

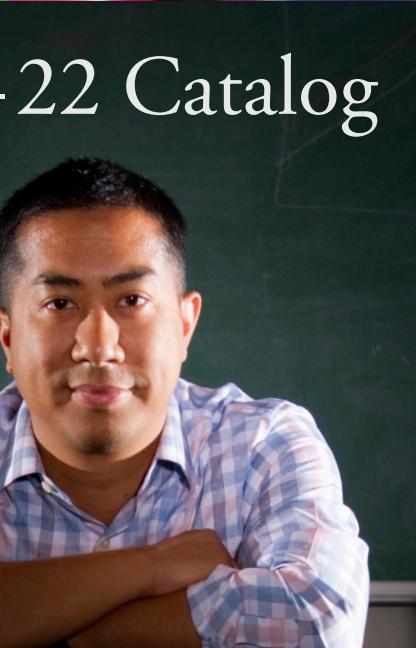
# RUTGERS

School of Health Professions

# catalog



## 2020–22 Catalog





# shp.rutgers.edu

## Message from the Dean

Welcome to Rutgers School of Health Professions. As the nation's largest health professions school, we offer a vast range of programs from certificate to undergraduate to post-graduate degrees. Each program is tailored to meet emerging health care workforce needs, as well as those of practicing health professionals. Rutgers is ranked by *College Factual* as the **#1 school in the nation** for the study of health professions.

The hallmark of health care today is change. Not only is our school equal to the challenges inherent in these changes, but we serve as agents of change in the ways in which we educate our students. It is our goal to offer the very best programming possible to help our students compete in today's dynamic health care environment. We view our students as the centerpiece of the school, and we are extremely proud of their achievements.

The school's faculty members are among the finest health professions faculty in the nation. The University takes great pride in their teaching as well it might, given the outstanding success of our graduates on

national and regional licensure, registry or certifying examinations or judged by the high degree of satisfaction our graduates and their employers express. When you come to the Rutgers School of Health Professions, you will find a professional and competent faculty who will pay personal attention to your academic needs. Our faculty members are also engaged in research and scholarship and many of them are often invited to present papers at national, international and regional symposia or conferences.

At Rutgers SHP, we also place a high value on community service. The school shares in this sense of purpose and vision. As students in the Rutgers School of Health

Professions you, too, will participate in these services as an integral part of your learning experiences.

As you read about the school's many programs in this catalog, you will discover a vibrant, exciting school well poised to prepare you as a health professional for the 21st century.

For more information on the school and our programs, please visit our website at **shp.rutgers.edu**

Sincerely,

Gwendolyn Mahon, M.Sc., Ph.D.  
*Dean, Rutgers School of Health Professions*

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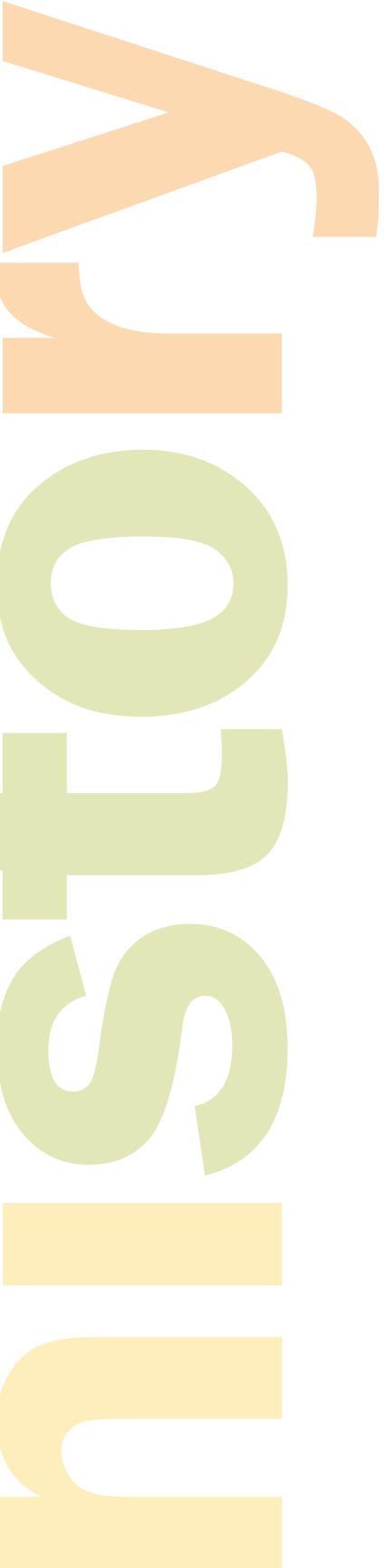
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## 1973

The College of Medicine and Dentistry of New Jersey Board of Trustees approved a concept document for the establishment of the CMDNJ–School of Allied Health Professions (CMDNJ–SAHP).

## 1976

The document was approved by the New Jersey Department of Higher Education and the School became a separate entity within the University offering eleven certificate programs on the Newark Campus.

## 1981

To better reflect its broadened scope, the SAHP became the CMDNJ–School of Health Related Professions.

## 1987

The School applied to the New Jersey Board of Higher Education to seek degree-granting authority.

## 1988

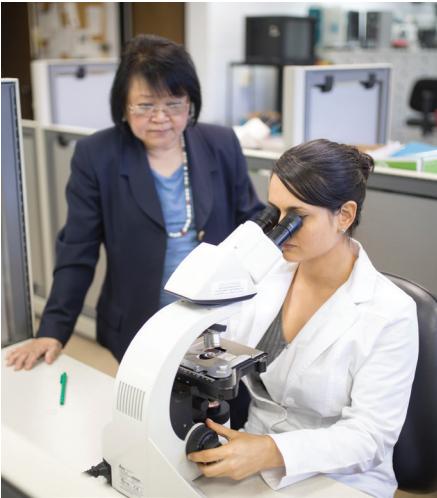
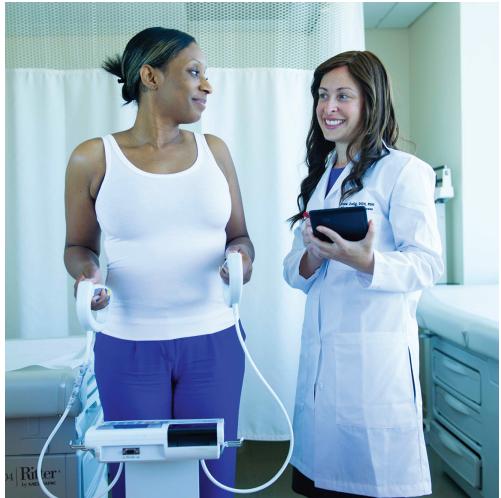
The School attained approval and initiated a B.S. in Clinical Laboratory Sciences with nine collaborating public and independent colleges.

## 1992

The Flexibility Legislation of 1992 enabled the University to extend its degree granting authority to include all undergraduate programs.

## 2013

The New Jersey Medical and Health Sciences Education Restructuring Act went into effect, integrating Rutgers, The State University of New Jersey, with all units of the University of Medicine and Dentistry of New Jersey (UMDNJ), except University Hospital in Newark and the School of Osteopathic Medicine in Stratford.



# Today...

Currently, over 1700 full and part-time students are enrolled in the Rutgers School of Health Professions. The school offers educational programs online and across four Rutgers campuses: **Health Sciences at Newark, Piscataway, and Blackwood**. In addition, the school offers non-matriculated courses and certificate programs through the Center for Advanced and Continuing Education.



# sho

## Mission

To improve people's lives in New Jersey and beyond, through quality education, innovative research and scholarship, superior service and cutting-edge clinical practice.

## Vision

The School of Health Professions will be an international leader in preparing holistic and dynamic health care professionals through education and individual care. Graduates will be prepared with the knowledge, skills, and intellectual approaches necessary to become progressive, innovative, and interprofessional practitioners and leaders in the ever-changing health care landscape. Our school will continue to be a leader in our disciplines by developing programs that anticipate and respond to the health care needs of the community; increasing and expanding our academic, clinical, and research partnerships around the world, and continuing our efforts in technological advancement.

# Rutgers University Learning Goals

Rutgers University graduates should possess the skills and knowledge to be responsible citizens and productive contributors to society in their workplaces and in their intellectual, cultural, and social endeavors. Therefore, the university community will work to provide the education that supports the following learning goals.



## I. Intellectual and Communication Skills

### A. Critical Thinking

Students will develop their ability to engage in logical thinking and complex critical analysis.

### B. Communication

Students will develop their skills in expressing complex ideas through written and oral communication.

### C. Mathematical Reasoning and Analysis

Students will develop their skills in analyzing and interpreting numerical data, and in reasoning and problem solving through mathematical processes.

### D. Scientific Inquiry

Students will develop their understanding of scientific methods of inquiry, including the use of observation and experimentation to answer questions and generate new knowledge.

## E. Information and Computer Literacy

Students will develop their skills in gathering, accessing, analyzing, and interpreting information, in part through using the tools of modern computer technology.

## II. Understanding Human Behavior, Society, and the Natural Environment

### A. Historical Understanding

Students will develop their understanding of the historical bases of the societies and world in which we live.

### B. Multicultural and International Understanding

Students will understand the multicultural aspects and international dimensions of the societies and world in which we live.

### C. Understanding of Literary and Artistic Expression

Students will develop their understanding

of and appreciation of the various creative literary and artistic endeavors.

## D. Understanding the Bases of Individual and Social Behavior

Students will develop their understanding of the nature of human behavior.

## E. Understanding the Physical and Biological World

Students will develop their understanding of the natural environment in which we live and the forces that have shaped it.

## III. Responsibilities of the Individual in Society

### A. Citizenship Education

Students will develop their understanding of the political and policy making processes of the United States and of their role as citizens in a democratic society.

### B. Social and Ethical Awareness

Students will develop their ability to recognize and assess ethical questions, and to make reasoned judgments about alternative solutions to those issues.

# School of Health Professions Learning Outcomes

## A. Professional Competencies

Graduates achieve professional competencies as currently defined by their respective profession.

*Objectives: SHP graduates will be able to:*

1. Demonstrate appropriate content knowledge as required by either entry-level or post-professional practice
2. Demonstrate clinical, research and/or technical skills necessary for successful performance in the chosen discipline

## B. Professionalism

Graduates exhibit professional behaviors such as cultural sensitivity, integrity, respect, compassion, and altruism, and demonstrate excellence in delivery of service and a commitment to their profession.

*Objectives: SHP graduates will be able to:*

1. Exhibit professional behaviors in all interactions
2. Exhibit a commitment to their profession through professional membership or participation in professional activities, and by interrelating with other professionals
3. Identify and evaluate the impact of culture and diversity on health beliefs, practices, and actions
4. Apply and/or demonstrate leadership principles and strategies in organization or professional settings

## C. Communication

Graduates effectively communicate in oral, written, and technical formats.

*Objectives: SHP graduates will be able to:*

1. Express concepts in writing using proper grammar and stylistic guidelines
2. Appropriately document health information according to professional standards
3. Demonstrate critical thinking by synthesizing, organizing, presenting, and/or disseminating information following established guidelines at a level appropriate for the target audience
4. Adapt appropriate interactions and/or strategies to accommodate diverse audiences

## D. Collaboration

Graduates collaborate with health care team members and other stakeholders to facilitate the attainment of common goals.

*Objectives: Within their scope of practice, SHP graduates will be able to:*

1. Identify roles and responsibilities of team members in the provision of patient/client/community care
2. Identify opportunities and/or participate with others to set and achieve goals

## E. Ethics and Jurisprudence

Graduates identify, critically evaluate, and practice professional, ethical and legal decision-making.

*Objectives: Within the scope of their profession, SHP graduates will be able to:*

1. Maintain and/or adhere to professional ethics and legal requirements
2. Articulate ethical and legal decision making practices (process by which an ethical/legal decision was made)
3. Apply ethical and legal principles to identify breaches of professional ethics or legal requirements

## F. Education

Graduates incorporate educational strategies into their roles.

*Objectives: Within the scope of their profession, SHP graduates will be able to:*

1. Identify relevant educational content for a target audience
2. Plan, implement, and/or evaluate an educational program appropriate for a target audience



## **G. Scholarship**

Graduates apply methods of scientific inquiry and disseminate findings.

*Objectives: SHP graduates will be able to:*

1. Propose a problem/topic and appropriate methods to investigate it
2. Use systematic search techniques to find and critically appraise research and other sources of evidence
3. Summarize and disseminate findings to appropriate audiences

## **H. Problem Solving**

Graduates identify, critically analyze, and solve a variety of challenges.

*Objectives: SHP graduates will be able to:*

1. Recognize and respond appropriately to various situations within their discipline regarding clinical, cultural, psychosocial, quality improvement, and/or administrative problems
2. Design and/or implement solutions using best evidence and/or practice guidelines
3. Assess outcomes

## **I. Information Management**

Graduates effectively access, manage and use scientific, health care and/or patient/client information while respecting the ownership and privacy of sources.

*Objectives: SHP graduates will be able to:*

1. Identify and access sources of evidence/information to inform the decision-making process for scholarship or patient care
2. Analyze evidence/information for quality, economic, legal, and social implications
3. Demonstrate proficiency in information privacy regulations, e.g. HIPPA and PHI
4. Adapt to changing technology in their field

## **J. Safety**

SHP graduates create a safe practice environment for themselves and their patients.

*Objectives: Within their scope of practice, SHP graduates will be able to:*

1. Recognize medical, behavioral, and public health emergencies
2. Demonstrate skills to create safe environments and respond to health emergencies





## Office of Enrollment Management & Student Success

**65 Bergen Street, Room 149  
Newark, NJ 07101**

Phone:  
**(973)972-5454**

Fax:  
**(973)972-7463**

E-mail:  
**shpadm@shp.rutgers.edu**

Enrollment Management's hours of operation are as follows:

**Monday – Friday  
8:30 a.m. to 5:00 p.m.**

### Admissions Office

The Admissions Office provides applicants with valuable information and the necessary tools and resources to guide them through the process of becoming a student at SHP. Applications may be submitted well in advance of a program's admit term. However, applications will not be reviewed until the program director is ready to begin the review process.

For information on how to apply to any SHP program, visit the Admissions website at:

[shp.rutgers.edu/admissions](http://shp.rutgers.edu/admissions)

### Office of the Registrar

The Office of the Registrar assists students with preserving academic records and transcripts, coordination of course enrollment and registration, verifying student status, and degree conferral. It also serves as a reference for continuing students. Contact the Office of the Registrar for general information about SHP. For specific information on academic policies and procedures, visit the Registrar's website at:

[shp.rutgers.edu/registrar](http://shp.rutgers.edu/registrar)

## Refunds & Withdrawals

For the most up-to-date information regarding withdrawal dates, please see the SHP website at:

[shp.rutgers.edu/registrar/important-dates](http://shp.rutgers.edu/registrar/important-dates)

Non-attendance or notification to the instructor/program director does not constitute formal withdrawal. Students wishing to officially withdraw from a course or courses must submit a Program Withdrawal and Course Withdrawal form, which can be found online at:

[shp.rutgers.edu/registrar/forms](http://shp.rutgers.edu/registrar/forms)

The official date of withdrawal is the date on which the completed form is filed, NOT the date of last attendance.

*Please note:* The Program Withdrawal and Course Withdrawal form will be forwarded to the student's program for approval, once approved and returned to Enrollment Services, the withdrawal will be processed and refund granted if applicable.

Further, if the student withdraws from ALL courses, reducing to zero credits, he/she will also need to indicate a status: Leave of Absence, Maintaining Matriculation, or Official Withdrawal from the School. This requires completing and submitting the proper form. The form may be found at the Registrar's website:

[shp.rutgers.edu/registrar/forms](http://shp.rutgers.edu/registrar/forms)

## Financial Aid Information

Detailed information about financial aid resources can be found online at:

[financialaid.rutgers.edu](http://financialaid.rutgers.edu)

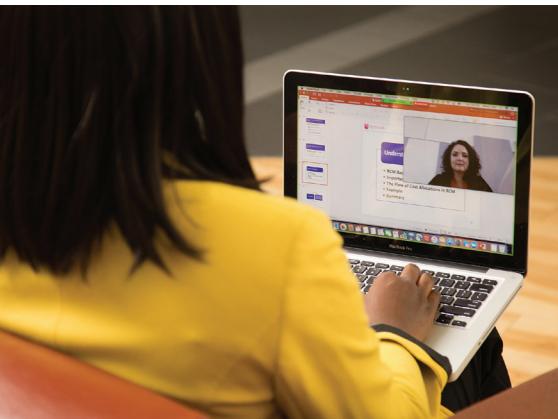
## Tuition & Fees

Information about tuition and fee rates for the School of Health Professions can be found on the Rutgers Office of Student Accounting, Billing, and Cashiering website.

SHP students are encouraged to review the Billing and Collections information related the Rutgers Biomedical and Health Sciences.

[studentabc.rutgers.edu/billing-and-collections-rutgers-biomedical-and-health-sciences-rbhs/](http://studentabc.rutgers.edu/billing-and-collections-rutgers-biomedical-and-health-sciences-rbhs/)





**SHP offers programs** at the associate, bachelors, masters and doctoral levels and in locations in Northern, Central, and Southern New Jersey. Depending on the program of study, courses are offered in the fall, spring, and summer, with the option of an in-person, online or a hybrid format. The online course delivery method allows access 24/7 access to course content. Mode of instruction is asynchronous, although some courses offer live video conferencing that is recorded for future reference. All students regardless of program are required to have access to internet services, along with web-browsing, email, word processing, and statistical analysis capabilities. The University does not provide these services, but does provide all matriculants with an e-mail address and access to its network, including the Rutgers Virtual Library with full-text research databases and the student Banner web system.

