XTMAS)	Los Angeles
Certificate Programs	
Dental Assistant (DA)	San Mateo, Modesto
Medical Assistant (MA)	All
Medical Assistant with Phlebotomy (MAPHL)	San Mateo, Concord, Fresno
International Courses	
International Nurse Graduate Courses	Fresno

ACCREDITATION, APPROVAL, RECOGNITION, MEMBERSHIP

Page 11

Revised by: Gurnick Academy of Medical Arts Process Department
Date of Catalog Print: August 2018
Effective Dates: August 1, 2018 to December 31, 2019
Date of Revision: December 20, 2019

Page 40 of 123

Gurnick Academy of Medical Arts (San Mateo, Modesto, and Sacramento campuses) AS in MRI Program is accredited by American Registry of Magnetic Resonance Imaging Technologists (ARMRIT). The mailing address for ARMRIT is: 2444 NW 8th Delray Beach, FL 33445 Information about the registry can be found at www.armrit.org.

Gurnick Academy of Medical Arts (Concord and Sacramento campuses) A.S. in Radiologic Technology Program is approved by the California Department of Public Health, Radiologic Health Branch (CDPH-RHB) as a school for radiographers. Contact Information for CDPH-RHB is: P.O. Box 997414, MS 7610, Sacramento, CA 95899-7414, (916) 327-5106. The program is also accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). Contact information for the JRCERT is: 20 North Wacker Drive, Suite 2850, Chicago, Illinois 60606-3182, (312) 704-5300, mail@jrcert.org, www.jrcert.org.

Gurnick Academy of Medical Arts (Los Angeles campus) Associate of Occupational Science in Radiologic Technology Program is approved by the California Department of Public Health, Radiologic Health Branch (CDPH-RHB) as a school for radiographers. Contact Information for CDPH-RHB is: P.O. Box 997414, MS 7610, Sacramento, CA 95899-7414, (916) 327-5106. This program is also accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). Contact information for The Joint Review Committee on Education in Radiologic Technology is: 20 North Wacker Drive, Suite 2850, Chicago, Illinois 60606-3182, (312) 704-5300, email: mail@jrcert.org, www.jrcert.org.

Associate of Science in Radiologic Technology Program is recognized by American Registry of Radiologic Technologists (ARRT) – www.arrt.org/Education/Educational-Programs. Graduates from the above-mentioned programs are eligible to sit for ARRT (R). Anyone taking an examination offered by ARRT and who graduates on or after January 1, 2015, must hold, at a minimum, an earned associate's degree. For more information about ARRT, please visit: www.arrt.org. ARRT is located at ARRT, 1255 Northland Drive, St. Paul, MN 55120, Phone: 651-687-0048.

Gurnick Academy of Medical Arts (Los Angeles campus) Limited X-Ray Technician with Medical Assistant Skills Program is approved by the California Department of Public Health, Radiologic Health Branch (CDPH-RHB) as a school for radiographers. Contact Information for CDPH-RHB is: P.O. Box 997414, MS 7610, Sacramento, CA 95899-7414, (916) 327-5106.

REGISTRATION FEE

All new applicants are subject to pay the \$100.00 Registration Fee.

Individuals who were enrolled, but never started the core program and wish to enroll again are considered to be new applicants and must pay the Registration Fee again. Graduates of the Academy who wish to enroll again are considered new applicants and must also pay the Registration Fee.

Individuals who are eligible to re-enroll are subject to pay the Registration Fee if re-enrollment occurs after 180 days of an approved withdrawal/expulsion/completion date.

Individuals who are eligible to re-enroll are not subject to pay the \$100.00 Registration Fee if re-enrollment occurs within 180 days of an approved withdrawal/expulsion/completion date.

Individuals who would like to transfer from one cohort group to either a different program or different time frame are not subject to pay the Registration Fee.

INTERNATIONAL STUDENT ADMISSIONS

Page 13

International applicants are encouraged to apply for admission. All applicants must meet the same requirements as U.S. citizens as outlined above. All documents should be accompanied by an English evaluation. Students whose native language is not English will be required to take the Test of English as Foreign Language (TOEFL) or equivalent. The following minimum TOEFL scores must be obtained: 45 for the iBT (internet-based test) or demonstrate English proficiency through other measures established by the Academy. An affidavit of financial support is recommended to be submitted, but is not required. More detailed information will be provided through our Admissions office. The Academy is authorized under federal law to enroll non-immigrant students. Visa services other than F1 and M1 Visa's are not offered through Gurnick Academy of Medical Arts. Gurnick Academy of Medical Arts will document and vouch for current student status, if requested.

ADMISSION REQUIREMENTS

Page 14

The table below is only a summary of Admission Requirements. A full list of admission requirements is presented in the sections General Admission Requirements for all programs and Additional Admission Requirements per Program.

Table 2. Admission Requirements Summary

Program	Minimum Degree Requirement	Minimum Entrance Exam Score	Admission Point System	Prerequisite Courses	Other General Requirements	Programmatic Requirements			
VN	HSD/GED	14	Yes, some campuses only	Yes*	<ul style="list-style-type: none">• Be at least 18 years of age• Meet with Admissions Advisor and Financial Aid Advisor (if applicable)• Pay all applicable fees• Immunization, Health Screening, Background Check and CPR• Program's performance requirements• Student skills, hardware and software requirements (for distance education courses)	Interview (if applicable)			
PT		No	Yes*			No	Essay, Interview (if applicable)		
DA				12					
MA & MAPHL		12	Yes	No		For A.O.S. in RT: Letters of Reference, Possess an Allied Health Medical Diploma -OR- Possess a current CA State Limited Permit (License) in Chest, Extremities, & Torso Skeletal			
A.O.S. in RT		21							
A.S. in UT		16					Yes	No	Info Session, Observation Hours, essay, Interview
A.S. in MRI									
A.S. in RT									
A.S. in PTA	HSD/GED plus college coursework	16		Yes					
ADN	HSD/GED	N/A See TEAS VI		Based on admission pathway		Info Session, Interview			

A.S. in VN	HSD/GED	N/A	No	No		N/A	
B.S. in DMI	2 Year Equivalent Imaging License	N/A	Yes	No		N/A	
BSN	HSD/GED						
LVN to BSN	HSD/GED plus RN license**	N/A		Yes		Yes	Yes
RN to BSN							
LXTMAS	HSD/GED	18	Yes	No		Essay, Interview (if applicable)	

* Prerequisite courses may be taken at Gurnick Academy of Medical Arts. Los Angeles

**Minimum of 225 hours of RN work experience within the last 3 years.

ADMISSION REQUIREMENTS

Page 15

Additional Admission Requirements per Program

Associate of Science in Radiologic Technology Program (A.S. in RT) – pg 22

Associate of Science in Ultrasound Technology Program (A.S. in UT) – pg 15

1. Submit – for applicants requesting credit granting for some/all General Education courses – original transcripts from the Registrar at an educational institution. Copies are not accepted. All coursework must be successfully completed and given a grade of at least a “C”. Anatomy and Physiology I with Laboratory must be completed within the last 5 years. All credit granting is subject to the approval from the Program Director or Program Coordinator. Please allow 7 days for review.
2. Complete the Distance Education Questionnaire.
3. Submit 2 letters of reference. The letters must be current, typed, dated, and signed. The references can be from a current supervisor, employer, and science or math teacher of a post-secondary institution.
4. Submit a one-page essay in APA Format that includes:
 - a. Statement of why you want to join the modality.
 - b. The essential functions and role of a Technologist in this field.
 - c. Preparation to become successful in this program
 - d. Sources used to prepare for the essay.
5. Pass an admission interview with the Program Director and designees.

Associate of Science in Magnetic Resonance Imaging Program (A.S. in MRI)

Page 15

Applicants must:

1. Submit – for applicants requesting credit granting for some/all General Education courses – original transcripts from the Registrar at an educational institution. Copies are not accepted. All coursework must be successfully completed and given a grade of at least a “C”. Anatomy and Physiology I with Laboratory must be completed within the last 5 years. All credit granting is subject to the approval from the Program Director or Program Coordinator. Please allow 7 days for review.
2. Complete the Distance Education Questionnaire.

3. Submit 2 letters of reference. The letters must be current, typed, dated, and signed. The references can be from a current supervisor, employer, and science or math teacher of a post-secondary institution.
4. Submit a one-page essay in APA Format that includes:
 - a. Statement of why you want to join the modality.
 - b. The essential functions and role of a Technologist in this field.
 - c. Preparation to become successful in this program
 - d. Sources used to prepare for the essay.
5. Pass an admission interview with the Program Director and designees.

Associate of Science in MRI Admission Point System

Applicants are deemed qualified on a point system. The highest ranked applicants (above a minimum) will be offered seats in the program. The following point system is used to evaluate each applicant showing the maximum score achievable.

Table 3. A.S. in MRI Admission Point System

I. Admissions Exam	Possible Points
• SLE	50
II. Post-Secondary Education	
• Associate Degree	10
• Baccalaureate Degree	20
• Graduate/Master's Degree	30
• Post-Graduate/Doctoral Degree	40
III. Academic Achievement: College level Courses & High school AP courses	
A. Overall GPA	
• GPA 3.0	5
• GPA 3.5	10
• GPA 3.9	15
B. Math and Science GPA	
• GPA 3.0	20
• GPA 3.5	30
• GPA 3.9	35
IV. One-Page Resume (required)	25
V. Essay – One-page, APA Format	25
Essay will include:	
<ul style="list-style-type: none"> - Statement of why you want to join this modality - The essential functions and role of a technologist in this field - Preparation to become successful in this program - Sources used to prepare for the essay 	
VI. Health Care Background	
• 1-3 years	10
• More than 3 years	20
VII. Reapplication (having completed reapplication requirements)	20
VIII. Personal Interview	120

<ul style="list-style-type: none"> - 5 Interview Questions - Appearance and Demeanor - Communication Skills - Maturity - Overall Impression 	
IV. Evaluation from the Office of Admissions	50
Possible Total Points:	400

Bachelor of Science in Diagnostic Medical Imaging Program (BSDMI)

Page 25

- Have completed 2-year or equivalent education and passed an ARRT registry or equivalent (ARDMS, ARMRIT, etc.) in one of the following: Radiography, Nuclear Medicine, Diagnostic Medical Sonography, Cardiovascular Sonography, MRI, or Radiation Therapy (credit granted for combination of past core coursework and registry or equivalent = 54 semester credits.)
- Completed 16 semester credits of General Education courses that are not a part of the BSDMI Program.
- Proof of credentialing certification;
- Submit official transcripts;
- Complete an application for admission.
- Have a high school diploma or GED and be at least 18 years of age.
- Have a reliable computer, Internet access and a working email address.
- Completion of Distance Education Questionnaire.
- Must pay all applicable fees, as per the current fee schedule prior to the issuance of an enrollment contract or make other payment arrangements acceptable to the school.
- Meet all admission requirements.

Medical Assistant Program (MA)

Page

All applicants must:

1. Submit an essay (no longer than one-page, double-spaced typed or hand-written) which describes the:
 - a. Reasons for applicant's desire to become a Medical Assistant;
 - b. Personal attributes the applicant possesses that will support the applicant's ability to complete the MA program;
 - c. People, routines, and resources the applicant has to support the applicant's efforts throughout the program.
2. Some Campuses (in cases such as if the applicant pool might be larger than the number of available seats at the desired campus location) may require an additional step: an interview with the MA Program Supervisor, Program Coordinator, or designee.
3. Medical Assistant Certification Participation is required for Graduation. This may be waived by the Program Supervisor, Campus Director, or Academic Director, if a student submits a written employment offer and the offer is time sensitive and is contingent on the student having their Gurnick diploma in hand.

Medical Assistant Program/Medical Assistant Program with Phlebotomy (MAPHL)

Page 26

All applicants must:

1. Submit an essay (no longer than one-page, double-spaced typed or hand-written) which describes the:
 - a. Reasons for applicant's desire to become a Medical Assistant;

- b. Personal attributes the applicant possesses that will support the applicant's ability to complete the MA program;
 - c. People, routines, and resources the applicant has to support the applicant's efforts throughout the program.
2. Some Campuses (in cases such as if the applicant pool might be larger than the number of available seats at the desired campus location) may require an additional step: an interview with the MA Program Supervisor, Program Coordinator, or designee.
3. Medical Assistant Certification Participation is required for Graduation. This may be waived by the Program Supervisor, Campus Director, or Academic Director, if a student submits a written employment offer and the offer is time sensitive and is contingent on the student having their Gurnick diploma in hand.
4. Credit granting for the Medical Assistant portion of the Medical Assistant with Phlebotomy Program can be accomplished by the following:
 - a. Be a graduate of Gurnick Academy's Medical Assistant Program.
 - b. Attain a score of 85% on a designated Medical Assistant Knowledge Evaluation Examination.

Interested applicants should contact Admissions at the campus that offers the Medical Assistant with Phlebotomy Program

Associate of Occupational Science in Radiologic Technology Program (A.O.S. in RT)

1. For applicants requesting credit granting for some/all General Education courses – original transcripts from the Registrar at an educational institution. Copies of transcripts are not accepted. All coursework must be successfully completed and given a grade of at least a "C". All credit granting is subject to the approval from the Program Director or designee. Please allow 7 days for review.
2. Complete the Distance Education Questionnaire.
3. Pass an ESL test if applicant is a non-native English speaker.
4. Complete a Distance Education Questionnaire.
5. Submit 2 letters of reference. The letters must be current, typed, dated, and signed. The references can be from a current supervisor, employer, and science or math teacher of a post-secondary institution.
6. Submit a one-page essay in APA Format that includes:
 - a. Statement of why you want to join the modality.
 - b. The essential functions and role of a Technologist in this field.
 - c. Preparation to become successful in this program
 - d. Sources used to prepare for the essay.
7. Pass an admission interview with the Program Director and designees.

Advanced Placement Students in the AOSRT Program

Prospective students interested in the Associate of Occupational Science Radiologic Technology Advanced Placement program must meet the following requirements:

- Possess a **current** State of California Limited Permit (License) in Chest, Extremities, and Torso Skeletal **AND** score a minimum 21 on the SLE
OR
- Graduate from an X-Ray Technician with MA Skills Program with a GPA of 3.0 or higher **AND** score a minimum of 25 on the SLE

Prospective students interested in advanced standing in the Associate of Occupational Science in Radiologic Technology program will be given admissions preference if they are Graduates of a X-Ray Technician/Medical Assistant Back Office program at a Gurnick Academy affiliated school and possess a **current** State of California Limited Permit (License) in Chest, Extremities, and Torso Skeletal. Advanced standing is the status of a student who has completed coursework from a radiography program who receives academic credit for any portion of that study, excluding general education credit.

A.O.S. in RT Admission Point System

Applicants are deemed qualified on a point system. The highest ranked (above a minimum) will be offered seats in the program. The following point system is used to evaluate each applicant showing the maximum score achievable.

A.O.S. in RT Admission Point System

I. Admissions Exam	Possible Points
<ul style="list-style-type: none"> SLE 	50
II. Post-Secondary Education	
<ul style="list-style-type: none"> Associate Degree 	10
<ul style="list-style-type: none"> Baccalaureate Degree 	20
<ul style="list-style-type: none"> Graduate/Master's Degree 	30
<ul style="list-style-type: none"> Post-Graduate/Doctoral Degree 	40
III. Academic Achievement: College level Courses & High school AP courses	
A. Overall GPA	
<ul style="list-style-type: none"> GPA 3.0 	5
<ul style="list-style-type: none"> GPA 3.5 	10
<ul style="list-style-type: none"> GPA 3.9 	15
B. Math and Science GPA	
<ul style="list-style-type: none"> GPA 3.0 	20
<ul style="list-style-type: none"> GPA 3.5 	30
<ul style="list-style-type: none"> GPA 3.9 	35
IV. One-Page Resume (required)	25
V. Essay – One-page, APA Format	25
Essay will include:	
<ul style="list-style-type: none"> Statement of why you want to join this modality The essential functions and role of a technologist in this field Preparation to become successful in this program Sources used to prepare for the essay 	
VI. Health Care Background	
<ul style="list-style-type: none"> 1-3 years 	10
<ul style="list-style-type: none"> More than 3 years 	20
VII. Reapplication (having completed reapplication requirements)	20
VIII. Personal Interview	120
<ul style="list-style-type: none"> 5 Interview Questions Appearance and Demeanor 	

<ul style="list-style-type: none"> - Communication Skills - Maturity - Overall Impression 	
IV. Evaluation from the Office of Admissions	50
Possible Total Points:	400

Limited X-Ray Technician with Medical Assistant Skills Program (LXTMAS)

1. Submit an essay (no longer than one page, double spaced typed) which describes the:
 - a. Reasons for applicant's desire to become a Limited X-Ray Technician
 - b. Personal attributes the applicant possesses that will support the profession and the student's ability to complete the LXT program
 - c. Describe the support system such as person, time management, and resources, that will support the applicant's efforts and success in the program.
2. Some campuses the applicant pool may be larger than the number of available seats at the desired campus. In this case the campus may require an additional step; interview with Program Director, Assistant Program Director or designees.
3. Students who have completed a Medical Assistant diploma program with the equivalent approved medical assistant skills content, who provide transcripts may apply to receive transfer credit if within the past five years and are currently working as a Medical Assistant. But those who have transcripts that are older than five years may apply to receive transfer credit if they can provide evidence of 6/ months or 1080 hours of Medical Assisting Back Office work experience in the last year.
4. Advanced Standing applicants must provide proof of work history as a Medical Assistant and official transcripts from a Medical Assistant program.

Limited X-Ray Technician with Medical Assistant Skills (LXTMAS) Admission Point System

Applicants are deemed qualified on a point system. The highest ranked (above a minimum) will be offered seats in the program. The following point system is used to evaluate each applicant showing the maximum score achievable.

LXTMAS Admission Point System

I. Admissions Exam	Possible Points
<ul style="list-style-type: none"> • SLE 	50
II. Post-Secondary Education	
<ul style="list-style-type: none"> • Gurnick Graduate or Currently Enrolled 	10
<ul style="list-style-type: none"> • Associate Degree/Military Service 	10
<ul style="list-style-type: none"> • Baccalaureate Degree 	20
<ul style="list-style-type: none"> • Graduate/Master's Degree 	30
<ul style="list-style-type: none"> • Post-Graduate/Doctoral Degree 	40
III. Academic Achievement: College level Courses & High school AP courses	
A. Overall GPA	
<ul style="list-style-type: none"> • GPA 3.0 	5
<ul style="list-style-type: none"> • GPA 3.5 	10
<ul style="list-style-type: none"> • GPA 3.9 	15
B. Math and Science GPA	

• GPA 3.0	20
• GPA 3.5	30
• GPA 3.9	35
IV. One-Page Resume (required)	25
V. Essay – One-page, APA Format	25
Essay will include:	
<ul style="list-style-type: none"> - Statement of why you want to join this modality - The essential functions and role of a technologist in this field - Preparation to become successful in this program - Sources used to prepare for the essay 	
VI. Health Care Background	
• 1-3 years	10
• More than 3 years	20
VII. Reapplication (having completed reapplication requirements)	20
VIII. Personal Interview	120
<ul style="list-style-type: none"> - 5 Interview Questions - Appearance and Demeanor - Communication Skills - Maturity - Overall Impression 	
IV. Evaluation from the Office of Admissions	50
Possible Total Points:	400

Associate Degree in Nursing (ADN) - Test of Essential Academic Skills (TEAS®)

Page 17

The Test of Essential Academic Skills (TEAS®) measures basic essential skills in the academic content area domains of reading, mathematics, science and English and language usage. The test is intended for use primarily with adult nursing program applicant populations. The objectives assessed on TEAS® VI are those which nurse educators deemed most appropriate and relevant to measure entry level academic readiness of nursing program applicants. The cost for this exam is \$70 per individual test taker. Acceptable payments for this exam are Cashier's Check and Money Order only. Applicants are allowed 2 attempts a year starting from the original date of the first exam. Results are valid only for one year. All students are encouraged to log on to www.atitesting.com for study material and other useful resources and information. The TEAS Test Passing score is 62% or higher. The following TEAS results are accepted:

- TEAS VI Passing Score of 62% or higher

Breakdown of test subjects (by percentage of entire test):

- o Reading – 28%
- o Mathematics – 20%
- o Science – 32%
- o English and Language Usage – 20%

Associate Degree in Nursing (ADN)

Table 5. *ADN Admission Point System*

Criteria	Possible Points
I. Admissions Exam	40
<ul style="list-style-type: none"> TEAS (90.00 – 100.00) TEAS (80.0 – 89.99) TEAS (70.0 – 79.99) TEAS (62.0 – 69.99) <p>Gurnick Academy of Medical Arts uses the Test of Essential Academic Skills. The required minimum composite score is 62% for admission to the Associate Degree Nursing Program. The program will only accept a maximum of 2 attempts in one year with the first passing score of 62%. If students do not attain the minimum 62% on the first attempt, they may retest within one year.</p>	40 30 20 10
II. Post-Secondary Education	40
<ul style="list-style-type: none"> Associate Degree Baccalaureate Degree Graduate/Master's Degree Post-Graduate/Doctoral Degree 	10 20 30 40
III. Academic Achievement: College level Courses & High school AP courses	20
A. GPA in Non-Biology Prerequisite Courses: Reading & Composition, Psychology, Public Speaking, Sociology, Critical Thinking, Nutrition	
<ul style="list-style-type: none"> GPA 2.50-2.59 GPA 2.60-3.00 GPA 3.01-3.59 GPA 3.6-4.0 	2 4 6 10
B. GPA in Math and Sciences: Intermediate Algebra, Anatomy & Physiology, Microbiology	
<ul style="list-style-type: none"> GPA 2.50-2.59 GPA 2.60-3.00 GPA 3.01-3.59 GPA 3.6-4.0 	2 4 6 10
IV. Application Essay To Nursing Program – APA Format	10
Essay will include:	
<ul style="list-style-type: none"> Statement of purpose for enrolling into nursing program The essential functions and role of a nurse Preparation to become successful in the nursing program Accountability and integrity in nursing profession Grammar 	2 2 2 2 2
V. Health Care Background	5
<ul style="list-style-type: none"> 1-3 years More than 3 years 	3 5
VI. Personal Interview	10
<ul style="list-style-type: none"> Professionalism Appearance and Demeanor 	2

<ul style="list-style-type: none"> • Communication Skills • Answering Skills • Overall Impression 	2 2 2 2
VII. Evaluation from the Office of Admissions	5
<ul style="list-style-type: none"> • Professionalism • Timeliness • Communication • Compliance to the requirements • Self-Motivation 	1 1 1 1

Total Possible Points for Criterion I through Criterion VII: 130 Points

INTERNATIONAL NURSE GRADUATE PROGRAM

To be considered for admission into the nursing courses, ALL applicants must meet the following criteria:

1. Official Transcript and evaluation of courses from approved credential evaluator.
2. Official Letter from the California Board of Registered Nursing stating the candidate's specific area of deficiency.
3. Applicant must meet the following admission policies of Gurnick Academy of Medical Arts: immunization, health screening, background check, and CPR certification (See Policies of Gurnick Academy of Medical Arts in the School Catalog and "Admissions").
4. Applicants must submit a completed application. It is recommended that interested applicants fill out the application with the admissions advisor.
5. Applicants must have graduated from high school, or earned a GED, and be at least 18 years of age.
6. Applicant must pay all applicable fees, as per the current published fee schedule prior to the issuance of an enrollment contract or make other payment arrangements acceptable to the school.
7. Applicant must pass the written Competency Exam for Basic and Intermediate Medical-Surgical Nursing with a minimum score of 75%.
8. Applicants will be asked to pass an interview with the Nursing Program Director or Associate Program Director in person or via Skype, if necessary.
9. Applicant must submit a 2-3-page written essay on why they have chosen professional nursing as a career.
10. Applicant must submit 3 letters of recommendation to the nursing program. These may come from employers, immediate work supervisors, health related facilities at which the applicant has done volunteer work or faculty from previous college/university course work. These letters or recommendation must be submitted on formal organizational stationery.
11. Applicants will be rank ordered on the basis of the following score which includes:
 - Personal Interview
 - Written Essay
 - Three Letters of Recommendation

**** If enrollment openings are fewer than applicants that meet the admission requirements applicants will be asked to pass an interview with the Nursing Program Director or Associate Program Director.**

Program Specific Performance Requirements

Page 29

Medical Assistant Los Angeles Campus

In order to ensure the safety and welfare of our students and patients each of our programs has sets of specific physical and non-physical requirements. Almost all of our students (check with an Admission Advisor if applicable) must be able to:

- Handle stressful situations related to technical and procedural standards and patient care situations
- Respond quickly and appropriately to emergency situations using the English language
- Communicate effectively with patients and staff in both verbal and written forms in clear English
- Read and interpret (or learn how to) patient charts and requisitions
- Tolerate strong, unpleasant odors
- Provide physical and emotional support to the patients during procedures
- Report clearly and legibly through progress notes in patient charts
- Meet class standards for successful course completion
- Collect, interpret, and integrate data about patients
- Recognize and respond appropriately to individuals of all ages, genders, and races, and from all socio-economic, religious, and cultural backgrounds
- Cope with stress of heavy workloads, demanding patients, and life-threatening clinical situations
- Recognize and respond appropriately to potentially hazardous situations
- Demonstrate the physical and emotional capacity to work a 40-hour week while at the clinical rotation
- Behave in an ethically sound, competent, compassionate, and professional manner in the classroom and in the clinic
- Lift/carry:
 - 1 - 5 lbs. frequently – image receptors, lead aprons, files
 - 20-50 lbs. occasionally – patient transfers and patient positioning
 - 50-70 lbs. rarely to occasionally – patient transfers
- Stand and walk for up to 8 hours per day
- Carry a minimum of 20 pounds while walking a distance of 100 feet
- Bend or flex the upper trunk forward up to 45 degrees and flex the lower torso into a squatting position
- Rotate the upper trunk up to 30 degrees to the right and left
- Reach a minimum of 72 inches above floor level or a full arm's reach
- Utilize the sense of hearing to effectively communicate with the patients and healthcare team
- Utilize the sense of vision in all levels hospital lighting, which varies from low levels of illumination to bright light levels
- Sit in class for up to 6 hours per day
- Palpate anatomical structures and handle injured body parts without causing injury to the patient
- Give manual resistance to a patient's arm, leg, or trunk during exercise
- Move with adequate agility and speed to ensure patient safety
- Walk and balance well enough to help patients walk and transfer with or without equipment, while preventing injury to patient and self
- Safely grasp and manipulate small objects and set dials on electrical equipment
- Use visual, auditory, and tactile senses to observe patients and collect and interpret data
- Respond to warning sounds, machine alarms, and calls for help

REFUND

Student's Right to Cancel

Page 46

1. You have the right to cancel your program of instruction, without any penalty or obligations.
 - a. A full refund of all tuition and fees paid will be made: if a student cancels his/her Enrollment Agreement by notifying the school within three days of enrollment; or
 - b. Cancels his/her Enrollment Agreement through attendance at the first class session or the seventh calendar day of the student start date, whichever is later. The academy will refund the student any money he/she paid, less any registration fees not to exceed the specified amount, and less any deduction

for equipment not returned in good condition for applicable students, within 45 days after the notice of cancellation is received if cancellation occurs later than three-days after enrollment.

2. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance.
3. Cancellation may occur when the student provides a written notice of cancellation at the enrolling campus. This can be done by mail or by hand delivery.
4. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
5. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.

Withdrawal from the Program

Page 46

You may withdraw from the school at any time after the cancellation period (described above) and receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance. The refund will be less a registration not to exceed the specified amount, and less any deduction for equipment not returned in good condition, within 45 days of withdrawal for applicable students. If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

For the purpose of determining a refund under this section, the date of the student's withdrawal shall be deemed the last date of recorded attendance. A student shall be deemed to have withdrawn from a program of instruction (date of determination) when any of the following occurs:

- The student notifies the institution of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- The institution terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the School.
- The student has failed to attend class for two (2) weeks.
- Failure to return from a leave of absence.

For programs beyond the current "payment period," if you withdraw prior to the next payment period, all charges collected for the next period will be refunded. If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

Students may be withdrawn either by self-withdrawal or by academic withdrawal. A student who self-withdraws will be processed through the drop process. Students who are academically withdrawn have the ability to dispute the withdrawal through the student grievance and appeals process. To initiate the grievance and appeals process, the students must submit a written appeal within five (5) days of being notified of the withdrawal. After five (5) days, the student will be dropped via the drop process if no written appeal has been submitted.

If a written appeal is submitted within the allotted time, the student grievance and appeals process will start and the student will be placed on Active Warning status and must attend all instruction until the grievance and appeals process

has been completed and a final decision has been made. Please see the Student Grievance and Appeals section for detailed information.

PASS PROGRAM

Page 45

The Post Academic Student Success (PASS) Program is a structured licensure review series that has been designed specifically for graduates of the Vocational Nurse and Psychiatric Technician programs as a means to improve the licensure pass rates and increase contact with our graduates. The program is free of charge and graduates must attend the PASS Program in full to receive financial incentives. Participants are required to meet with the Career Services Coordinator to sign up for the PASS Program. Graduates are expected to receive their ATT Letter approximately 6 weeks after they graduate from the Academy and their application has been successfully sent and accepted by the BVNPT.

FINANCIAL AID INFORMATION

Page 49

Please visit www.gurnick.edu for more information about the Cost of Attendance, Sallie Mae private loans, Student Loan Code of Conduct, Sallie Mae Scholarship Search Tool and Other Resources. For full information on Sallie Mae Student Loans, go to <https://salliemae.com/student-loans>.

SAFETY AND CAMPUS SECURITY

Weapons and Firearms

Page 59

Gurnick Academy of Medical Arts prohibits all persons who enter school property owned, leased or under the control of Gurnick from possessing, manufacturing, transferring, selling, storing, displaying, or using weapons of any kind regardless of whether or not the person is licensed to carry the weapon. Failure to abide by this policy will result in disciplinary action to include, but not limited to termination of employment / withdrawal from the program and dismissal from Gurnick Academy of Medical Arts property. Additional disciplinary actions may be imposed under the Code of Conduct policy.

DRUG FREE

Page 63

Gurnick Academy of Medical Arts is a drug-free institution. Any activities that involve the use, selling, manufacturing or displaying of illegal drugs are strictly prohibited on campus grounds will result in termination from employment or academic program. Any persons suspected of being under the influence of a controlled substances while on school property will be subjected to a drug test.

PREGNANCY

Page 67

Gurnick Academy of Medical Arts provides all students a safe environment for clinical experiences and training. In compliance with regulations regarding pregnant students, female students have the option to inform program officials whether or not they are pregnant. With written notification to the Program Director, the student may change from one option to another at any time during the pregnancy if all program objectives, courses, and competencies are completed.

However, if a student chooses to declare her pregnancy to program officials, she must provide written notification. Associate of Science in RT Program students: Upon declaration of pregnancy the academy will ensure compliance with the lower radiation exposure limit and dose monitoring requirements.

At any time, a student may submit a written request to withdraw her declaration without question. A student who has chosen to declare her pregnancy will be allowed to choose one of the following options for completing the training at Gurnick Academy of Medical Arts.

Options:

1. Continuing the training without modification or interruption. This option means that the student agrees to attend and complete all classes, clinical assignments, and competencies in a manner consistent with her peers within the guidelines set forth by the instructors and Gurnick Academy of Medical Arts. The student must present a letter from a physician releasing the student to continue in the training with Gurnick reserving the right to contact the physician to verify student physical activity level and ability to complete all requirements of the clinical experience.
2. The student may take a leave of absence for so long a period of time as is deemed medically necessary by the student's physician, at the end of which the student shall be reinstated to the status which she held when the leave began. The student is required to make up all clinical and didactic hours missed and to complete all the necessary competencies. This option timing is contingent upon an available student position in an appropriate clinical facility.

For students in Associate of Science in Radiologic Technology, Associate of Science in Ultrasound Technology and Associate of Science in Magnetic Resonance Imaging Programs there is an additional option:

3. Students may also continue the training with a modification of clinical assignments. This option means the student would have the choice to delay clinical assignments and/or competencies in areas high in potential hazardous exposure. However, in order to accomplish this successfully, the training may need to be extended. The student is required to make up all clinical and didactic hours missed and to complete all the necessary competencies. The student will present a letter from a physician releasing the student to continue in the training.

STUDENT GRIEVANCE AND APPEALS

Page 73

To provide students with a neutral mechanism for the reconsideration of disciplinary actions or performance evaluations that would necessitate the dismissal of the student from a program, Gurnick Academy has a designated Appeals Committee consisting of the following individuals: Chief Academic Officer, Chief Operations Officer, Chief Executive Officer, and Vice President, Strategy and Innovation. Note: A student must stay within the appeal process and is not to contact the Appeal Committee members for any reason unless directed to do so by a Campus Director or Committee member. A student who goes outside the procedure of this policy will be denied his/her appeal.

ATTENDANCE - ABSENT- TARDINESS - DROP

Page 86

Table 14. *Number of Unexcused Absences*

Program	Course Type	# of Absences resulting in Student Warning Notification	# of Absences resulting in Disciplinary Probation	# of Absences resulting in Expulsion
MA & MAPHL	Didactic	2*	3*	4*
	Clinical	2	3	4

DA	Didactic	1***	2***	3***
	Clinical	1***	2***	3***
ADN	Didactic	1	3	4**
	Clinical	1	3	4**
A.S. in UT	Didactic/Lab	2*	3*	4*
	Clinical	2*	2*	3*
A.S. in MRI A.S. in PTA A.S. in RT A.O.S. in RT	Didactic	2	3	4
	Clinical			
PT	Didactic	2	3	4
	Clinical			
	PT120	1	2	3
VN	Didactic	2	3	4
	Clinical			
	VN120	1	2	3
	VN420			
	VN440			
A.S. in VN		Online Course (see below)		
B.S. in DMI		Online Course (see below)		
BSN	Didactic	1	3	4**
	Clinical	1	3	4**
RNBSN		Online Course (see below)		
Limited XT with MA Skills	Didactic	2	3	4
	Clinical			

*These numbers are considered to be per module, not per course

**Either in Didactic or Clinical or a total of both Didactic and Clinical

***These are total absences allowed for the entire program either in Didactic or Clinical or a total of both Didactic and Clinical

Make-up Guidelines

Page 87

Student Absence

Revised by: Gurnick Academy of Medical Arts Process Department

Date of Catalog Print: August 2018

Effective Dates: August 1, 2018 to December 31, 2019

Date of Revision: December 20, 2019

Page 56 of 123

The following absences are the only excused absences. Students must provide proof of excused absences:

- Medical Emergency
- Jury Duty
- Family Emergency*
- Bereavement
- Subpoenaed Court Dates
- Naturalization/Citizenship Appointments
- Mandatory Work Orientation

* If you are the sole responsible person for a child or dependent adult and there is a medical emergency, you must provide written documentation from physician.
Medical clearance must be provided to and approved by the program coordinator prior to the student being allowed to return to the clinical setting.

Table 15. *Make-up Assignments Deadlines*

Program	Make-up Plan of Action Establishment Deadline for Clinical and Didactic Absences	Didactic Absence Make-up Assignment Due	Clinical Absence Make-up Assignment Due
A.S. in MRI	Within 7 days upon Return from Absence*	Within 30 Days from Date of Absence*	Within 30 Days from Date of Absence*
PT			
A.S. in RT			
VN			
DA	Immediately upon Return from Absence	Within 7 Days from Return of Absence*	
MA & MAPHL			
A.S. in PTA			
A.S. in UT	Within 7 days upon Return from Absence*	Students not in clinical - Within 14 days of absence	Students not in clinical - Within 14 days of absence
		Students in clinical - Within 21 days of absence	Students in clinical - Within 30 days of absence
ADN, A.S. in VN, BSN, RN to BSN & B.S. in DMI	Within 7 days upon return from Absence	Within 14 days from date of Absence	Within 14 days from date of Absence
A.O.S. in RT	Immediately upon Return from Absence	Within 5 Days from Return of Absence	By the end of the current externship course
Limited XT with MA Skills	Immediately upon Return from Absence	Within 5 Days from Return of Absence	By the end of the current externship course

**or by the end of the course whichever comes first*

ACADEMIC PROBATION/REMEDIATION

Page 88

Revised by: Gurnick Academy of Medical Arts Process Department
Date of Catalog Print: August 2018
Effective Dates: August 1, 2018 to December 31, 2019
Date of Revision: December 20, 2019

Page 57 of 123

Table 16. Remediation/Probation Plan Details

Program	Remediation Plan Establishment	Maximum Time Frame of Remediation Plan Completion	Probation Plan Establishment
	# of business days from the course completion date	# of calendar days from the date of issuance	# of business days - academic probation/disciplinary probation
A.S. in PTA	2	3	3
A.S. in UT	3	14	3/module
A.S. in MRI	5	5	5
A.S. in RT			
A.S. in VN		21	5 Disciplinary only
PT			
MA & MAPHL			
DA			
VN			
ADN, BSN, RNBSN	5	21	
B.S. in DMI			
A.O.S. in RT	Next Business Day	5	3
Limited XT with MA Skills	Next Business Day	5	3

Additional information for Associate of Science in MRI (A.S. in MRI), Associate of Science in Physical Therapist Assistant (A.S. in PTA), Associate of Science in Radiologic Technology (A.S. in RT) and Associate of Science in Ultrasound Technology (A.S. in UT) Programs

Students in the Associate of Science in Ultrasound Technology Program may be placed on remediation only for a maximum of 2 courses per module and are not to exceed the total of two (2) times throughout the entire duration of the program.

Students may be placed on academic probation during any course (didactic, lab and/or clinical evaluations) if a grade of less than a "C" is achieved.

If a student is placed on academic probation, he/she must meet with the instructor and Program Director or designee within the time frame specified in table Remediation/Probation Plan Details to prepare a probationary plan of action explicitly stating expectations that must be met during the probationary period. The probationary plan of action identifies the areas of concern and the goals for improvement. The probation plan of action is designed on an individual basis and is not calculated into the overall course grade, nor is it considered "extra credit". The consequence of failing to meet the level of expectations and failing to ultimately receive a passing grade for the course will result in the offer of a remedial plan of action.

A plan for improvement will be initiated with specific due dates. Academic probationary status is lifted once the student has met the expectations as defined within the probationary plan of action and has completed the course in satisfactory academic standing. Student receives a final passing grade for the course after being placed on probation. This final grade will be reflected on the Student's transcript.

Additional information for Associate Degree in Nursing Program (ADN)

Revised by: Gurnick Academy of Medical Arts Process Department
Date of Catalog Print: August 2018
Effective Dates: August 1, 2018 to December 31, 2019
Date of Revision: December 20, 2019

A score less than 75% (C) in any course (theory/didactic/clinical) is considered a failing grade. Students who do not achieve the minimum grade of 75% (C) will be withdrawn from the program. All clinical courses are paired courses with a corresponding theory course. Failure in one paired course equals failure in both courses. Both courses must be retaken and passed concurrently.

LEAVES OF ABSENCE (LOA)

Page 90

Should a student's circumstances be such that a leave of absence is needed, the student must submit a request for Leave of Absence. A Leave of Absence is an approved absence from a program for the period of maximum 180 days in a 12-month calendar period. Students who are approved for a LOA for less than 180 days may request an additional LOA, for well-documented reasons, so long as combined they do not exceed a total of 180 days in a 12-month calendar period.

Eligibility for LOA depends on individual student circumstances. Academic Probation/Remediation, Re-enrollment policies and Financial section provide more information on LOA eligibility.

Eligible students must meet with Program Coordinator in order to request a leave of absence.* Students must consider the effects of a leave of absence on their current enrollment, academic standing and financial aid and discuss the expected return date along with the make-up plan. It is the responsibility of the student to obtain the signatures of the Program Coordinator and the Campus Director in order to finalize the LOA approval process. Student must keep a copy of the approved LOA Form.

*If the student is not able to meet with the Program Coordinator a LOA Request Form is available to download on Gurnick Academy website.

During the approval process the Program Coordinator/Campus Director or School Official Designee will take into consideration the individual circumstance of the student as well as the frequency of LOA requests (for example: student repeatedly resorts to the use of a leave of absence, and such applications show a pattern of delays). Should the issuance of a leave of absence be such that it would significantly interfere with the planned completion of a program of study, appropriate actions will take place at the sole discretion of the Program Coordinator/Campus Director or designated official.

If the student does not return by the expected return date, he/she will be expelled from the program, with effective date as the student's Last Day of Attendance (LDA). Student's grace period may be shortened for loans received from financial aid by the amount of time spent on Leave of Absence (LOA).

The Academy awards the grade of "W" for courses from which the student has withdrawn due to an approved leave of absence.

Note: Students in term-based programs are not eligible for a leave of absence.

GRADUATION REQUIREMENTS

Page 91

Additional Graduation Requirements for the Associate of Science in Radiologic Technology Program (A.S. In RT):

1. The student must have successfully completed and must provide verification of the minimum clinical competencies as defined by the American Registry of Radiologic Technologists.
2. Students are required to have acquired an Associate Degree prior to sitting for the American Registry of Radiologic Technology exam.

Additional Graduation Requirements for the Associate of Science in Nursing Program (ADN):

1. Students must successfully meet the benchmark of 850 on the HESI Exit Exam to graduate from the Associate of Science in Nursing Program.

Additional Graduation Requirements for Medical Assistant (MA) and Medical Assistant with Phlebotomy (MAPHL) Program:

1. Students must participate in the CCMA (NHA) national examination at the end of Module II.
2. Students must participate in the CET Certified EKG Technician Examination.

STUDENT TECHNOLOGY ACCEPTABLE USE POLICIES

Page 92 (NEW SECTION)

Students are responsible for actions and activities involving Gurnick Academy of Medical Arts computers, personal computers, networks, and Internet services, and for personal computer files, passwords and accounts. These policies provide general direction concerning the use of computers and examples of prohibited uses. The rules do not attempt to describe every possible prohibited activity by students. Students who have questions about whether an activity is prohibited are urged to contact the school administration.

VIOLATION OF COMPUTER USE POLICY AND RULES

Use of Gurnick Academy of Medical Arts computers, networks, Internet services is a privilege, not a right, including the use of personal devices such as computers and mobile devices. Compliance with policies and rules regarding computer use is mandatory. Students who violate these policies and regulations may have their computer privileges limited, suspended or revoked. Such violations may also result in disciplinary action, referral to law enforcement, and legal action. The school administration shall have the final authority to decide whether a student's privileges will be limited, suspended, or revoked based upon the conditions of the situation.

REQUIRED APPLICATIONS

All Gurnick Academy of Medical Arts students must have the following application installed on their computers:

- Chrome browser
- Lanschool Student
- Adobe Acrobat Reader
- VitalSource bookshelf

If applications are not installed or intentionally removed, students may face disciplinary action.

ACCEPTABLE USES

The Gurnick Academy of Medical Arts computers and Internet services are provided for educational purposes and study consistent with its educational mission, curriculum, and instructional goals. All policies, school rules and expectations concerning student conduct and communications apply when students are using computers. Students are also expected to comply with all specific instructions from teachers and other school staff when using schools or personal computer.

PROHIBITED USES

Violations of the Student Technology Acceptable Use policy may result in disciplinary action depending on the nature of the violation. Examples of prohibited uses of technology services are:

- **Accessing Inappropriate Materials** - Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and illegal materials.
- **Violating Copyrights** – Copying, downloading, or sharing any copyrighted materials without permission is prohibited.
- **Software Copying** - Unauthorized copying of software is illegal and may subject the copier to substantial civil and criminal penalties.
- **Non-School-Related Practices** – Use of Gurnick Academy of Medical Arts school networks, and Internet services for non-school-related purposes such as private financial gain, commercial, advertising or solicitation purposes, or any other personal use not correlated with the educational program or assignments.
- **Unauthorized Access** - Sharing passwords with other users or using other user's passwords and accessing or using other students accounts.
- **Malicious Use and Vandalism** - Any malicious use, disruption or harm Gurnick Academy of Medical Arts computers, networks, and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses.

NO EXPECTATION OF PRIVACY

Students have no expectation of privacy when using the Gurnick Academy of Medical computers, personal computers or mobile devices while on campus grounds or while using Gurnick Academy of Medical Arts internet resources, e-mail and stored files.

Gurnick Academy of Medical Arts reserves the right to review and monitor any emails or transmissions sent or received through the Gurnick Academy of Medical Arts network, at its sole discretion.

EMAIL USAGE

The purpose of this information is to ensure the proper use of Gurnick Academy's email system and make users aware of what Gurnick Academy deems as acceptable and unacceptable use of its email system. Gurnick Academy reserves the right to amend this policy at its discretion. In the case of amendments, users will be informed appropriately.

System Monitoring

You must have no expectation of privacy in anything you create, store, send or receive on the Academy's computer system. Your emails can be monitored without prior notification, if Gurnick Academy deems this necessary. If there is evidence that you are not adhering to the guidelines set out in this policy. Gurnick Academy reserves the right to take disciplinary action, including termination and/or legal action.

Email Accounts

All email accounts maintained on our email systems are property of Gurnick Academy of Medical Arts. Passwords should not be given to other people and must be changed once every 6 months.

*Email accounts are available to students for the purposes of learning and communication within the Gurnick community. Email accounts are provided only to students who are enrolled.

Primary Means of Communication

Gurnick Academy provided email accounts are the primary means of communication for all academy functions and are to be the primary means of communication between yourself and academy staff, instructors, and fellow students. You

must check your Gurnick provided email every 24 hours, as necessary academy communication will only be sent to your Gurnick provided address.

Legal Risks

Email services is an educational communication tool and users are obligated to use this tool in a responsible, effective and lawful manner. Although by its nature email seems to be less formal than other written communication, the same laws apply. Therefore, it is important that users are aware of the legal risks of e-mail:

- If you send emails with any libelous, defamatory, offensive, racist or obscene remarks, you and Gurnick Academy can be held liable.
- If you forward emails with any libelous, defamatory, offensive, racist or obscene remarks, you and Gurnick Academy can be held liable.
- If you unlawfully forward confidential information, you and Gurnick Academy can be held liable.
- If you unlawfully forward or copy messages without permission, you and Gurnick Academy can be held liable for copyright infringement.
- If you send an attachment that contains a virus, you and Gurnick Academy can be held liable.

By following the guidelines in this policy, the email user can minimize the legal risks involved in the use of e-mail. If any user disregards the rules set out in this Email Usage Policy, the user will be fully liable and Gurnick Academy will disassociate itself from the user as far as legally possible.