## Administration & Faculty

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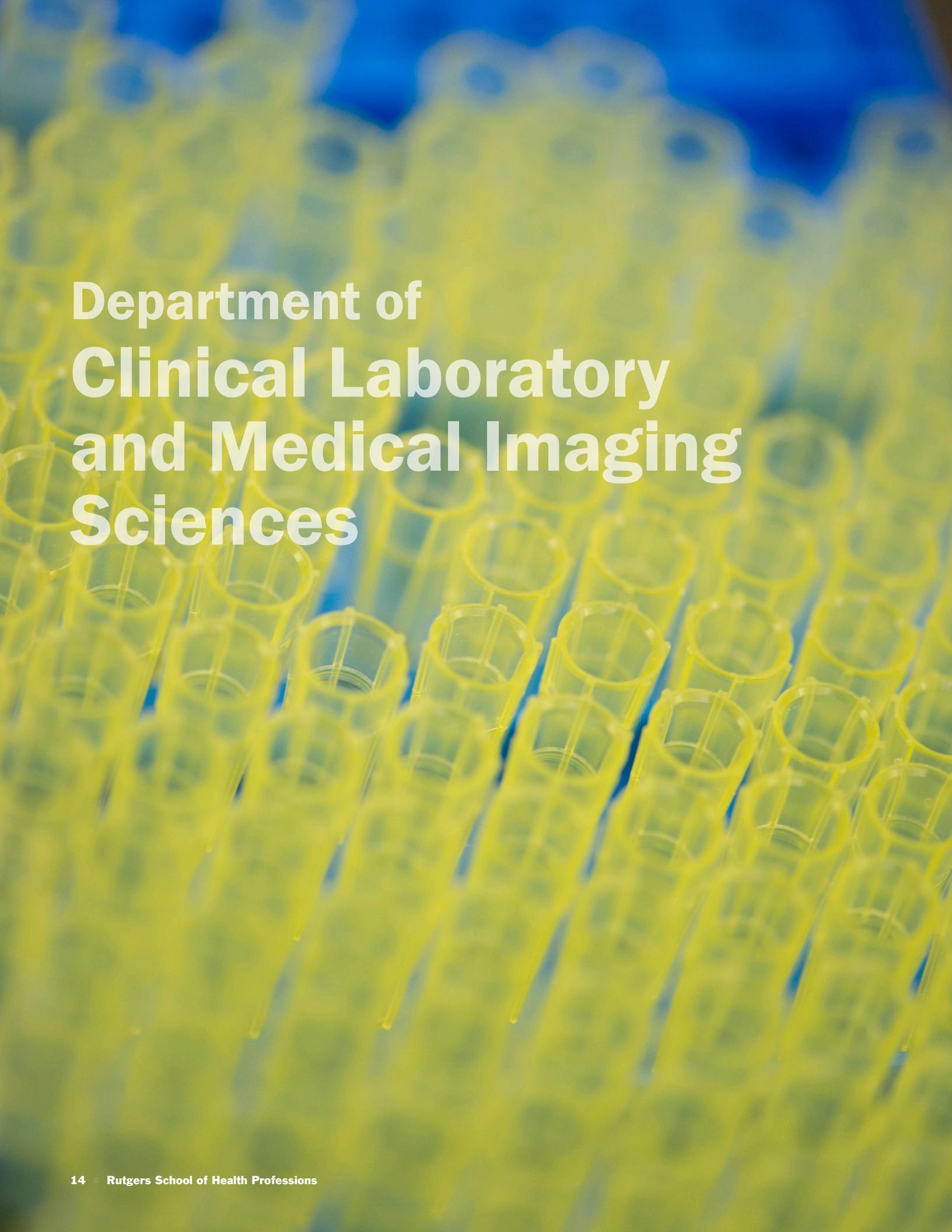
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For a directory listing of SHP faculty,  
please visit the following link:

[shp.rutgers.edu/Faculty/faculty](http://shp.rutgers.edu/Faculty/faculty)

# Departments and programs





# Department of Clinical Laboratory and Medical Imaging Sciences

## Medical Laboratory Science Program

### Degree Options

- Bachelor of Science (in Clinical Laboratory Sciences)
- Second Bachelor of Science (in Clinical Laboratory Sciences)
- Certificate

### Medical Laboratory Science Profession

Medical laboratory scientists use their biomedical expertise to:

- provide information to physicians to help diagnose cancer, diabetes, kidney disease, leukemia, drug overdoses, and many other conditions;
- identify pathogens, determine their susceptibility to various drugs, and detect their drug-resistance mutations;
- prepare stem cells, red blood cells and platelets for safe transfusion;
- use microscopy to identify abnormal cells and infectious agents in medical specimens;
- analyze DNA for mutations associated with genetic diseases, and
- monitor drug therapy to ensure patient safety.

Medical laboratory scientists have career opportunities in hospitals, physician offices, veterinary, and national and regional testing laboratories; biotechnology, pharmaceutical, chemical and cosmetic industries; local, state or federal health agencies; research and teaching institutions; advanced degrees in medicine and dentistry; and masters and doctoral degrees in clinical laboratory science and biomedical sciences.

### Program Description

The Medical Laboratory Science program is a University-based program in New Jersey offered by Rutgers School of Health Professions (SHP). The curriculum consists of 45 credits of professional coursework and is 15 months (4 semesters) in duration. A minimum of 88 to 90 credits of pre-professional basic science and general education course requirements are completed before entering the program. The program is primarily designed for students seeking their first baccalaureate degree. However, other options are available to individuals who already possess a baccalaureate degree or equivalent.

There are three options for students interested in applying to the program:

**Option 1:** Joint Bachelor of Science in Clinical Laboratory Sciences offered by Rutgers SHP and 13 collaborating colleges and universities for students seeking a first baccalaureate degree (see list of Academic Affiliates to the right).

**Option 2:** Bachelor of Science in Clinical Laboratory Sciences offered solely by Rutgers SHP for students who already have a baccalaureate degree in biology or a related science from an accredited U.S. or international college or university.

**Option 3:** Certificate in Medical Laboratory Science for students with an international degree from a non-accredited college or university equivalent to a baccalaureate degree in the U.S.

### Clinical Laboratory and Medical Imaging Sciences

#### PROGRAM DIRECTOR

**Deborah Josko, PhD, MLT (ASCP), M, SM**

E: [daj100@shp.rutgers.edu](mailto:daj100@shp.rutgers.edu)  
P: 908-889-2422

#### PRIMARY CAMPUS LOCATION Newark

#### ACADEMIC AFFILIATES

Academic institutions with partnership programs at the Rutgers School of Health Professions.

**Bloomfield College**

**Caldwell University**

**College of St. Elizabeth**

**Fairleigh Dickinson University**

**Felician University**

**Georgian Court University**

**Kean University**

**Monmouth University**

**New Jersey City University**

**New Jersey Institute of Technology**

**Ramapo College**

**Rutgers – Newark College of Arts and Sciences**

**Saint Peter's University**

**MAJOR CLINICAL AFFILIATES**

Clinical sites are located throughout New Jersey and New York.

**Atlantic Health Systems**

**Bayshore Community Hospital**

**CentraState Medical Center**

**Clara Maas Medical Center**

**Columbus LTACH**

**Englewood Hospital & Medical Center**

**Hackensack University Medical Center**

**Holy Name Medical Center**

**Hudson Regional Hospital**

**Jersey City Medical Center**

**Lab Corp, Inc.**

**Memorial Sloan Kettering Cancer Center NY**

**Newark Beth Israel Medical Center**

**New York Presbyterian Medical Center**

**Quest Diagnostics**

**Robert Wood Johnson University Hospital - New Brunswick**

**Robert Wood Johnson University Hospital - Somerset**

**Saint Barnabas Medical Center**

**Saint Joseph's Regional Medical Center**

**Saint Mary's General Hospital**

**Saint Michael's Medical Center**

**Summit Medical Group**

**Trinitas Regional Medical Center**

**University Hospital– Newark**

**VA New Jersey Health Care System**

Classes begin annually in the summer semester. Class size varies with approximately 40 students enrolled per year. The curriculum consists of classroom and on-line lectures/seminars and on-campus student laboratory experiences. These sessions provide the foundation for subsequent supervised hands-on clinical practice in off-campus clinical laboratories of affiliated hospitals. Additional experiences are provided in molecular diagnostics, data analysis and statistics, research, laboratory management and educational theory. Program graduates are eligible for the national certifying examination in the Medical Laboratory Scientist category given by the American Society for Clinical Pathology MLS (ASCP).

Students must provide their own transportation to off-campus events and affiliated clinical sites. Regular attendance and participation in scheduled activities is expected.

## **Full-time and Part-time Status**

Students may attend classes on a full-time or part-time basis. Part time students must complete the Program within 8 semesters of initial enrollment, including summer semesters.

## **Learning Goals**

The mission of the Medical Laboratory Science program is to educate students to function competently, creatively, responsibly, and collaboratively in a dynamic health care environment.

The educational goals of the Medical Laboratory Science program are to:

1. prepare competent Medical Laboratory Scientists to function in the clinical laboratory science field at the baccalaureate level;
2. provide the student with a broad-base background to serve as a foundation for future growth and development, and
3. prepare graduates to adapt to a changing health care environment.

The curriculum prepares graduates for entry-level practice in scientific/technical areas, supervision/management, education, and research. It is also designed to socialize the student to the attitudes and values of the profession, provide an overview of the legal, ethical, economic, political, and social aspects of the profession and the health care delivery system in general, and to instill a commitment to life-long learning. Finally, the curriculum is designed to develop generic skills in effective communication, problem solving, and self-directed learning.

## **Learning Outcomes**

These learning outcomes meet the Institute of Medicine's core competencies for health care professionals, namely, the ability to provide patient-centered care, work in interdisciplinary teams, employ evidence-based practice, apply quality improvement, and utilize informatics. (Institute of Medicine, Health Professions Education: A Bridge to Quality, Washington, DC: National Academies Press, 2003)

The graduate of the Medical Laboratory Science program will be able to:

1. perform the analysis of the full range of clinical laboratory tests to include clinical chemistry, hematology, hemostasis, immunology, immunohematology, transfusion

- medicine, clinical microbiology, urine and body fluid analysis, laboratory operations, and emerging diagnostics.
2. interpret, correlate, and integrate clinical laboratory data across multiple disciplines of clinical laboratory science to provide test information that is evidence-based for use in diagnosis, prognosis, disease monitoring, and therapeutic decision-making;
  3. apply principles and practices of quality assurance/improvement, method evaluation, management, regulatory compliance, critical thinking and problem solving, evidence-based practice, and research to laboratory services to assure accuracy and validity of laboratory information, reduce diagnostic errors, improve efficiency and timeliness, and reduce costs;
  4. use informatics to evaluate clinical laboratory data, support evidence-based practice, and perform quality improvement to enhance the quality of laboratory processes;
  5. apply educational terminology and methodologies to appropriately train and educate users and providers of laboratory services;
  6. demonstrate proficiency in both oral and written communication, using both scholarly and technical formats, to work effectively in interprofessional teams;
  7. demonstrate appropriate professional relationships with diverse groups of patients, peers, other health care providers, faculty, and the public;
  8. comply with professional codes of ethics and display ethical behavior in education, practice, and professional and scholarly activities, and
  9. participate in professional organizations and the clinical laboratory community at large to promote quality laboratory services that are safe, effective, efficient, equitable, timely, and patient-centered, and to advance the profession.

## Additional Program Information

A part-time (17–18 credit) Discipline Specific Program in one of the major areas of Medical Laboratory Science is offered. Additional programmatic information is available online at [shp.rutgers.edu/clinical-lab-and-imaging-sciences/bachelor-of-science-medical-laboratory-sciences/](http://shp.rutgers.edu/clinical-lab-and-imaging-sciences/bachelor-of-science-medical-laboratory-sciences/)

## Curriculum

See database for program requirements and course descriptions:  
[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

## Admission to Program

### OPTION 1: *Joint Bachelor of Science in Clinical Laboratory Sciences (BS in CLS)*

The pre-professional curriculum consists of a minimum of 88 to 90 credits (generally six semesters) including general education and required basic science and math courses taken at one of the 13 academic institutions collaborating with Rutgers SHP. Pre-professional course requirements must be completed with a grade of C or better before the student begins the professional component at Rutgers SHP.

Required pre-professional basic science/math courses and credits include:

- Anatomy and Physiology 4–8 credits (8 credits preferred)

### ACCREDITATION STATUS

#### National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

5600 N. River Road  
Suite 720  
Rosemont, IL 60018-5119  
P: 773-714-8880  
W: [www.nacls.org](http://www.nacls.org)

### STATUS

Reaccredited in October 2013  
for seven years

### FOR MORE INFO

For additional information about the Medical Laboratory Science Program, contact SHP Admissions:

#### Admissions

E: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu)  
P: 973-972-5454

- Microbiology *4 credits*
- Immunology *3–4 credits*
- Cell Biology *3–4 credits*
- General Chemistry *8 credits*
- Organic Chemistry *4 credits*
- Biochemistry with lab *4 credits*
- Precalculus *3–4 credits*
- Statistics *3 credits*

In addition, coursework in Genetics and Molecular Biology is recommended.

Applicants for options 2 and 3 below will be considered on a space available basis with priority given to applicants seeking their first baccalaureate degree through the Joint BS in CLS program.

**OPTION 2: *Second Bachelor of Science in Clinical Laboratory Sciences (BS in CLS)***

Applicants must possess a baccalaureate degree from an accredited U.S. or international college or university with a minimum of 76 to 82 credits of eligible transfer courses including completion of the basic science and math course requirements listed in Option 1 with a grade of C or better and 30 credits of general education.

**OPTION 3: *Certificate in Medical Laboratory Science***

Applicants with a degree from a non-accredited international college or university who completed the basic science and math course requirements listed in Option 1 with a grade of C or better will be considered for a Certificate.

Applicants should complete prerequisite basic science and math course requirements within 7 years of enrollment.

Applicants with an international degree in Options 2 and 3 will only be considered if their degree is equivalent to a U.S. baccalaureate as determined by a Rutgers SHP approved international transcript evaluation agency and they achieve a minimum score of 79/80 on the Internet-based Test of English as a Foreign Language (TOEFL) exam.

**GPA minimum requirement/credentialing requirement**

Achievement of an overall grade point average of 2.85 (4.0=A) and grades of C or better in all required science and math courses.

**For more information about admissions, please contact the Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**

## Cytopathology Program

### Degree Options

- **Master of Science (in Clinical Laboratory Science – Cytopathology),  
Entry-level & Post-professional**

### Advance Practice Cytotechnology Profession

Advanced practice cytotechnologists perform diagnostic cytology by microscopically examining cells removed from all body sites to determine if a malignancy, precancerous lesion, or benign disease, such as an infection or inflammatory condition, is present. They assess acceptability of specimens collected at bedside by fine needle aspiration, use image analysis to screen specimens, and digital pathology to document their findings. They also use high-complexity technologies for detection and characterization of cancers and pathogens by examining DNA, RNA, and other cellular components using immunochemistry, flow cytometry, digital image analysis, fluorescence-in-situ hybridization, polymerase chain reaction, and other molecular methods. They demonstrate attention to detail, decision-making ability, and excellent communication skills. They apply principles of evidence-based practice, engage in research, scholarship, and continuous learning, and uphold the highest levels of ethical and professional values.

Advanced practice cytotechnologists are integral in providing anatomic pathology services; they work closely with pathologists, other laboratory professionals, and clinicians in hospital and reference laboratories, cancer centers, as well as in biopharma corporations, and research and academic institutions.

### Program Description

The MS in CLS Cytopathology Program is the only accredited cytotechnology educational program in New Jersey. The curriculum consists of 60 credits taken over 5 semesters including 37 credits of Cytopathology core, 6 credits of Cytopathology electives, 12 credits of the MS-CLS core, and 6 credits of graduate project. Lectures and seminars are conducted on campus and online and student laboratory sessions are conducted on campus. Supervised clinical practice is provided at affiliated clinical sites in hospitals and reference laboratories.

There are three options for students interested in applying to the program:

1. Entry-level professional for individuals with a BS degree in biology or related science and completion of the required undergraduate prerequisite science courses.
2. Post-professional for practicing cytotechnologists with a BS degree, certification as a Cytotechnologist from the American Society for Clinical Pathology, and completion of the required undergraduate prerequisite science courses.
3. 3+2 BS to MS program to be developed.

Classes begin annually in the Fall semester. Regular attendance and participation in scheduled campus and online activities is expected. Students must provide their own transportation to off-campus affiliated clinical sites.

Program graduates are eligible for certification as a Cytotechnologist (CT) and in Molecular Biology (MB) by the American Society for Clinical Pathology (ASCP).

### Clinical Laboratory and Medical Imaging Sciences

#### PROGRAM DIRECTOR

**Lois E. Rockson, MPH, MAEd,  
SCT (ASCP)**

E: rocksole@shp.rutgers.edu  
P: 908-889-2424/2425

#### PRIMARY CAMPUS LOCATION Newark

#### MAJOR CLINICAL AFFILIATES

Clinical sites are located throughout New Jersey, New York, and Seattle, WA.

**CBL Labs, Ryebrook, NY**

**Cell Netix Labs**

**Community Medical Center**

**Jersey Shore Medical Center**

**AHS/Morristown Medical Center**

**Newark Beth Israel Medical Center**

**Quest Diagnostics**

**Robert Wood Johnson University Hospital**

**Somerset Medical Center**

**St. Barnabas Medical Center**

**St. Joseph's Medical Center**

**St. Michaels' Medical Center**

**The Valley Hospital**

**University Hospital – Newark**

**ACCREDITATION**

**The Commission on Accreditation of  
Allied Health Education Programs  
(CAAHEP)**

and the

**Cytotechnology Programs Review  
Committee of the American Society  
of Cytopathology**

400 West 9th Street, Suite 201  
Wilmington, DE 19801  
P: 302-429-8802

**CONTACT**

**Debby McIntyre**  
CPRC Coordinator

**STATUS**

Accredited; reaccreditation process until  
2025

**FOR MORE INFO**

For additional information about the MLCLS  
in Cytopathology Program, contact SHP  
Admissions:

**Admissions**

E: SHPadm@shp.rutgers.edu  
P: 973-972-5454



## Full-time and Part-time Status

A part-time option is available only for certified and practicing cytotechnologists enrolled in the post-professional option; they must complete the program within 5 years (10 semesters) of enrollment. All other students must attend full-time.

## Learning Goals

The goals of the MS-CLS Cytopathology Program are to prepare competent advanced practice cytotechnologists who will function in traditional and expanded roles in cytology and the health care system; to provide students with a broad-based background to serve as a foundation for future growth and development; and to prepare graduates to adapt to a changing health care environment. The curriculum is designed to prepare graduates for entry-level and advanced practice in scientific/technical areas, supervision/management, education, and research. It is also designed to socialize the student to the attitudes and values of the profession, to provide an overview of the legal, ethical, economic, political, and social aspects of the professions and health care delivery system in general, and to instill a commitment to life-long learning. The curriculum is also designed to develop generic skills in effective communication, problem solving, and self-directed learning.

## Learning Outcomes

These learning outcomes meet the Institute of Medicine's core competencies for health care professionals, namely, the ability to provide patient-centered care, work in interdisciplinary teams, employ evidence-based practice, apply quality improvement, and utilize informatics. (Institute of Medicine. *Health Professions Education: A Bridge to Quality*. Washington, DC: National Academies Press, 2003)

The graduate of the Rutgers MS CLS-Cytopathology Program will be able to:

1. Perform diagnostic cytology on gynecologic, non-gynecologic, and fine needle aspiration specimens to identify and determine specimen adequacy, cellular

- constituents within normal limits, inflammatory, pre-malignant, and malignant cellular changes, and effects of therapy.
2. Use Rapid Onsite Evaluation (ROSE) to assess acceptability of specimens collected by fine needle aspiration, perform locator-guided screening for gynecologic samples, and use digital pathology to document findings.
  3. Perform high-complexity methods for detection and characterization of cancers and pathogens by examining DNA, RNA, and other cellular components using immunochemistry, flow cytometry, digital image analysis, fluorescence-in-situ hybridization, polymerase chain reaction, other molecular methods, and emerging diagnostics.
  4. Apply principles and practices of quality assurance/improvement, method evaluation, management, regulatory compliance, critical thinking and problem solving to cytology laboratory services to reduce diagnostic errors, improve efficiency and timeliness, and decrease costs.
  5. Critically review, appraise, and synthesize the cytology and health sciences literature.
  6. Identify and systematically investigate research questions to promote evidence-based cytology practice.
  7. Use a variety of information technologies to address both theoretical and practical problems, enhance communication, and disseminate knowledge to applicable audiences and interest groups.
  8. Demonstrate proficiency in both oral and written communication, using both scholarly and technical formats, to work effectively in interprofessional teams.
  9. Participate in cytology and other healthcare professional organizations and the cytology community-at-large through patient advocacy, volunteerism, education, and research.
  10. Demonstrate appropriate professional relationships with diverse groups of patients, peers, other health care professionals, faculty, and the public.
  11. Comply with professional codes of ethics and display ethical behavior in practice, education, professional and scholarly activities.