Confidential Information

Avoid sending confidential information by e-mail. If you do, you must secure the information by including it in a Microsoft Word or Excel file and protecting it with a password. Then provide the recipient with the password by means of other communication, for instance by telephone.

Acceptable Use

Gurnick Academy students are required to understand and follow the Email Acceptable Use policy for appropriate usage of email services. Violations of the Email Acceptable Use policy may result in disciplinary action depending on the nature of the violation. Examples of prohibited uses of email services are:

- Intentional and unauthorized access to another person's email
- Sending or forwarding emails containing libelous, defamatory, offensive, racist or obscene remarks. If you receive an e-mail of this nature, you must promptly notify your supervisor
- Attempting to forge email messages
- Creation and use of false or alias accounts to impersonate another individual to send fraudulent communications
- Distributing materials in violation of copyright law
- Use of email services for commercial activities or profit-making purposes
- Use of email services to visit, view or distribute internet sites or content that contains obscene, sexually explicit or profane subject matter

Best Practices

Gurnick Academy considers email as an important means of communication and recognizes the importance of proper email content and prompt replies in conveying a professional image and delivering good customer service. Therefore, Gurnick Academy wishes users to adhere to the following guidelines:

Writing Emails:

- Write well-structured emails and use short, descriptive subjects.
- Gurnick Academy's email style is informal. This means that sentences can be short and to the point. You can start your e-mail with 'Hi', or 'Dear', and the name of the person. Messages can be ended with 'Best Regards'. The use of Internet abbreviations and characters such as smileys however, is not encouraged.
- Use the spell checker before you send out an email.
- Do not send unnecessary attachments. Compress attachments larger than 2M before sending them.
- Do not write emails in capitals.
- Do not use cc: or bcc: fields unless the cc: or bcc: recipient is aware that you will be copying a mail to him/her and knows what action, if any, to take.
- If you forward mails, state clearly what action you expect the recipient to take.
- Only send emails of which the content could be displayed on a public notice board. If they cannot be displayed publicly in their current state, consider rephrasing the email, using other means of communication, or protecting information by using a password (see confidential).
- Only mark emails as important if they really are important.

Confidential Information:

- Avoid sending confidential information by e-mail. If you do, you must secure the information by including it in a Microsoft Word or Excel file and protecting it with a password. Then provide the recipient with the password by means of other communication, for instance by telephone.

Malware/Viruses:

- Students should be careful not to open files from unknown senders or files they are not expecting as they could contain malicious code.
- Students should be careful not to send files that are not known to be secure.

Replying to Emails:

- Emails should be answered within at least 24 hours.

Newsgroups:

- Users need to request permission from their supervisor before subscribing to a newsletter or news group.

Maintenance:

- Delete any email messages that you do not need to have a copy of and set your email client to automatically empty your 'deleted items' on closing.

Equipment Losses and Damages

The student is responsible for the losses or accidental damages of the personal computer, mobile devices, or equipment purchased through the Gurnick Academy of Medical Arts.

Student Technology Security Policy

- The students are not allowed to share or reveal personal information such as login names, passwords, full name, address, telephone number, social security number, on the Internet.

- The students are not allowed to use someone else's login name and password on the school or personal equipment.
- Students must notify their instructor if they access information or messages that are threatening, inappropriate, or make them uncomfortable in any way.
- If you notice a security threat, do not demonstrate the problem to others or attempt unauthorized access material. Any student who attempts to breach system security causes a breach of system security or fails to report a system security matter will be subject to disciplinary and legal action in addition to having his/her computer privileges limited, suspended or revoked.
- The system security of the Gurnick Academy of Medical Arts is a high priority. Students who identify security threats must inform his/her instructor immediately.

THE IMPORTANCE OF STRONG AND SECURE PASSWORDS

Passwords are an essential aspect of computer security. In addition to creating a secure password, users should learn how to safeguard it and use it wisely. If you are unable to remember your password, we recommend using a password management application.

- Password should change regularly minimum every six months.
- Do not use the same password for everything.
- It significantly increases the risk of your accounts being compromised.
- Do not share your password with anyone.
- Passwords must never be written down or stored online without encryption.
- Passwords must not be revealed in email, chat, or other electronic communication.
- Passwords must not be revealed on questionnaires or security forms.
- If an account or password compromise is suspected, incidents must be immediately reported to your instructor.

General Password Construction Standards

1. Contain at least three (3) of the five (5) following character classes:
 - a. Lower case characters
 - b. Upper case characters
 - c. Numbers
 - d. Punctuation
 - e. Special characters (e.g., !@#\$%^&*()_+= etc.)
2. Contain at least eight (8) alphanumeric characters

Weak passwords contain the following characteristics:

1. Less than eight (8) characters
2. Common words found in the dictionary
3. Common usage words such as:
 - a. Names of family, pets, friends, co-workers, etc.
 - b. Birthdays and other personal information

COMPUTER BEST PRACTICES

Use Antivirus Software

Antivirus software is a software utility that detects, prevents, and removes viruses, worms, and other malicious software from the computer. Antivirus programs are essential utilities for any computer we strongly recommend using one below most popular Antivirus applications:

1. Symantec
2. McAfee
3. Webroot
4. Bitdefender
5. Kaspersky
6. Trend Micro

Perform Regular Software and Operating System Updates

Software and Operating System updates are critical to keeping your system running healthy.

Update reminders can be annoying, especially if you have a lot of different applications however, they can improve your experience in the long run and ensure that you get the most from your technology.

Before downloading newly released software or Operating System updates, we recommend read other users reviews to make sure it's safe to download and install. Be aware cybercriminals like to distribute phony applications designed to steal your information.

Run Computer Maintenance

While you use your computer, temporary internet files, downloaded files, and cache files build up and leave you with less space on the hard drive. Using software utilities such as the built-in Disk Cleanup for Windows or third-party applications such as CCleaner can locate and clear these files on your computer. Also, when visiting many websites collects files that can make your web browser sluggish, it also helps to check your browser's preferences or settings to find its option to clear the cache or temporary internet files.

Backup Files

Performing regular file backups prevents data loss and can even provide a copy of your entire system in case of hardware failure or malicious software. You can use an external hard drive, flash drive to save your backups and then use the utility to quickly restore individual files or return your computer to a previous state.

You can also utilize cloud storage solutions such as OneDrive, Google Drive, Dropbox, or another cloud storage service to have more flexible access to your data on any device.

Keep Your Keyboard Crumb Free

Dip a cloth or towelette into the isopropyl alcohol and brush it along the tops of all the keys and surfaces, taking care to scrub heavily used areas (such as the Enter key and spacebar) to remove buildup. Use a dry, lint-free cloth to remove dust and polish the keyboard.

Avoid Extreme Temperatures

Computers get warm after a while, and some can get quite hot. This is normal: it is simply part of the way that the laptop cools itself. However, be aware if your computer gets very warm, it could be a sign that it is overheating, which can potentially cause damage.

Do not leave your computer in a hot car and near or in direct sunlight.

Use A Protective Case

Use a protective laptop case or laptop bag when you carry a laptop or moving with your computer. It helps to protect the computer from damages.

COMPUTER SUPPORT

New students at the Gurnick Academy of Medical Arts participate in a mandatory new student computer orientation. During the orientation, instructions for setting up your computer are provided. Beyond that, Gurnick Academy of Medical Arts Support team may offer the following level of support:

- Software and computer configuration.
- Software and hardware troubleshooting.
- Providing loaner machines during repair process

You can contact GAMA IT team by sending email at support@gurnick.edu

When sending emails to support describe your problem in detail including your contact information, first and last name and best contact number or email to reach you.

We do not provide support for hardware and accidental damage issues.

See computer Warranty

COMPUTER WARRANTY

Personal Devices

- For hardware or accidental damage issues with your device, contact your computer manufacturer.

Devices Purchased Through Gurnick Academy

- If your device purchased through the Gurnick Academy of Medical Arts, your computer covered by Microsoft factory warranty from the date you start utilizing your equipment for one year.
- For hardware or accidental damage issues with your device, contact Microsoft warranty center.
- Gurnick Academy of Medical Arts is not responsible for any hardware or any damages or any associated cost with repairs of your device.

ASSOCIATE OF SCIENCE IN MAGNETIC RESONANCE IMAGING PROGRAM (A.S. IN MRI)



72 WEEKS

1,886 CLOCK HOURS

111.5 QUARTER CREDIT HOURS

ASSOCIATE OF SCIENCE DEGREE PROGRAM, 6 MODULES

STANDARD OCCUPATIONAL CLASSIFICATION

(SOC Code): 29-2035.00.

POTENTIAL OCCUPATIONS:

Please see school official for complete list of potential occupations.

LOCATIONS:

San Mateo, Modesto and Sacramento Campuses.

BLENDED

A.S. in MRI Program Description

The Magnetic Resonance Imaging (MRI) Technologist is a medical professional who uses specialized MRI equipment to create images of structures inside the human body. MRI Technologists must be able to interact compassionately and effectively with people who range from healthy to critically ill. The MRI Technologist will be supervised by board certified radiologists, but will be provided responsibility and independence in the performance of their duties.

This program is designed to prepare the student to perform clinical MRI examinations of the patients' body with special consideration to image production, quality control, signal to noise ratio, and basic pulse sequences.

A.S. in MRI Program Goals

- To train students who demonstrate the knowledge and skills required for employment as entry-level MRI technologists.
- To develop interpersonal skills in communicating with patients, medical and administrative individuals.
- To help students acquire the necessary skills to practice proper patient care.
- To provide students with the knowledge, clinical skills, problem solving abilities, and interpersonal skills to practice in the field of magnetic resonance imaging.
- To produce graduates who will be competent in entry-level positions as an MRI Technologist and who display appropriate behaviors as set forth by the American Registry of Magnetic Resonance Imaging Technologists (ARMRIT), American Society of Radiologic Technologists (AS RT), and the Section for Magnetic Resonance Technologists (SMRT).
- To prepare students to take and pass the American Registry of Magnetic Resonance Imaging Technologists (ARMRIT) examination and/or ARRT (MR) Examination.

A.S. in MRI Program Outline

Table 19. A.S. in MRI Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
GE 001	Biology Basics	45	4.5
GE 021	Essentials of Anatomy and Physiology	66	6.5
GE 110	Critical Thinking	45	4.5

Revised by: Gurnick Academy of Medical Arts Process Department

Date of Catalog Print: August 2018

Effective Dates: August 1, 2018 to December 31, 2019

Date of Revision: December 20, 2019

<i>GE 112</i>	<i>Algebra I</i>	45	4.5
<i>GE 201</i>	<i>Introduction to Sociology</i>	45	4.5
MR 001	Introduction to MRI	120	12.0
MR 101	Sectional Anatomy I	24	2.0
MR 102	Medical Terminology I	18	1.5
MR 103	Physical Principles of MRI	54	5.0
MR 104	Patient Care	36	3.5
MR 111	MRI Clinical I	264	8.5
MR 201	Sectional Anatomy II	24	2.0
MR 202	Medical Terminology II	18	1.5
MR 203	MRI Protocols and Procedures I	42	4.0
MR 204	MRI Safety	36	3.5
MR 211	MRI Clinical II	252	8.0
MR 301	Sectional Anatomy III	24	2.0
MR 302	Physics I	31	3.0
MR 303	MRI Protocols and Procedures II	42	4.0
MR 304	MRI Pathology in Diagnostic Imaging	36	3.5
MR 311	MRI Clinical III	252	8.0
MR 401	Medicolegal Considerations in Healthcare	24	2.0
MR 402	MRI Registry Review	36	3.5
MR 403	Physics II	31	3.0
MR 404	Computers in Imaging and PACS	24	2.0
MR 411	MRI Clinical IV	252	8.0
TOTAL		1,886	115.0

General Education Courses are identified in Italic.

A.S. in MRI Program Information, Length and Schedule

Gurnick Academy of Medical Arts Associate of Science in MRI Program provides a library and classrooms equipped with modern audio-visual teaching aids, textbooks and journals, and anatomical charts and models.

Instructor to Student ratio is 1:20 in lecture and 1:1 or 1:2 during internship.

The MRI program is a full-time course of study and takes place over seventy-two (72) weeks. The program is offered twice per calendar year. The curriculum encompasses all principles of magnetic resonance imaging technology which includes two hundred forty six (246) hours of general education instruction, six hundred and twenty (620) hours of technical didactic instruction and one thousand and twenty (1020) hours of supervised internship experience. The program is based on the parameters suggested by the Joint Review Commission on Education in Radiologic Technology (JRCERT), the Association of Educators in Radiological Sciences (AERS), and the American Society of Radiologic Technologists (ASRT), and American Registry of Magnetic Resonance Imaging (ARMRIT). In addition, MRI program integrates general education component to complement technical courses.

The program consists of six (6) - 12 week modules. During 1st module (12 weeks) of the program, students will be taking General Education courses up to 24 hours per week via online delivery. During 2nd module (12 weeks), students will continue to take General Education courses online up to 24 hours per week for the first 8 weeks. Beginning with the last

5 weeks of the 2nd module through the end of the program, students will be taking technical courses which may be given on campus, online or a combination of both formats.

Clinical Rotations start in module 3 where students will attend their internship at an assigned MRI facility for a period of forty-eight (48) weeks 2-4 days per week. with a minimum of twenty-one (21) hours per week with +/- ten (10) hours per week variance. Occasional Saturday clinical will be required for the completion of clinical hours

The normal completion time for this program is seventy-two (72) weeks excluding any holidays and vacation times. The curriculum provides our students with the general education, technical, clinical, and interpersonal skills necessary to succeed in this challenging field. Upon completion of the program, an Associate of Science Degree is awarded. In order to ensure program completion is on time and the required program hours are fulfilled, class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday).

ASSOCIATE OF OCCUPATIONAL SCIENCE IN RADIOLOGIC TECHNOLOGY (A.O.S. IN RT)

94 WEEKS

2,923 CLOCK HOURS

148.5 QUARTER CREDIT HOURS

ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE PROGRAM

STANDARD OCCUPATION CLASSIFICATION

(SOC CODE): 29-2034.00, 29-2035.00, 29-2099.06

POTENTIAL OCCUPATIONS:

Please see school official for complete list of potential occupations

LOCATIONS: Los Angeles campus

DELIVER METHOD: RESIDENTIAL

A.O.S. in RT Program Description

The mission of the Associate of Occupational Science in Radiologic Technology program at the Academy is to prepare students for employment in the field of radiologic technology as certified radiologic technologists. To this end, the program emphasizes the knowledge, skills, and entry-level competencies appropriate for examinations required by the State of California Department of Public Health, Radiologic Health Branch, and the American Registry of Radiologic Technologists (ARRT).

The Associate of Occupational Science Radiologic Technology program at the Academy is committed to the development of students' intellectual, analytical, and critical thinking skills, as well as skills performance. To this end, instructional methods are based on established principles and practices of adult learning theory combined with classroom techniques that encourage student participation.

Duties for graduates of this program may include diagnostic imaging procedures in hospital diagnostic imaging departments, surgical theaters, emergency rooms, doctor's offices, and other health care settings using fixed and/or portable machines.

Note that a felony conviction may affect a graduate's ability to sit for certification examinations or attain state licensure. Understanding the requirements of certification, state board, or national board licensing exams is the individual student's responsibility. Such requirements may change during the course of the program. No student is automatically certified in any way upon program completion. Students are responsible for inquiring with the appropriate agencies about current requirements prior to enrolling in the program of their choice or, if the student's circumstances change, at

the time of making application for certification or licensure. Clinical sites may themselves require a criminal background check or medical examination.

Students are informed of the requirements for employment and certification, state board, or national board licensing exams. Such requirements may change during the course of the program. No student is automatically certified in any way upon program completion. Students with felony convictions may not be eligible for certification.

This program is designed to prepare graduates to pursue entry-level employment in the field, or jobs in related fields, the specific job titles of which may not be represented in the program title. Although the Institution will assist students with job placement, finding a job is the individual responsibility of the student. The Institution does not guarantee that any student will be placed in any of the jobs described, or placed at all.

A.O.S. in RT Program Goals and Objectives

- Students/graduates should be able to demonstrate effective communication skills.
- Students/graduates should be able to understand the importance of professional development and lifelong learning.
- Students/graduates should possess knowledge and skills to demonstrate clinical competence.
- Students/graduates should demonstrate problem-solving and critical thinking skills.
- The program strives to prepare qualified radiologic technologists to serve the surrounding employment community.

A.O.S. in RT Student Learning Outcomes

- Be able to explain radiographic procedures to patients.
- Be able to obtain an accurate patient history.
- Be able to communicate with a diverse patient population.
- Practice comprehensive written communication skills.
- Demonstrate professional behavior in the clinical setting.
- Understand the importance of joining a professional organization.
- Demonstrate dependability and reliability appropriate to the clinical environment.
- Demonstrate knowledge of radiographic positioning.
- Select appropriate technical factors.
- Adhere to radiation protection practices.
- Have the ability to perform non-routine exams on trauma patients.
- Able to critique radiographic films.
- Be capable of making sound decisions.

A.O.S. in RT Program Outline

A.O.S. in RT Program Outline

COURSE NUMBER	COURSE TITLE	CLOCK HOURS	QUARTER CREDIT HOURS
------------------	--------------	-------------	-------------------------

<i>GE 222-50</i>	<i>English Reading & Composition (50hr)</i>	50	5.0
<i>GE 112-50</i>	<i>College Algebra (50hr)</i>	50	5.0
<i>GE 201-50</i>	<i>Introduction to Sociology (50hr)</i>	50	5.0
XRTA 100	Core: Anatomy, Physiology, Ethics, Nursing and Technical Overview	19	1.0
XRTA 101	Radiological Physics	15	1.5
XRTA 102	Exposure (Density, Contrast, and Detail/Distortion)	55	5.0
XRTA 103	Radiation Protection	65	5.5
XRTA 104	Specialized Chest Radiography	20	1.5
XRTA 105	Specialized Extremities Radiography	60	5.0
XRTA 106	Specialized Toroskeletal Radiography	70	5.5
XRTA 107	Clinical Practice	160	5.0
XRTA 108	Clinical Practice	160	5.0
XRTA 201	Medical Terminology	15	1.5
XRTA 202	Professional Ethics	10	1.0
XRTA 203	Patient Care in Radiologic Sciences	44	3.5
XRTA 204	Principles of Radiographic Exposure and Image Quality	50	3.0
XRTA 205	Introduction to Procedures with Contrast Media	58	5.5
XRTA 206	Special Procedures with Contrast	54	5.0
XRTA 207	Pediatric Radiography	20	2.0
XRTA 208	Specialized Skull Radiography	45	3.5
XRTA 209	Specialized Radiographic Positioning and Lab	55	5.0
XRTA 210	Technology Seminar	45	4.5
XRTA 211	Cross-Sectional Anatomy & Technology	30	3.0
XRTA 212	Fundamentals of Radiologic Technology	10	1.0
XRTA 213	Clinical Practice	160	5.0
XRTA 214	Clinical Practice	160	5.0
XRTA 215	Clinical Practice	160	5.0
XRTA 216	Clinical Practice	160	5.0
XRTA 217	Clinical Practice	160	5.0
XRTA 218	Clinical Practice	160	5.0
XRTA 219	Clinical Practice	160	5.0
XRTA 220	Clinical Practice	160	5.0
XRTA 221	Clinical Practice	160	5.0
XRTA 222	Clinical Practice	160	5.0
XRTA 223	Physics and Equipment Care	38	3.5
XRTA 224	Advanced Radiation Protection	35	2.5
XRTA 225	Radiologic Technology Seminar	40	4.0
TOTAL		2923	148.5

General Education courses are identified in Italic

A.O.S. in RT Program Information, Length and Schedule

The program information, length and schedule may change. Please read the accompanying Addendum for change and updates as well as check in with the Admissions Advisor for details.

Gurnick Academy of Medical Arts A.O.S. in Radiologic Technology program provides a library and classrooms, which are equipped with modern media teaching aids, textbooks, journals, periodicals, anatomical charts, phantoms, and energized lab equipment.

The Associate of Occupational Science in Radiologic Technology program consists of 148.5 quarter credit hours completed over a period of 94 weeks for day and night students, for a total of 2923 contact hours. Prior to graduation, students are required to complete 1920 hours of clinical practices.

LIMITED X-RAY TECHNICIAN WITH MEDICAL ASSISTANT SKILLS

52 WEEKS

1,308 CLOCK HOURS

78 QUARTER CREDIT HOURS

DIPLOMA PROGRAM

STANDARD OCCUPATION CLASSIFICATION

(SOC CODE): 29-2099.06, 31-9092.00

POTENTIAL OCCUPATIONS:

Please see school official for complete list of potential occupations

LOCATIONS: Los Angeles campus

DELIVER METHOD: RESIDENTIAL

Limited X-Ray Technician with Medical Assistant Skills Program Description

The objective of the Limited X-Ray Technician with Medical Assistant Skills program is to prepare competent imaging professionals who are committed to professionalism, ethical behavior, technical knowledge, radiation protection and patient care. Students who complete this program will have the ability to pursue an entry-level position as a Limited X-Ray Technician in physician's offices, chiropractic clinics, imaging centers, industrial health, government agencies, and hospitals. Graduates who successfully complete the program must pass the California State Examination to secure a position as a Limited X-Ray Technician. Duties may include patient assessment, patient care, vital signs, and xray examination of the chest, upper and lower extremities, and torsoskeletal body parts.

Limited X-Ray Technician with Medical Assistant Skills Program Goals and Objectives

- Provide competent Limited X-Ray Technicians to the community, who are well-qualified health care practitioners.
- Graduate ethical and professional Limited X-Ray Technicians who apply radiation safety to patients, self, and others.
- Students will demonstrate effective communication with patients and members of the health care team.
- Graduates will demonstrate critical thinking skills in evaluating radiographic images and making necessary changes.

Limited X-Ray Technician with Medical Assistant Skills Program Outline

Limited X-Ray Technician with Medical Assistant Skills Program Outline

COURSE NUMBER	COURSE TITLE	CLOCK HOURS	QUARTER CREDIT HOURS
MA 200	Medical Assisting Back Office Clinical Foundations	96.00	7.0
MA 201	Medical Assisting Back Office Clinical Skills	96.00	7.0
MA 202	Medical Assisting Back Office Clinical Laboratory	96.00	7.0
XT 100	Radiation Physics and Radiation Protection	85.00	7.5
XT 101	Image Production, Image Quality and Digital Imaging	85.00	8.0
XT 102	Radiographic Terminology and Patient Care	30.00	3.0
XT 103	Upper and Lower Extremity Radiography	70.00	6.0

XT 104	Chest and Bony Thorax Radiography	35.00	3.0
XT 105	Vertebral Radiography	40.00	3.5
XT 106	Integration of Theory and Practice	25.00	1.0
XT 107	X-Ray Clinical Application I	150.00	5.0
XT 108	X-Ray Clinical Application II	150.00	5.0
XT 109	X-Ray Clinical Application III	150.00	5.0
XT 110	X-Ray Clinical Application IV	150.00	5.0
XT 111	Radiography Seminar	50.00	5.0
TOTAL		1,308	78.0

Limited X-Ray Technician with Medical Assistant Skills Program Information, Length and Schedule

The program information, length and schedule may change. Please read the accompanying Addendum for change and updates as well as check in with the Admission Advisor for details.

Gurnick Academy of Medical Arts Limited X-Ray Technician with Medical Assistant Skills program provides a library and classrooms, which are equipped with modern media teaching aids, textbooks, journals, periodicals, anatomical charts, phantoms, and energized lab equipment.

The Limited X-Ray Technician with Medical Assistant Skills program consists of 78 quarter credit hours, completed over a period of 52 weeks for a total of 1308 contact hours. Day/evening classes are currently scheduled for 15 weeks, 5 hours per day (for the medical assisting portion); for 20 weeks, five hours per day (for the x-ray didactic portion); and for 17 weeks, 8 hours per day (for the practicum portion). The exact practicum schedule is determined by the site requirements. Prior to graduation, students are required to complete 600 hours of clinicals.

ASSOCIATE OF SCIENCE IN ULTRASOUND TECHNOLOGY PROGRAM (A.S. in UT)

Page 112

A.S in UT Program Description

Our Ultrasound Technology program minimum expectations are to prepare competent entry-level general/vascular sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Graduates will be qualified to work in hospitals, imaging centers, physicians' offices, or clinics.

A.S. in UT Program Outline

Table 29. A.S. in UT Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
GE 002	<i>Principles of Physics</i>	45	4.5
GE 021	<i>Essentials of Anatomy and Physiology</i>	66	6.5
GE 112	<i>Algebra I</i>	45	4.5
GE 110	<i>Critical Thinking</i>	45	4.5
GE 230	<i>Written & Oral Communication</i>	45	4.5
UT 201	Sectional Anatomy	48	4.5
UT 200	Ultrasound Physics and Instrumentation	62	6.0
UT 301	Patient Care for Ultrasound Professional	12	1.0
UT 302	Abdominal Sonography 1	84	8.0

UT 302L	Laboratory Abdominal Sonography 1	84	4.0
UT 303	Small Parts Sonography 1	38	3.5
UT 303L	Laboratory Small Parts Sonography 1	12	0.5
UT 402	Abdominal Sonography 2	70	7.0
UT 402L	Laboratory Abdominal Sonography 2	70	3.5
UT 403L	Laboratory Small Parts Sonography 2	12	0.5
UT 403	Small Parts Sonography 2	12	1.0
UT 405	Neonatal Sonography	48	4.5
UT 406	Pediatric Sonography	30	3.0
UT X01	Clinical 1*	192	6.0
UT 504A L	Laboratory Vascular Sonography 1	20	1.0
UT 504A	Vascular Sonography 1	20	2.0
UT 504B L	Laboratory Vascular Sonography 2	25	1.0
UT 504B	Vascular Sonography 2	20	2.0
UT 507A	Gynecology 1	20	2.0
UT 507B	Gynecology 2	56	5.5
UT 507L	Laboratory Gynecology Sonography	36	1.5
UT 508	MSK Sonography 1	40	4.0
UT 508L	Laboratory MSK Sonography 1	40	2.0
UT X02	Clinical 2*	192	6.0
UT 604A L	Laboratory Vascular Sonography 3	20	1.0
UT 604A	Vascular Sonography 3	25	2.5
UT 604B	Vascular Sonography 4	20	2.0
UT 604B L	Laboratory Vascular Sonography 4	20	1.0
UT 608	MSK Sonography 2	40	4.0
UT 608L	Laboratory MSK Sonography 2	40	2.0
UT 609A	Obstetric Sonography 1	32	3.0
UT 609B	Obstetric Sonography 2	68	6.5
UT 620A	Master Scanning Lab Extracranial Vascular Duplex Exam	8	0.5
UT 701	Clinical 3	288	9.5
UT 720B	Master Scanning Lab Lower Extremity Venous Exam	8	0.5
UT 720C	Master Scanning Lab Lower Extremity Arterial Exam	8	0.5
UT 720D	Master Scanning Lab Upper Extremity Venous Exam	8	0.5
UT 801	Clinical 4	288	9.5
UT 820E	Master Scanning Lab Duplex Evaluation of the Portal Venous System for Portal Hypertension	8	0.5
UT 820F	Master Scanning Lab Lower Extremity Venous Valve Insufficiency Duplex Exam 1	8	0.5

UT 820G	Master Scanning Lab Lower Extremity Venous Valve Insufficiency Duplex Exam 2	8	0.5
TOTAL		2,386	149

General Education Courses are identified in Italic.

A.S. in UT Program Information, Length and Schedule

Master Scanning Labs (MSL) may be scheduled at other campuses as needed and are scheduled in no particular order.

INTERNATIONAL NURSE GRADUATE COURSES (ING)

Gurnick Academy of Medical Arts recognizes the contribution of international nurses to the nursing profession. The Academy has developed a program for international nurse graduates seeking to complete the areas of deficiencies identified by the California State Board of Registered Nursing. Courses in medical-surgical nursing, maternal and newborn, pediatric nursing, and mental health nursing are offered for international nurse graduates who are required to complete the necessary coursework to be eligible to apply for a California National Council Licensure Examination. The courses provide a comprehensive introduction to nursing practice and the health care system in the United States.

COURSE GOALS AND OBJECTIVES

RN 180 LVN to RN Transition Theory and Lab Course (47 clock hours = 3 Semester Units Theory, 68 clock hours = 2 Semester Units Lab)

1. Describe the various roles of the registered nurse in the healthcare delivery system.
2. Identify the evolving practice opportunities for nurses in various practice settings.
3. Identify the characteristics of the nursing profession.
4. Differentiate between licensed practical/vocational nurses and registered nurses.
5. Explain the nursing responsibilities related to legal and ethical aspect of the profession, delegation, and confidentiality.
6. Identify conceptual and philosophical foundations of professional nursing practice.
7. Define evidence-based practice.
8. Explain the purpose and phases of nursing process.
9. Define clinical judgment in nursing practice.
10. Discuss factors creating successful or unsuccessful communication.
11. Evaluate helpful and unhelpful communication techniques.
12. Identify key aspects of collaboration.

Skills Lab:

13. Demonstrate accuracy in mathematical calculations related to safe and efficacious administration of fluids and medications.
14. Demonstrate understanding and skills in performing health history and physical assessment
15. Demonstrate an understanding and ability to perform basic and complex nursing skills in the care of acute and chronically ill patients utilizing critical thinking skills.
16. Demonstrate accurate documentation related to assessment and performance of skills.
17. Apply knowledge of theory and principles from nursing and related sciences across the life span to selected nursing skills and procedures through use of the nursing process.

RN 304 Medical/Surgical III Theory-Advanced Med/Surg (3 Units, 45 clock hours)

1. Identify specific phenomena for actual or potential patient needs which are relevant to nursing care of the acutely ill and chronically ill adults with respiratory, cardiac, neurological and musculoskeletal system disorders.
2. Identify clinical manifestations, nursing care, and collaborative problems of commonly seen medical or surgical related to respiratory, cardiac, neurological and musculoskeletal system disorders.
3. Explain purpose and nursing care of commonly used procedures and interventions in medical or surgical conditions related to respiratory, cardiac, neurological and musculoskeletal system disorders.
4. Apply knowledge of physical and behavioral sciences to discern probable consequences of medical, surgical, and/or nursing interventions related to respiratory, cardiac, neurological and musculoskeletal system disorders.
5. Apply critical thinking to develop priorities in nursing approaches to patients with various medical or surgical conditions in various states of diagnosis and treatment related to respiratory, cardiac, neurological and musculoskeletal system disorders.
6. Explain scientific rationale for selected nursing interventions related to respiratory, cardiac, neurological and musculoskeletal system disorders.

RN 305 Medical/Surgical III Clinical-Advanced Med/Surg (2 Units, 90 clock hours)

1. Communicate therapeutically with individuals and families who are experiencing advanced health disruptions related to chronic respiratory, cardiac, neurology, musculoskeletal system disorders
2. Plan and implement individualized patient care using the nursing process.
3. Provide nursing care to adults with advanced medical, surgical, and nursing diagnoses.
4. Provide scientific or empirical rationale for all nursing actions related to chronic respiratory, cardiac, neurology, musculoskeletal system disorders.
5. Demonstrate increasing proficiency and autonomy with selected psychomotor skills.
6. Demonstrate theory-based interventions with increasing proficiency in the management of patient care.
7. Collaborate with other healthcare providers in the delivery of safe, high quality nursing care.
8. Demonstrate accountability and responsibility for own learning experiences and performance.
9. Apply legal and ethical standards in the delivery of nursing care.
10. Demonstrate initiative in pursuit and selection of learning activities.
11. Apply personal philosophy of nursing and approach to patient care.
12. Demonstrate increased integration of knowledge from courses in previous semesters.
13. Effectively communicate verbally and in writing with patients, families, and all healthcare providers to promote health and healing.
14. Utilize current research and evidence based practice in the clinical setting.
15. Demonstrate professional leadership behaviors including advocacy, delegation, resource utilization, & collaboration with other healthcare providers.

RN 402 Medical/Surgical IV Theory-Complex Med/Surg & Leadership (3 Units, 45 clock hours)

1. Identify specific phenomena and identify actual or potential patient needs which are relevant to nursing care of adults with multiple health disruptions.
2. Identify clinical manifestations, nursing care, and collaborative problems of complex medical or surgical conditions in adult populations.
3. Apply critical thinking and develop priority in nursing approaches to patients with complex medical or surgical conditions in various states of diagnosis and treatment.
4. Explain scientific rationale for selected nursing interventions.
5. Identify the importance of nursing leadership role in health care system

6. Critically examine selected nursing practices:
 - a. Adapt nursing practices to the age and developmental stage of the adult.
 - b. Relate selected nursing research findings to the nursing care of individual clients.
 - c. Analyze alternative nursing actions.

RN 403 Medical/Surgical IV Clinical-Complex Med/Surg & Leadership (2 Units, 90 clock hours)

1. Communicate therapeutically with individuals and families who are experiencing complex health disruptions.
2. Plan and implement individualized patient care using the nursing process.
3. Provide nursing care to adults with complex medical, surgical, and nursing diagnoses.
4. Provide scientific or empirical rationale for all nursing actions.
5. Demonstrate increasing proficiency and autonomy with selected psychomotor skills.
6. Demonstrate theory-based interventions with increasing proficiency in the management of patient care.
7. Collaborate with other healthcare providers in the delivery of safe, high quality nursing care.
8. Demonstrate accountability and responsibility for own learning experiences and performance.
9. Apply legal and ethical standards in the delivery of nursing care.
10. Demonstrate initiative in pursuit and selection of learning activities.
11. Apply personal philosophy of nursing and approach to patient care.
12. Demonstrate increased integration of knowledge from courses in previous semesters.
13. Effectively communicate verbally and in writing with patients, families, and all healthcare providers to promote health and healing.
14. Utilize current research and evidence based practice in the clinical setting.
15. Demonstrate professional leadership behaviors including advocacy, delegation, resource utilization, & collaboration with other healthcare providers.

RN 300 Maternal Newborn Theory (3 Units, 45 clock hours)

1. Identify normal physiologic and psychosocial changes during pregnancy, childbirth and the postpartum period.
2. Describe normal fetal and infant growth and development from conception to one month of age.
3. Identify basic nursing assessments to be made under the following circumstances:
 - The pregnant woman during each trimester of pregnancy
 - Intrapartum woman during the three stages of labor
 - The postpartum woman from childbirth to six weeks postpartum
 - The fetus during pregnancy and delivery
 - The newborn from birth to one month of age
 - The father and siblings of the infant during pregnancy, childbirth, and the postpartum period
4. Examine common client problems (nursing assessment and collaborative problems) during pregnancy, childbirth, and the postpartum, childbirth, and the postpartum period.
5. Identify major learning needs and teaching strategies for educating childbearing women and their families during pregnancy, childbirth, and the postpartum period.
6. Describe selected complications during pregnancy, childbirth, and the postpartum period and identify critical nursing assessments and interventions associated with prevention, early detection and/or treatment of complications.
7. Identify critical nursing assessments and interventions associated with the prevention, and/or early detection of complications in the newborn.

RN 301 Maternal Newborn Clinical (1.5 Units, 67.5 clock hours)

1. Perform complete assessments (and written documentation) of the normal newborn correctly identifying (a) normal and abnormal characteristics, and (b) relevant nursing diagnoses and collaborative problems.
2. Perform complete assessments (and written documentation) of the postpartum woman correctly identifying (a) normal and abnormal findings, and (b) relevant nursing diagnoses and collaborative problems.
3. Participates in the assessment of antepartum and laboring women, correctly identifying (a) normal and abnormal findings, and (b) relevant nursing diagnoses and collaborative problems.
4. Assess the psychosocial and learning needs of childbearing women and family members (fathers or significant others and siblings) during pregnancy, childbirth, and the postpartum period.
5. Assess parent/caretaker coping behaviors and strengths.
6. Based on nursing assessment and diagnosis, implements appropriate nursing interventions toward promoting growth and development and healthy outcomes for women, their infants and other family members.
7. Implement appropriate teaching strategies and evaluates learning outcomes for childbearing women and their families.
8. Participate in coaching and comfort measures for women and significant others during labor and birth.
9. Anticipate potential common complications in the childbearing woman and newborn infant by implementing appropriate preventive measures and assessments aimed at early detection.
10. Apply selected research findings and evidence-based practices to the nursing care of childbearing women, infants, and other family members.
11. Demonstrate caring behaviors and effective communication with maternity clients, families and members of the health team.
12. Identify common ethical dilemmas and legal issues in maternity nursing.
13. Demonstrate professional behavior.

RN 302 Care of Children Theory (3 Units, 45 clock hours)

1. Identify the stressors of childhood which are life threatening or cause major disruption in child development and health and well-being.
2. Describe the influences of health disruption factors on the developmental process of infants and children.
3. Explore the biopsychosocial, cultural and developmental effects of selected major health disruptions for children and their families.
4. Assess the physical characteristics of all systems in infants and children of various ages and evaluate the normalcy of these findings.
5. Analyze selected health disruptions in terms of alterations which occur in affected children and their families.
6. Examine parental, family and sibling stress when a child experiences major health disruption.
7. Formulate nursing decisions based on knowledge of the child's condition, age and life situation.
8. Identify therapies, surgeries and nursing interventions which are life-saving, restorative or palliative.
9. Assess a child and their family's ability to learn new information involved in the optimal adaptation to major health disruptions.
10. Formulate nursing interventions which encourage optimal adaptation to major health disruptions.

RN 303 Care of Children Clinical (1.5 Units, 67.5 clock hours)

1. Utilize current theory and evidence based practice guidelines to analyze, plan and implement nursing care for infants and children of various ages.
2. Perform and document an ongoing assessment and evaluation of the child and family's progress and monitors the effectiveness of nursing care.

3. Perform and document complex nursing procedures with infants and children who experience major health disruptions.
4. Teach new adaptive measures and counsel children and families who are coping with major stress.
5. Assess parameters of the child's health disruption with regard to the family unit while providing support and information.
6. Implement protective interventions and provide age appropriate nurturance for children and families with major health disruptions.
7. Collaborate with professional colleagues and student group to develop and provide continuity of care.
8. Demonstrate professional behavior.

RN 400 Mental Health Theory (2 Units, 30 clock hours)

1. Identify biopsychosocial and cultural factors that influence severe mental illness across the life span.
 2. Examine selected theories and research underlying psychiatric nursing care of the major mental illnesses across the life span.
 3. Formulate psychiatric nursing interventions that facilitate mental health adaptation appropriate to inpatient and community settings.
 4. Describe community resources for nursing referral of individuals and families for mental health maintenance, promotion and rehabilitation.
 5. Describe common uses of psychopharmacology in the treatment of mental illness and organic brain syndromes.
 6. Differentiate between effective and non-effective communication patterns.
-

RN 401 Mental Health Clinical (2 Units, 90 clock hours)

1. Demonstrate caring behaviors and therapeutic communication skills including empathy and facilitation, with clients and their families who are experiencing psychosocial stress.
2. Apply biopsychosocial and nursing theories and the nursing process into case management components while caring for consumers of psychiatric-mental health services in the acute care and community settings.
3. Demonstrate professional behaviors of safety, responsibility and accountability, team membership, appropriate hospital and community behavior, and positive communication with consumers, families, staff, peers, and instructors.
4. Incorporate cultural, developmental, socioeconomic, and other individual client differences (physical and psychological) into the service plan, nursing care plan, client care activities, and development of community resources.
5. Demonstrate interventions for stress and anxiety reduction, recovery, rehabilitation, and reintegration, and health education with consumers and caregivers.
6. Practice the select psychiatric-mental health nursing roles including counselor, collaborator, consultant, teacher, case manager, and direct care provider.

INTERNATIONAL NURSE GRADUATE COURSES OUTLINE

Transition Course			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 180	LVN To RN Transition Theory and Lab	52.5 Theory 67.5 Lab	3.5 Units Theory 1.5 Units Lab

TOTAL	120	5
--------------	------------	----------

Medical-Surgical Nursing			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 304	Medical/Surgical III Theory-Advanced Med/Surg	45	3
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg	90	2
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership	45	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership	90	2
TOTAL		270	10

Maternal and Newborn Nursing			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 300	Maternal Newborn Theory	45	3
RN 301	Maternal Newborn Clinical	67.5	1.5
TOTAL		112.5	4.5

Care of Children			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 302	Care of Children Theory	45	3
RN 303	Care of Children Clinical	67.5	1.5
TOTAL		112.5	4.5

Mental Health Nursing			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 400	Mental Health Theory	30	2
RN 401	Mental Health Clinical	90	2
TOTAL		120	4

ASSOCIATE OF SCIENCE IN PHYSICAL THERAPIST ASSISTANT PROGRAM (A.S. IN PTA)

Page 102

ASPTA Program Description

Revised by: Gurnick Academy of Medical Arts Process Department
Date of Catalog Print: August 2018
Effective Dates: August 1, 2018 to December 31, 2019
Date of Revision: December 20, 2019

Page 80 of 123

Physical Therapist assistants (PTAs) provide physical therapy services under the direction and supervision of a licensed physical therapist. PTAs help people of all ages who have medical problems, or other health-related conditions that limit their ability to move and perform functional activities in their daily lives. PTAs work in a variety of settings including hospitals, private practices, outpatient clinics, home health, nursing homes, schools, sports facilities, and more. PTAs may also measure changes in the patient's performance as a result of the physical therapy provided. Care provided by a PTA may include teaching patients/clients exercise for mobility, strength and coordination, training for activities such as walking with crutches, canes, or walkers, massage, and the use of physical agents and electrotherapy such as ultrasound and electrical stimulation.

PTAs must complete a 2-year associate's degree and are licensed, certified, or registered in most states. Source: American Physical Therapy Association.

The length of our ASPTA program is 80 weeks: 36 weeks of General Education and related science courses taken prior to enrolling at Gurnick Academy and 44 weeks (four quarters/terms, one full academic year) of technical courses taken at Gurnick Academy.

The technical courses are offered in a sequential manner and incorporate the Minimum Skills of Physical Therapist Assistant graduates at entry level and the Standards of Ethical Conduct for the PTA developed by the American Physical Therapy Association (APTA).

The PTA Program is full time during the day. Clinical Affiliations are full time during the day at various facilities in the San Francisco Bay Area.

Graduation from an accredited physical therapist assistant program allows the graduate to sit for the National Physical Therapy Exam (NPTE) for PTAs and the California Law Exam (CLE). Upon successful completion of these exams, the student will be licensed to practice in the State of California. For information about Gurnick Academy's PTA program accreditation, please see Accreditation, Approval, Recognition, Membership section.

Physical Therapist Assistant Program is an Associate of Science Degree program.

LVN to RN Transition Theory & Lab Course

120 CLOCK HOURS

LOCATION:

Fresno Campus

RESIDENTIAL

Course Description

The LVN to RN Transition course is an admission course that is required for all students electing to enroll into the LVN to RN Advanced Placement program. The admission course is called RN 180 - LVN to RN Transition Theory & Lab Course. It is a 5-unit, 120-hour course that evaluates the student's readiness to be eligible for enrollment into the Advanced Placement pathway. The student must demonstrate the required knowledge and skills to successfully complete this course. All students must successfully complete prior to starting any Professional Courses. This course does not fall within the ABHES scope of accreditation.

Course Objectives

At the completion of this course, the student will be able to:

1. Describe the various roles of the registered nurse in the healthcare delivery system.
2. Identify the evolving practice opportunities for nurses in various practice settings.
3. Identify the characteristics of the nursing profession.
4. Differentiate between licensed practical/vocational nurses and registered nurses.
5. Explain the nursing responsibilities related to legal and ethical aspect of the profession, delegation, and confidentiality.
6. Identify conceptual and philosophical foundations of professional nursing practice.
7. Define evidence-based practice.
8. Explain the purpose and phases of nursing process.
9. Define clinical judgment in nursing practice.
10. Discuss factors creating successful or unsuccessful communication.
11. Evaluate helpful and unhelpful communication techniques.
12. Identify key aspects of collaboration.
13. Demonstrate accuracy in mathematical calculations related to safe and efficacious administration of fluids and medications.
14. Demonstrate understanding and skills in performing health history and physical assessment
15. Demonstrate an understanding and ability to perform basic and complex nursing skills in the care of acute and chronically ill patients utilizing critical thinking skills.
16. Demonstrate accurate documentation related to assessment and performance of skills.
17. Apply knowledge of theory and principles from nursing and related sciences across the life span to selected nursing skills and procedures through use of the nursing process.

Course Outline

Course Number	Title	Clock Hours	Semester Credit Hours
RN 180	LVN to RN Transition Theory & Lab	120	5
TOTAL		120	5

Essential Medical Bioscience

80 CLOCK HOURS

LOCATION:

San Mateo, Concord, Fresno, and Modesto Campuses

RESIDENTIAL

Course Description

Essential Medical Bioscience is a course where the basics of general and human biology will be considered. We will examine topics in molecular and cell biology, human anatomy, microbiology, nutrition, and biochemistry, while incorporating basic medical terminology and reviewing basic math skills in preparation for drug calculations. This is a prerequisite course for entering professional education programs at Gurnick Academy of Medical Arts.

This course will include a Medical Terminology component, which is offered in an independent, self-study format that students complete online at their own pace. Students will access moodle.gurnick.edu and select the course Medical Terminology Part 1A. (Specific directions for accessing the material will be explained in class by the instructor.) Students will be responsible for learning the material presented in this part of the course on their own by completing

practice quizzes, games, etc. The material covered in the Medical Terminology Self-Study Course will be evaluated at the end of the Essential Medical Bioscience course as part of the Final Exam. This course does not fall within the ABHES scope of accreditation.

Course Goals and Objectives

- Structure of atoms, molecules, basic Laws of Thermodynamics, properties of matter
- Organic Chemistry and Biochemistry
- Cell Anatomy, Chemistry, and Biochemistry and Energy Metabolism, cell division, and cell cycle
- Human Body Organization, Body Cavities, and Major Organ Systems
- Body Tissues and Basic Structures and Functions of Organs and Organ Systems
- Basic concepts of Genetics and laws of inheritance, sexual and asexual reproduction
- Core concepts in Microbiology and study of microbes
- Basics of Immunology and Blood composition and functions
- Basic Medical Terminology used in most clinical settings, and most common acronyms
- Basic Math skills

Course Outcomes

Upon completion of the course, the student will be able to:

- retain basic knowledge of the course objectives in Human Biology and Medical Science
- classify various types of disorders and disease-producing organisms
- recognize and memorize basic medical terminology used in most clinical settings
- define common acronyms in basic medical terms used in most clinical settings
- identify major organ systems by organs and their basic functions
- explain and discuss Nutrition Labels / Caloric Value / Balanced Diet Breakdown
- demonstrate the ability to solve basic math problems utilizing manipulation of decimals, fractions and percentages
- calculate conversions between metric system and household systems using ratio and proportion
- calculate medication administration dosages, using ratio and proportions methods and solve
- distinguish between apothecary and household systems
- review and assess individual learning challenges based on quiz scores and exams

Course Outline

Essential Medical Bioscience Course Outline

Course Number	Title	Clock Hours
VN 001	Essential Medical Bioscience	80
TOTAL		80

Magnetic Resonance Imaging (MRI) Intravenous (IV) Injections & Blood Withdrawal Course

12 CLOCK HOURS

2 DAY COURSE | 6 HOURS PER DAY

LOCATION:

San Mateo Campuses

RESIDENTIAL

Registration

Revised by: Gurnick Academy of Medical Arts Process Department

Date of Catalog Print: August 2018

Effective Dates: August 1, 2018 to December 31, 2019

Date of Revision: December 20, 2019

Prior registration applicants must meet the following admission criteria:

1. Provide a valid Photo Identification

Applicants must register online through our website.