## **Additional Program Information**

Additional programmatic information is available online:  
[shp.rutgers.edu/clinical-lab-and-imaging-sciences/master-of-science-cytopathology/](http://shp.rutgers.edu/clinical-lab-and-imaging-sciences/master-of-science-cytopathology/)

## **Curriculum**

See database for program requirements and course descriptions:  
[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

## **Admission to Program**

**Application Dates:** July 1 for Fall term (all options) November 1 for Spring term (post-professional option only)

**Application, fee, and all supportive documents must be submitted by these dates.**

### **Requirements:**

- Baccalaureate degree from a regionally accredited U.S. college or university\*
- Completion of the following prerequisite courses with a grade of B or better (generally within 7 to 10 years of enrollment):
  - Anatomy and Physiology *8 credits*
  - Cell Biology *3-4 credits*
  - Histology *3 credits*
  - General Chemistry *8 credits*
  - Organic Chemistry *3-4 credits*
  - Precalculus/Calculus *3 credits*
  - Statistics *3 credits*
  - Genetics and Molecular Biology, Microbiology, Immunology, Biochemistry with Lab are recommended
- Overall minimum GPA of 3.0
- Cumulative GPA of 3.0 for science courses
- Official transcripts of undergraduate and graduate coursework from all institutions attended.
- Curriculum vitae/resume
- Personal essay addressing career goals and reasons for pursuing the MS-CLS Cytopathology Program.
- Two (2) letters of recommendation from supervisor, lab manager, pathologist, and/or college professor who have the knowledge to evaluate the applicant's academic and professional performance.
- Personal interview
- For post-professional option only:
  - Professional certification as a Cytotechnologist by the American Society for Clinical Pathology, CT(ASCP)
  - Professional experience as a cytotechnologist in GYN, Non-GYN, and FNA within the last 3 years. Applicants who do not meet this requirement will be evaluated on an individual basis by portfolio assessment.

\*Applicants who have earned a degree from a non-U.S. accredited institution must comply with the applicable University and School policies and submit:

- Transcript evaluation by World Education Services(WES)
  - Only WES is accepted for the MS-CLS
  - Course and grade evaluation is required
- Official transcripts sent from the non-U.S. institution directly to Rutgers School of Health Professions
- TOEFL exam scores:
  - Taken within the last 2 years
  - Minimum of 79/80 on the Internet-based exam is required

Online application:  
**[shp.rutgers.edu/graduate-admissions/](http://shp.rutgers.edu/graduate-admissions/)**

## **The Admissions Selection Process**

Selection of applicants for admissions is a competitive process that is the responsibility of the program faculty admissions committee. The University places no restrictions on prospective applicants because of their color, creed, race, sex, age, marital status, or national origin. The University recognizes the value of diversity and is committed to providing appropriate support to its student body.

### **GPA minimum requirement/credentialing requirement**

- Overall minimum GPA of 3.0
- Cumulative GPA for science courses of 3.0
- For post-professional option only: professional certification as a Cytotechnologist by the American Society for Clinical Pathology, CT(ASCP)

**For more information about admissions, please contact the Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**



## Clinical Laboratory and Medical Imaging Sciences

### PROGRAM DIRECTOR

**Catherine Otto, PhD, MBA**

E: catherine.otto@shp.rutgers.edu

P: 973-972-8826

### PRIMARY CAMPUS LOCATION

ONLINE: web-based program

### FOR MORE INFO

For additional information about the Master's degree in the Clinical Laboratory Sciences Program, contact SHP Admissions:

### Admissions

E: SHPadm@shp.rutgers.edu

P: 973-972-5454

# Clinical Laboratory Science Program

## Degree Options

- **Master of Science in Clinical Laboratory Science—Medical Laboratory Science**
- **Graduate Certificate in Clinical Laboratory Science**

## Medical Laboratory Science Profession

Medical laboratory science professionals are vital members of the interprofessional health care team. They evaluate and interpret results, integrate data, problem solve, and monitor test quality to provide accurate laboratory test information essential for patient diagnosis and treatment. They consult with members of the health care team regarding test utilization and test results critical to the medical decision process. They promote safe, effective, efficient, equitable, timely, and patient-centered clinical laboratory services. Advanced degrees in medical laboratory science expand knowledge and skills and prepare medical laboratory science professionals for career advancement in laboratory management and administration, consultation, new test development, and research. Medical laboratory scientists are an integral part of clinical pathology. Employment opportunities include medical center and hospital laboratories, reference laboratories, biomedical corporations, research, and academic institutions.

## Program Description – MSCLS-MLS Track

The program is 36 credits, offered online, and designed for certified (BOC-ASCP) medical laboratory professionals seeking to advance their knowledge, skills, and develop new proficiencies needed to meet the challenges of a changing profession and healthcare system. The program prepares students for managerial and leadership roles in clinical laboratory services and the healthcare industry by expanding skills in:

- Advanced clinical laboratory science
- Management/Leadership/Strategic Planning/Finance
- Quality Assurance/Quality Improvement
- Informatics
- Health professions education
- Research

## Program Structure

- 36 credits beyond the baccalaureate degree
- All courses are web-based (online)
- Full- and part-time options
- Graduate project—self-directed, faculty-mentored project designed to address a practical problem or issue in clinical laboratory science and/or health care delivery.

While learning valuable new advanced clinical laboratory science skills, students have the opportunity to interact on a one-to-one basis with faculty and colleagues from all over the country and internationally through various online asynchronous and synchronous delivery modes and technologies.

Distinguishing features include:

- Flexibility of anytime, anywhere education
- Convenience of entirely online course offerings
- Wealth of faculty expertise in clinical laboratory sciences
- National and international guest lecturers who are experts in the field
- Growing network of successful alumni
- Career ladder and advanced education opportunities in the doctoral program (DCLS)
- Highly-regarded University reputation

### **Full-time and Part-time Status:**

Full-time and part-time options are available.

- Full-time: enroll for a minimum of 9 credits (3 courses) per semester.
- Part-time: enroll for 3-6 credits (1–2 courses) per semester

The majority of students enroll part-time and typically complete the program in 3 to 5 years. Students must complete the program within 6 years (12 semesters) of enrollment.

### **Learning Goals**

The goal of the program is to advance knowledge through an in-depth study of the disciplines of clinical laboratory science related to improvement of quality and delivery of laboratory services critical to clinician decision-making and patient care. This includes advanced knowledge in clinical chemistry, hematology and hemostasis, clinical microbiology, infectious disease, immunology, transplantation, transfusion services, emerging trends in clinical laboratory science, education, health policy, models to improve clinical laboratory services, critical analysis, and development of skills in evidence-based practice and research.

### **Learning Outcomes**

These learning outcomes meet the Institute of Medicine's core competencies for health care professionals, namely, the ability to provide patient-centered care, work in interprofessional teams, employ evidence-based practice, apply quality improvement, and utilize informatics. (Institute of Medicine. Health Professions Education: A Bridge to Quality. Washington, DC: National Academies Press, 2003).

The graduate of the Rutgers SHP MS CLS-MLS Track will be able to:

1. Critically review, appraise, and synthesize the health sciences literature.
2. Identify and systematically investigate research questions pertinent to clinical laboratory practice.
3. Synthesize new concepts, models and theories through the appropriate application of empirical knowledge and the scientific method to help resolve clinical laboratory and health sciences issues or problems.
4. Apply the advanced knowledge and technical skills needed to serve as active contributors and leaders in the clinical laboratory science professions.

5. Apply current knowledge to evaluate or design more effective ways to deliver clinical laboratory and health-related services.
6. Use a variety of information technologies to address both theoretical and practical problems, enhance communication, and disseminate knowledge to applicable audiences and interest groups.
7. Demonstrate proficiency in both oral and written communication, using both scholarly and technical formats.
8. Work collaboratively with others to advance the scientific bases of knowledge in clinical laboratory science via ongoing scholarship.
9. Integrate basic principles of ethics and cultural sensitivity within all interpersonal and professional activities.

## **Additional Program Information**

Additional program information is available on the Department of Clinical Laboratory and Imaging Sciences website at:

[shp.rutgers.edu/clinical-lab-and-imaging-sciences/master-of-science-clinical-lab-science/](http://shp.rutgers.edu/clinical-lab-and-imaging-sciences/master-of-science-clinical-lab-science/)

## **Curriculum**

See program requirements and course descriptions:

[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

## **Campus Location**

The MSCLS-MLS Track is fully web-based, with all courses offered ONLINE. On-campus sessions are not required.

## **Admission to Program**

### **Application Dates:**

**April 1** for Fall Semester

Application, fee, and ALL supportive documents must be submitted by this date.

### **Requirements:**

- Professional certification as a medical laboratory professional: MLS(ASCP) or MLT(ASCP) with BS degree
- Baccalaureate degree from a regionally accredited U.S. college or university, preferably in CLS or a related science field.\*
- Overall minimum GPA of 3.0
- Cumulative GPA of 3.0 for science courses
- Official transcripts of undergraduate and graduate coursework from ALL institutions attended.
- Curriculum vitae/resume
- Personal essay addressing career goals and reasons for pursuing the MS - CLS
- Proficiency in written communication to successfully complete frequent writing assignments, exams, and papers required in online courses

- Two (2) letters of recommendation from supervisor, lab manager, pathologist and/or college professor who have the knowledge to evaluate the applicant's academic and professional performance.

\*Applicants who have earned a degree from a non-U.S. accredited institution must comply with the applicable University and School guidelines and submit:

- Transcript evaluation by World Education Services (WES).
  - Only WES is accepted for the MS-CLS
  - Course and grade evaluation is required
- Official transcripts sent from the non-U.S. institution directly to the Rutgers School of Health Professions
- TOEFL Exam scores
  - Taken within the last 2 years
  - Minimum of 79/80 on Internet-based test is required. Online application:  
[shp.rutgers.edu/graduate-admissions/](http://shp.rutgers.edu/graduate-admissions/)

## The Admissions Selection Process

Selection of applicants for admissions is a competitive process that is the responsibility of the program faculty admissions committee. The University places no restrictions on prospective applicants because of their color, creed, race, sex, age, marital status, or national origin. The University recognizes the value of diversity and is committed to providing appropriate support to its student body.

### GPA minimum requirement/credentialing requirement:

- Overall minimum GPA of 3.0
- Cumulative GPA for science courses of 3.0
- Professional certification as a medical laboratory professional: MLS (ASCP) or MLT (ASCP) with BS degree
- MLS-ASCPi (ASCP international credential) will be considered on an individual basis.

**For more information about admissions, please contact the Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**

## Graduate Certificate in Clinical Laboratory Science

### Program Description

Medical laboratory science professionals seeking advanced education but not necessarily a graduate degree may choose to enroll in the Graduate Certificate in Clinical Laboratory Science program.

### Graduate Certificate in CLS

The Graduate Certificate in Clinical Laboratory Science is an online 12-credit post-professional course of study for medical laboratory professionals who hold a baccalaureate degree and are certified (BOC-ASCP). It is designed for practicing professionals who want to advance their knowledge and skills in the clinical laboratory sciences and develop new proficiencies needed to meet the challenges of a changing profession and health care system. If students are not ready to commit to the master degree program, but wish to advance their knowledge in clinical laboratory science, the Graduate Certificate in Clinical Laboratory Science is an excellent option.

Advantages of completing the Graduate Certificate in CLS:

- Short course of study provides an excellent way to gain additional knowledge in CLS.
- Determine if online courses are an effective mode of learning.
- Credits completed in the Graduate Certificate in CLS may be applied to the Rutgers MS-CLS-MLS Track or DCLS programs

### Program Structure

- 12 credits – 4 courses
- All courses are web-based (online)

While learning valuable new advanced clinical laboratory science skills, students have the opportunity to interact on a one-to-one basis with faculty and colleagues from all over the country and internationally through various online asynchronous and synchronous delivery modes and technologies.

Distinguishing features include:

- Flexibility of anytime, anywhere education.
- Convenience of entirely on-line course offerings.
- Wealth of faculty expertise in clinical laboratory science
- National and international guest lecturers who are experts in the field.
- Career ladder and advanced education opportunities in the master's program (MS-CLS MLS Track) and doctoral program (DCLS).
- Highly-regarded University reputation.

Students accepted into the certificate program enroll as a non-matriculated status. Completion of the Graduate Certificate in CLS does not guarantee acceptance into other degree programs offered by the Department of Clinical Laboratory and Medical Imaging Sciences or other programs offered by Rutgers.

## **Full-time and Part-time Status:**

Full-time and part-time options are available.

- Full-time: enroll for a minimum of 9 credits (3 courses) per semester.
- Part-time: enroll for 3-6 credits (1–2 courses) per semester

The majority of students enroll part-time and typically complete the program in 3 to 5 years. Students must complete the program within 6 years (12 semesters) of enrollment.

## **Admission Requirements**

### **Application Dates:**

**April 1** for Fall Semester

Application, fee, and ALL supportive documents must be submitted by this date.

### **Requirements:**

- Current professional certification as medical laboratory professional: MLS (ASCP) or MLT (ASCP) with a BS degree.
- Baccalaureate degree from a regionally accredited U.S. college or university, preferably in CLS or a related science field.\*
- Overall minimum GPA of 3.0
- Cumulative GPA of 3.0 for science courses
- Official transcripts of undergraduate and graduate coursework from ALL institutions attended
- Curriculum vitae/resume
- Personal essay addressing career goals and reasons for pursuing the Graduate Certificate in CLS
- Proficiency in written communication to successfully complete frequent writing assignments, exams, and papers required in online courses

\*Applicants who have earned a degree from a non-U.S. accredited institution must comply with the applicable University and School guidelines and submit:

- Transcript evaluation by World Education Services (WES).
  - Only WES is accepted for the Graduate Certificate in CLS.
  - Course and grade evaluation is required
- Official transcripts sent from the non-U.S. institution directly to the Rutgers School of Health Professions
- TOEFL Exam scores
  - Taken within the last 2 years
  - Minimum of 79/80 on Internet-based test is required

## How To Apply

Complete the “Certificate of Study Application Form” including all applicable fees.

Submit the following:

- Certificate Application Form and fee
- Official transcripts of undergraduate and graduate coursework from ALL institutions attended
- A copy of current professional certification as a medical laboratory professional (MLS-ASCP or MLT-ASCP with BS degree)
- Current resume or curriculum vitae (CV)
- Personal essay addressing career goals and reasons for pursuing the Graduate Certificate in CLS

## Certificate Application Form

For the form and additional details review the following website:

[shp.rutgers.edu/center-for-advanced-and-continuing-education/](http://shp.rutgers.edu/center-for-advanced-and-continuing-education/)

For additional information refer to the website:

[shp.rutgers.edu/clinical-lab-and-imaging-sciences/graduate-certificate-in-clinical-lab-science/](http://shp.rutgers.edu/clinical-lab-and-imaging-sciences/graduate-certificate-in-clinical-lab-science/)

## Non-Matriculated Status

Practitioners who are not ready to make the commitment to a graduate program, or who wish to advance knowledge and skills, may take up to 12 credits on a non-matriculated basis. Registration information as a non-matriculated student can be found on the website at: <http://shp.rutgers.edu/center-for-advanced-and-continuing-education/>

## Additional Information

For additional information about the application process, contact the Office of Admissions at (973) 972-5454 or via e-mail at [shpadm@shp.rutgers.edu](mailto:shpadm@shp.rutgers.edu).



# Doctorate in Clinical Laboratory Science (DCLS) Program

## Degree Options

- Doctorate in Clinical Laboratory Sciences (DCLS)

## Description of Profession

Advanced degrees in medical laboratory science (master and doctorate) expand knowledge and skills and prepare medical laboratory scientists (MLS) for career advancement in laboratory management/administration, consultation, and research.

Advanced practice medical laboratory scientists holding a doctorate in clinical laboratory science (DCLS) are vital members of the interprofessional healthcare team. They evaluate/interpret results, integrate data, consult with other members of the healthcare team regarding test utilization and patient test results critical to the medical decision process, and conduct research. They promote quality clinical laboratory services that are safe, effective, efficient, equitable, timely, and patient-centered.

Medical laboratory scientists are an integral part of clinical pathology and laboratory medicine, and employment opportunities include medical centers and hospital laboratories, reference laboratories, biomedical corporations, research and academic institutions.

## Program Description

The Doctorate in Clinical Laboratory Science (DCLS) is an advanced practice degree designed for the certified medical laboratory scientist with an interest in advancing theoretical and clinical knowledge, practice, and research. Rutgers SHP was the first in the nation to offer this new health care model which brings advanced-practice medical laboratory scientists to a patient's bedside to work together with physicians and other health care professionals. The program prepares medical laboratory scientists for advance practice roles as members of interprofessional healthcare teams in several settings including daily patient care clinical rounds, diagnostic management teams, clinical laboratory test utilization review, community consultation and research.

While learning valuable new advanced clinical laboratory science skills, students have the opportunity to interact on a one-to-one basis with faculty and colleagues from all over the country and internationally through various online asynchronous and synchronous delivery modes and technologies.

## Curriculum

The DCLS program offers an innovative educational experience utilizing a blended pedagogy, distance education, and clinical practice. The curriculum includes interdisciplinary theoretical courses and the clinical residency enhances the student's experiences to interact with other healthcare professionals.

- 80 credits beyond the baccalaureate degree
- Completion of a one-year, full time clinical practice/residency component
- Research project conducted during the residency year.

## Clinical Laboratory and Medical Imaging Sciences

### PROGRAM DIRECTOR

Nadine A. Fydryszewski, PhD., MLS(ASCP)<sup>CM</sup>

E: fydrynsna@shp.rutgers.edu

P: 973-972-5089

### PRIMARY CAMPUS LOCATION

ONLINE: web-based program for Pre-clinical practice/residency courses

One-year full-time clinical practice residency at an affiliate clinical site

### FOR MORE INFO

For additional information about the DCLS degree in the Clinical Laboratory Sciences Program, contact SHP Admissions:

### Admissions

E: SHPadm@shp.rutgers.edu

P: 973-972-5454

### ACADEMIC AFFILIATES

### MAJOR CLINICAL AFFILIATES

**University Hospital, NJ**

**Augusta University Medical Center, GA**

**The New York and Presbyterian Hospital, New York, NY**

**Iowa City VA Health System, Iowa City, Iowa**

We continue seeking additional clinical affiliate sites

The DCLS curriculum focuses on four core areas:

- Advanced Clinical Laboratory Science Core (*27 credits*)
- Professional Core (*22 credits*)
- Research Core (*19 credits*)
- Clinical Practice/Residency (*12 credits*)

Pre-residency courses are offered online. During residency year courses are supplemented with online teleconference sessions.

Courses and descriptions: <https://apps.shp.rutgers.edu/projects/CourseCatalog/RGs/RGview.cfm?PCODE=CLP5>

### **Full-time and Part-time Status**

A part time option is available for the online pre-residency portion of the program. The clinical practice/residency portion of the program is a one-year, full time at an affiliate clinical site and includes completion of a research project.

- Full-time: enroll for a minimum of 9 credits (3 courses) per semester
- Part-time: enroll for 3-6 credits (1-2 courses) per semester

### **Learning Goals**

The goal of the Doctor of Clinical Laboratory Science program is to prepare caring, collaborative, and competent doctoral educated advanced practitioners in clinical laboratory science dedicated to increasing patient safety and the value of clinical laboratory services through consulting, collaborating on the interprofessional team, optimizing test utilization and diagnostic processes, and conducting and applying evidence-based translational research.

### **Learning Outcomes**

The DCLS program promotes the general outcomes established for clinical doctorate graduates of Rutgers SHP, and implements the competencies developed by the American Society for Clinical Laboratory Science (ASCLS) Professional Doctorate Task Force. These learning outcomes meet the Institute of Medicine's core competencies for health care professionals, namely, the ability to provide patient-centered care, work in interdisciplinary teams, employ evidence-based practice, apply quality improvement, and utilize informatics. (Institute of Medicine. *Health Professions Education: A Bridge to Quality*. Washington, DC, National Academies Press, 2003)<sup>1</sup>.