In order to complete registration, the applicant must first select Magnetic Resonance Imaging IV Injections & Blood Withdrawal Course on the CE Courses page. Choose an appropriate campus and desired start date and click on Registration button. Follow the required steps to complete registration. Applicants must contact the desired campus Admission Advisors to follow up with the registration completion.

Course Information, Length and Schedule

The Magnetic Resonance Imaging IV Injections & Blood Withdrawal Course at Gurnick Academy of Medical Arts can be used to gain competency in performing IV injections and blood withdrawal for MRI Technologists and students.

Gurnick Academy of Medical Arts Magnetic Resonance Imaging IV Injections & Blood Withdrawal Course provides a library and classrooms that are equipped with modern audio-visual teaching aids, presentations, and models.

The Magnetic Resonance Imaging IV Injections & Blood Withdrawal Course Instructor to Participant ratio is 1:15 in lecture and clinical practicum.

The course is two (2) days of three (3) hours of didactic training on the theory behind the practice and principles of intravenous injections and blood withdrawal within the scope of practice for MRI Technologists in the state of California, and nine (9) hours of clinical practicum in the clinical skills lab setting in which each student must complete a minimum of five (5) individually supervised successful IV injections and five (5) individually supervised venipunctures (capillary blood withdrawal) on live human subjects.

In order to complete the clinical portion of the course, all participants are required to bring a volunteer to participate in the venipuncture and skin puncture skills check off on Day 2 - the final day of the course.

Course Goals and Objectives

- Recognize the role of the MRI Technologists in performing IV injections and blood withdrawals
- Describe proper use of specific IV injection and blood withdrawal equipment
- Initiate IV injection and blood withdrawal placement utilizing patient safety precautions by:
 - Preparing the patient psychologically
 - Explaining the rationale for IV injection and blood withdrawal
 - Differentiating between the types of IV injection, skin puncture, venipunctures and their appropriate uses
 - Differentiating between skin puncture, IV Injection, and venipunctures
 - Preparing equipment properly and aseptically
 - Selecting and correctly preparing the most appropriate vein for IV Injection, venipunctures, blood withdrawal
 - Preparing the site in a manner which reduces the chance of infection
 - Performing blood withdrawal utilizing skin puncture (vacutainer, butterfly) venipunctures
 - Dressing site according to policy
 - Securing and immobilizing device appropriately and safely
 - Documenting on medical record
- Recognize complications related to IV Injection, blood withdrawal, and venipunctures
- List measures taken to reduce local and systemic reactions
- List reasons to discontinue and restart IV device
- Examine the differences between techniques used in adult and pediatric IV Injections and blood withdrawals
- Discuss legal implications and ways of minimizing legal risk related to IV Injections and blood withdrawal

- Identify safety precautions related to IV Injections and blood withdrawal

Course Outcomes

Upon completion of the course, the student will be able to:

- Discuss the structure and function of veins
- Identify the names and the locations of the veins most suitable for phlebotomy and cannulation/venipuncture.
- Assemble equipment and supplies needed to collect blood and for cannulation/venipuncture and discuss the correct use of each.
- Demonstrate the steps in performing blood collection and cannulation/venipuncture procedure.
- Assess techniques and equipment used to minimize biohazard exposure in blood collection and cannulation/venipuncture.
- Evaluate procedural errors in blood collection and cannulation/venipuncture and discuss remedies for each.
- Differentiate complications associated with blood collection and cannulation/venipuncture.

Certification Information

At the completion of the course, students will be issued a *Course Completion Certificate*.

BACHELOR OF SCIENCE IN DIAGNOSTIC MEDICAL IMAGING (BSDMI)

Page 112

45 WEEKS

120 SEMESTER CREDIT HOURS

DEGREE PROGRAMS, 3 SEMESTERS

STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code):

29-2032.00, 29-2099.06, 29-2034.00, 29-2035.00

POTENTIAL OCCUPATIONS:

Please see school official for complete list of potential occupations

LOCATION:

Concord Campus via Online.

BSDMI Program Description

The online Bachelor of Science in Diagnostic Medical Imaging (BSDMI) degree provides the certified imaging professional with foundational skills necessary to advance within the profession.

Enhanced marketability is an important motive for acquiring a Bachelor's Degree in Diagnostic Medical Imaging. Holding a Bachelor's degree makes it possible to advance in the fields of radiology, business, IT, and public health. Positions in administration, management, and education generally require advanced degrees. To further the imaging professional's career the applicant can choose from eight specialty tracks.

- **Imaging Informatics** – Training in the Imaging Informatics courses will prepare the student for the role of PACS / RIS administrator
- **Leadership and Management** – Training in the Leadership and Management courses will prepare the student for positions in healthcare administration and management
- **Education** – Training in the Education courses will prepare the student for a career in imaging education (depending on minimum course enrollment)
- **Mammography** – Training in the Mammography courses will include all MQSA mandated material as well as an emphasis on mammography registry review. This track will cover all ARRT mammography exam content specifications as well as serve as a review for the California state mammography exam and include the required ARRT 16 hours of structured education for the Mammography post-primary examination.
- **Computed Tomography** – Training in the CT courses will include an overview of cross-sectional images of the body and offers didactic educational experiences that will provide the student with the necessary knowledge and skills to become an entry-level CT technologist. Students will learn the physics and instrumentation of

computed tomography, clinical procedures and protocols, patient care and radiation safety with a registry review to help prepare students for the ARRT post-primary exam. The completion of this track will meet the ARRT 16 hours of structured education for the CT post-primary examination.

- **MRI (Magnetic Resonance Imaging)** – Training in the MRI courses will include the didactic framework covering physical principles of MRI, advanced applications of MRI including sectional anatomy, and MRI Safety and Registry Review. The completion of this track will meet the ARRT 16 hours of structured education for the MRI post-primary examination.
- **Vascular Sonography** – Training in the Vascular Sonography courses will include a complete overview of vascular sonography principles and hemodynamics. In addition, the courses will provide complete didactic instruction covering vascular procedures and protocols for extremities, abdominal, and miscellaneous portions of the body. The completion of this track will meet the ARRT 16 hours of structured education for the Vascular Sonography post-primary examination.
- **Special Imaging Procedures** – Training in the Special Imaging Procedures courses will include a variety of specialty imaging procedures including principles of bone densitometry, principles of a variety of advanced interventional procedures, and also an overview course covering the advanced medical imaging pathology.

The BSDMI degree is available entirely through distance education delivery method. This program offers advancement for technologists who are unable to attend traditional college. The entire BSDMI program is 120 semester credit hours. 70 semester credit hours are required prior to admission into the program. 54 semester credit hours are earned for previous coursework in a Radiologic Technology Program and passing the registry exam and 16 semester credit hours are earned for General Education courses not given as part of the BSDMI program. The courses are listed in Table 30 and include courses that will enhance the student's understanding of medical imaging as well as the specialty courses depending on which track the student chooses.

BSDMI Program Goals and Objectives

Our mission is to prepare imaging professionals with higher education, leadership skills, and opportunities for upward mobility in the healthcare field.

- Students will develop requisite skills to function in advanced roles within the imaging community.
- Students will expand communication skills
- Students will demonstrate the critical thinking and problem-solving skills of a supervisory level professional.
- Students will be adequately prepared to function within the profession in advanced roles.
- Students will develop professionalism through scholarly productivity.
- Students will develop pertinent critical thinking skills.
- Students will develop a working professional e-portfolio.

Table 30. General Education Courses

Course Number	Title	Total Contact Hours	Semester Credit Hours
GE 022	Anatomy & Physiology II (w/o lab)	45.0	3.0
GE 103	Growth and Development through Lifespan	45.0	3.0
GE 111	Research Statistics	30.0	2.0
GE 120	Introduction to Information Systems	45.0	3.0
GE 202	General Psychology	45.0	3.0
GE 221	Written Communication for Professionals	45.0	3.0
GE 240	Public Speaking	45.0	3.0
TOTAL		300.0	20.0

BSDMI Professional Courses

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 330	Advanced Radiobiology	60.0	4.0
DMI 340	Quality Control in Diagnostic Imaging	60.0	4.0
DMI 360	Health Science Management	60.0	4.0
DMI 370	Professional Capstone Portfolio Project	45.0	3.0
GEH 101	Organization and Function of Health System	45.0	3.0
GEH 301	Ethics & Law in Healthcare	45.0	3.0
TOTAL		315.0	21.0

Choose one of the following tracks:

Leadership and Management Track

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 410	Leadership and Performance	45.0	3.0
DMI 420	Operations and Human Resource Management in Diagnostic Imaging	45.0	3.0
DMI 430	Financial and Asset Management in Radiology	45.0	3.0
TOTAL		135.0	9.0

Imaging Informatics Track

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 440	Digital Radiography and PACS	45.0	3.0
DMI 450	Communication and Education in Imaging Informatics	45.0	3.0
DMI 460	Systems Management in Informatics	45.0	3.0
TOTAL		135.0	9.0

Education Track

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 470	Teaching Strategies for Adult Learners in Health Science	45.0	3.0
DMI 480	Curriculum Design in Diagnostic Imaging Sciences	45.0	3.0
DMI 490	Methods of Teaching Online Course	45.0	3.0
TOTAL		135.0	9.0

Computed Tomography Track

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 510	Principles of Computed Tomography	45.0	3.0
DMI 520	Advanced Application in Computed Tomography	45.0	3.0
DMI 530	Computed Tomography Registry Review	45.0	3.0
TOTAL		135.0	9.0

Magnetic Resonance Imaging Track

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 540	Physical Principles of MRI	45.0	3.0
DMI 550	Advanced Applications of MRI	45.0	3.0
DMI 560	MRI Safety and Registry Review	45.0	3.0
TOTAL		135.0	9.0

Mammography Track

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 570	Principles of Mammography	45.0	3.0
DMI 580	Advanced Applications of Breast Imaging	45.0	3.0
DMI 590	Mammography Registry Review	45.0	3.0
TOTAL		135.0	9.0

Vascular Sonography Track

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 610	Principles of Vascular Ultrasound	45.0	3.0
DMI 620	Procedures and Protocols of Upper Extremity in Vascular Ultrasound	45.0	3.0
DMI 630	Procedures and Protocols of Abdominal and Miscellaneous in Vascular Ultrasound	45.0	3.0
TOTAL		135.0	9.0

Special Imaging Procedures Track

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 640	Principles of Bone Densitometry	45.0	3.0
DMI 650	Principles of Advanced Interventional Procedures	45.0	3.0
DMI 660	Advanced Medical Imaging Pathology	45.0	3.0
TOTAL		135.0	9.0

BACHELOR OF SCIENCE IN NURSING (BSN)

120 WEEKS (GENERIC); 63 WEEKS (LVN TO BSN); 45 WEEKS (RN TO BSN)

120 SEMESTER CREDIT HOURS

GENERIC BACHELOR DEGREE PROGRAM, 8 SEMESTERS

LVN TO BSN, 4 SEMESTERS

RN TO BSN, 3 SEMESTERS

STANDARD OCCUPATIONAL CLASSIFICATION

(SOC Code): 29-1141.00, 29-1141.03, 29-1141.01

POTENTIAL OCCUPATIONS:

Please see school official for complete list of potential occupations.

LOCATIONS: Concord Campus.

DELIVERY FORMAT: Blended

BSN Program Description

Students will study a wide range of curricular content required for licensure by the California Board of Registered Nursing. To develop an advanced skill base in demand by employers, students will also study the organization and function of health services, ethics and law in health care, writing skills for health professionals, leadership and management, nursing research, and essentials of patient education. Emphasis will be placed on evidenced-based practice and critical thinking skills in the provision of safe and effective care to patients from diverse and multicultural populations and communities across the life span. Students will also take Community Health Nursing, which includes certification in reporting of child abuse and in disaster management, following the requirements of Public Health California Code of Regulations.

BSN Program Mission Statement

The mission of Gurnick Academy of Medical Arts is to offer quality allied health and nursing programs that integrate professional skills, career-focused education and hands-on practical experience, by empowering students to develop and achieve their personal and career goals.

The purpose of the Bachelor of Science in Nursing is to achieve distinction in the undergraduate nursing program and to advance the mission of Gurnick Academy of Medical Arts by:

1. Active preparation of the baccalaureate student to assume roles in nursing practice that is in accordance with the regulatory and accrediting agencies.
2. Active preparation of the baccalaureate student to bear responsibility in practice, education, and Research.
3. Promote public health by developing new knowledge and applying this knowledge to innovate health care delivery in a public health setting.
4. Provide insight, assistance, and teaching of health care programs in response to the growing needs and acuity of the public health.
5. Be a champion in nursing research and scholarship.

BSN Program Goals

The faculty at Gurnick Academy of Medical Arts are committed to:

1. Providing a learning environment that nurtures cultural diversity, differences in learning styles, and is free of discrimination and judgment.
2. Graduate well-prepared Bachelor of Science in Nursing students who demonstrate clinical behaviors and judgments to meet the essential competencies necessary to obtain licensure and join the workforce as an entry-level nurse.
3. Ensure that graduates are equipped with the necessary knowledge and skills to respond to the growing needs of the community in healthcare delivery and practice.
4. Produce well-rounded nurses that are culturally sensitive, situation-adaptive, and active advocates of the community it serves.

- Continuously visit its curriculum and revise as necessary in order to ensure that its nursing graduates that are able to adapt to rapid changes in healthcare delivery and practice.
- Build a learning platform that will inspire its nursing graduates to pursue recognition and excellence in practice, research, and community outreach.
- Foster nurturing partnerships with its community organizations for academic programs.
- Inspire its nursing graduates to seek higher education by developing a plan for faculty growth and professional development.

BSN Terminal Educational Outcomes

By the end of the baccalaureate nursing program, the graduate will be able to:

- Apply theoretical and clinical concepts of health promotion and disease prevention practices, providing a safe and nurturing environment, as well as lead innovations in nursing practices according to nursing regulations and accrediting agencies.
- Critically appraise, analyze, and create a framework that integrates didactic and clinical learning into everyday practice and leadership activities.
- Evaluate patient care practices that are evidence-based and community driven.
- Express a strong commitment to nursing research through active participation in professional organizations and education advancement.
- Demonstrate leadership by becoming a well-rounded nurse that is ethical, respectful, and well-informed, that is fully responsive to the needs and acuity of the community it serves.

BSN Program Outline

Table XX. *Generic BSN Program Outline*

Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 020A	Human Body in Health & Disease I w/ Lab	75	4
GE 041	General Microbiology with Lab	75	4
GE 222	English Reading and Composition	45	3
GE 112	Algebra I	45	3
GE 201	Introduction to Sociology	45	3
GE 020B	Human Body in Health & Disease II w/ Lab	75	4
GE 031	Nutrition in Health & Disease	45	3
GE 202	General Psychology	45	3
GE 240	Public Speaking, Basics of Effective Communication	45	3
GE 110	Critical Thinking	45	3
GE 111	Research Statistics	45	3
GEH 101	Organization & Function of Health Services	45	3
GEH 102	Essentials of Patient Education	45	3
GEH 103	Growth and Development Through Lifespan	45	3
GEH 201	Holistic Health & Complimentary Alternative	30	2
GEH 301	Ethics and Law in Health Science	45	3
RN 100	Fundamentals of Nursing Theory	45	3
RN 101	Fundamentals of Nursing Clinical and Lab	157.5	3.5
RN 102	Health Assessment Theory	45	3
RN 103	Health Assessment Skills Lab	67.5	1.5
RN 104	Pharmacology	45	3

RN 106	Pathophysiology	45	3
RN 200	Medical/Surgical I Theory-Introduction to Med/Surg	45	3
RN 201	Medical/Surgical I Clinical-Introduction to Med/Surg	90	2
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg	45	3
RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg	90	2
RN 300	Maternal Newborn Theory	45	3
RN 301	Maternal Newborn Clinical	67.5	1.5
RN 302	Care of Children Theory	45	3
RN 303	Care of Children Clinical	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg	45	3
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg	90	2
RN 400	Mental Health Nursing Theory	45	3
RN 401	Mental Health Nursing Clinical	90	2
RN 402	Medical/Surgical IV Theory-Complex/Critical Care	45	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care	90	2
RN 404	Community Health Nursing Theory	45	3
RN 405	Community Health Nursing Practicum	90	2
RN 500	Leadership/Management in Nursing Theory	45	3
RN 501	Leadership/Management in Nursing Clinical	90	2
RN 502	Nursing Informatics	45	3
RN 504	Nursing Research	45	3
RN 505	Bachelors Achievement Capstone Portfolio	45	3
TOTAL		2505	120

BSN Program - LVN to BSN Advanced Placement Program Outline

Prerequisite-General Education Courses LVN to BSN Advanced Placement (Can be completed at Gurnick Academy or be credit granted)

Table XX. LVN to BSN Advanced Placement General Education Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 020A	Human Body in Health & Disease I w/ Lab	75	4
GE 041	General Microbiology with Lab	75	4
GE 222	English Reading and Composition	45	3
GE 112	Algebra I	45	3
GE 201	Introduction to Sociology	45	3
GE 020B	Human Body in Health & Disease II w/ Lab	75	4
GE 031	Nutrition in Health & Disease	45	3
GE 202	General Psychology	45	3
GE 240	Public Speaking, Basics of Effective Communication	45	3
GE 110	Critical Thinking	45	3
TOTAL GURNICK GENERAL EDUCATION COURSES		540	33

Prerequisite- Nursing Courses: LVN to BSN Advanced Placement

(These courses are to be credit granted for LVNs, subject to Credit Granting Policy)

Table XX. LVN to BSN Advanced Placement Prerequisite Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 100	Fundamentals of Nursing Theory	45	3
RN 101	Fundamentals of Nursing Clinical and Lab	157.5	3.5
RN 102	Health Assessment Theory	45	3
RN 103	Health Assessment Skills Lab	67.5	1.5
RN 104	Pharmacology	45	3
RN 200	Medical/Surgical I Theory-Introduction to Med/Surg	45	3
RN 201	Medical/Surgical I Clinical-Introduction to Med/Surg	90	2
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg	45	3
RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg	90	2
TOTAL NURSING PREREQUISITE COURSES		630	24

Table XX. LVN to *BSN Advanced Placement Admission Course Outline*

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 180	Nursing Transition Advanced Placement Theory & Lab Course	120	5
TOTAL GURNICK ADMISION COURSES		120	5

Table XX. LVN to *BSN General Education Course Outline*

Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 111	Research Statistics	45	3
GEH 101	Organization & Function of Health Services	45	3
GEH 102	Essentials of Patient Education	45	3
GEH 103	Growth and Development Through Lifespan	45	3
GEH 201	Holistic Health & Complimentary Alternative Medicine	30	2
GEH 301	Ethics and Law in Health Science	45	3
TOTAL GURNICK GENERAL EDUCATION COURSES		255	17

Table XX. LVN to *BSN Advanced Placement Professional Course Outline*

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 106	Pathophysiology	45	3
RN 400	Mental Health Nursing Theory	45	3
RN 401	Mental Health Nursing Clinical	90	2
RN 300	Maternal Newborn Theory	45	3
RN 301	Maternal Newborn Clinical	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg	45	3
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg	90	2

RN 302	Care of Children Theory	45	3
RN 303	Care of Children Clinical	67.5	1.5
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership	45	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership	90	2
RN 404	Community Health Nursing Theory	45	3
RN 405	Community Health Nursing Practicum	90	2
RN 500	Leadership/Management in Nursing Theory	45	3
RN 501	Leadership/Management in Nursing Clinical	90	2
RN 502	Nursing Informatics	45	3
RN 504	Nursing Research Theory	45	3
RN 505	Bachelors Achievement Capstone Portfolio	45	3
TOTAL GURNICK PROFESSIONAL COURSES		1080	46
TOTAL PROGRAM FOR DEGREE (Prerequisites plus Professional)		2505	120

BSN Program - RN to BSN Program Outline

Prerequisite-General Education Courses RN to BSN (Can be completed at Gurnick Academy or be credit granted)

Table XX. RN to BSN General Education Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 020A	Human Body in Health & Disease I w/ Lab	75	4
GE 041	General Microbiology with Lab	75	4
GE 222	English Reading and Composition	45	3
GE 112	Algebra I	45	3
GE 201	Introduction to Sociology	45	3
GE 020B	Human Body in Health & Disease II w/ Lab	75	4
GE 031	Nutrition in Health & Disease	45	3
GE 202	General Psychology	45	3
GE 240	Public Speaking, Basics of Effective Communication	45	3
GE 110	Critical Thinking	45	3
TOTAL GURNICK GENERAL EDUCATION COURSES		540	33

Prerequisite- Nursing Courses: RN to BSN

(These courses are to be credit granted for RNs, subject to Credit Granting Policy)

Table XX. RN to BSN Prerequisite Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 100	Fundamentals of Nursing Theory	45	3
RN 101	Fundamentals of Nursing Clinical and Lab	157.5	3.5
RN 102	Health Assessment Theory	45	3

RN 103	Health Assessment Skills Lab	67.5	1.5
RN 104	Pharmacology	45	3
RN 106	Pathophysiology	45	3
RN 200	Medical/Surgical I Theory-Introduction to Med/Surg	45	3
RN 201	Medical/Surgical I Clinical-Introduction to Med/Surg	90	2
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg	45	3
RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg	90	2
RN 300	Maternal Newborn Theory	45	3
RN 301	Maternal Newborn Clinical	67.5	1.5
RN 302	Care of Children Theory	45	3
RN 303	Care of Children Clinical	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg	45	3
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg	90	2
RN 400	Mental Health Nursing Theory	45	3
RN 401	Mental Health Nursing Clinical	90	2
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership	45	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership	90	2
TOTAL NURSING PREREQUISITE COURSES		1305	51

Table XX. RN to BSN General Education Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 111	Research Statistics	45	3
GEH 101	Organization & Function of Health Services	45	3
GEH 102	Essentials of Patient Education	45	3
GEH 103	Growth and Development Through Lifespan	45	3
GEH 201	Holistic Health & Complimentary Alternative Medicine	30	2
GEH 301	Ethics and Law in Health Science	45	3
TOTAL GURNICK GENERAL EDUCATION COURSES		255	17

Table XX. RN to BSN Professional Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 404	Community Health Nursing Theory	45	3
RN 405	Community Health Nursing Practicum	90	2
RN 500	Leadership/Management in Nursing Theory	45	3
RN 501	Leadership/Management in Nursing Clinical	90	2
RN 502	Nursing Informatics	45	3
RN 504	Nursing Research Theory	45	3
RN 505	Bachelors Achievement Capstone Portfolio	45	3

TOTAL GURNICK PROFESSIONAL COURSES	405	19
TOTAL PROGRAM FOR DEGREE (Prerequisites plus Professional)	2505	120

BSN Program Information, Length and Schedule

The BSN program is designed with three separate pathways of admission. All pathways are designed for full-time attendance.