The graduate of the Rutgers DCLS program will be able to:

- Provide patient-centered, customized consultation services on appropriate test selection and interpretation for the purpose of clinical decision-making among the interprofessional health care team and for the patient. (*IOM Core Competencies<sup>1</sup>: patient-centered care, interprofessional teams*)
- Monitor laboratory data, test utilization, and diagnostic testing processes in individual patients and populations using informatics and analytics to reduce diagnostic errors, improve efficiency, and reduce cost. (*IOM Core Competencies<sup>1</sup>: quality improvement, informatics*)

- Conduct research and apply evidence to demonstrate clinical utility of laboratory tests and algorithms and to improve the quality, efficiency, and safety of the overall diagnostic testing process. (*IOM Core Competencies<sup>1</sup>: evidence-based practice, quality improvement, patient-centered care, informatics*)
- Educate health care providers, patients, their families, and the general public about the indications, best evidence, patient preparation, and interpretation of the clinical laboratory testing, including home self-testing. (*IOM Core Competencies<sup>1</sup>: patient-centered care, interprofessional teams*)
- Contribute to laboratory operations to comply with all the state and federal laws and regulations, as well as guidelines determined by professional boards of licensure, and certification/accreditation agencies. (*IOM Core Competencies<sup>1</sup>: quality improvement*)
- Participate in public and private health policy decision making at all organizational and government levels using best evidence. (*IOM Core Competencies<sup>1</sup>: quality improvement, interprofessional teams*)
- Demonstrate exemplary professional and ethical behaviors in practice, education, and scholarly activities.

## **Admission to Program**

**Application Deadlines:** (application and all required documents are due by the date noted)

**February 15 for Fall Term**

### **General Information:**

Selection of applicants for admission to the DCLS program is a competitive process that is the responsibility of the program faculty/admissions committee. The Admissions Committee carefully reviews each application and only the most competitive applicants are invited for an interview.

*The University does not discriminate on the basis of race/color, national origin/ancestry, ethnicity, religion, sex/gender, sexual orientation, gender identity or expression, age, disability, or marital status. The University recognizes the value of diversity and is committed to providing appropriate support to its student body.*

When initially screening applicants, the admissions committee looks for evidence of the following:

- Ability of the applicant to handle a rigorous science course workload as demonstrated by the applicant's previous coursework (cumulative GPA and science courses cumulative GPA)
- Career goals that align with the scope of practice of a DCLS as discussed in the personal essay
- Evidence of professionalism, as demonstrated in the resume/CV, such as: professional society membership, professional leadership at local, state, region and/or national level.
- Research interests as discussed in the personal essay
- Strong written communication skills as demonstrated in the personal essay
- Commitment to continuous continuing education as demonstrated in the BOC-ASCP CE transcript

### **Admissions Requirements:**

- Baccalaureate degree in Clinical/Medical Laboratory Science (CLS/MLS) or related science from a regionally accredited US institution or equivalent.
- Completion of a NAACLS-accredited Medical Laboratory Science program or equivalent.
- Minimum overall GPA of 3.3; Science courses cumulative GPA of 3.2.
- Proof of current professional certification as a generalist Medical Laboratory Scientist MLS(ASCP)<sup>CM</sup> or equivalent
- Proof of continuing certification maintenance (copy of current ASCP-BOC CE transcript).
- Minimum of two years professional experience as a certified medical laboratory scientist in the United States, preferably as a generalist.
- Official transcripts of undergraduate and graduate coursework from all institutions.
- Curriculum vitae/resume
- Personal essay addressing reasons for pursuing the DCLS degree, short and long term goals for completing the DCLS program, leadership roles in CLS, and research interests.
- Two letters of recommendation from individuals, preferably holding a doctoral degree, who are familiar with your professional work, ethics and professionalism (pathologists, laboratory manager/ professional supervisors, professor).

Candidates for admission will be scheduled for an interview with our admissions committee via virtual interview (to be scheduled following review of complete application). The Admissions Committee carefully reviews each application and only the most competitive applicants are invited for an interview.

Applicants who have earned a degree from a non-US accredited institution must provide International transcript evaluation records (courses and grades) from an accepted evaluation agency such as World Evaluation Services (WES) or similar evaluation agency listed on NACES Members (<https://www.naces.org/members>) and test of English as a Foreign language (TOEFL) achieve a minimum score of 550 or higher or International English Language Testing System (IELTS) achieve 6.5 or higher.

### **Additional Program Information**

[shp.rutgers.edu/clinical-lab-and-imaging-sciences/doctorate-of-clinical-lab-science/](http://shp.rutgers.edu/clinical-lab-and-imaging-sciences/doctorate-of-clinical-lab-science/)

**For more information about admissions, please contact the Office of Admissions: SHPadm@shp.rutgers.edu or 973-972-5454.**

## Cardiac Sonography Program

### Degree Options

- **Certificate**
- **Bachelor of Science (in Medical Imaging Sciences)**
- **Second Bachelor of Science (in Medical Imaging Sciences)**

### Cardiac Sonography Profession

Cardiac sonography (also known as echocardiography or cardiovascular sonography) is the use of ultrasound imaging to view the cardiovascular anatomy in a non-invasive and pain free examination. This safe and convenient method of diagnosis allows the physician to assess the function of the heart in a dynamic way. Cardiac sonographers are specially trained professionals who are an integral part of the cardiovascular medical management team in today's health care environment. They use sophisticated equipment that acquires two-dimensional images of the heart and Doppler spectral tracings of blood flow to provide an accurate assessment of the patient's condition. Cardiac Sonographers are one of the first lines of testing towards diagnosis of cardiovascular conditions and help the physician to guide the patient to the correct path of treatment.

### Program Description

The Rutgers Cardiac Sonography Program is a fifteen-month program and covers both didactic and clinical instruction in cardiac ultrasound and non-invasive cardiovascular diagnostic testing. The course of study includes Applied Anatomy and Physiology, Pathophysiology, Ultrasound Physics, Instrumentation and Applied Cardiac Sonography. Clinical training is provided in active Cardiology departments that are equipped with the most advanced ultrasound equipment. The Rutgers Cardiac Sonography program is offered as a University Certificate, Bachelor of Science degree (with joint partners), or as a 2nd Bachelor of Science degree.

### Full-time and Part-time Status

The Cardiac Sonography is offered as a full-time only program. The mode of teaching is traditional classroom-based education with some web-enhanced courses.

### Learning Goals

The goal of the Rutgers SHP Cardiac Sonography program is to produce graduates competent in knowledge and techniques of cardiac sonography able to meet entry-level occupational demand.

### Learning Outcomes

Prior to graduation, Rutgers SHP Cardiovascular Sonography program students will demonstrate the following competencies:

- Describe the physical principles of ultrasound imaging and Doppler ultrasound blood flow velocity measurements.

### Clinical Laboratory and Medical Imaging Sciences

#### PROGRAM DIRECTOR

**Stanley Ort**

E: [stanley.ort@rutgers.edu](mailto:stanley.ort@rutgers.edu)

P: 908-889-2526

#### PRIMARY CAMPUS LOCATION

**Newark**

#### ACADEMIC AFFILIATES

Academic institutions with partnership programs at the Rutgers School of Health Professions.

**Bloomfield College**

**College of St. Elizabeth**

**Fairleigh Dickinson University**

**Felician College**

**Georgian Court University**

**New Jersey City University**

**Ramapo College**

**Rutgers – Newark**

#### MAJOR CLINICAL AFFILIATES

Clinical sites are located throughout New Jersey.

**Community Medical Center**

**East Orange Veterans' Administration Hospital**

**Hackensack University Medical Center**

**Jersey City Medical Center**

**Newark Beth Israel Medical Center**

**Monmouth Medical Center**

**Ocean Medical Center**

**Riverview Medical Center**

**Robert Wood Johnson University Hospital**

**Robert Wood Johnson University Hospital – Somerset**

**Saint Barnabas Medical Center**

**Saint Clare's Hospital**

**Saint Peter's University Hospital**

**University Hospital – Newark**

#### **ACCREDITATION**

The Cardiac Sonography Program is fully accredited by the

#### **Commission for the Accreditation of Allied Health Education Program (CAAHEP)**

1361 Park Street  
Clearwater, FL 33756  
P: 727-210-2350

#### **Joint Review Commission on Education in Diagnostic Medical Sonography (JRC-DMS)**

6021 University Boulevard Suite 500 Ellicott  
City, MD 21043

#### **Gerry Magat**

Executive Director  
E: magat@jrcdms.org

#### **INITIAL ACCREDITATION DATE**

May 2013

Next survey: 2018

#### **FOR MORE INFO**

For additional information about the Cardiac Sonography Program, contact  
SHP Office of Admissions:

#### **Admissions**

E: SHPadm@shp.rutgers.edu  
P: 973-972-5454

- Recognize and interpret sonographic and Doppler ultrasound features of normal cardiac anatomy, physiology, and pathophysiology.
- Document imaging data and findings that reflect non-critical (normal or routine) vs. critical (emergent) results to an appropriate medical authority.
- Perform techniques of patient care appropriate to those of the diagnostic cardiovascular sonographer.
- Exhibit professional and ethical behaviors in the delivery of patient services commensurate with the expectations of the medical professions.

#### **Additional Program Information**

Additional program information is available online at the program's website:  
[shp.rutgers.edu/clinical-lab-and-imaging-sciences/bachelor-of-science-cardiac-sonography/](http://shp.rutgers.edu/clinical-lab-and-imaging-sciences/bachelor-of-science-cardiac-sonography/)

#### **Curriculum**

See database for program requirements and course descriptions:

[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

#### **Admission to Program**

Students must have the following:

##### **OPTION 1: *Certificate in Cardiac Sonography***

1. Completed a two-year allied health education program (i.e. radiography,nursing, etc.) or equivalent college course work (60 college credits in any discipline).
2. Completed the specific prerequisite courses listed below.
3. Foreign educated students applying for the certificate option must submit an evaluation of their foreign transcripts by World Education Services, official foreign transcripts, and official test scores from TOEFL (Test of English as a Foreign Language) or 6 credits of college English courses at a U.S. college.

##### **OPTION 2: *Joint Bachelor of Science in Medical Imaging Sciences***

1. Completed the required liberal study courses, and pre-requisite courses(see below), at the partner institution
2. Minimum GPA of 2.85

For more information please refer to the section on Bachelor of Science in Medical Imaging Sciences. See above right-side column for Academic Affiliates.

##### **OPTION 3: *Second Bachelor of Science Degree***

1. Possess a BS or BA degree from a United States regionally accredited college or university or from an international university that is accredited in its own country. International students must provide a transcript evaluation from an approved transcript evaluation company.
2. Completed the specific prerequisite courses listed below.

Specific Prerequisite Courses:

1. \*Human Anatomy & Physiology (*6–8 credits*)
2. College Math, Algebra or Statistics (*3 credits*)
3. General Physics (2–4 credits) or Physics for the Diagnostic Imaging Professional offered through the Department of Medical Imaging Sciences
4. English (*6 credits*)
5. \*Medical Terminology (on-line certificate courses are accepted).

\*It is recommended that these courses be completed within 5 years of application to program.

Suggested coursework:

1. Introduction to Computers
2. knowledge of MS PowerPoint

Students accepted into the program are required to complete a CPR course for Allied Health Professionals prior to starting the program.

**GPA minimum requirement/credentialing requirement:**

All students with a GPA of 2.85 and above are encouraged to apply. However, final consideration of GPA scores will depend on the pool of applicants.

**For more information about admissions, please contact the Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**

## Clinical Laboratory and Medical Imaging Sciences

### PROGRAM DIRECTOR

#### Garth Nanni

E: [nannigs@shp.rutgers.edu](mailto:nannigs@shp.rutgers.edu)

P: 973-972-3431

### PRIMARY CAMPUS LOCATION Newark

### ACADEMIC AFFILIATES

Academic institutions with partnership programs at the Rutgers School of Health Professions.

**Bloomfield College**

**College of Saint Elizabeth**

**Fairleigh Dickinson University**

**Felician College**

**Georgian Court College**

**New Jersey City University**

**Ramapo College**

**Rutgers University – Newark**

## Diagnostic Medical Sonography Program

### Degree Options

- **Certificate**
- **Bachelor of Science (in Medical Imaging Sciences)**
- **Second Bachelor of Science (in Medical Imaging Sciences)**

### Diagnostic Medical Sonography Profession

“The profession of diagnostic medical sonography includes general sonography, cardiac sonography, vascular technology, and various subspecialties. The profession requires judgment and the ability to provide appropriate health care services. General sonographers, cardiac sonographers, and vascular technologists are highly skilled professionals qualified by education to provide patient services using diagnostic techniques under the supervision of a licensed Doctor of Medicine or Osteopathy. The general sonographer, cardiac sonographer, and vascular sonographer may provide this service in a variety of medical settings where the physician is responsible for the use and interpretation of appropriate procedure.”

\*Taken from the Essentials and Guidelines from Diagnostic Medical Sonography Programs accredited by the Commission on Accreditation of Allied Health Education Programs.

General sonographers, cardiac sonographers, and vascular sonographers assist physicians in gathering data necessary to reach diagnostic decisions.

### Program Description

Our Diagnostic Medical Sonography Program (DMSP) is a full-time, fifteen-month program starting in September which covers both clinical and didactic instruction in abdominal, obstetrical, gynecological, and neonatal neurosonography ultrasound. The course of study includes Applied Anatomy and Physiology, Pathophysiology, Ultrasound Physics, Instrumentation and Applied Sonography. Clinical education is provided in active Radiology and Perinatal Testing departments equipped with the most advanced ultrasound equipment. The DMSP offers various options based on an applicant's prior educational history. We offer a B.S. in Medical Imaging with partner institutions, and a second B.S. option for those who hold a B.A. or B.S. degree. We also offer a certificate program and post-certificate B.S. completion program. The professional curriculum is the same for all options. Graduates of the program will be eligible for examination by the American Registry of Diagnostic Medical Sonographers.

### Full-time and Part-time Status

This program is only available on a full-time basis primarily during the day.

### Learning Goals

Produce graduates competent in knowledge and techniques in “general” diagnostic medical sonography that can meet entry-level occupational demand.

## Learning Outcomes

Upon completion of the Diagnostic Medical sonography program, graduates will be able to:

- \* Obtain, review, and integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results.
- Identify and describe sonographic features for normal, abnormal and congenital variations/pathologies in abdominal, obstetrical, gynecological and small parts sonography as well as have awareness of normal and abnormal vascular and cardiac sonography.
- Explain principles of diagnostic ultrasound physics.
- Perform appropriate procedures and record anatomic, pathologic, and/or physiologic data for interpretation by a physician.
- Record, analyze, and process diagnostic data and other pertinent observations made during the procedure for presentation to the interpreting physician.
- Exercise discretion and judgment in the performance of sonographic and/or other noninvasive diagnostic services.
- Demonstrate appropriate communication skills with patients and colleagues.
- Exhibit professional and ethical behaviors in the delivery of patient services commensurate with the expectations of the medical professions.
- Provide patient education related to medical ultrasound and/or other diagnostic vascular techniques, and promote principles of good health.
- Develop and cultivate the confidence and responsibility needed to perform as a competent sonographer.
- Understand and recognize the importance of adaptability.
- Implement and perform diagnostic procedures adhering to acceptable departmental, institutional, governmental and professional standards.
- Encompass strategies that assure professional development at a level of clinical practice consistent with acceptable standards.
- Establish values and attitudes congruent with professional standards and ethics.
- Demonstrate awareness of and operate within the Diagnostic Medical Sonographer's scope of practice.

## Additional Program Information

For more detailed information on the profession, requirements, curriculum, please visit the program's website at:

[shp.rutgers.edu/clinical-lab-and-imaging-sciences/bachelor-of-science-diagnostic-medical-sonography/](http://shp.rutgers.edu/clinical-lab-and-imaging-sciences/bachelor-of-science-diagnostic-medical-sonography/)

## Curriculum

Please refer to the database for program requirements and course descriptions via the SHP website: [shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

### MAJOR CLINICAL AFFILIATES

Clinical sites are located throughout New Jersey

**CentraState Health Care System**

**Bayshore Community Hospital**

**Hackensack University Medical Center**

**University Medical Center of Princeton at Plainsboro**

**Morristown Memorial Hospital**

**Ocean Medical Center**

**Atlantic Health Systems Hospital Corp, Overlook Hospital**

**Atlantic Health Systems, Atlantic Maternal Fetal Medicine at Morristown**

**St. Clare's Medical System**

**The Valley Hospital, Maternal Fetal Medicine**

**Somerset Medical Center**

**Jersey Shore University Medical Center**

**Holy Name Medical Center**

**Robert Wood Johnson University Hospital**

**Robert Wood Johnson University Hospital – Antenatal Testing Unit**

**Saint Peter's University Hospital**

**Saint Peter's University Hospital – Maternal Fetal Medicine**

**St. Barnabas Ambulatory Care Center**

**St. Barnabas Medical Center**

**Newark Beth Israel Medical Center–Maternal Fetal Medicine**

**University Hospital – Newark**

**Doctor's Office Center**

**Jersey City Medical Center**

**ACCREDITATION****Commission on Accreditation of  
Allied Health Education Program**

35 East Wacker Drive, Suite 1970  
Chicago, IL 60601-2208  
P: (312) 553-9355

**STATUS**

Reaccredited September 2014  
Next accreditation is 2024

**FOR MORE INFO**

For additional information about the  
Diagnostic Medical Sonography Program,  
contact SHP Admissions:

**Admissions**

E: SHPadm@shp.rutgers.edu  
P: 973-972-5454

## Admission to Program

The Diagnostic Medical Sonography Program offers 3 educational options.

**OPTION 1: *Certificate in Diagnostic Medical Sonography***

1. Completed a two-year allied health education program (i.e. radiography, nursing, etc.) or equivalent college course work (60 college credits in any discipline)
2. Completed the following equivalent college course prerequisites:
  - a. \* Human Anatomy & Physiology I & II (*6–8 credits*)
  - b. College Math, Algebra or Statistics (*3 credits*)
  - c. General Physics (*2–4 credits*) or Physics for the Diagnostic Imaging Professional offered through the Department of Medical Imaging Sciences
  - d. English (*6 credits*)
  - e. \* Medical Terminology (on-line certificate courses are accepted)

\*It is recommended that these courses be completed within 5 years of application to program. A minimum grade of B- is required for the Anatomy and Physiology courses or their equivalent. Laboratory components are not required for science courses.

**OPTION 2: *Bachelor of Science in Medical Imaging Sciences***

1. Completed the required liberal study courses at the partner institution with a minimum GPA of 2.85. For more information please refer to the section on Bachelor of Science in Medical Imaging Sciences at program's website [shp.rutgers.edu/clinical-lab-and-imaging-sciences/bachelor-of-science-diagnostic-medical-sonography/](http://shp.rutgers.edu/clinical-lab-and-imaging-sciences/bachelor-of-science-diagnostic-medical-sonography/)

**OPTION 3: *Second Bachelor of Science Degree***

1. Possess a BS or BA degree from a United States regionally accredited college or university or from an international university that is accredited in its own country. International students must provide a transcript evaluation from an approved transcript evaluation company.
2. Completed the specific prerequisite courses listed in Option 1.

Students accepted into the program are required to complete a CPR course for Allied Health Professionals prior to starting the program.

Foreign educated students who apply for to the program must submit an official evaluation of their foreign transcripts by World Education Services, official foreign transcripts, and official test scores from TOEFL (Test of English as a Foreign Language).

**GPA minimum requirement/credentialing requirement**

Applicants with a GPA of 2.85 and above may apply. When reviewing an application, a strong emphasis is placed on the overall GPA and the actual grades received for the required prerequisite courses. A minimum grade of B- is required for the Anatomy and Physiology courses or their equivalent courses.

After application review, the strongest candidates will be scheduled for an interview. In selecting students for admission, the program looks for evidence of character, potential, motivation and sound academic preparation.

**For more information about admissions, please contact the Office of  
Admissions: SHPadm@shp.rutgers.edu or 973-972-5454.**

# Radiologic Imaging Modalities Program

## Degree Options

- **Certificate**

Radiologic Technologist are the medical professional who are registered by the American Registry of Radiologic Technologist (ARRT) and are also known as radiographers and x-ray technologists. Radiologic Technologists have completed a minimum of two years of formal education in an accredited program. Radiologic technologist perform diagnostic imaging examinations that encompass the entire body. They are educated in anatomy, patient positioning, examination techniques, equipment protocols, radiation safety, radiation protection and patient care. Radiologic technologist may practice in advanced specialties that include but are not limited to CT, MRI and Mammography.

## Program Description

The Certificate in Radiologic Imaging Modalities (RIM) Program was designed to enhance the professional development of ARRT certified Radiologic Technologist by providing students with the ability to acquire knowledge and skills necessary for advanced practice.

The program is offered via distance learning. The program combines a strong academic curriculum and intensive clinical training. Clinical requirements can be fulfilled at clinical sites associated with Rutgers SHP or at other facility pending approval of a clinical contract. Clinical schedules are flexible and arranged on an individual basis according to the student ability to attend.

The program recognizes and builds on previous academic coursework of Radiologic Technologist who have earned a certificate or associate degree. This unique and flexible program is geared towards ARRT credentialed radiologic technologist wishing to increase their marketability in the field and obtain the highly-sought after advanced standing in CT, MRI and Mammography.

## Learning Goals

The RIM program is designed to enhance the professional development of Radiologist Technologist by providing the didactic knowledge and skills necessary to advance in the work place in such areas as CT, MRI and Mammography. The combination of a strong academic curriculum and intensive clinical training provides a program that is comprehensive in its methods, preparing students for the advanced national registry examination. The curriculum for CT, MRI and Mammography are recognized by the ARRT's Structured Education Requirements for post-primary certification and registration

## Learning Outcomes

Upon successful completion of the program, graduates will be able to:

### MRI

- Demonstrate MR safety and protective practices associated with MR imaging procedures.

## Clinical Laboratory and Medical Imaging Sciences

### PROGRAM DIRECTOR

#### Gladys Montane Ed.D., R.T., (R)(M)

E: montangm@shp.rutgers.edu

P: 973-972-8528

### PRIMARY CAMPUS LOCATION

#### ONLINE – web-based

Newark

### MAJOR CLINICAL AFFILIATES

University Hospital – Newark

Newark Beth Israel – Newark

Hoboken University Medical Center – Hoboken

### FOR MORE INFO

For additional information about the Certificate in Radiologic Imaging Modalities program, contact SHP Admissions:

### Admissions

E: SHPadm@shp.rutgers.edu

P: 973-972-5454

- State advantages and disadvantages of axial, sagittal, coronal and oblique images in MRI (i.e., which structures are best demonstrated from each projection).
- Describe common artifacts that occur during imaging
- Describe the criteria for imaging windows for different areas of the body.
- Describe the differences between adult and pediatric pulse sequences in MR.
- Describe the differences in tissue signal characteristics between adult and pediatric examinations.
- Evaluate images for appropriate positioning, anatomy, pulse sequences and overall quality.
- Identify the common indications and pathology for body systems in the adult and pediatric patient
- Identify normal MR tissue characteristics of anatomical structures of interest.
- Identify the MR tissue characteristics of select pathological processes.
- Apply and identify imaging parameters that determine image contrast.
- Apply the imaging parameters involved in MR image formation.
- Apply MR imaging parameters in the clinical setting.
- Apply imaging options used to optimize image quality in MRI
- Recognize and explain changes in sizes and shapes of anatomical structures that can indicate pathology.
- Construct pulse sequence diagrams based on specific timing of RF pulses and gradient applications.
- Recognize emergencies that can occur in MR imaging, and explain appropriate actions required of the technologist.
- Analyze the process of MR signal induction, sampling and conversion.

### **CT**

- Compare the image characteristics of spin echo and gradient echo pulse sequences.
- Identify arrhythmias on ECG.
- Identify a premature contraction on the ECG wave.
- Apply ECG dose modulation to reduce patient dose.
- Apply prospective gating to reduce patient dose in cardiac CT.
- Identify key artifacts on a CTA study of a coronary arteries.
- Determine if contrast media is indicated for a specific procedure and if indicated, name the type and specify the dosage and route of administration.
- Determine from patient medical laboratory results, patient history and charted information if the use of contrast media is contraindicated and explain why.
- Adapt conventional scanning parameters for CT procedures of the head and neck to spiral mode and explain the differences.

### **Mammography**

- Correlate clinical breast changes with imaging findings, and comparison with previous mammograms.
- Implement proper techniques and procedures for conducting a breast assessment.

- Use non-diagnostic descriptors to record findings and document observations arising from the breast exam.
- Participate in patient education regarding breast self-examination.
- Modify procedures to assist patients with special needs.
- Apply the current national guidelines and standards set forth by the Mammography Quality Assurance Advisory Committee, the Food and Drug Administration (FDA) and the American College of Radiology (ACR).
- Properly operate mammography equipment and demonstrate the correct use of compression devices, filtration devices, the magnification setup, use of grids and automatic exposure controls.
- Accessorize equipment according to the procedure being performed.
- Set appropriate kVp, mA and time or automatic exposure control (AEC) and the correct position of the photosensor.
- Process digital images.
- Apply specimen imaging guidelines.
- Apply specimen handling protocols and record keeping for pathologic analysis.
- Document test results and make appropriate adjustments or recommendations to maintain patient safety.
- Implement appropriate corrective measures when established QC standards are not within recommended guidelines.
- Perform routine safety checks on mammography equipment and accessories.

## **Additional Information**

Additional programmatic information is available online:

**[shp.rutgers.edu/clinical-lab-and-imaging-sciences/certificate-radiologic-imaging-modalities/](http://shp.rutgers.edu/clinical-lab-and-imaging-sciences/certificate-radiologic-imaging-modalities/)**

## **Curriculum**

See database for program requirements and course descriptions:

**[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)**

## **Admission to Program**

To qualify for admission, applicants must meet the following requirements:

- ARRT Registered Diagnostics Radiographer
- 6 credits of college level English/Written Expression or equivalent courses with minimum grade of "C"
- An accumulative grade point average of 2.5 or higher in a standard 4.0 scale
- An up-to-date Radiologic Technology License from New Jersey and current registration by the ARRT. If not licensed in NJ must be eligible. To check for eligibility please contact New Jersey Department of Environmental Protection Radiological Bureau at 609-984-5890

Selection for admissions is a competitive process that is the responsibility of the faculty. Decisions are based on a composite of the applicant's overall academic ability, including achievement in professional and science courses; aptitude in oral and written self-expression; personal characteristics such as leadership potential; and life and work experiences are also considered.

**For more information about admissions, please contact the Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**



# Radiologic Imaging Modalities Program

## Degree Options

### □ Bachelor of Science

Radiologic technologists are the medical professionals who are registered by the American Registry of Radiologic Technologist (ARRT) and are also known as radiographers and x-ray technologists. Radiologic technologists perform diagnostic imaging examinations that encompass the entire body. They are educated in anatomy, patient positioning, examination techniques, equipment protocols, radiation safety, radiation protection and patient care. Radiologic technologists may practice in advanced specialties that include but are not limited to CT, MRI and Mammography.

## Program Description

The Bachelor of Science Medical Imaging Sciences Radiologic Imaging Modalities (BS MIS RIM) Program was designed to enhance the professional development of ARRT certified Radiologic Technologist by providing students with the ability to acquire knowledge and skills necessary for advanced practice.

The program is offered via distance learning. The program combines a strong academic curriculum and intensive clinical training. Clinical requirements can be fulfilled at clinical sites associated with Rutgers SHP or at other facilities pending approval of a clinical contract. Clinical schedules are flexible and arranged on an individual basis according to the student ability to attend.

The BS RIM program is a joint degree program offered in partnership with Thomas Edison State University (TESU). TESU provides general education, basic sciences, and liberal arts courses. Rutgers-School of Health Professions provides the specialty courses in the imaging sciences. The program recognizes and builds on previous academic coursework of Radiologic Technologist who have earned a certificate or associate degree. This unique and flexible program is geared towards ARRT credentialed radiologic technologist wishing to increase their marketability in the field and obtain the highly sought Baccalaureate degree.

The program recognizes and builds on previous academic coursework from an accredited radiography program. The program evaluates radiography specific credits which may be applied towards the concentration and TESU evaluates other credits earned for possible transfer credits which may be applied towards the completion of the general education requirements of the bachelor's degree.

## Full-time and Part-time Status

In general, the BS MIS RIM program at Rutgers, School of Health Professions (SHP) is designed to meet the needs of working radiologic technologist. The program is designed to be accomplished on a part-time basis in 7 years.

## Learning Goals

The BS MIS RIM program enhances the professional development of Radiologist Technologist by providing the didactic knowledge and skills necessary to advance in the work place for advanced practice in CT, MRI and Mammography. The combination

## Clinical Laboratory and Medical Imaging Sciences

### PROGRAM DIRECTOR

#### Gladys Montane Ed.D., R.T.,(R)(M)

E: montangm@shp.rutgers.edu

P: 973-972-8528

### PRIMARY CAMPUS LOCATION

#### ONLINE – web-based

Newark

### MAJOR CLINICAL AFFILIATES

University Hospital – Newark

Newark Beth Israel – Newark

Hoboken University Medical Center – Hoboken

### FOR MORE INFO

For additional information about the Radiologic Imaging Modalities program, contact SHP Admissions:

### Admissions

E: SHPadm@shp.rutgers.edu

P: 973-972-5454

of a strong academic curriculum and intensive clinical training provides a program that is comprehensive in its methods, preparing students for the advanced national registry examination. The curriculum for CT, MRI and Mammography are recognized by the ARRT's Structured Education Requirements for post-primary certification and registration

## Learning Outcomes

Upon successful completion of the program, graduates will be able to:

### MRI

- Demonstrate MR safety and protective practices associated with MR imaging procedures.
- State advantages and disadvantages of axial, sagittal, coronal and oblique images in MRI (i.e., which structures are best demonstrated from each projection).
- Describe common artifacts that occur during imaging.
- Describe the criteria for imaging windows for different areas of the body.
- Describe the differences between adult and pediatric pulse sequences in MR.
- Describe the differences in tissue signal characteristics between adult and pediatric examinations.
- Evaluate images for appropriate positioning, anatomy, pulse sequences and overall quality.
- Identify the common indications and pathology for body systems in the adult and pediatric patient.
- Identify normal MR tissue characteristics of anatomical structures of interest.
- Identify the MR tissue characteristics of select pathological processes.
- Apply and identify imaging parameters that determine image contrast.
- Apply the imaging parameters involved in MR image formation.
- Apply MR imaging parameters in the clinical setting.
- Apply imaging options used to optimize image quality in MRI.
- Recognize and explain changes in sizes and shapes of anatomical structures that can indicate pathology.
- Construct pulse sequence diagrams based on specific timing of RF pulses and gradient applications.
- Recognize emergencies that can occur in MR imaging, and explain appropriate actions required of the technologist.
- Analyze the process of MR signal induction, sampling and conversion.

### CT

- Compare the image characteristics of spin echo and gradient echo pulse sequences.
- Identify arrhythmias on ECG.
- Identify a premature contraction on the ECG wave.
- Apply ECG dose modulation to reduce patient dose.
- Apply prospective gating to reduce patient dose in cardiac CT

- Identify key artifacts on a CTA study of a coronary arteries.
- Determine if contrast media is indicated for a specific procedure and if indicated, name the type and specify the dosage and route of administration.
- Determine from patient medical laboratory results, patient history and charted information if the use of contrast media is contraindicated and explain why.
- Adapt conventional scanning parameters for CT procedures of the head and neck to spiral mode and explain the differences.

### **Mammography**

- Correlate clinical breast changes with imaging findings, and comparison with previous mammograms.
- Implement proper techniques and procedures for conducting a breast assessment.
- Use non-diagnostic descriptors to record findings and document observations arising from the breast exam.
- Participate in patient education regarding breast self-examination.
- Modify procedures to assist patients with special needs.
- Apply the current national guidelines and standards set forth by the Mammography Quality Assurance Advisory Committee, the Food and Drug Administration (FDA) and the American College of Radiology (ACR)
- Properly operate mammography equipment and demonstrate the correct use of compression devices, filtration devices, the magnification setup, use of grids and automatic exposure controls.
- Accessorize equipment according to the procedure being performed.
- Set appropriate kVp, mA and time or automatic exposure control (AEC) and the correct position of the photosensor.
- Process digital images.
- Apply specimen imaging guidelines.
- Apply specimen handling protocols and record keeping for pathologic analysis.
- Document test results and make appropriate adjustments or recommendations to maintain patient safety.
- Implement appropriate corrective measures with established QC standards are not within recommended guidelines.
- Perform routine safety checks on mammography equipment and accessories.

### **Additional Information**

Additional program information is available online:

[shp.rutgers.edu/clinical-lab-and-imaging-sciences/bachelor-of-science-radiologic-imaging-modalities/](http://shp.rutgers.edu/clinical-lab-and-imaging-sciences/bachelor-of-science-radiologic-imaging-modalities/)

### **Curriculum**

See database for program requirements and course descriptions:

[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

## **Admission to Program**

To qualify for admission, applicants must meet the following requirements:

- ARRT registered Diagnostic Radiographer
- 6 credits of college level English/Written Expression or equivalent courses with a minimum grade of C
- 3 credits of college level Algebra or an equivalent course with a minimum grade of C
- An accumulative grade point average of 2.5 or higher in a standard 4.0 scale
- An up-to-date Radiologic Technology License from New Jersey and current registration by the ARRT. If not licensed in NJ must be eligible. To check for eligibility please contact New Jersey Department of Environmental Protection Radiological Bureau at 609-984-5890.

Selection for admissions is a competitive process which is the responsibility of the faculty. Decisions are based on a composite of the applicants overall academic ability, including achievement in professional and science courses. Aptitude in oral and written self-expression; personal characteristics such as leadership potential; and life and work experiences are also considered.

**For more information about admissions, please contact the Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**

## Radiologist Assistant Program

### Degree Options

- Master of Science

### Radiologist Assistant Professions

A radiologist assistant is an advanced-role for experienced diagnostic radiologic technologist who functions as a radiology extender, supplementing and supporting the work of radiologists. The RA serves to enhance patient care as an advanced level practitioner who works under the supervision of a radiologist performing patient assessment, patient management, fluoroscopy and other advanced level radiological procedures, and making initial observation of diagnostic images. In performing these duties, the radiologist assistant allows the radiologist to focus on interpretation, diagnosis and treatment.

### Program Description

The 48-credit, distance learning graduate degree program was created to meet the career goals of working radiological professionals. The program follows the national curriculum set forth by the American Society of Radiologic Technologist and the American College of Radiology and meets the American Registry of Radiologic Technologist certification requirements. Students are required to identify a radiology practice with an American Board of Radiology radiologist(s) willing to mentor and assess their competence. The RA program offers students the highest level of educational experiences by combining distance education with visits to the Newark campus once per year to provide students with the benefit of face-to-face contact with faculty. The American Registry of Radiologic Technologist has recognized the Master of Science Radiologist Assistant program since 2004. The program is recognized until 2025.

### Full-time and Part-time Status

In general, the Radiologist Assistant program at Rutgers, School of Health Professions (SHP) is designed to meet the needs of working diagnostic radiographers. The program is designed to be accomplished on a part-time basis in 3 years. All course requirements for graduation must be completed within 4 years of starting the program.

### Learning Goals

The Master of Science Radiologist Assistant program is designed to enhance the professional development of Diagnostic Radiographers in the workforce. Throughout the duration of studies students are presented with the knowledge and skills necessary for advanced practice. The combination of a strong academic curriculum and intensive clinical training provides a program that is comprehensive in its methods and capable of thoroughly training students in the advanced practices of a Radiologist Assistant.

### Clinical Laboratory and Medical Imaging Sciences

#### PROGRAM DIRECTOR

**Gladys Montane, Ed.D., R.T., (R)(M)**

E: montangm@shp.rutgers.edu

P: 973-972-8528

#### PRIMARY CAMPUS LOCATION

**ONLINE – web-based program**

#### MAJOR CLINICAL AFFILIATES

Students must identify a radiologist group to serve as a mentor and supervise clinical experiences.

#### University Hospital – Newark

#### FOR MORE INFO

For additional information about the Radiologist Assistant Program, contact SHP Admissions:

#### Admissions

E: SHPadm@shp.rutgers.edu

P: 973-972-5454

## **Learning Outcomes**

Upon successful completion of the program, graduates will be able to:

- Apply radiologic clinical analysis process in the patient care setting.
- Identify the administration, indications, contraindications and adverse effects related to moderate sedation and local anesthetics. Assess the patient and patient's records prior to and manage the patient during examinations requiring moderate sedation.
- Under radiologist supervision, perform patient examinations for diagnostic inspection and therapeutic treatment.
- Evaluate examination outcomes against examination requirements.
- Compose an internal memorandum of initial observations made during the examination following prescribed protocols.
- Identify the advantages and limitations of equipment and various exposure settings as a diagnostic tool.
- Verify quality assurance (QA) and quality control (QC) procedures to ensure that equipment is operating safely and in a standardized manner prior to patient exposure and on a daily basis.
- Apply techniques for reducing exposure to external and internal sources of radiation to the patient and personnel
- Implement a systematic method or technique for observing static and dynamic patient images for the purpose of recognizing normal anatomical and physiological appearances, and those variations in appearance that may indicate pathology or injury.
- Make recommendations for additional images or alternative imaging procedures as warranted for diagnostic purposes.
- Formulate initial observations presented to the radiologist
- Implement the use of clinical pathway knowledge in the clinical setting
- Adhere to health information and medical informatics policies and procedures, including those related to the use of electronic health record systems.
- Assess, evaluate and formulate priorities in daily practice.
- Assess and evaluate psychological and physical changes in the patient's condition and formulate appropriate actions.

## **Additional Information**

Additional program information is available online:

[shp.rutgers.edu/clinical-lab-and-imaging-sciences/master-of-science-radiologist-assistant/](http://shp.rutgers.edu/clinical-lab-and-imaging-sciences/master-of-science-radiologist-assistant/)

## **Curriculum**

See database for program requirements and course descriptions:

[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)



## Admission to Program

To qualify for admission, applicants must meet the following requirements:

- Graduated from an approved Diagnostic Radiography program
- Earned bachelor degree with an accumulative grade point average of 3.0 or higher
- Possess an up-to-date New Jersey Diagnostic Technologist license or other state license if required to practice in the state and current registration by the American Registry of Radiologic Technologists
- Employed as a full-time radiographer for a minimum of one year. Identify a radiologist group to serve as your preceptor (academic/clinical)
- Provide three letters of recommendation (from two (2) radiologists other than mentor)
- Provide a personal statement (1.5 - 2 pages)
- Provide proof of current Basic Cardiac Life Support Certification (BCLS)
- Have successfully passed an Introductory Pathophysiology, Human Disease or an equivalent with a grade of "B" or better. The program offers an Introduction to Pathophysiology course every summer semester online
- Identify a radiology group to serve as a mentor by completing the Clinical Preceptorship Memorandum of Understanding
- Provide primary mentoring radiologist mentor CV, ACR certificate and state license

Selection for admissions is a competitive process which is the responsibility of the faculty. Decisions are based on a composite of the applicant's overall academic ability, including achievement in professional and science courses. Aptitude in oral and written self-expression; personal characteristics such as leadership potential; and life and work experiences are also considered.