Generic BSN (8 semesters for a total of 120 Semester Credit Hours):

In the first three semesters of the program, students will be taking 50 Semester-Credit Hours of General Education courses via online delivery.

The fourth semester is 15 weeks and consists of 14 Semester Credit Hours (9 - lecture, 5 - clinical & skills lab). Courses include Fundamentals of Nursing inclusive of theory, skills and clinical, Health Assessment, and Pharmacology. Theory and Lab will be held Monday through Friday. Clinical schedule may vary depending on clinical site availability.

The fifth semester consists of 13 Semester Credit Hours (9 – lecture, 4 - clinical). Courses include Pathophysiology, Introduction to Med/Surg I Theory and Clinical, and Intermediate Med/Surg Theory and Clinical. Classes will be held Monday through Friday. Clinical schedule may vary depending on clinical site availability.

The sixth semester consists of 14.5 Semester Credit Hours (9 - lecture, 5.5 - clinical). Courses include Mental Health Theory and Clinical, Maternal/Newborn Theory and Clinical, and Advanced Med/Surg I Theory and Clinical. Theory and Lab will be held Monday through Friday. Clinical schedule may vary depending on clinical site availability.

The seventh semester consists of 14.5 Semester Credit Hours (9 - lecture, 5.5 - clinical). Courses include Care of Children Theory and Clinical, and Complex Med-Surg Theory and Clinical/Leadership, Community Health Theory and Practicum. Classes will be held Monday through Friday. Clinical schedule may vary depending on clinical site availability.

The eighth semester consists of 14 Semester Credit Hours (12 - lecture, 2 - clinical). Courses include Leadership Theory and Practicum, Nursing Research, Nursing Informatics, and BSN Capstone Portfolio. Classes will be held Monday through Friday. Clinical schedule may vary depending on clinical site availability.

Students of this pathway receive one thousand four hundred seventy-five (1,475) hours of didactic and one thousand and fifty (1,050) hours of clinical and lab instruction allowing them to apply the lecture topics in practical use.

LVN to BSN Advanced Placement (4 semesters for a total of 51 Semester Credit Hours):

Students in this pathway can complete the ADN program within 33 weeks (2 semesters and a 3 week LVN to RN transition course), assuming maximum credit granting for nursing and GE courses.

An admission course is required for all students electing to enroll into the LVN to RN Advanced Placement track. The admission course is called RN 180 Nursing Advanced Placement Transition Theory & Lab Course. It is a 5-unit, 120-hour course that evaluates the student's readiness to be eligible for enrollment into the Advanced Placement pathway. The student must demonstrate the required knowledge and skills to successfully complete this course. All students must successfully complete prior to starting any Professional Courses.

The third semester is 17 Semester Credit Hours of General Education Courses via online delivery.

The fourth and fifth semesters with 24 semester credit hours are credit granted from the LVN Education.

The sixth semester consists of 17.5 Semester Credit Hours (12 - lecture, 5.5 - clinical). Courses include Pathophysiology, Mental Health Theory and Clinical, Maternal/Newborn Theory and Clinical, and Advanced Med/Surg I Theory and Clinical. Theory and Lab will be held Monday through Friday. Clinical schedule may vary depending on clinical site availability.

The seventh semester consists of 14.5 Semester Credit Hours (9 - lecture, 5.5 - clinical). Courses include Care of Children Theory and Clinical, and Complex Med-Surg Theory and Clinical/Leadership, Community Health Theory and Practicum. Classes will be held Monday through Friday. Clinical schedule may vary depending on clinical site availability.

The eight semester consists of 14 Semester Credit Hours (12 - lecture, 2 - clinical). Courses include Leadership Theory and Practicum, Nursing Research, Nursing Informatics, and BSN Capstone Portfolio. Classes will be held Monday through Friday. Clinical schedule may vary depending on clinical site availability.

Students of this pathway receive eight hundred two point five (802.5) hours of didactic and six hundred fifty-two point five (652.5) hours of clinical and lab instruction allowing them to apply the lecture topics in practical use. Normal completion time for this program is sixty-three (63) weeks excluding holidays and vacation times.

Gurnick Academy of Medical Arts has adopted HESI standardized testing to assess student learning outcomes and evaluate student readiness for the nursing licensure examination. The NCLEX Preparation and Remediation course assist students in this program by bringing a direct focus on the current NCLEX-RN test plan, application process, and test taking strategies in preparation for the NCLEX-RN licensure exam.

Preparation for NCLEX-RN (HESI) is provided at the conclusion of the didactic, laboratory, and clinical hours. Students are permitted three (3) attempts to pass the HESI exit exam to graduate. The 1st attempt is given at the completion of the program. The 2nd attempt is given 2 weeks after the completion of the program. The 3rd attempt is given at 4 weeks after completion of the program. Under extraordinary circumstances, applicable students may be eligible for a 4th attempt; see Student Grievance and Appeals Policy for more information.

RN to BSN Advanced Placement (3 semesters for a total of 36 Semester Credit Hours):

The Bachelor of Science in Nursing program (RN to BSN) admission track is a 3-semester distance education program for RNs to complete their Bachelor of Science Degree in Nursing in one year. Each semester is 15 weeks in length and covers 5 courses. Each week day a new lecture will be opened by course instructors and assignments must be submitted by specified deadlines, set by the course instructors and indicated in the course syllabi.

The two practicum courses, Community Health Nursing Practicum and Leadership/Management in Nursing Practicum, require the student to do 6 hours each week for 15 weeks each in a clinical setting. Students are responsible for obtaining their own local clinical site/preceptor based on where they work or reside. Gurnick Academy has agreements with multiple clinical sites in the Bay Area, California, where students can alternatively complete their clinical/preceptorship.

Normal completion time for this program is forty-five (45) weeks excluding holidays and vacation times. Instructor to Student ratio is 1:25 in lecture and 1:1 during clinical.

At Gurnick Academy (professional courses only) students receive four hundred eighty (480) hours of didactic instruction and one hundred eighty (180) hours of clinical allowing them to apply the lecture topics in practical use. Besides didactic instruction and clinical time, nine-hundred sixty (960) hours will be student outside of school preparation time.

MEDICAL ASSISTANT



35 WEEKS

951 CLOCK HOURS

45 QUARTER CREDIT HOURS

CERTIFICATE PROGRAM, 3 MODULES

STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code):

31-9092.00, 43-6013.00, 27-2071.00, 31-9094.00

POTENTIAL OCCUPATIONS:

Please see school official for complete list of potential occupations

LOCATIONS: All Campuses

DELIVERY METHOD: RESIDENTIAL

MA Program Description

A Medical Assistant works in a physician or other health practitioner's office and is considered an indispensable force. A Medical Assistant performs a variety of administrative and clinical tasks. Gurnick Academy of Medical Arts Medical Assistant students will be taught

the principles of front and back office medical assisting. They will be introduced to the fundamentals of anatomy and physiology.

Students will practice and become adept at a variety of clinical skills including patient education, phlebotomy, and performing first aid. The program includes didactic and laboratory hands-on training as well as a clinical externship component where each student will be placed in one of a variety of facilities.

MA Program Outline

Table XX. MA Program Course Outline

Course Number	Title	Clock Hours	Outside of School Preparation Hours	Total Clock Hours	Quarter Credit Hours
MA 100	Front Office Records Foundation	96.0	30.0	126.0	6.0
MA 101	Front Office Finances	96.0	30.0	126.0	6.0
MA 102	Front Office Medical Professionals	96.0	30.0	126.0	6.0
MA 200	Back Office Clinical Foundations	96.0	35.0	131.0	7.0
MA 201	Back Office Clinical Skills	96.0	35.0	131.0	7.0
MA 202	Back Office Clinical Laboratory	96.0	35.0	131.0	7.0
MA 300	Clinical Externship	180.0	0.0	180.0	6.0
TOTAL		756.0	195.0	951.0	45.0

Program Objectives

- To provide quality education and training that develops the potential of each student to become a productive, responsible, and professional member of society, as well as a skilled member of the medical assisting workforce.
- To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains.

- To provide our students with open access and a supportive environment that encourages student success in the classroom, laboratory, and on the externship site.
- To encourage professionalism, integrity, and high standards in students.
- To adhere to professional standards incorporating legal and ethical responsibilities of a Medical Assistant.
- To prepare students to organize, to prioritize, and to delegate care by communicating effectively with members of the medical team.
- To apply knowledge of specific disease conditions in the prevention, treatment, and wellbeing of the patients.
- To prepare students to take the national exam for Clinical Certified Medical Assistant (CCMA-NHA).
- To prepare students to take the national exam for Certified EKG Technician (CET-NHA)

Schedule

The Medical Assistant Program Schedule will be Monday through Thursday 5 hours a day, for Courses MA 100, 101, 102, 200, 201, and 202. The schedule for MA 300 Externship will be Monday through Friday, 40 hours a week, to reach the 180 hour total hours.

Program Delivery

The Medical Assistant Program is delivered as a residential course and lab including hands on demonstration. Lecture and practical skills; includes but not limited to power point presentation, groups discussions, audio/video presentations, visible body animations, and clicker technology for remediation and testing. Video/DVD presentations, demonstrations, skill practices, and return demonstrations.

COURSE DESCRIPTIONS

Associate of Science in Ultrasound Technology

GE 002 – Principles of Physics – 4.5 Quarter Credit Hours

This is a conceptual physics course for non-science majors. The goal of this course is to facilitate student understanding of the rules of nature by learning the foundations. This course covers forces and motion, conservation laws, heat, fluids, vibrations and waves, electricity and magnetism, sound and light. Students will study the concepts of physics with minimal application of mathematics.

GE 230 – Written & Oral Communication – 4.5 Quarter Credit Hours

In this course, students will explore the fundamental analog and digital skills of oral and written communication to help create professional written and oral communication within their career. This is an introduction to a variety of methods used to communicate effectively and create language that articulates information in a way that connects a speaker to an audience. This is an online general education course taught at Gurnick Academy of Medical Arts.

Page 133

Associate of Science in Magnetic Resonance Imaging (ASMRI) Courses – Blended Program

GE 021A – Essentials of Anatomy & Physiology-1 – 4 Quarter Credit Hours

This is the first in the series of two consecutive courses, where the essential basics of structures and functions of the human body systems will be discussed. Topics on all individual major organ systems will be examined, while considering them in the state of health versus the state of disease, focusing mainly on structures. Various clinical implications and possible deviations from norm of each organ system will be brought up throughout the course. This is a General Education Course.

GE 021B – Essentials of Anatomy & Physiology-2 – 2.5 Quarter Credit Hours

This is the second in the series of two consecutive courses, where the essential basics of structures and functions of the human body systems will be discussed. Topics on all individual major organ systems will be examined, while considering them in the state of health versus the state of disease, focusing mainly on structures. Various clinical implications and possible deviations from norm of each organ system will be brought up throughout the course. This is a General Education Course.

MR 103 – Physical Principles of MRI – 5 Quarter Credit Hours

This unit provides the student with a comprehensive overview of MR imaging principles. The subjects are formatted in individual outlines and can be sequenced according to the level of knowledge desired. Topics include the history of MR, nuclear MR signal production, tissue characteristics, pulse sequencing, imaging parameters/options and image formation.

MR 104 – Patient Care – 3.5 Quarter Credit Hours

Content is designed to provide the basic concepts of patient care, including consideration for the physical and psychological needs of the patient and family. Routine and emergency patient care procedures will be described, as well as infection control procedures utilizing standard precautions. The role of the MRI technologist in patient education will be identified including ethics, communication, and age appropriate care.

MR 111 – MRI Clinical – 8.5 Quarter Credit Hours

This course will allow the student the opportunity to practice skills necessary to obtain high quality MR images, to objectively alter protocols based on patient pathology or physical condition, and to identify image quality problems and make appropriate corrections. The clinical is conducted at a clinical facility after or in conjunction with didactic instruction. Activities include demonstration and observation, after which the student assists in performing the activity. When a satisfactory degree of proficiency is apparent, the student will be allowed to perform the activity under direct supervision. When both the student and instructor are satisfied with the student's proficiency, the student will proceed with performing studies under indirect supervision to gain experience and expertise in MR imaging. This course is presented with a progression in competency levels in the form of clinical performance objectives and competency

Revised by: Gurnick Academy of Medical Arts Process Department

Date of Catalog Print: August 2018

Effective Dates: August 1, 2018 to December 31, 2019

Date of Revision: December 20, 2019

Page 99 of 123

exams. The student will have access to the facilities, personnel, examinations and educational materials to competently achieve the course objectives.

MR 203 – MRI Protocols and Procedures I – 4 Quarter Credit Hours

This course will provide the student with imaging techniques related to the CNS, neck, thorax, musculoskeletal system, and abdominopelvic regions. Students will learn specific clinical application, coils that are available and their use, considerations in the scan sequences, specific choices in the protocols (i.e.; slice thickness, phase direction, flow compensation), and positioning criteria. Anatomical structures and the plane that best demonstrates anatomy will be discussed as well as signal characteristics of normal and abnormal structures. Pharmacology as it pertains to MRI will be discussed.

MR 302 – Physics I – 3 Quarter Credit Hours

This course is designed to provide the student with a comprehensive overview of MR imaging. Topics include instrumentation, magnetism, NMR signal production, tissue characteristics, spatial localization, pulse sequencing, imaging parameters/options, special applications, safety, and quality assurance. Advanced level training is included which provides activities related to physical principles in addition to quality assurance procedures.

MR 303 – MRI Protocols and Procedures II – 4 Quarter Credit Hours

This course will provide the student with imaging techniques related to the CNS, neck, thorax, musculoskeletal system, and abdominopelvic regions. Students will learn specific clinical application, coils that are available and their use, considerations in the scan sequences, specific choices in the protocols (i.e. slice thickness, phase direction, flow compensation), and positioning criteria. Anatomical structures and the plane that best demonstrates anatomy will be discussed as well as signal characteristics of normal and abnormal structures. Pharmacology as it pertains to MRI will be discussed.

MR 403 – Physics II – 3 Quarter Credit Hours

This course is designed to provide the student with a comprehensive overview of MR imaging. Topics include instrumentation, magnetism, NMR signal production, tissue characteristics, spatial localization, pulse sequencing, imaging parameters/options, special applications, safety, and quality assurance. Advanced level training is included which provides activities related to physical principles in addition to quality assurance procedures.

Page 137

RN 180 – Nursing Transition Theory & Lab Course – 5 Semester Credit Hours

This course introduces students to the roles and responsibilities of the registered nurse and framework of the Associate Degree Nursing Program. Emphasis is placed on various roles of the registered nurse, legal and ethical responsibilities, nursing process, critical thinking, and evidence based practice delivering competent care to diverse demographics of multicultural clients throughout the lifespan. Lecture contents includes the role of the registered nurse, care of the adult, maternity, and pediatric clients. Lab component of this course focuses on utilization of nursing process, critical thinking, application of theory to skills in various patient case scenarios. The following skills competencies focused in this course: dosage calculation, assessment, intravenous administrations and central venous access, medication administration, nasogastric feeding, foley catheter insertion, tracheostomy care and suctioning.

Page 137

DMI 470 – Teaching Strategies for Adult Learners in Health Science – 3 Semester Credit Hours

This course imparts important information on how to motivate, mentor, and instruct using scientifically based teaching strategies and tactics. There is information on how to provide individualized instruction in classrooms with multiple learning and behavior problems, and how curricula and instruction can be designed to teach functional repertoires and critical thinking rather than inert ideas. The course also discusses how to determine the effectiveness of curricular initiatives toward meeting standards and course objectives.

DMI 480 – Curriculum Design in Diagnostic Imaging Sciences – 3 Semester Credit Hours

This course covers the unique type of curriculum which we call "competency based". Though not unique to diagnostic medical imaging, we will emphasize curriculum design as relates to the imaging sciences. This class will take you through the process of understanding, designing, implementing, and accrediting competency based curriculum in a diagnostic medical imaging program.

Emphasis will be paid on the curriculum published by the American Registry of Radiologic Technologists which is the underpinning of most accreditation organizations. We will also introduce you to requirements of accrediting organizations.

DMI 490 – Methods of Teaching Online Course – 3 Semester Credit Hours

This course is an introduction to methods of teaching as applicable to any coursework in the Allied Health Sciences.

DMI 510 – Principles of Computed Tomography – 3 Semester Credit Hours

This course is designed to introduce the student to the concept of digital imaging processing and image quality. Students will discuss and identify the concepts of data acquisition. In addition, knowledge of the basic principles of sectional anatomy and CT protocols and procedures as it relates to various parts of the body will be analyzed. Course topics will include: digital imaging processing, data acquisition concepts, radiation dose, sectional anatomy, CT imaging protocols and technique, and pediatric CT imaging.

DMI 520 – Advanced Applications of Computed Tomography – 3 Semester Credit Hours

This course is designed to introduce the student to the basic principles of physics and instrumentation as it relates to computed tomography. Course topics will include: historical perspectives of the modality, physics and physical characteristics of the computed tomography process, data acquisition, scanner design, image processing, and image quality.

DMI 530 – Computed Tomography Registry Review – 3 Semester Credit Hours

Course reviews the computed tomography curriculum and prepare students for the ARRT CT post-primary certification examination covering the ARRT Exam content specifications Patient Care, Safety, Image Production, and Procedures. This course also include CT Basics ASRT modules and satisfies the ARRT 16-credit Structured Education Requirements for CT.

DMI 540 – Physical Principles of MRI – 3 Semester Credit Hours

This unit provides the student with a comprehensive overview of MR imaging principles. The subjects are formatted in individual outlines and can be sequenced according to the level of knowledge desired. Topics include nuclear MR signal production, tissue characteristics, pulse sequencing, imaging parameters/options and image formation.

DMI 550 – Advanced Applications in MRI – 3 Semester Credit Hours

This course will provide the student with imaging techniques related to the CNS, neck, thorax, musculoskeletal system, and abdominopelvic regions. Students will learn specific clinical application, coils that are available and their use, considerations in the scan sequences, specific choices in the protocols (i.e.; slice thickness, phase direction, flow compensation), and positioning criteria. Anatomical structures and the plane that best demonstrates anatomy will be discussed as well as signal characteristics of normal and abnormal structures. Pharmacology as it pertains to MRI will be discussed. Students will demonstrate the practices they have learned by applying their didactic knowledge during their laboratories.

DMI 560 –MRI Safety and Registry Review – 3 Semester Credit Hours

This course will prepare the student for and to pass the required registry board exams so that they are able to work as MRI Technologists. This course includes a review of the MRI program and the students will take a mock registry board exams and practice tests. Students will learn effective ways to study and answer question from the registry. This course provides basic knowledge of MR safety, patient preparation and monitoring of patients in the MR suite. This information enables the student to better communicate with the health care team to ensure patients' safety. Health effects and safety issues are important aspects of this diagnostic modality.

DMI 570 – Principles of Mammography – 3 Semester Credit Hours

This course is designed to educate radiographers in the art and science of mammography. Enrollees in the course must have a California Certified Radiologic Technologist (CRT) license OR be a student in a JRCERT accredited program. The course consists of 40 hours of lecture which will assist in preparation for the California Mammography Certificate exam and the ARRT Post-Primary Certification in Mammography.

DMI 580 – Advanced Applications in Mammography – 3 Semester Credit Hours

This course will offer students an understanding of breast ultrasound history, breast cancer, diagnosis and imaging, principles, equipment, breast anatomy and normal appearances, exam techniques, image interpretation, recording and reporting, benign and malignant disease, imaging of the augmented breast, breast disease in males, and interventional techniques. This is an overview course of breast ultrasound.

DMI 590 – Mammography Registry Review – 3 Semester Credit Hours

This course is designed to prepare the students for the registry exam for mammography. Course topics will include: history, patient education, anatomy, physiology and pathology of the breast, benign and malignant diseases, equipment, processing and quality management, common imaging procedures, emerging technologies, interventional procedures and treatment options review and MQSA standards.

DMI 610 – Principles of Vascular Ultrasound – 3 Semester Credit Hours

Students will learn vascular terminology and advanced vascular physical principles. Anatomy and hemodynamic characteristics of the arteries and veins of the lower extremities will be the main focus of this course. Scanning techniques and protocols will be taught as well as challenges in the clinical setting.

DMI 620 – Procedures & Protocols of Upper Extremity in Ultrasound – 3 Semester Credit Hours

Upper extremity arterial and venous vascular protocols are the main focus of this course. Vascular hemodynamics and physical principles are reviewed and practiced. Scanning skills and Techniques are taught for the purpose of recognizing normal and abnormal anatomy and disease (and disease processes) of the upper extremity.

DMI 630 – Procedures & Protocols of Abdominal and Miscellaneous in Vascular Ultrasound – 3 Semester Credit Hours

Upper extremity arterial and venous vascular protocols are the main focus of this course. Vascular hemodynamics and physical principles are reviewed and practiced. Scanning skills and Techniques are taught for the purpose of recognizing normal and abnormal anatomy and disease (and disease processes) of the upper extremity.

DMI 640 – Principles of Bone Densitometry – 3 Semester Credit Hours

This course will review the concepts of Bone Densitometry for technologists and will allow the student to review bone densitometry applications, pathology, radiation protection, and an overview of the computer system and quality control

in Bone Densitometry. The ASRT modules included in the course satisfy the structured education requirements for those seeking to be ARRT credentialed in Bone Densitometry.

DMI 650 – Advanced Interventional Procedures – 3 Semester Credit Hours

This course will offer students an understanding of commonly used treatments in interventional suites. Students will learn about commonly used catheters, contrast and techniques used during interventional procedures. Course topic will include cardiac and thoracic procedures, abdominal aortography and genitourinary procedures, and visceral angiography.

DMI 660 – Advanced Medical Imaging Pathology – 3 Semester Credit Hours

This course will prepare the student to understand the essential pathology understanding to produce quality radiologic images. The students will learn about prevalent disease processes most frequently diagnosed with medical imaging. Students will gain a better understanding of the clinical manifestation of disease processes, radiographic appearances, and treatments. This advanced pathology course will cover pathology in Radiography, CT, MRI, SPECT, PET, ultrasound, and nuclear medicine and breaking the pathological processes down in each system of the body.

Page 160

Phlebotomy Lecture – PHL 100 – 4.0 Quarter Credit Hours

The didactic portion of Phlebotomy course will introduce the history of Phlebotomy and brief overview of Anatomy (Anatomic position, body planes, body functions, body organization, and body systems). Participants will be introduced with principals of infection control, basic patient care and medical terminology. Participants will spend time to identify the correct technique and equipment to facilitate the venipuncture process as well as procedural errors that lead to failure when drawing blood. Participants will learn complications and procedural errors associated with blood collection. Participants will be involved in the discussion of risk factors & appropriate responses to complications that may arise from phlebotomy. This course will include the material regarding the transportation of specimens to the laboratory and discussion of problems with requisitions, specimen transport and processing. Materials about national standards, regulatory agencies, and quality assurance in phlebotomy will conclude the course.