**For more information about admissions, please contact the Office of Admissions: SHPadm@shp.rutgers.edu or 973-972-5454**



# Department of Clinical and Preventive Nutrition Sciences

## Clinical and Preventive Nutrition Sciences

### PROGRAM DIRECTOR

**Jennifer Tomesko, DCN RD CNSC**

E: [tomeskje@shp.rutgers.edu](mailto:tomeskje@shp.rutgers.edu)

P: 973-419-3016

### PRIMARY CAMPUS LOCATION

**Hybrid Program**

### Distance-Based courses

### ACCREDITATION

**Accreditation Council for Education  
in Nutrition and Dietetics of the  
Academy of Nutrition and Dietetics**

120 S. Riverside Plaza Chicago, IL 60606

P: 312-899-5400

### STATUS

Program accredited through 6/30/2022

### FOR MORE INFO

For additional information about the

Entry-level Master of Science in  
Clinical Nutrition Program, contact  
SHP Admissions:

### Admissions

E: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu)

P: 973-972-5454

# Entry-level Master of Science in Clinical Nutrition

## Degree Options

- **Master of Science (in Clinical Nutrition) – Entry-level**

## Nutrition and Dietetics Professions

- By 2024 a master's degree will be required to become a registered dietitian (RD).
- RDs are food and nutrition experts who have met the Commission on Dietetic Registration's (CDR) criteria to earn the RD credential. RDs work in a wide variety of employment settings, including health care, business and industry, community/public health, education, research, government agencies and private practice.
- According to the U.S. Bureau of Labor Statistics, the need for dietitians and nutritionists is projected to grow 15% through 2026, much faster than the average growth for all occupations.
- More RDs will be needed to care for patients with various medical conditions and to help people improve their overall health.

## Program Description

The program is dedicated to the pursuit of excellence in nutrition and dietetics in clinical practice, research, and community outreach. We prepare students through a combination of distance education, face to face learning and innovative supervised experiential learning (SEL) to become RDs providing patient and client-centered, interprofessional, and evidence based nutrition care. It is a 42-credit program spanning 16 continuous months. As part of our hybrid program students come to our Newark campus during the months of March, June and December for 3-day workshops. There are 2 tracks for clinical work: New Jersey or a remote track for those more than 100 miles from campus. Upon graduation students are eligible to take the Commission on Dietetic Registration's credentialing exam.

## Learning Goals

**Goal 1:** Prepare graduates to be competent, entry-level registered dietitian nutritionists (RDNs) who will meet the employment needs of New Jersey, the nation, and international communities.

**Goal 2:** Prepare graduates to be able to utilize and apply evidence-based and evidence-informed research in professional practice.

## Learning Outcomes

*Outcomes for Goal 1:*

- At least 80% of program graduates complete program/degree requirements within 2.25 years (150% of the program length).
- Of graduates who seek employment, 70% are employed in nutrition and dietetics or related fields within 12 months of graduation.

- During their first year of employment, program graduates will be ranked by at least 80% of employers who respond to our employer survey as “satisfactory” or better in professional knowledge and skills as compared to the expected competency of entry-level RDNs.
- Ninety percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
- The program’s one -year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
- During the 16 month program 90% of students will participate in interprofessional education of client and patient-centered care activities. Examination for dietition nutritionists (RDNs) within one year of first attempt.

*Outcomes for Goal 2:*

- At least 85% of program graduates who respond to the alumni survey will indicate that they routinely use current evidence-based and informed research findings in professional practice.
- At least 75% of program graduates who respond to the alumni survey will indicate that they apply the evidenced-based and informed research process to make decisions in professional practice.

## **Additional Program Information**

Additional programmatic information is available on-line at  
[shp.rutgers.edu/dept/nutr/programs/entry\\_lvl\\_MSCN.html](http://shp.rutgers.edu/dept/nutr/programs/entry_lvl_MSCN.html)

## **Curriculum**

See database for more specific program requirements and course descriptions:  
[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

## **Admission to Program**

- SHP application: accessed at <http://gradstudy.rutgers.edu/apply/overview>
- DPD Verification Statement or if non DPD transcripts demonstrating completion of all pre-requisites
- Minimum Overall GPA from B.S. and all pre-requisites of 3.0
- Two Letters of Recommendation from professors or academic advisors
- Current Resume
- Official Transcripts from all post secondary institutions
- B.S. degree from a regionally accredited U.S. college or university; international students must provide TOEFL scores and international transcript evaluation records
- Personal Statement (up to 750 words) with short and long term career goals
- Supplemental Application Form indicating Local or Remote Track (if remote track, please rank your top 3 city preferences.



- Face 2 Face Virtual Interview (to be scheduled following review of complete application)
- Prerequisite courses include:
  - Anatomy and Physiology
  - General Chemistry
  - Introduction to Nutrition\*
  - Macronutrient Metabolism
  - Vitamin and Mineral Metabolism\*
  - Experimental Foods\*
  - Microbiology
  - Organic Chemistry\*
  - Biochemistry\*

*\*Classes offered at SHP*

**For more information about admissions, please contact the Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**

## Clinical Nutrition Programs

### Degree Options

- **Master of Science (MS) in Clinical Nutrition (Post-professional)(MSCN)**

### Clinical Nutrition and Dietetics Profession

Dietetics represents the art and science of applying the principles of food and nutrition in health and disease with the goal of improving nutrition outcomes.

It is a growing profession with many career possibilities in areas of health care, industry, education, research, community and public health. Whichever option you choose, you'll share your knowledge of food and nutrition to help maintain the health of people.

### Program Description

The MSCN is a 31-credit, hybrid, clinically focused, graduate degree program designed exclusively for the Registered Dietitian Nutritionist (RDN). The program culminates with a research thesis.

Our program prepares graduates with the advanced knowledge, expanded skills, and intellectual maturity necessary to become progressive, innovative and interprofessional practitioners and leaders in the dynamic health care environment. The program utilizes an online learning environment and virtual face-to-face meetings. Students are expected to come to campus 3 times during their course of study.

Students are prepared with the critical thinking and scientific skills needed for advanced-level clinical practice, management, and leadership positions. Our program instills an appreciation for interprofessional collaboration and education, and provides opportunities to achieve expanded roles in health promotion, disease prevention, and intervention for a 21st Century multi-cultural society.

### Full-time and Part-time Status

The MSCN program can be completed on a part or full time basis. If completed on a part-time basis, it generally takes approximately four years to complete, depending on semester credit loads.

### Learning Goals

**MSCN Mission Statement:** The MSCN is dedicated to the pursuit of excellence through an individualized advanced-level, clinically focused graduate degree program. The program instills an appreciation of lifelong learning, professional leadership and service. It prepares graduates with the advanced knowledge, expanded skills, and intellectual maturity necessary to become progressive, innovative and inter-professional practitioners and leaders in the dynamic health care environment.

### Clinical and Preventive Nutrition Sciences

#### PROGRAM DIRECTOR

**Rena Zelig, DCN, RDN, CDE, CSG**

E: [zeligre@shp.rutgers.edu](mailto:zeligre@shp.rutgers.edu)

or [ms-cn@shp.rutgers.edu](mailto:ms-cn@shp.rutgers.edu)

P: 973-972-5956

#### PRIMARY CAMPUS LOCATION

**ONLINE: Hybrid Program**

#### FOR MORE INFO

For additional information about this Clinical Nutrition Program, contact SHP Admissions:

#### Admissions

E: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu)

P: 973-972-5454

### **MSCN Goal Statements:**

- Advances knowledge and expands skills necessary to execute the role of innovative and progressive dietetics practitioners.
- Provides an outcome oriented, student centered approach to graduate education.
- Promotes collaboration and interdisciplinary education through advanced level courses.
- Promotes the design, conduct, and analysis of clinical nutrition/dietetics research.
- Advocates professional leadership and service.
- Promotes the design, conduct, and analysis of clinical nutrition/dietetics research.
- Advocates professional leadership and service.

### **Learning Outcomes**

Upon the completion of the program, graduates will be prepared to:

- Provide medical nutrition therapy utilizing the Nutrition Care Process model inclusive of standardized language for nutrition diagnosing, assessment, care planning and monitoring of medically complex patients with acute, chronic, and terminal illnesses.
- Collaborate with health care team members in the interdisciplinary management of specialized nutrition modalities, conditions, and illnesses.
- Establish nutrition practices for health promotion, disease prevention and management independently or in collaboration with health care provider organizations.
- Design and conduct dietetics/nutrition research in a variety of settings.
- Critically appraise research and scholarly work, and incorporate the current scientific knowledge and emerging trends in science into practice.
- Utilize effective management, leadership, and information technology skills to guide dietetics practice into the future.
- Interpret and apply evidence-based research literature in clinical practice.
- Design, implement, and evaluate health and medical nutrition therapy interventions in a multi-cultural society.
- Assume roles as competent clinical practitioners.
- Become lifelong learners, using self-assessment and continuing education to persistently advance individual knowledge and skills
- Comply with the Code of Ethics of the Academy of Nutrition and Dietetics and display ethical behavior in practice, education, and scholarly activities.

### **Additional Program Information**

The Department of Clinical and Preventive Nutrition Sciences at Rutgers is a Continuing Professional Education (CPE) Accredited Provider (#UN001) with the Commission on Dietetic Registration. For more information on the continuing education course we offer visit the Institute for Nutrition Interventions website: **shp.rutgers.edu/nutritional-sciences/institute-for-nutrition-interventions/**

## **Non-Matriculated Status**

Registered Dietitian Nutritionists (RDNs) who are considering enrollment, or who wish to simply advance their knowledge and skills, may take up to 12 credits on a non-matriculated basis. Please refer to the non-matriculated student's website: [shp.rutgers.edu/center-for-advanced-and-continuing-education/](http://shp.rutgers.edu/center-for-advanced-and-continuing-education/)

Additional programmatic information is available on-line at:  
[shp.rutgers.edu/nutritional-sciences/master-of-science-clinical-nutrition/](http://shp.rutgers.edu/nutritional-sciences/master-of-science-clinical-nutrition/)

## **Curriculum**

See database for program requirements and course descriptions:

[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

## **Admission to Program**

Prospective students must be **Registered Dietitian Nutritionists (RDNs)**.

- International applicants must hold an equivalent credential that meets U.S. standards by the Commission on Dietetic Registration ([www.cdrnet.org](http://www.cdrnet.org)).
- A minimum GPA of 3.2 is required for admission. Applicants with a lower GPA may be considered on an individual basis.
- At least six months of clinical experience as an RDN.

Application materials include:

- SHP application, which is available at [shp.rutgers.edu/graduate-admissions/](http://shp.rutgers.edu/graduate-admissions/)
- An official copy of the transcript for highest nutrition degree earned and certificate of completion/transcript from pre-professional practice program, if applicable
- Copy of RDN card
- Resume or Curriculum Vitae
- A letter of intent describing short and long term goals for completing the MSCN program
- One letter of recommendation from an individual with a graduate degree who is familiar with your professional work

Applicants who meet the admission criteria will be scheduled for an interview with select faculty in the Rutgers SHP Department of Clinical and Preventative Nutrition Sciences.

A minimum GPA of 3.2 is required for admission; however, applicants with a lower GPA may be considered on an individual basis.

Graduates of the Rutgers SHP Dietetic Internship who maintained a 3.2 GPA in the program are accepted into the program if they complete all application procedures within five years of graduation. Six elective credits from their graduate internship course work may be transferred when the MSCN is started within 5 years of graduation from the Dietetic Internship. Graduates of the Rutgers SHP Coordinated Program who maintained a 3.2 GPA in the nutrition didactic and rotation courses of the Coordinated Program are accepted if they complete all application procedures within five years of graduation. Graduates from both programs must submit all application materials and be interviewed by program faculty. Undergraduate transcripts are not required if a letter is included within the application materials stating their graduation date from Rutgers.



Applicants who are foreign-trained must take the Test of English as a Foreign Language (TOEFL) and must submit an official copy of a transcript evaluation prepared by a recognized transcript evaluation agency such as: World Education Services Inc., PO Box 5087, Bowling Green Station, New York, NY, 10274-5087, <http://www.wes.org/>; or similar transcript evaluation service. Foreign-trained applicants who have completed a master's degree in the U.S. are eligible for a waiver from this requirement.

Admission is offered twice per year for the MSCN program. The application deadline is February 15 for the following Fall admission and October 1 for the following Spring admission.

#### **GPA minimum requirement/credentialing requirement**

A minimum GPA of 3.2 and current registration with the Commission on Dietetic Registration are required.

**For more information about admissions, please contact the Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**

## Clinical Nutrition Programs

### Degree Option

- Doctor of Clinical Nutrition (DCN)

### Clinical Nutrition and Dietetics Profession

Dietetics represents the art and science of applying the principles of food and nutrition in health and disease with the goal of improving nutrition outcomes. It's a growing profession with many career possibilities in areas of health care, industry, education, research, community and public health. Whichever option you choose, you'll share your knowledge of food and nutrition to help maintain the health of people.

### Program Description

The Doctor of Clinical Nutrition (DCN) is the first Advanced Practice Clinical Doctorate Program in the U.S. and globally exclusively for Registered Dietitian Nutritionists (RDN). The DCN is designed for the RDN with an interest in advancing clinical learning, practice and research beyond the Master's degree. The 50-credit predominantly online program enhances knowledge and skills through an in-depth study of clinical nutrition, emerging trends in dietetics, evidence based nutrition interventions, education and policy, as well as critical analysis and application of research and practice in the clinical setting. The research experience includes the design and conduct of pilot and practice-based research studies. Students complete a 350-hour advanced practice clinical residency designed based on individual interests and goals. Students are required to come to New Jersey three times during their study.

### Full-time and Part-time Status

The program can be taken on a full-time or part-time. The DCN program generally takes approximately five years to complete on a part-time basis, depending on semester credit loads.

### Learning Goals

The Doctor of Clinical Nutrition (DCN) is dedicated to the pursuit of excellence through a clinically focused dietetics advanced practice doctorate program. Our graduates are innovative, autonomous, advanced dietetics practitioners and researchers with expert level knowledge and skills, critical thinking proficiency and aptitude in scientific inquiry. The DCN emphasizes interprofessional collaboration and evidence based practice through courses, an advanced clinical practice residency, and a practice based research project.

#### DCN Goal Statements:

- Provides an in-depth study of clinical nutrition and evidence based practice through cutting-edge coursework and a clinical practice residency to prepare graduates to assume the role of an advanced level dietetics practitioner.
- Prepares graduates to be able to design, conduct, and analyze clinical nutrition research in diverse settings.
- Develops experts in evidence based nutrition practice using clinical reasoning and scientific inquiry.
- Fosters professional leadership, service, and scholarly efforts.

### Clinical and Preventive Nutrition Sciences

#### PROGRAM DIRECTOR

**Jane Ziegler, DCN, RDN, LDN**

E: ziegleja@shp.rutgers.edu

or dcn@shp.rutgers.edu

P: 973-972-9487

#### PRIMARY CAMPUS LOCATION

**ONLINE: Hybrid Program**

#### FOR MORE INFO

For additional information about this Clinical Nutrition Program, contact SHP Admissions:

#### Admissions

E: SHPadm@shp.rutgers.edu

P: 973-972-5454

## Learning Outcomes

Upon the completion of the program, graduates will be prepared to:

- Practice as an advanced dietetics practitioner for individuals, communities, and/or clinical populations with expert level competency in assessment, diagnosis, implementation and evaluation of clinical nutrition care plans using the Nutrition Care Process model, standardized language, and evidence based practice guidelines.
- Conduct a comprehensive nutrition-focused physical examination and interpret results relative to nutritional well-being using nutritional diagnostic reasoning and standardized language.
- Incorporate knowledge of body composition and nutritional physiology to guide clinical decision making in the assessment of healthy and medically complex patients with acute, chronic and terminal illnesses.
- Assimilate knowledge of drug-nutrient, and drug-dietary supplement interactions and associated pharmacokinetics and pharmacodynamics in patient care.
- Apply a global perspective to professional practice by incorporating scientific, clinical and cultural implications of food and nutrition into clinical practice.
- Apply critical thinking skills in communication, information management, problem solving and resource utilization to foster professional autonomy in clinical practice.
- Collaborate with other members of the healthcare team, industry and academia as the nutrition expert.
- Mentor and teach clinical nutrition practice to students and colleagues across diverse health care arenas.
- Analyze current nutritional interventions using an evidence-based approach.
- Become life-long learners, using self-assessment and continuing education to continuously advance individual knowledge and skills.
- Comply with the Code of Ethics of the Academy of Nutrition and Dietetics and display ethical behavior in practice, education, and scholarly activities.
- Demonstrate competence in the interpretation and critique of scientific health care literature using an evidence analysis approach; apply and integrate findings into practice settings.
- Design, conduct, analyze, and author papers on clinical nutrition research.
- Present and defend research findings to professional audiences and develop a manuscript worthy of publication to a peer-reviewed journal.

## Additional Program Information

The Department of Clinical and Preventive Nutrition Sciences at Rutgers is a Continuing Professional Education (CPE) Accredited Provider (#UN001) with the Commission on Dietetic Registration. Each course hour is equivalent to one CPE credit hour. For more information on the continuing education course we offer visit the Institute for Nutrition Interventions website [shp.rutgers.edu/nutritional-sciences/institute-for-nutrition-interventions/](http://shp.rutgers.edu/nutritional-sciences/institute-for-nutrition-interventions/)

## Curriculum

The courses are offered in an online learning environment, supplemented with face-to-face virtual meetings and a minimum of three on-campus visits. See database for program requirements and course descriptions: [shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

## **Admission to Program**

Prospective students must be Registered Dietitian Nutritionists (RDNs). International applicants must hold an equivalent credential that meets U.S. standards by the Commission on Dietetic Registration ([www.cdrnet.org](http://www.cdrnet.org)).

- A master's degree, preferably in nutrition or a health-related field (with a minimum GPA of 3.4).
- Must have at least three years of professional experience as a clinical RDN.
- Application materials include:
  - SHP application, which is available at [shp.rutgers.edu/graduate-admissions/](http://shp.rutgers.edu/graduate-admissions/)
  - An official copy of the transcripts from the highest degree earned
  - If the highest degree is not in nutrition, the transcripts from the nutrition degree must be included
  - RD Commission on Dietetic Registration (CDR) Number
  - Resume or curriculum vitae
  - A letter of intent describing reasons for pursuing the DCN program, research interests and short and long-term goals for completing the DCN program
  - Two letters of recommendation, one from an individual with a doctoral degree who is familiar with your professional and/or academic achievements.

Applicants who are foreign-trained must take the Test of English as a Foreign Language (TOEFL) and must submit an official copy of a transcript evaluation prepared by a recognized transcript evaluation agency such as: World Education Services Inc., PO Box 5087, Bowling Green Station, New York, NY, 10274-5087, <http://www.wes.org> or similar transcript evaluation service. Foreign trained applicants who have completed a master's degree in the U.S. are eligible for a waiver from this requirement.

Applicants who meet the admission criteria will be scheduled for an interview with select faculty in the Rutgers SHP Department of Clinical and Preventive Nutrition Sciences.

## **Non-Matriculated Status**

Master's prepared RDNs who are considering making the commitment to a graduate program, or who wish to advance knowledge and skills, may take up to 12 credits on a non-matriculated basis.

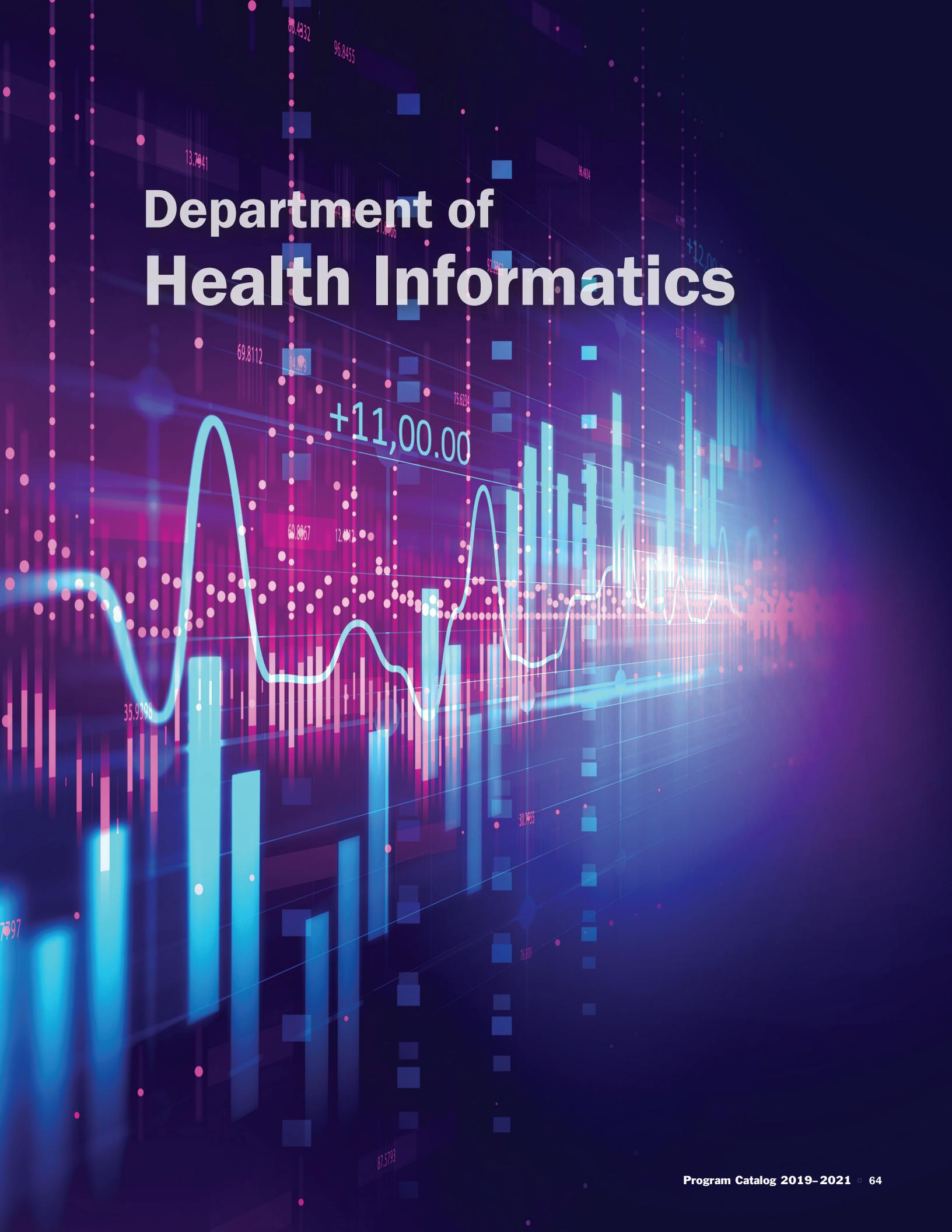
Options for non-matriculated students can be viewed online. Please visit our website: [shp.rutgers.edu/nutritional-sciences/doctorate-in-clinical-nutrition/](http://shp.rutgers.edu/nutritional-sciences/doctorate-in-clinical-nutrition/)

## **GPA minimum requirement/credentialing requirement**

A minimum GPA of 3.4 and current registration with the Commission on Dietetic Registration are required.

**For more information about admissions, please contact the Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**

# Department of Health Informatics



## Health Information Management Program

### Degree Options

- Bachelor of Science (Joint and Solo)
- Second Bachelor of Science
- Undergraduate Certificate

### Health Information Management Profession

The Health Information Manager is a member of the health care team and is the professional responsible for management of health information systems consistent with medical, administrative, ethical and legal requirements.

Health information professionals acquire, analyze and protect data in both electronic and traditional methods to provide information critical to the health care industry. In addition to collecting many kinds of data from a variety of sources, they monitor the integrity of the information, ensure appropriate access to health records and manage use of this data.

Career opportunities in health information now extend well beyond the health information department and the acute care facility. Professionals with technical expertise, problem solving skills, knowledge of clinical medicine and superior communication skills are needed to ensure quality health care documentation, protecting patient confidentiality and develop and maintain the electronic health record. The need for accurate and up-to-date health records is not confined to health care facilities. These professionals are employed by managed care organizations, insurance companies, law firms, physician offices, consulting firms, software companies and the pharmaceutical industry.

### Program Description

The Health Information Management Program provides a broad professional education which is based on the baccalaureate competencies developed by the American Health Information Management Association (AHIMA). The curriculum prepares the graduate to successfully achieve the Registered Health Information Administrator (RHIA), a nationally recognized credential in the HIM and health care field.

General Education Requirements for the HIM program include 59 credits of courses in the Humanities, Social Sciences, Science & Mathematics, Health, Concentration Courses and free electives. These courses are completed through an affiliate or at a regionally accredited college or university prior to admission.

Student holding an AS, AA, or higher degree and students who have completed all or most of the required general elective credits may apply directly to SHP. The undergraduate must have completed the core and breadth courses prior to continuing into the professional phase of the degree at Rutgers. The HIM program is also a joint degree program between Rutgers School of Health Professions and several affiliate colleges/universities. Entering first time freshman may select any affiliate to complete two years of pre-professional course work. Transfer students with some of their General Education courses completed may apply to any affiliates for completion of their general education requirement who generally will transfer in up to half of their required courses\*.

The professional component includes didactic, laboratory and professional practice experiences. Major course requirements include 61 credits in Health Information

### Health Informatics

#### PROGRAM DIRECTOR

**Dasantila Sherifi, PhD, MBA, RHIA**

E: dasantila.sherifi@rutgers.edu

P: 973-972-4356

#### PRIMARY CAMPUS LOCATION

**RWJMS Research Tower, Piscataway**

#### ONLINE: web-based program

#### ACADEMIC AFFILIATES

Academic institutions with partnership programs at the Rutgers School of Health Professions.

**Fairleigh Dickinson University**

**Felician College**

**Georgian Court University**

**Kean University**

**Monmouth University**

**New Jersey City University**

**Rowan College at Burlington County**

**Rutgers University – Newark College of Arts & Science**

**Saint Peter's University**

**Thomas Edison State University**

**MAJOR PROFESSIONAL PRACTICE AFFILIATES**

PPE sites are located throughout New Jersey.

**Atlantic Health Systems**

**RWJ Barnabas Health**

**Hackensack Meridian Health**

**Englewood Hospital**

**Hackensack Mountainside Hospital**

**Holy Name Hospital**

**St. Joseph's Regional Medical Center**

**St. Peter's University Hospital**

**Summit Regional Medical Group**

**Trinitas Regional Medical Center**

**CarePoint Health**

**Penn Medicine Princeton Health**

**Cornerstone Behavioral Health Hospital**

Management courses to be completed ONLINE at Rutgers. No more than one-half of the major courses may be transferred into the HIM Program.

Health Information Management courses at Rutgers are taught ONLINE. The professional practice experience (PPE) is required for graduation and must be scheduled during the daytime hours to allow adequate supervision at the PPE site. This Management Affiliation consists of 75 hours of practice on site at a contracted facility as well as 75 hours of ONLINE modular education.

Joint degree students will complete 120 credit hours at Rutgers and the partner institution in order to be awarded the degree. Solo degree students, second degree students and post baccalaureate certificate students will have met the requirements to be admitted directly to SHP.

Whether in hospitals, ambulatory care or alternate settings where health information is developed, maintained and applied, the HIM graduate will be able to manage health information systems consistent with the medical, administrative, ethical and legal requirements of the healthcare delivery system.

At the conclusion of the educational experience, the graduates will demonstrate high ethical standards regarding the personal and aggregate use of health information.

## **Learning Goals**

- To prepare competent Registered Health Information Administrators for employment in all types of healthcare facilities.
- To prepare graduates to meet the needs of the healthcare industry.
- To provide students with a balanced curriculum in liberal arts and professional courses.
- To provide knowledgeable well-trained professional in the health information professions
- To enhance faculty development and encourage professional growth in order to provide up to date curriculum throughout the program.

## **Learning Outcomes**

At the conclusion of the professional courses in the HIM program, the student will demonstrate knowledge and competency as defined in the 86 professional competencies established by the American Health Information Management Association. These are in the following domains with a representative sample of learning outcomes:

- 1. Data Content, Structure & Standards (Information Governance)**—Verify that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status
- 2. Informatics, Analytics and Data Use**—Apply analytical results to facilitate decision-making
- 3. Revenue Management**—Manage the use of clinical data required by various payment and reimbursement systems
- 4. Compliance**—Determine processes for compliance with current laws and standards related to health information initiatives and revenue cycle
- 5. Leadership**—Effectively communicate through project reports, business reports and professional communications

A full listing of these competencies can be found at:  
<https://www.cahiim.org/accreditation/health-information-management/curriculum-requirements>

## Full-time and Part-time Status

Students may complete this program on a full-time or part-time basis.

## Additional Program Information

For more detailed information on the profession, requirements, curriculum please visit the program's website: [shp.rutgers.edu/health-informatics/bachelor-of-science-health-information-management/](http://shp.rutgers.edu/health-informatics/bachelor-of-science-health-information-management/)

## Curriculum

See database for program requirements and course descriptions:  
[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

## Admission to Program

In addition to the general college admission requirements to Rutgers SHP, the Health Information Management Program requires:

- Usually, completion of all pre-professional requirements with a grade of C or above at the partner institution
- Junior standing (completion of 56 semester hours)
- An overall minimum grade point average of 2.75 on a 4.0 scale is required to apply to the program
- Submission of a formal application to Enrollment Services by May 1st immediately preceding the intended Fall Semester enrollment
- Official transcripts of all previous college courses including the partner institution. International students must provide a transcript evaluation from an approved transcript evaluation company. Applicants must also have completed the specific prerequisite courses listed on the HIM program page at: <https://apps.shp.rutgers.edu/projects/CourseCatalog/RGs/RGview.cfm?PCODE=HIM1>

**For more information about admissions, please contact the Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**

### ACCREDITATION

**Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM)**

233 N. Michigan Avenue  
Chicago, IL 60601

### CONTACT

**Angela Kennedy, EdD, MBA, RHIA**

### STATUS

Ongoing current accreditation confirmed 2020

### FOR MORE INFO

For additional information about the Health Information Management Program, contact the HIM program

E: [HIM@shp.rutgers.edu](mailto:HIM@shp.rutgers.edu)  
P: 973-972-4356

For additional information about the Health Information Management Program, contact SHP Admissions:

### Admissions

F: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu)  
P: 973-972-5454

## Health Informatics

### PROGRAM DIRECTOR

**Doreen W. Lechner, PhD**

biopharma@shp.rutgers.edu

973-972-6482

### PRIMARY CAMPUS LOCATION

**ONLINE:** web-based program

### FOR MORE INFO

For additional information about the Clinical Research Management – Biopharma Educational Initiative Program, contact the Program Director at 973-972-6482.

# Clinical Research Management – Biopharma Educational Initiative Program

## Degree Options

### □ Master of Science in Clinical Research Management

- Clinical Research Management track
- Drug Safety & Pharmacovigilance track

### □ Certificates

- Clinical Trials Recruitment Sciences
- Clinical Trials Regulatory Affairs
- Drug Safety & Pharmacovigilance

## Clinical Research Management Professions

Clinical Research Professionals are involved in the writing, executing, and monitoring of human subject research on drugs, biologics, and medical devices. They are employed by Biopharmaceutical Companies, Regulatory Agencies, Contract Research Organizations and Academia, and ensure compliance with all regulatory, ethical and legal guidelines.

## Program Description

The Masters of Science in Clinical Research Management (MSCRM) is a 36-credit ONLINE program consisting of a 30 credit course core plus 6 credits of specialization elective courses. Students select a track and develop a program plan in consultation with an academic advisor. Current specialization areas or tracks include the following:

- Clinical Research Management
- Drug Safety & Pharmacovigilance

For current information regarding the specializations, please refer to the program website.

The Program culminates in a systematic literature review graduate project or mentored fieldwork experience (if qualify), designed to address a biopharma or clinical trial sciences issue or problem of interest to the student.

## Full-time and Part-time Status

Students may attend on a part-time or full-time status. Additionally, some students may decide to enroll in individual courses on a non-matriculated basis to achieve knowledge in one particular area or to make efficient course selections as they decide which track or certificate is appropriate. Students may be permitted to take up to 12 credits as a non-matriculant.

## Learning Goals

The Overall Goal of this Master's degree is to prepare competent individuals to work in the Biopharmaceutical Industries, Regulatory Agencies, Contract Research Organizations or Academia, with the primary objective of assisting with the execution and reporting of clinical drug and device trials commensurate with clinical, legal, ethical,

and regulatory guidelines. This is performed through a competency based framework covering the following domains: Scientific Concepts and Research Design, Ethical and Participant Safety Considerations, Medicines Development and Regulation, Clinical Trial Operations, Study and Site Management, Data Management and Informatics, Leadership and Professionalism and Communication and Teamwork

## **Learning Outcomes**

The goals and objectives of the program vary depending on track selected. For students in the Clinical Research Management Track students will be able to:

1. Design a clinical and translational study incorporating, sample size, placebo response, statistical significance, blinding, minimizing bias, randomization, safety management as well as concepts surrounding multiple analyses and multiple treatment arms and endpoints;
2. Apply an understanding of the history of ethical and cultural issues, informed consent, inclusion and exclusion criteria in regard to human subject protection and privacy as well as safety as it relates to the drug development process;
3. Summarize the specific processes in line with regulatory and legislative framework that ensures safety, efficacy and quality for regulatory authority approval for the marketing authorization for a medical product;
4. Understand the framework of global clinical operations as it relates to Good Clinical Practice, study conduct and management; safety profile management and control and handling of investigational product;
5. Identify and explain the specific procedural, financial, documentation, and oversight requirements of PIs, sponsors, site personnel, contract research organizations (CROs), and regulatory authorities related to the conduct of a clinical trial;
6. Describe how data sets the stage as a critical role in a clinical trial including electronic data capture, the importance of information technology in data collection, capture, management, correction and queries;
7. Identify and implement the practice of leadership and project management of the ethical and professional conflicts that are associated with the conduct of clinical research and project strategy;
8. Discuss the various elements of communication between the site and sponsor, health authorities and contract research organizations as well as within the site through the understanding of multidisciplinary teamwork skills necessary for conducting a clinical trial.

For those students in the Drug Safety and Pharmacovigilance track students will be able to:

1. Design a clinical and translational study incorporating, sample size, placebo response, statistical significance, blinding, minimizing bias, randomization safety management, as well as concepts surrounding multiple analyses and multiple treatment arms and endpoints;
2. Summarize the principles of pharmacoepidemiology, pharmacogenomics and other drug safety science to analyze potential safety issues and understand the patient population and the risks in the drug development process;

3. Summarize the specific drug safety function and processes in line with regulatory and legislative framework that ensures safety and quality through the various phases that must be followed in order for the regulatory authority to approve the marketing authorization for a medical product;
4. Understand the framework of drug safety and pharmacovigilance operations as it relates to US and EMA rules, regulations and initiatives governing both safety reporting (ICSR and aggregate reports) and processing data from clinical trials and post-marketing environments including CIOMS and ICH guidelines;
5. Explain the development and maintenance of Pharmacovigilance System Master File, Safety Management Plans and Safety Data Exchange Agreements across clinical study programs and post marketing activities;
6. Identify the data sources, data capture, data assessment (seriousness; labeledness/expectedness and causality), data management practices, database tools and MedDRA dictionary for narrative preparation and analysis of clinical and post-marketing safety data;
7. Perform risk identification (signal detection) and characterize identified risks, potential risks based on signal analysis to develop a risk management plan;
8. Identify the different Risk Management Tools such as RMPS and REMS;
9. Identify and implement the practice of leadership and project management through the role of key drug safety professionals with the drug safety function associated with the conduct of clinical research, product strategy and responding to regulatory authority inquiries;
10. Discuss the various elements of communication for a cohesive quality management system including effectively preparing and conducting audits and inspections across the site and sponsor, health authorities and contract research organizations as well as within the site through the understanding of multidisciplinary teamwork skills necessary for collecting and querying safety data in a clinical trial.

## **Additional Program Information**

Four short-term academic certificates (15 credits for each certificate) are available:

- Certificate in Clinical Trials Regulatory Affairs
- Certificate in Clinical Trials Recruitment
- Certificate in Drug Safety & Pharmacovigilance

Visit the program website at [shp.rutgers.edu/health-informatics/master-of-science-clinical-trial-sciences/](http://shp.rutgers.edu/health-informatics/master-of-science-clinical-trial-sciences/)

## **Curriculum**

See database for program requirements and course descriptions:  
[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

## **Admission to Program**

Applications are accepted for Fall and Spring Terms. Admission is offered on a rolling basis. Requirements for MS admissions include:

- Completed application and applicable fee
- Official transcript of highest degree
- Credential Evaluation: Applicants who have attended an educational institution in a foreign country.
- Two recommendations, preferably from professional colleagues/supervisors or from course instructors (using forms provided by and returned separately to the Office of Enrollment Services); only one recommendation is required for application to the Certificate Programs
- Personal statement of how the applicant expects to apply the degree to his/her professional career goals
- Current resume or curriculum vita
- TOEFL test score and credentialed transcript if student has graduated from a non-U.S. university.
- Requirements for admission into one of the Program's certificates are the same as for the MS degree except that only one letter of reference is required.

Certificate and non-matriculant applicants should apply via the Biopharma Initiative website: <https://shp.rutgers.edu/health-informatics/postbaccalaureate-certificate-biopharma-initiative/> .

## **GPA minimum requirement/credentialing requirement**

The minimum GPA required for admissions is 3.0. A science background is preferred but not required.

**For more information about admissions, please contact the Office of Admissions: SHPadm@shp.rutgers.edu or 973-972-5454.**

## Health Informatics

### PROGRAM DIRECTOR

**Shankar Srinivasan**

E: [srinivsh@shp.rutgers.edu](mailto:srinivsh@shp.rutgers.edu)

P: 973-972-4279

### PRIMARY CAMPUS LOCATIONS

**RWJMS Research Tower, Piscataway**

**ONLINE:** web-based program

### FOR MORE INFO

For additional information about the Master of Science in the Biomedical Informatics Program, contact SHP Admissions:

### Admissions

E: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu)

P: 973-972-5454

# Health Informatics Program

## Degree Options

- **Master of Science**

## Health Informatics Professions

Health Informatics is an interdisciplinary science that involves both the conceptual and practical tools from diverse disciplines for the understanding, invention, generation and propagation of biological and medical information—to solve complex problems in prevention and treatment of diseases, health care, health sciences and pharmaceutical research, education, clinical/medical decision-making, and delivery of health care. As such, Health Informatics is an essential element of 21st-century health and biological sciences.