Phlebotomy Clinical – PHL 110L – 1.0 Quarter Credit Hours

Prerequisite: Completion of PHL 100

After successful passing the didactic portion of the course, all participants will start the clinical course forty (40) hours in a clinical setting including fifty (50) venipunctures and ten (10) skin punctures. Each-session is four (4) hours in length in a laboratory/clinical setting. During clinical training all participants will have the opportunity to assess real patients (blood collection from patients of various ages, health and weight), work with professional equipment, participate in specimen processing after collection, centrifugation, be trained in the post puncture care, and be instructed of disposal of waste and sharp. After clinical training all participants must pass a practical exam.

Course Descriptions for A.O.S. in RT Program

GE 222-50 – English Reading and Composition (50hr) (5 Quarter Credit Hours)

This course introduces students to reading a variety of literature texts and teaches them the basic elements of fiction, poetry, and drama. The course will teach students how to write analysis, explication, and compare-and-contrast essays in response to the literature read. Attending Live Webinar session is a required part of this course. This is a General Education Course at Gurnick Academy of Medical Arts.

GE 112-50 – College Algebra (5 Quarter Credit Hours)

This course is designed to give students the math skills that provide a foundation for more advanced courses. Students will explore writing and solving linear and nonlinear equations, powers and exponents, quadratic equations, polynomials and factoring, graphing and solving linear inequalities, and functions. Attending Live Webinar session is a required part of this course. This is a General Education Course.

GE 201-50 – Introduction to Sociology (50hr) (5 Quarter Credit Hours)

This course includes the study of basic methods and concepts of sociology, which have broad academic relevance, and which can be applied to the study of sociology as well other academic disciplines. Attending Live Webinar session is a required part of this course. This is a General Education Course at Gurnick Academy of Medical Arts

XRTA 100 – Core: Anatomy, Physiology, Ethics, Nursing and Technical Overview (1.0 Quarter Credit Hours)

This course introduces students to systemic and skeletal anatomy, radiographic terminology, and basic imaging and principles. Students are introduced to the principles of radiation protection, and review medical ethics, proper nursing, and patient care. The duties and responsibilities of the x-ray technician are also presented, with emphasis on communication and relationships.

XRTA 101 – Radiological Physics (1.5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 100.

This course provides a basic overview of radiologic physics in order for students to understand how x-rays are produced and the various characteristics of the beam. The fundamentals of the x-ray machine components and their operation are introduced.

XRTA 102 – Exposure (Density, Contrast, and Detail/Distortion) (5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 101.

This course introduces students to x-ray films, the concepts of radiographic film quality, and the exposure factors that contribute to the production of a radiographic image. The darkroom facility will be described, and film-processing procedures will be demonstrated. Students participate in laboratory experiments to demonstrate their knowledge, understanding, and skills by performing different techniques and exposure factors.

XRTA 103 – Radiation Protection (5.5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 102.

This course is designed to fulfill the radiation protection requirements of the California State Limited Permit School Standards. Methods employed to provide proper radiation protection for both the operator and patient will be introduced. The performance of minimum dose radiography will be emphasized. A review of the California state standards and regulations pursuant to the performance of radiographic procedures employing appropriate radiation safety will be identified.

XRTA 104 – Specialized Chest Radiography (1.5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 103.

This course introduces the medical terminology, anatomy, physiology, and common pathologies of the respiratory system. Routine chest radiographic procedures are described and demonstrated. Students demonstrate competency in performing routine chest radiographic procedures during simulated x-ray examinations.

XRTA 105 – Specialized Extremities Radiography (5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 104.

This course introduces the medical terminology, anatomy, physiology, and common pathologies of the skeletal system with particular emphasis on the bones of the extremities. Routine radiographic procedures appropriate to the upper and lower extremities are described and demonstrated. Students demonstrate competency in performing routine extremity radiographic procedures during simulated x-ray examinations.

XRTA 106 – Specialized Toroskeletal Radiography (5.5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 105.

This course introduces the medical terminology, anatomy, physiology, and common pathologies of the skeletal system with particular emphasis on the bones of the thorax, shoulder girdle, and spine. Routine radiographic procedures appropriate to the thorax, shoulder girdle, and spine are described and demonstrated. Students demonstrate competency in performing toroskeletal radiographic procedures during simulated x-ray examinations.

XRTA 107 – Clinical Practice (5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 100 – XRTA 106.

In these courses, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well being of the patient preparatory to, during, and following the radiologic procedure.

XRTA 108 – Clinical Practice (5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 100 – XRTA 106.

In these courses, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well being of the patient preparatory to, during, and following the radiologic procedure

XRTA 201 – Medical Terminology (1.5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 108.

This course is a systems-based approach to medical terminology designed to establish a knowledge of anatomy and physiology by way of medical terminology, as well as an introduction to the origins of medical terminology. A word-building system is introduced, and abbreviations and symbols are discussed. Students will be oriented to the terminology related to radiographic orders and diagnostic reports.

XRTA 202 – Professional Ethics (1 Quarter Credit Hour)

Prerequisite: Completion of XRTA 201.

This course provides a fundamental background in ethics. The historical and philosophical basis of ethics, as well as the elements of ethical behavior, will be discussed. Students examine a variety of ethical issues and dilemmas they may face in clinical practice.

XRTA 203 – Patient Care in Radiologic Sciences (3.5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 201.

This course identifies the basic concepts associated with patient care, including consideration for the physical and psychological needs of the patient and family. The theories of disease causation and the pathophysiologic disorders that compromise healthy systems are presented. This course also provides students with an understanding of the basic concepts of pharmacology. The theory and basic techniques of venipuncture and the administration of diagnostic contrast agents include intravenous medications. The appropriate delivery of patient care during such procedures is emphasized, as well as an understanding of possible patient reactions. Routine and emergency patient care procedures are described, as well as infection-control procedures utilizing standard precautions. Etiology, pathophysiologic responses, clinical manifestations, radiographic appearance, and management of alterations in body systems are presented. The role of the radiographer in patient education is identified. Actual images are included for analysis.

XRTA 204 – Principles of Radiographic Exposure and Image Quality (3 Quarter Credit Hours)

This course is designed to establish a knowledge base in factors that govern and influence the production and recording of radiologic images. Film and electronic imaging with related accessories will be emphasized. Class demonstrations/labs are used to demonstrate the application of theory.

XRTA 205 – Introduction to Procedures with Contrast Media (5.5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 201.

This course is designed to provide a knowledge base necessary to perform standard radiographic procedures along with the applications to special studies. Consideration is given to the production of radiographs of optimal diagnostic quality.

XRTA 206 – Special Procedures with Contrast (5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 201.

This course is designed to provide a knowledge base necessary to perform radiographic procedures involving the vascular systems, specialized imaging procedures, or equipment (to include, but not limited to: computed tomography, conventional tomography, arthrography, hysterosalpinography, myelography, sialography, orthoroentgenography, bone densitometry angiography, arteriography, venography, and lymphangiography). Actual images are included for analysis.

XRTA 207 – Pediatric Radiography (2 Quarter Credit Hours)

Prerequisite: Completion of XRTA 201.

This course is designed to provide a knowledge base necessary to perform pediatric radiography (to include, but not limited to: immobilization, positioning, radiation protection, and pathologic indications). Actual images are included.

XRTA 208 – Specialized Skull Radiography (3.5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 201.

This course is designed to provide a knowledge base necessary to perform routine radiographic positions of the cranium and facial bones. Emphasis is given to special patient care considerations related to head trauma. Actual images are included for analysis.

XRTA 209 – Specialized Radiographic Positioning and Lab (5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 201.

This course is designed to provide a knowledge base necessary to perform routine radiographic positions (to include, but not limited to: the positioning of the chest and bony skeleton, bedside and surgical examinations, and radiation protection). Actual images are included for analysis. In addition, this course is designed to provide a knowledge base necessary to perform radiographic procedures of the breast and surrounding tissues. Emphasis is placed upon the distinction between acceptable and unacceptable mammographic images due to exposure factors, motion, collimation, or positioning errors.

XRTA 210 – Technology Seminar (4.5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 201.

This course establishes an introductory knowledge in computing and information processing. Computer applications in the radiologic sciences related to image capture, display, storage, and distribution are also presented. This course also includes a five-hour review and mock examination in preparation to sit for state certification.

XRTA 211 – Cross-sectional Anatomy & Technology (3 Quarter Credit Hours)

This course introduces the basic principles of computed tomography (CT) and magnetic resonance (MR) imaging and sectional anatomy. History of CT, MR, current equipment and practices, radiation protection specific to CT, MR, and anatomic appearance of various structures in a cross-sectional reference will be discussed. Images from various modalities will be used to demonstrate radiographic cross-sectional appearance.

XRTA 212 – Fundamentals of Radiologic Technology (1 Quarter Credit Hour)

Prerequisite: Completion of XRTA 201.

This course provides students with an overview of the foundations in radiography and the practitioner's role in the health care delivery system. Principles, practices, and policies of health care organization(s) are examined and discussed, in addition to the professional responsibilities of the radiographer.

XRTA 213 – Clinical Practice (5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 100 – XRTA 212.

In these courses, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well being of the patient preparatory to, during, and following the radiologic procedure.

XRTA 214 – Clinical Practice (5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 100 – XRTA 212.

In these courses, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic

imaging, and total quality management. Levels of competency and outcomes measurement assure the well being of the patient preparatory to, during, and following the radiologic procedure.

XRTA 215 – Clinical Practice (5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 100 – XRTA 212.

In these courses, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well being of the patient preparatory to, during, and following the radiologic procedure.

XRTA 216 – Clinical Practice (5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 100 – XRTA 212.

In these courses, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well being of the patient preparatory to, during, and following the radiologic procedure.

XRTA 217 – Clinical Practice (5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 100 – XRTA 212.

In these courses, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well being of the patient preparatory to, during, and following the radiologic procedure.

XRTA 218 – Clinical Practice (5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 100 – XRTA 212.

In these courses, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well being of the patient preparatory to, during, and following the radiologic procedure.

XRTA 219 – Clinical Practice (5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 100 – XRTA 212.

In these courses, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well being of the patient preparatory to, during, and following the radiologic procedure.

XRTA 220 – Clinical Practice (5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 100 – XRTA 212.

In these courses, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well being of the patient preparatory to, during, and following the radiologic procedure.

XRTA 221 – Clinical Practice (5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 100 – XRTA 212.

In these courses, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well being of the patient preparatory to, during, and following the radiologic procedure.

XRTA 222 – Clinical Practice (5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 100 – XRTA 212.

In these courses, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well being of the patient preparatory to, during, and following the radiologic procedure.

XRTA 223 – Physics and Equipment Care (3.5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 222 or permission from the Radiologic Technology Program Director.

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

XRTA 224 – Advanced Radiation Protection (2.5 Quarter Credit Hours)

Prerequisite: Completion of XRTA 223.

This course is designed to present an overview of the principles of radiation protection with an emphasis upon those principles specific to fluoroscopy, portable radiography, and surgical procedures. Included are the responsibilities of the radiographer for patients, personnel, and the general public. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies, and health care organizations are incorporated. This course will include outside of school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

XRTA 225 – Radiologic Technology Seminar (4 Quarter Credit Hours)

Prerequisite: Completion of XRTA 100 – XRTA 224.

In this course, students are taught concepts and skills to assist them in preparation for the American Registry of Radiologic Technologists (ARRT) Radiography certification examination. Topics include professional certification and licensure. Emphasis is placed on patient care, radiographic procedures, radiographic protection, image production and evaluation, equipment operation, and quality control.

Course Descriptions for Limited X-Ray Technician with Medical Assistant Skills Program

MA 200 – Back Office Clinical Foundation (7 Quarter Credit Hours)

Back Office Clinical Foundations will introduce students to clinical patient care. Students will practice professional medical communication with patients and colleagues. Students are taught procedure for minor surgery assistance, including set up, instrument sterilization and autoclave technique. They learn medical aseptic practice as required by OSHA for exposure control, and for the disposal of medical waste. Aseptic practice is reinforced through needle safety technique, the administration of medication, and drawing blood from a vein during phlebotomy. The Anatomy, Physiology, and Medical Terminology covered in this course includes the Integumentary, the Skeletal and the Muscular Systems. Students will learn structure, function, common diseases, and learn clinical skills associated with each body system.

MA 201 – Back Office Clinical Skills (7 Quarter Credit Hours)

Back Office Clinical Skills will introduce students to the back office clinical skills associated with a physical examination. The principles of medical ethics are explored, including guarding information privacy, and protecting Patient Rights. Pharmacologic terminology, and abbreviations are practiced. Students review math skills to correctly calculate dosages and to convert grams and ounces for medicine administration. The structure, function, physiology, and major diseases of the cardiovascular, respiratory, digestive, and the eye and ear sense systems are taught in this course. Additionally, for each body system, students practice diagnostic tests, and review associated drugs, lab tests, diagnostic studies, and treatment courses. Students will study First Aid, and will earn CPR Basic Life Support certification through the American Heart Association (AHA BLS for Health Care Providers).

MA 202 – Back Office Clinical Laboratory (7 Quarter Credit Hours)

Back Office Clinical Laboratory will introduce students to safety practices including asepsis and the disposal of biohazard waste. Students will review the purpose and categories of laboratory tests including the collecting, transporting and handling of specimens. Students will learn about pediatric health management including measuring height and weight,

specimen collection, immunization schedules, and medicine administration. The relationship between the human body's blood chemistry, microbiology, and its nutritional needs and processes are explored.

The structure, function, physiology, and major diseases of the urinary, endocrine, and reproductive systems are taught in this course. Additionally, for each body system, students practice diagnostic tests, and review associated drugs, laboratory tests, diagnostic studies, and treatment courses.

XT 100 – Radiation Physics and Radiation Protection (7.5 Quarter Credit Hours)

This course is designed to fulfill the radiation protection requirements of the California state limited permit school standards. Methods employed to provide proper radiation protection for both the operator and the patient will be introduced. The performance of minimum dose radiography is emphasized. A review of the California state standards and regulations pursuant to the performance of radiographic procedures employing appropriate radiation safety will be identified. This course will include outside of school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

XT 101 – Image Production, Image Quality and Digital Imaging (8 Quarter Credit Hours)

This course introduces students to x-ray imaging, the concept of image quality, and exposure factors that contribute to the production of a radiographic image. The course focuses on the components and principles of exposure, image evaluation, and operation of digital imaging systems in diagnostic radiography. Topics such as image acquisition, display, archiving and retrieval are discussed. The principles of digital system quality assurance and maintenance will also be presented. This course will include outside of school preparation hours such as reading and writing assignments, practice and practical assignments, and projects.

XT 102: Radiographic Terminology and Patient Care (3 Quarter Credit Hours)

This course introduces students to radiographic terminology, and basic imaging and principles. Students review skeletal anatomy, medical terminology, review medical ethics, pediatrics, geriatrics, and patient care. The duties and responsibilities of the x-ray technician are also presented, with emphasis on communication and relationships. A review of infection control, standard precautions, and transmission- based precautions covered. This course will include out of school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

XT 103: Upper and Lower Extremities Radiography (6 Quarter Credit Hours)

This course introduces the medical terminology, anatomy, physiology, and common pathologies of the skeletal system with particular emphasis on the bones of the extremities. Routine radiographic procedures appropriate to the upper and lower extremities are described and demonstrated. Students demonstrate competency in performing routine Extremities radiographic procedures during simulated radiographic examinations. This course will include outside of school preparation hours such as reading and writing assignments, practice and practical assignments, and projects.

XT 104: Chest and Bony Thorax Radiography (3 Quarter Credit Hours)

This course introduces the medical terminology, anatomy, physiology, and common pathologies of the respiratory system with particular emphasis on chest and bony thorax. Routine chest and bony thorax radiographic procedures are described and demonstrated. Students demonstrate competency in performing routine chest and bony thorax radiographic procedures during simulated radiographic examinations. This course will include outside of school preparation hours such as reading and writing assignments, practice and practical assignments, and projects.

XT 105: Vertebral Radiography (3.5 Quarter Credit Hours)

This course introduces the medical terminology, anatomy, physiology, and common pathologies of the skeletal system with particular emphasis on the bones and joints of the vertebral column. Routine radiographic procedures appropriate to the cervical, thoracic, lumbar, sacroiliac joints, sacrum, and coccyx are described and demonstrated. Students demonstrate competency in performing routine vertebral column radiographic procedures during simulated radiographic examinations. This course will include outside of school preparation hours such as reading and writing assignments, practice and practical assignments, and projects.

XT 106: Integration of Theory and Practice (1 Quarter Credit Hours)

This course focuses on activities associated with the refinement of radiographic imaging skills and medical assistant skills application in an x-ray environment. Emphasis is placed on proper positioning, image critique, patient care, and radiation protection. This course will include outside of school preparation hours such as reading and writing assignments, practice and practical assignments, and projects.

XT 107: X-Ray Clinical Applications Skills I (5 Quarter Credit Hours)

This course provides 150 hours of supervised clinical instruction and experience in an approved x-ray department of an authorized clinical facility concentrating on the categories of chest, extremity, and torsoskeletal radiography. Back office and medical skills are also included. Students must meet attendance requirements and satisfactorily complete the externship objectives. This course helps prepare students for the limited permit x-ray technician certification examination required by the State of California Department of Health. This course may include out of school preparation hours such as reading and writing assignments, practice and practical applications assignments, and projects.

XT 108: X-Ray Clinical Applications Skills II (5 Quarter Credit Hours)

This course provides 150 hours of supervised clinical instruction and experience in an approved x-ray department of an authorized clinical facility concentrating on the categories of chest, extremity, and torsoskeletal radiography. Back office and medical skills are also included. Students must meet attendance requirements and satisfactorily complete the externship objectives. This course helps prepare students for the limited permit x-ray technician certification examination required by the State of California Department of Health. This course may include out of school preparation hours such as reading and writing assignments, practice and practical applications assignments, and projects.

XT 109: X-Ray Clinical Applications Skills III (5 Quarter Credit Hours)

This course provides 150 hours of supervised clinical instruction and experience in an approved x-ray department of an authorized clinical facility concentrating on the categories of chest, extremity, and torsoskeletal radiography. Back office and medical skills are also included. Students must meet attendance requirements and satisfactorily complete the externship objectives. This course helps prepare students for the limited permit x-ray technician certification examination required by the State of California Department of Health. This course may include out of school preparation hours such as reading and writing assignments, practice and practical applications assignments, and projects.

XT 110: X-Ray Clinical Applications Skills IV (5 Quarter Credit Hours)

This course provides 150 hours of supervised clinical instruction and experience in an approved x-ray department of an authorized clinical facility concentrating on the categories of chest, extremity, and torsoskeletal radiography. Back office and medical skills are also included. Students must meet attendance requirements and satisfactorily complete the externship objectives. This course helps prepare students for the limited permit x-ray technician certification

examination required by the State of California Department of Health. This course may include out of school preparation hours such as reading and writing assignments, practice and practical applications assignments, and projects.

XT 111: Radiography Seminar (5 Quarter Credit Hours)

This course is an advanced imaging course enforcing professionalism, ethics, legal considerations, patient care, patient safety, radiation protection and measurement, image production, radiographic imaging, and image analysis. This course will include outside of school preparation hours such as reading and writing assignments, practice and practical assignments, and projects.

International Nurse Graduate Course Descriptions

RN 180 LVN to RN Transition Theory and Lab Course (47 clock hours = 3 Semester Units Theory, 68 clock hours = 2 Semester Units Lab)

Course Description: This course introduces students to the roles and responsibilities of the registered nurse and framework of the Associate Degree Nursing Program. Emphasis is placed on the transition from LVN to RN, legal and ethical responsibilities, nursing process, critical thinking, and evidence based practice, registered nurse competencies, and management in primary, secondary, and tertiary healthcare system.

Lab component of this course focuses on utilization of nursing process, critical thinking, and application of theory to skills in various patient case scenarios. The following skills competencies focused in this course: dosage calculation, assessment, intravenous administrations and central venous access, medication administration, nasogastric feeding, foley catheter insertion, tracheostomy care and suctioning.

RN 304 Medical/Surgical III Theory-Advanced Med/Surg (3 Units, 45 clock hours)

Course Description: This course provides basic medical/surgical theory related to respiratory, cardiac, neurologic, and musculoskeletal disorders. Disorders of the following systems are reviewed: integumentary, gastrointestinal, genitourinary, endocrine, sensory, and hematology problems. Develop an understanding of the dynamic sequence of biologic, psychologic, and sociologic changes which occur through older adulthood. Usual growth and development patterns as well as disruption in critical periods of development are presented and help the development of nursing insight, which will enable safe, effective patient-centered care.

RN 305 Medical/Surgical III Clinical-Advanced Med/Surg (2 Units, 90 clock hours)

Course Description: This course is taught at a clinical site. Integration and practical application of the advanced medical/surgical theory course caring for selected groups of patients with multiple health disruptions. Students apply the nursing process to optimize patient outcomes

RN 402 Medical/Surgical IV Theory-Complex Med/Surg & Leadership (3 Units, 45 clock hours)

Course Description: This course incorporates previous medical-surgical nursing theory with emphasis on the integration of pathophysiology, nutrition, pharmacology and psychosocial components of safe and individualized care for patients with complex medical-surgical health disruptions. Focus on holistic care to patient with burns, heart failure, acute respiratory distress, shock and multiple organ dysfunction, and traumatic brain injury. Leadership and management in nursing are explored as they relate to management of complex medical-surgical health alterations.

RN 403 Medical/Surgical IV Clinical-Complex Med/Surg & Leadership (2 Units, 90 clock hours)

Course Description: This course is taught at a clinical site. Integration and practical application of the advanced medical/surgical theory course caring for selected groups of patients with multiple health disruptions. Students apply the nursing process to optimize patient outcomes

RN 300 Maternal Newborn Theory (3 Units, 45 clock hours)

Course Description: Comprehensive maternal and new born care beginning with preconception planning, and including risks occurring in pregnancy and post-partum, maternal and new born complications, male and female reproductive problems and needs, and family needs and problems during the maternity cycle. Concepts of nutrition, cultural variations, and safety of mother and newborn are integrated throughout. Therapeutic use of drugs during pregnancy, labor and delivery, and immediate postpartum period are included.

RN 301 Maternal Newborn Clinical (1.5 Units, 67.5 clock hours)

Course Description: This course is taught at a clinical site. This course applies theoretical content of patient-centered care of mothers and newborns. Emphasis is on assessment, teaching and clinical interventions to promote healthy outcomes for families.

RN 302 Care of Children Theory (3 Units, 45 clock hours)

Course Description: In-depth identification of various diseases affecting the child through young adult including physical and developmental maturation. Cultural variations and family interactions are explored. Disease prevention, health maintenance and appropriate therapeutic interventions such as pharmacologic agents and nutrition are included.

RN 303 Care of Children Clinical (1.5 Units, 67.5 clock hours)

Course Description: This course is taught at a clinical site. This course applies theoretical content into practice with attention to patient centered, quality care. Interaction with family members facilitates the student's ability to recognize family dynamics and their effects on the developmental process. Advanced skills necessary to care for the pediatric patient are achieved through simulation. Application of the nursing process to optimize patient and family outcomes are emphasized.

RN 400 Mental Health Theory (2 Units, 30 clock hours)

Course Description: This course addresses theories and principles of psychiatric nursing. Biopsychosocial foundations of behavior, communication and psychopharmacology are emphasized. Patient relationship and use of effective and non-effective communication is addressed. The nurse's role in the prevention and early identification of psychiatric disorders of children, adolescents, adults and older adults and the treatment modalities of mental illness and organic brain syndromes are studied.

RN 401 Mental Health Clinical (2 Units, 90 clock hours)

Course Description: This course is taught at clinical sites. This course facilitates the application of theory into clinical practice in the care of selected patients who may experience psychological stress, neurobiological disorders, and high-risk situations such as homelessness, family violence, child abuse, HIV and post-traumatic stress syndrome. Students apply the nursing process to optimize patient outcomes.

Course Descriptions for Associate of Science in Physical Therapy Assistant Program

Page 139

PTA 100 – Introduction to Physical Therapist Assistant – 2 Quarter Credit Hours

This lecture course provides an introduction to the role and scope of practice of the Physical Therapist Assistant. Emphasis will be on educational preparation, historical overview of physical therapy in the healthcare system, professional affiliations, structure and function of physical therapy services, ethical and legal issues in healthcare, documentation and communication. This course also includes a self-study program in medical terminology.

PTA 110 – Fundamental PTA procedures with lab – 4.5 Quarter Credit Hours

This course begins with patient handling skills and continuation of documentation. Students practice and develop skills in gathering data for documentation necessary for the assessment of patient response to physical therapy while under the direction and supervision of a physical therapist. Students will acquire skill competency in data collection, test and measurements, patient handling, assistive devices, guarding, transfers, and range of motion.

PTA 120 – Clinical Kinesiology with lab – 4.5 Quarter Credit Hours

This course provides knowledge of the principles of mechanics, musculoskeletal anatomy and how they relate to human motion and the field of physical therapy. The concepts of locomotion, forces, and levers are introduced. Topics include muscle origins and insertions, and actions. Laboratory experiences correlate to the lectures and include manual muscle testing and goniometry. Students will be expected to achieve competency on a given list of skills. Part I covers the lower extremity. Part II covers the upper extremity. This course is aligned by body system with PTA 220.

PTA 210 – Procedures II with lab – 4 Quarter Credit Hours

This course continues instruction into the use and application of physical agents, soft tissue interventions and electrotherapies in the practice of physical therapy. Practice of treatment techniques is emphasized through laboratory time. Students will be expected to achieve competency on a given list of skills.

PTA 220 – Orthopedic Management – 4 Quarter Credit Hours

This course prepares the PTA student to address orthopedic related conditions commonly seen in Physical Therapy. Basic exercise principles and their application are covered with laboratory discussion, demonstration and practice. Students will be expected to achieve competency in stretching and strengthening skills. Part I covers the lower extremity. Part II covers the upper extremity. This course is aligned by body system with PTA 120.

PTA 230 – Professional Behaviors – 3 Quarter Credit Hours

This course provides an introduction to the concept of individual differences and how it plays an increased role in the physical therapy clinic. Topics include cross cultural communication skills, cultural competency, the psychology of disability, health disparities between populations, age differences, ethics and values, professional development within the healthcare system, and attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the clinical experiences and in the profession.

PTA 222 – Patient Care Skills I – 1 Quarter Credit Hour

This lab course emphasizes the practical combination of patient pathologies covered to date and the related therapeutic exercise. Students develop interventions from case scenarios and plans of care. Group participation and student to student assistance fostering communication and independence is encouraged to prepare for the coming clinical experience.

PTA 225 – Clinical Education I – 6 Quarter Credit Hours

This is the first integrated clinical experience designed to give the student the opportunity to further their exposure to physical therapy practice in the clinic environment and apply those skills that the student has tested proficient in prior to the clinical experience and that the Clinical Instructor deems appropriate. Students will be at the clinical facility full time for 4 weeks and 3 days.

PTA 226 – Clinical Education I Seminar – 1 Quarter Credit Hour

This course will include case study presentations and review of the first full time clinical experience plus content in billing, reimbursement, and discharge planning.

PTA 233 – Patient Care Skills II – 1 Quarter Credit Hour

This lab course addresses the more complex patient. Case scenarios are used for students to develop problem solving skills in the application of interventions following the Plan of Care of the supervising physical therapist. Concentration is on the progression and regression of exercises in response to patient performance. Case studies will be used to demonstrate the PT/PTA relationship and the PTA's responsibility to the Plan of Care. Group participation and student to student assistance fostering communication and independence is encouraged to prepare for the coming clinical experience.

PTA 235 – Clinical Education II – 8 Quarter Credit Hours

This is the second integrated clinical experience designed to give the student the opportunity to further their exposure to physical therapy practice in the clinic environment and apply those skills that the student has tested proficient in prior to the clinical experience and that the Clinical Instructor deems appropriate. Students will be at the clinical facility full time for 6 weeks.

PTA 240 – Applied Neurology – 4 Quarter Credit Hours

This course builds on neurologically based disabilities commonly seen in physical therapy practice across the lifespan. Common therapeutic interventions for rehabilitation are practiced. The chronic nature of neurologic conditions and the effect on the life of the individual will be addressed as it affects the provision of physical therapy. Students will be expected to achieve competency on a given list of skills.

PTA 245 – Clinical Education III – 9 Quarter Credit Hours

This is the third and terminal clinical experience designed to give the student the opportunity to further their exposure to physical therapy practice in the clinic environment and apply those skills that the student has tested proficient in prior to the clinical experience and that the Clinical Instructor deems appropriate. Students will be at the clinical facility full time for 7 weeks.

PTA 250 – Physical Therapy Aspects of Growth, Development and Aging – 3 Quarter Credit Hours

This course covers relevant topics and interventions that deal with the delivery of physical therapy services across the lifespan; including the aging population, both as a normal process and the common pathologies associated with aging. Emphasis on Cardiovascular and Respiratory conditions and interventions.

PTA 260 – Selected Topics – 3 Quarter Credit Hours

This course is comprised of selected topics in physical therapy to complement prior course work. Required content in Prosthetics, genito-urinary conditions, and wound care. Additional clinical topics may include: vestibular, chronic pain, taping, ergonomics and other contemporary issues encountered in physical therapy delivery systems.

PTA 280 – Senior Seminar – 3 Quarter Credit Hours

This course is designed to bring full circle the educational and clinical experience for the PTA student. Each student will demonstrate the PTA as an educator by presenting a teaching unit related to an area of interest in preparation for the inservice required during the next and final clinical experience. Students will explore what worked and what did not in delivery of physical therapy service. Psychomotor, cognitive, affective, treatment approaches, communication, and documentation will be discussed as it pertains to patient care. Additional topics pertinent to the graduating PTA will be presented. These include employment issues, continued professional development, licensure application process, exam preparation strategies and review of California PT Practice Acts and Rules and Regulations.

PTA 290 – Licensure Exam Preparation – 2 Quarter Credit Hours

This course is designed to provide a review of information and testing that will aid the student in preparation to take the NPTE for licensure as a PTA in California. 16 hours to be provided by outside educational company specializing in PTA exam preparation.

Course Descriptions for Medical Assistant Los Angeles Campus

Page 157

MA 100 – Front Office Records Foundation – 6 Quarter Credit Hours

Prerequisite: Acceptance to Medical Assistant Program

Front Office Records Foundation will introduce students to the creation and maintenance of a patient medical record. The training includes earning a Health Insurance Portability and Accountability (HIPAA) training certificate. Students will review the use of computers in modern medical settings, including the management of patient appointments, and in the oversight of a medical records system. Students will practice Electronic Health Records training associated with appointment systems and medical records management. Students will study terminology associated with the HIPAA, computerization, appointment and records management, as well as medical terminology associated with the Skeletal, Muscular, and Nervous Systems. Students will practice EKG's and prepare to take the Certified EKG Technician certification examination in their final Front Office Course.

MA 101 – Front Office Finances – 6 Quarter Credit Hours

Prerequisite: Acceptance to Medical Assistant Program

Front Office Finances will introduce students to systems used to manage all aspects of medical office finances, including diagnostic and procedural coding and claim form billing. Students will track claims reimbursement, complete patient statements, and review fee collection processes. Students will complete Electronic Health Records training associated with fee setting, procedure and diagnostic detail, and insurance billing, and reimbursement. Students will study terminology associated financial management, as well as medical terminology found in the Cardiovascular, Respiratory, Digestive, and Special Senses Systems. Students will practice EKG's and prepare to take the Certified EKG Technician certification examination in their final Front Office Course.

MA 102 – Front Office Medical Professionals – 6 Quarter Credit Hours

Prerequisite: Acceptance to Medical Assistant Program

Front Office Medical Professionals will teach students the fundamentals of medical office management. Professional communication skills that frame a patient friendly experience are closely examined. Professionalism is practiced in written communications to patients, vendors, and to insurance companies. Students explore management styles, and oversight areas including: reception and treatment areas, patient and employee safety, inventory and supplies, as well as employee training and emergency preparedness. Students will utilize practice management software, and electronic health record documentation associated with patient reception and in written communication to patients. Students will study terminology associated with office management, as well as medical terminology found in the Urinary, Endocrine,

and Reproductive Systems. Students will practice EKG's and prepare to take the Certified EKG Technician certification examination in their final Front Office Course.

MA 200 – Back Office Clinical Foundations – 7 Quarter Credit Hours

Prerequisite: Acceptance to Medical Assistant Program

Back Office Clinical Foundations will introduce students to clinical patient care. Students will practice professional medical communication with patients and colleagues. Students are taught procedure for minor surgery assistance, including set up, instrument sterilization and autoclave technique. They learn medical aseptic practice as required by OSHA for exposure control, and for the disposal of medical waste. Aseptic practice is reinforced through needle safety technique, the administration of medication, and drawing blood from a vein during phlebotomy. The Anatomy, Physiology, and Medical Terminology covered in this course includes the Integumentary, the Skeletal and the Muscular Systems. Students will learn structure, function, common diseases, and learn clinical skills associated with each body system.

MA 201 – Back Office Clinical Skills – 7 Quarter Credit Hours

Prerequisite: Acceptance to Medical Assistant Program

Back Office Clinical Skills will introduce students to the back office clinical skills associated with a physical examination. The principles of medical ethics are explored, including guarding information privacy, and protecting Patient Rights. Pharmacologic terminology, and abbreviations are practiced. Students review math skills to correctly calculate dosages and to convert grams and ounces for medicine administration. The structure, function, physiology, and major diseases of the cardiovascular, respiratory, digestive, and the eye and ear sense systems are taught in this course. Additionally, for each body system, students practice diagnostic tests, and review associated drugs, lab tests, diagnostic studies, and treatment courses. Students will study First Aid, and will earn CPR Basic Life Support certification through the American Heart Association (AHA BLS for Health Care Providers).

MA 202 – Back Office Clinical Laboratory – 7 Quarter Credit Hours

Prerequisite: Acceptance to Medical Assistant Program

Back Office Clinical Laboratory will introduce students to safety practices including asepsis and the disposal of biohazard waste. Students will review the purpose and categories of laboratory tests including the collecting, transporting and handling of specimens. Students will learn about pediatric health management including measuring height and weight, specimen collection, immunization schedules, and medicine administration. The relationship between the human body's blood chemistry, microbiology, and its nutritional needs and processes are explored. The structure, function, physiology, and major diseases of the urinary, endocrine, and reproductive systems are taught in this course. Additionally, for each body system, students practice diagnostic tests, and review associated drugs, laboratory tests, diagnostic studies, and treatment courses.

MA 300 – Clinical Externship – 6 Quarter Credit Hours

Prerequisite: Successful completion of the following courses:

MA 100 Introduction to Administrative Medical Assisting, MA 101 Anatomy & Physiology I, MA 102 Administrative Medical Assisting, MA 200 Introduction to Clinical Medical Assisting, MA 201 Anatomy and Physiology II, and MA 202 Clinical Medical Assisting, with a "C" or better and concurrent enrollment is required. Clinical externship is a six week course includes student placement in a facility that performs various types of skills. It provides exposure for hands on practice, and to apply theory concepts. Externship will provide students the opportunity to assist facility staff with daily duties in the front and back office under staff supervision. This experience marks the point of transition from being a student to becoming a Medical Assistant.

ACADEMIC CALENDAR 2019 - 2020

HOLIDAYS FOR ALL CAMPUSES AND PROGRAMS*

January 1, 2019	New Year's Day	October 14, 2019	Columbus Day
January 21, 2019	Dr. Martin Luther King Jr. Day	November 11, 2019	Veteran's Day
February 18, 2019	President's Day	November 28 – November 29, 2019	Thanksgiving Break

May 27, 2019	Memorial Day	December 24, 2019	Christmas Eve
July 4, 2019	Independence Day	December 25, 2019	Christmas Day
September 2, 2019	Labor Day	December 31, 2019	New Year's Eve

January 1, 2020	New Year's Day	October 12, 2020	Columbus Day
January 20, 2020	Dr. Martin Luther King Jr. Day	November 11, 2020	Veteran's Day
February 17, 2020	President's Day	November 26 – November 27, 2020	Thanksgiving Break
May 25, 2020	Memorial Day	December 24, 2020	Christmas Eve
July 3, 2020	Independence Day	December 25, 2020	Christmas Day
September 7, 2020	Labor Day	December 31, 2020	New Year's Eve

*Online courses are not subjected to the above Holiday schedule. Please refer to the course schedule once enrolled.

2019 START DATES PER CAMPUS AND PER PROGRAM

	San Mateo	Concord	Modesto	Fresno	Sacramento
BSDMI		January 7, 2019 May 6, 2019 September 9, 2019			
RNBSN		May 6, 2019 September 9, 2019			
MA	January 2, 2019 March 22, 2019 July 1, 2019 September 23, 2019	January 2, 2019 March 22, 2019 July 1, 2019 September 23, 2019	January 2, 2019 March 22, 2019 July 1, 2019 September 23, 2019	January 2, 2019 March 22, 2019 July 1, 2019 September 23, 2019	January 2, 2019 March 22, 2019 July 1, 2019 September 23, 2019
A.S. in MRI	January 2, 2019 July 1, 2019		March 25, 2019 September 23, 2019		January 2, 2019 July 1, 2019
DA	January 2, 2019 January 28, 2019 February 25, 2019 March 25, 2019 April 22, 2019 May 20, 2019 July 1, 2019 August 26, 2019 September 23, 2019 October 28, 2019 November 18, 2019		January 2, 2019 January 28, 2019 February 25, 2019 March 25, 2019 April 22, 2019 May 20, 2019 July 1, 2019 August 26, 2019 September 23, 2019 October 28, 2019 November 18, 2019		
PT		Core: January 2, 2019 Prereq.: TBD			
A.S. in PTA	January 2, 2019				
A.S. in RT		July 1, 2019			July 1, 2019
A.S. in UT	January 2, 2019 July 1, 2019			January 2, 2019 July 1, 2019	January 2, 2019 July 1, 2019

VN	Core: January 2, 2019 Pre-req: April 3, 2019 Core: July 1, 2019 Pre-req: October 1, 2019	Core: January 2, 2019 Pre-req: January 3, 2019 Core: March 25, 2019 Pre-req: April 3, 2019 Core: July 1, 2019 Pre-req: July 1, 2019 Core: September 23, 2019 Pre-req: October 1, 2019	Core: January 2, 2019 Pre-req: January 8, 2019 Core: March 29, 2019 Pre-req: April 1, 2019 Core: July 1, 2019 Pre-req: July 9, 2019 Core: September 23, 2019	Core: January 2, 2019 Pre-req: April 2, 2019 Core: July 1, 2019 Pre-req: July 9, 2019 Core: September 23, 2019	
A.S. in VN				January 7, 2019 May 6, 2019 September 9, 2019	
ADN				January 7, 2019 May 6, 2019 September 9, 2019	

2019 breaks per campus and per program

Campus	Programs	Dates
San Mateo	A.S. in MRI, A.S. in UT, VN, DA, MA, MAPHL	June 17, 2019 – June 30, 2019 December 16, 2019 – January 5, 2020
	A.S. in PTA	Please reference the Student Handbook
Concord	RNBSN (RN to BSN Pathway), BSDMI	April 22, 2019 – May 5, 2019 August 19, 2019 – September 9, 2019 December 23, 2019 – January 5, 2019
	A.S. in RT	March 25, 2019 – March 31, 2019 June 24, 2019 – June 30, 2019 September 23, 2019 – September 30, 2019 December 16, 2019 – January 5, 2019
	MA, MAPHL, PT, VN	June 17, 2019 – June 30, 2019 December 16, 2019 – January 5, 2020
Modesto	A.S. in MRI, DA, MA, VN	
Sacramento	A.S. in MRI, A.S. in UT, MA	
	A.S. in RT	March 25, 2019 – March 31, 2019 June 24, 2019 – June 30, 2019 September 23, 2019 – September 30, 2019 December 16, 2019 – January 5, 2019
Los Angeles	LXTMAS, A.O.S. in RT, MA	June 17, 2019 – June 30, 2019 December 16, 2019 – January 5, 2019
Fresno	A.S. in UT, ADN, VN, MA, MAPHL	June 17, 2019 – June 30, 2019 December 16, 2019 – January 5, 2020

	A.S. in VN	April 22, 2019 – May 5, 2019 August 19, 2019 – September 9, 2019 December 23, 2019 – January 5, 2019.
--	------------	---

CURRENT FEES AND TUITION

The table below reflects upcoming future starts only.

Program	Registration Fee ¹	Student Tuition Recovery Fund ¹	Textbooks	Personal Tablet w/Keyboard Fee	Tuition Fee	Total Program Cost ³
BSDMI	\$100.00	\$0.00	\$350.00	N/A	\$19,470.00	\$19,920.00
RNBSN	\$100.00	\$0.00	\$250.00 ⁴	N/A	\$10,160.00	\$10,510.00
A.S. in MRI (San Mateo /Sacramento)	\$100.00	\$0.00	\$400.00	\$750.00	\$45,490.32	\$46,740.32
A.S. in MRI (Modesto, Online Fresno)	\$100.00	\$0.00	\$400.00	\$750.00	\$48,093.00	\$49,343.00
A.S. in MRI (Online Los Angeles)	\$100.00	\$0.00	\$400.00	\$750.00	\$38,568.70	\$39,818.70
A.S. in RT	\$100.00	\$0.00	\$650.00	\$750.00	\$54,686.00	\$56,186.00
A.S. in UT	\$100.00	\$0.00	\$375.00	\$750.00	\$53,016.92	\$54,241.92
A.S. in PTA	\$75.00	\$0.00	\$350.00	\$750.00	\$34,095.60	\$35,270.60
A.O.S in. RT	\$100.00	\$0.00	\$500.00	\$750.00	\$52,760.15	\$54,110.15
A.O.S. in RT Advanced Placement	\$100.00	\$0.00	\$500.00	\$750.00	\$35,720.95	\$37,095.95
ADN GENERIC	\$100.00	\$0.00	\$575.00	\$750.00	\$85,628.50	\$87,053.50
ADN AP (LVN to ADN)	\$100.00	\$0.00	Transition \$283.00	\$750.00	Transition \$8,575.00	\$52,933.00
			Core \$350.00		Core \$42,875.00	
A.S. in VN	\$100.00	\$0.00	\$175.00	\$750.00	\$12,144.00	\$13,169.00
LXTMAS	\$100.00	\$0.00	\$300.00	\$750.00	\$24,825.84	\$25,975.84

LXTMAS Advanced Placement	\$100.00	\$0.00	\$225.00	\$750.00	\$19,359.60	\$20,434.60
PT	\$75.00	\$0.00	\$300.00	\$750.00	\$27,279.90	\$28,404.90
VN	\$100.00	\$0.00	\$400.00	\$750.00	\$32,970.00	\$34,220.00
MA	\$100.00	\$0.00	\$175.00	\$750.00	\$13,842.11	\$14,867.11
MAPHL	\$100.00	\$0.00	\$100.00	\$750.00	\$13,842.11	\$14,792.11
DA	\$100.00	\$0.00	\$75.00	\$750.00	\$14,670.75	\$15,595.75

IV Blood Withdraw Course (Gurnick Students/ Graduates) ²	\$100.00	\$0.00	N/A	N/A	\$236.00	\$336.00
IV Blood Withdrawal Course (Non-Gurnick Students/ Graduates) ²	\$100.00	\$0.00	N/A	N/A	\$272.00	\$372.00
CPR BLS Course	N/A	\$0.00	N/A	N/A	\$60.00	\$60.00

ING – LVN-to-RN Transition	\$100	\$0.00	\$50.00	\$750.00	\$8,000.00	\$8,900.00
ING – Medical/Surgical	Included in Transition	Included in Transition	\$75.00	Included in Transition	\$16,000.00	\$16,075.00
ING – Maternal/Newborn	Included in Transition	Included in Transition	\$25.00	Included in Transition	\$7,200.00	\$7,225.00
ING – Care of Children	Included in Transition	Included in Transition	\$25.00	Included in Transition	\$7,200.00	\$7,225.00
ING – Mental Health	Included in Transition	Included in Transition	\$25.00	Included in Transition	\$6,400.00	\$6,425.00

LVN-to-RN Transition (ADN-AP)	N/A	\$0.00	\$283.00	Included in ADN-AP	\$8,575.00	\$8,858.00
-------------------------------	-----	--------	----------	--------------------	------------	------------

Essential Medical Bioscience	N/A	\$0.00	N/A	Included in VN	\$1,900.00	\$1,900.00
Venipuncture	N/A	\$0.00	Included in AS in MRI	Included in AS in MRI	\$240.00	\$240.00

¹ Non-refundable. Effective January 1, 2015, all institutions will be required to immediately begin collecting the STRF assessment at the new rate of 0 dollars (\$0.00).

² Continuing Education Courses are not accredited

³ Please note that Total Program Cost excludes Transportation, Room & Board and Personal Expenses

⁴ Several books must be obtained by students on their own and the cost of these books is not included in Books and Materials fee. Please refer to the RN to BSN Program Textbook Distribution Disclosure for details.

Other fees, as applicable:

Please note that for some programs the following fees may be paid by Gurnick Academy.

If an exam fee is paid by Gurnick Academy, only the initial attempt is included, re-tests and consecutive attempts are not included.

Software/Hardware Fee (Non-Refundable; EX: Personal Tablet w/Keyboard Fee, If applicable)	\$750.00
Transcript/Diploma fee	\$15.00
Returned check fee	\$15.00
Replacement ID Card fee	\$5.00
Additional Gurnick Scrubs fee	\$30.00
Additional Gurnick Sweater fee	\$50.00
Graduation Ceremony fee – determined by graduation committee with a minimum of \$15.00	\$20.00-\$50.00
Licensing Boards (BVNPT, ARRT, ARDMS, ARMRT, LXT, etc.) fees	\$200.00 - \$500.00 depending on the exam and license
BVNPT application processing fee	\$220.00
HESI II or III exam fee	\$57.00
CCMA (NHA) Application Fee	\$155.00
CCMA (NHA) Prep Package	\$65.00
Background Check fee	\$33.00 - \$75.00 depending on the provider and type
Passport photo for BVNPT fee	\$10.00 varies depending upon merchant
Fingerprinting for the BVNPT	\$71.00 current fee may increase over time
Drug testing fee	\$65.00-\$110.00
CPR	\$55.00-\$80.00 depending on provider
Health Requirements Fees- (for MMR immunizations and titers, Varicella immunizations and titers, Hepatitis B vaccinations and titers, TB tests (multiple throughout the program), Tdap immunization, CPR certification (every 2 years during program and as long as they are health care providers): All determined by the provider of their choice; Parking fees at clinical sites – varies	

Please note: All make-up hours are subject to additional tuition fees that are based on the prorated hourly charges of the program.