A few examples of health informatics application include:

- Reducing diagnostic uncertainties and improving clinical decision-making by using computing techniques and information technologies.
- Designing interactive consultation system to treat patients more efficiently and cost effectively by using national databases.
- Developing transportable software systems for image reconstruction and for 3-D visualization and analysis of medical imaging data.
- Analyzing healthcare datasets for use in clinical or biomedical research.
- Designing large databases of digitized medical images for use in medical decision-making, teleradiology, or teleconsultation.
- Designing and managing clinical, pharmacy, radiology, laboratory or hospital information systems.

## Program Description

The Master of Science program in Health Informatics began in 1993. The student body is a diverse group of health professionals; however, admission is not limited to medical and health related professionals.

All students complete at least 36 credits hours of which at least 30 hours must be formal course work. This includes:

- 21 credit hours of core courses
- 15 credit hours of electives

Students successfully completing the program are granted the Master of Science degree in Health Informatics.

To meet the needs of busy professionals, we offer students the flexibility in time and place for study. Both the post-graduate certificate in Healthcare Informatics and the Master of Science in Health Informatics are available in both in-class and ONLINE modes. For the ONLINE version of the program all the required courses are made available as web based courses and the thesis/project guidance will be offered through interactions with instructors by multi-media resources and electronic communications.

## **Full-time and Part-time Status**

Both categories of students are admitted in the Program. Full-time students may complete the MS degree in 18 months, but will usually require two years. Part-time students may take three to five years to complete the degree.

## **Learning Goals**

The principal goal of the MS program is to enable a student to apply informatics theories, methods and processes for the generation, storage, retrieval, and communication of health care data.

## **Learning Outcomes**

Upon completion of the program, the graduates will be able to:

- Analyze information requirements for clinical decision-making, health sciences education and training, and hospital/health care management.
- Demonstrate competency in health care data analytics by using theories and methods of data structure, algorithms, and programming.
- Participate in the Planning, Implementation and Quality Assurance aspects of Electronic Health Records.
- Design, develop and implement computer-based teaching and learning systems to improve effectiveness of health sciences education and training.
- Manage health care, and medical information systems and technologies including Electronic Health Records.
- Utilize cost-benefit/cost-effectiveness analysis methodologies.
- Utilize concepts and tools of artificial intelligence, expert systems, and probabilistic models to improve decision-making.
- Evaluate and improve the effectiveness of clinical, educational, and/or management information systems.

## **Additional Program Information**

Application packets including program-related information may be obtained by writing or calling the Office of Admissions at (973) 972-5454 or via e-mail or by visiting the website at: [shp.rutgers.edu/health-informatics/master-of-science-health-informatics/](http://shp.rutgers.edu/health-informatics/master-of-science-health-informatics/)

## **Curriculum**

See database for program requirements and course descriptions:

[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

## **Admission to Program**

**General Requirements:** Applicant for admission must hold a bachelor's degree from an accredited institution in the U.S. or its equivalent with a major in any field of health sciences (including medicine, dentistry, allied health, nursing, public health, pharmacy), or biological sciences, computer science, engineering, business administration or an equivalent field of study.

- □ Admissions requirements include:
- Completed applications form with the SHP's application fee.
- Three (3) letters of recommendation. Professors and/or individuals directly responsible for supervising the applicant, attesting to the candidate potential success in the program should write these letters.
- Official transcripts(s) of previous collegiate work or last earned degrees.
- Personal statement describing interest and commitment to the program.

**International Students and TOEFL:** In addition to the requirements stated above international students are required to provide evidence of English language proficiency by submitting Test of English as a Foreign Language (TOEFL) examination scores. Applicants with scores below 550 or CBT equivalent are not considered for admission. International students are required to have their transcript evaluated by an approved evaluation agency for United States equivalency.

**GRE Exemption:** All Applicants for the MS program are exempted from the GRE requirement.

**Prerequisites:** International students please see either the Admissions and or the Office of International Services for more information on Visa or similar issues. Applications for Fall admission must be received by June 1. Supporting documents must be filed by July 1. Application for Spring admission must be received by October 1. Supporting documents must be filed by November 1.

**For more information about admissions, please contact the Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**

## Biomedical Informatics Program

We are currently not accepting applications for this program.

### Degree Options

- Ph.D.

### Biomedical Informatics Professions

Biomedical Informatics is an interdisciplinary science that involves both the conceptual and practical tools from diverse disciplines for the understanding, invention, generation and propagation of biological and medical information—to solve complex problems in prevention and treatment of diseases, health care, health sciences and pharmaceutical research, education, clinical/medical decision-making, and delivery of health care. As such, Biomedical Informatics is an essential element of 21st-century health and biological sciences.

A few examples of biomedical informatics application include:

- Improving research designs and outcomes of clinical trials, epidemiological studies and health services research.
- Design, implement and validate clinical decision support systems for use in medical and dental specialties.
- Conduct hospitalization outcomes research for effective allocation of budget and resources.
- Deriving and evaluating novel computational biology approaches for cancer diagnoses and treatments.
- Utilizing computational approaches and modern computer-based techniques in drug design, molecular genetics.
- Designing and implementing ontologies and enterprise wide solutions for the semantic web and as health information portals.

### Program Description

The Ph.D. degree program in Biomedical Informatics represents an articulated program of study designed primarily to serve health care practitioners, health sciences educators and researchers, and students who have completed a MS degree in: Biomedical Informatics, Computer Science, Engineering, Biology, Biomedical Sciences, or students who hold Master's or advance degrees in the health-related professions, or basic sciences. The program is designed to prepare individuals for informatics leadership positions in the schools of health sciences, teaching hospitals, health care organizations, pharmaceuticals, biomedical research laboratories, and government agencies. Students can select one of the following areas of specialization/tracks:

- Bioinformatics
- Clinical Informatics
- Public Health Informatics
- Hospital/Health Care Management Informatics

### Health Informatics

#### PROGRAM DIRECTOR

**Shankar Srinivasan**

E: [srinivsh@shp.rutgers.edu](mailto:srinivsh@shp.rutgers.edu)

P: 973-972-4279

#### PRIMARY CAMPUS LOCATIONS

**RWJMS Research Tower, Piscataway**

**ONLINE:** web-based program

#### FOR MORE INFO

For additional information about the PhD degree in the Biomedical Informatics Program, contact SHP Admissions:

#### Admissions

E: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu)

P: 973-972-5454

The curriculum consists of at least 61 credits beyond MS degree in Biomedical Informatics. Graduate courses taken for a MS degree in any health science, including biomedical informatics, computer science, and computational biology and bioinformatics degrees may be applied to the Ph.D. course requirements.

The 61 credits beyond the MS degree in Biomedical Informatics include:

- A total of 61 Credits made up of 24 credits of courses (i.e. 8 courses) and 36 credits of Dissertation Research and 1 credit of the Graduate Colloquium (seminar)
- The 24 credits of courses consist of 4 Core Courses (out of a choice of Six Core courses) all at 5000 level and 2 Track/Specialization Courses(should be at the 7000 level) and 2 more Elective Courses (should be at 7000 level). The list of courses providing the choices for the core, the track and the electives can be viewed in the PhD Program Requirements for Graduation
- *Qualifying Examination:* Students must pass a doctoral qualifying examination, which is designed to test the fundamental knowledge of students in biomedical informatics theory and systems, health care systems, and selected Biomedical Informatics courses related to the area of specialization. Admission to the doctoral program does not imply candidacy for a degree. Registration for dissertation research will be permitted to those who have passed the qualifying examination
- 36 credits of dissertation research culminating in submission of the final draft of the dissertation. In addition to the dissertation, submission of at least one research paper for publication in a peer reviewed journal
- Registering for the BINF7910 Biomedical Informatics Colloquium /Seminar once during the sojourn of the PhD program constitutes the remaining 1 credit making up the total number of credits to be 61 credits. Besides registering once for BINF7910 the student is also required to attend the colloquium each semester during the length of his/her PhD program
- *Oral Examination:* The dissertation must be defended in an oral examination

## Full-time and Part-time Status

Both full-time and part-time students are admitted to the program. Full-time students may complete the program in three to five years. Part-time students may take up to seven years to complete the program. Students successfully completing the program will be granted the Ph.D. degree in Biomedical Informatics by Rutgers.

## Learning Goals

Graduates of this program develop, implement, and evaluate informatics algorithms, biomedical computing solutions and technologies for decision support tools for improving clinical practice, and health care delivery and management; and design systems for more effective and informative research and education.

## **Learning Outcomes**

Upon successful completion of the Ph.D. program, the graduates will:

- Demonstrate comprehensive knowledge of various scientific advances in the discipline.
- Utilize theories and tools of biomedical informatics to solve problems in health care.
- Design and conduct original research to generate knowledge in the field of biomedical informatics.
- Demonstrate competency in knowledge engineering by using theories and methods of data structure, algorithms, and programming.
- Demonstrate competence in both scholarly and technical writing.
- Provide leadership in the applications of information technology in all aspects of health care.
- Demonstrate instructional skills.
- Utilize cost-benefit/cost-effectiveness analysis methodologies.
- Utilize concepts and tools of artificial intelligence, expert systems, and probabilistic models to improve clinical decision-making.
- Evaluate and improve the effectiveness of clinical information systems.

## **Additional Program Information**

Application packets including program related information may be obtained by writing or calling the Office of Enrollment Management or please call Office of Admissions at 973-972-5454 or via e-mail.

## **Curriculum**

See database for program requirements and course descriptions:

[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

## **Admission to Program**

General Requirements: Applicant for admission to the Graduate Programs in Biomedical Informatics must hold a Master's degree from an accredited institution in the U.S. or its equivalent with a major in any field of health sciences (including medicine, dentistry, allied health, nursing, public health, pharmacy), or biological sciences, computer science, engineering or an equivalent field of study. A student seeking admission to any of the Graduate Programs must satisfy all entrance requirements of Rutgers SHP.

These requirements include:

- Completed applications form with the SHP s application fee
- Three (3) letters of recommendation. Professors and/or individuals directly responsible for supervising the applicant, attesting to the candidate's potential success in the program, should write these letters
- Official transcripts(s) of previous collegiate work or last earned degrees
- GRE scores
- Personal statement describing interest and commitment to the program



**GRE Exemption:** Applicants already holding a doctoral (e.g., Ph.D., M.D., D.D.S.) or MS in Computer/Information and Engineering Sciences, Public Health, Nursing, Business Administration degree from an accredited institution in the USA, or Rutgers medical, or dental students are exempted from the GRE requirement.

**International Students and TOEFL:** In addition to the requirements stated above international students are required to provide evidence of English language proficiency by submitting Test of English as a Foreign Language (TOEFL) examination scores. Applicants with scores below 550 or CBT equivalent are not considered for admission. International students are required to have their transcript evaluated by an official transcript evaluation agency such as the WES.

**Prerequisites:** International students please see either the Admissions and or the Office of International Services for more information on Visa or similar issues. Applications for Fall admission must be received by June 1. Supporting documents must be filed by July 1. Application for Spring admission must be received by October 1. Supporting documents must be filed by November 1.

**For more information about admissions, please contact the Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**

## Healthcare Informatics Program

### Degree Options

- Certificate (in Healthcare Informatics)

### Biomedical Informatics Professions

Biomedical informatics is an applied science, and is inherently intertwined with the contents of clinical and biomedical sciences with computer and information sciences. Biomedical Informatics is the study of biomedical, health care and clinical information: its structure, its communication, and its use. Since all aspects of science and society have become increasingly information intensive, the need to understand, to apply, and to create new methods for analyzing, managing, and acquiring information has never been greater. Nowhere is this need more acute than in biomedical, clinical, health care and pharmaceutical industries where health care planners, managers, scientists and practitioners routinely confront conflicting sources of knowledge and burgeoning numbers of data.

### Program Description

The Healthcare Informatics Certificate Program is designed to quickly build up competencies in the field of Biomedical Informatics especially for those seeking a career change or advancement. Upon successful completion of a minimum of 18 credits in the Program, the student is eligible to receive a Certificate in Healthcare Informatics from Rutgers, the State University of New Jersey- School of Health Professions (SHP). A student must take a minimum of 9 credits from a group of core courses, and 9 credits from a group of specialization courses.

The curriculum contents and guided projects under this option can be tailored to meet a student specific area of interest or requirements. Permission to take courses is contingent upon fulfillment of the specific course prerequisites, and approval of the Program Director. Those students who wish to continue onto the Master of Science Program in Biomedical Informatics can do so at any time during their tenure in the Certificate Program by forwarding the necessary application material to the Program Director. Further details can be obtained by consulting with the Program Director.

### Full-time and Part-time Status

Both full-time and part-time students are admitted in the program. Full-time students can expect to finish the Certificate program within 1 year while part-time students can finish in 1 to 2 years.

### Learning Goals

The Certificate in Healthcare Informatics program is designed for health care professionals who do not wish to pursue a graduate degree yet have a need to enhance their understanding of Health Informatics, and improve their knowledge and skills in relation to the use of the various tools and methods of Health Informatics.

### Health Informatics

#### PROGRAM DIRECTOR

#### Shankar Srinivasan

E: [srinivsh@shp.rutgers.edu](mailto:srinivsh@shp.rutgers.edu)

P: 973-972-4279

#### PRIMARY CAMPUS LOCATIONS

#### RWJMS Research Tower, Piscataway

#### ONLINE: web-based program

#### FOR MORE INFO

For additional information about the Certificate in the Healthcare Informatics Program, contact SHP Admissions:

#### Admissions

E: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu)

P: 973-972-5454

## **Learning Outcomes**

Upon completion of this program, the graduates will be able to:

- Use computers and information handling tools for a wide range of professional activities.
- Identify information needs in one's own work environment, select appropriate off-the-shelf technological solutions and make modifications necessary to accomplish both generic and health specialty-related activities.
- Make strategic decisions about institutional policies and investments in: patient care and treatment systems, patient management systems, human resources and cost management systems, and professional education and training systems.

## **Additional Program Information**

Additional programmatic information is available online:

[shp.rutgers.edu/health-informatics/certificate-of-healthcare-informatics/](http://shp.rutgers.edu/health-informatics/certificate-of-healthcare-informatics/)

## **Curriculum**

See database for program requirements and course descriptions:

[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

## **Admission to Program**

Applicant for admission must hold a bachelor's degree from an accredited institution in the U.S. or its equivalent with a major in any field of health sciences (including medicine, dentistry, allied health, nursing, public health, pharmacy), or biological sciences, computer science, engineering, business administration or an equivalent field of study. A student seeking admission must satisfy all entrance requirements of Rutgers SHP.

These requirements include:

- Completed applications form with the SHP's application fee.
- Three (3) letters of recommendation. Professors and/or individuals directly responsible for supervising the applicant, attesting to the candidate's potential success in the program, should write these letters.
- Official transcripts(s) of previous collegiate work or last earned degrees.

## **GPA minimum requirement/credentialing requirement**

Minimum GPA requirement is 3.0.

**For more information about admissions, please contact the Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**

# Health Information Management Program

## Degree Options

- **Medical Coding Certificate**

## Health Information Management Professions

Health information management (HIM) is commonly described as the practice of acquiring, analyzing, and protecting digital and traditional medical information vital to providing quality patient care. It's a combination of business, science and information technology. Health Information Management professionals work in various healthcare settings with diverse job titles.

Our online health information management programs will prepare you for the business side of healthcare. You'll learn informatics, quality assurance, compliance, medical coding, and management.

## Program Description

Our 21-credit online program prepares students with the skills to classify medical data from inpatient, outpatient and physician office records.

Changes in reimbursement methods and an increased demand to report coded data to insurance companies has made coding a skill in high demand in all health care settings. Coded data is also critical to medical research, medical and allied health education as well as planning and monitoring public health. The current shortage of qualified coders has resulted in many perks on the job that may include flexible hours, sign on bonuses, and the potential to work from home. In addition, consulting and travel opportunities are abundant.

## Learning Goals

- To prepare competent coding professionals for employment in all types of health care facilities.
- To prepare students to meet the needs of the industry which has a workforce shortage in this area of expertise.
- To educate students in the content areas essential for attaining the credential of Certified Coding Specialist (CCS) or Certified Coding Associate (CCA) offered by AHIMA.
- To provide a specialty certification for students currently enrolled in the Bachelor of Science in Health Information Management program.

## Learning Outcomes

At the conclusion of the program the student will be able to:

- Evaluate medical documentation to determine codable diagnoses and procedures in accordance with established coding guidelines.
- Apply appropriate codes from ICD-10-CM, ICD-10-PCS, and CPT-4 coding schemes to various health encounter scenarios in medical documents using coding manuals and encoder software.

## Health Informatics

### PROGRAM DIRECTOR

**Dasantila Sherifi, PhD, MBA, RHIA**

E: dasantila.sherifi@rutgers.edu

P: 973-972-4356

### PRIMARY CAMPUS LOCATIONS

**RWJMS Research Tower, Piscataway**

### ONLINE: web-based program

### FOR MORE INFO

For additional information about the Medical Coding Certificate Program, contact SHP Admissions:

### Admissions

E: SHPadm@shp.rutgers.edu

P: 973-972-5454

- Evaluate reimbursement methodologies for correctness of assignment.
- Perform analysis of reimbursement methodologies through case mix analysis.
- Audit coded data to determine accuracy and correct deficiencies.

## **Additional Program Information**

Additional programmatic information is available on-line at  
[shp.rutgers.edu/health-informatics/medical-coding-certificate/](http://shp.rutgers.edu/health-informatics/medical-coding-certificate/)

## **Curriculum**

In our fully online, 21-credit Medical Coding Certificate Program, students learn to classify medical data from inpatient, outpatient, and physician office records. The ability to effectively and efficiently code data is critical to medical research, medical and health education, and planning and monitoring public health.

Students will study disease pathology and the format and content of health records. Graduates gain an in-depth knowledge of the ICD-10-CM, ICD-10-PCS, and CPT coding systems as well as reimbursement systems used in the United States.

Our program faculty have extensive experience in both inpatient and outpatient coding. This provides valuable practical knowledge for the classroom setting.

Students who complete the coding certificate courses can continue on and achieve a Bachelor of Science in Health Information Management. All courses in the certificate program count toward the BS HIM degree.

See database for more specific program requirements and course descriptions:  
[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

## **Admission to Program**

Applicants must have a high school diploma or GED certificate and be computer literate as many courses in the program are online.

Applicants must have completed Anatomy and Physiology I & II with a grade of C or better prior to the start of program courses.

Upon entry into the program, students will study disease pathology and the format and content of health records.

Students completing this program will possess an in-depth knowledge of the ICD-10 and CPT coding systems as well as reimbursement systems used in the United States.

Students who complete the coding certificate courses often continue on toward a Bachelor of Science in Health Information Management. All courses in the certificate program count toward the BS HIM degree.

For information on the BS HIM Degree: [shp.rutgers.edu/health-informatics/bachelor-of-science-health-information-management/](http://shp.rutgers.edu/health-informatics/bachelor-of-science-health-information-management/)

**For more information about admissions, please contact the Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5336.**

# Department of Interdisciplinary Studies



## Interdisciplinary Studies

### PROGRAM DIRECTOR

**Vaishali Singhal, DMD, PhD, MS**

E: [singhava@shp.rutgers.edu](mailto:singhava@shp.rutgers.edu)

P: 908-889-2517

### PRIMARY CAMPUS LOCATION

**ONLINE:** web-based program

### ACADEMIC AFFILIATES

Academic institutions with partnership programs at the Rutgers School of Health Professions.

**Harrisburg Area Community College Gerontology Program**

**Mercer County Community College PTA Program**

**Thomas Edison State University**

### FOR MORE INFO

For additional information about the Bachelor of Science in Health Sciences Program, contact SHP Admissions:

### Admissions

E: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu)

P: 973-972-5454

# Health Sciences Program

## Degree Options

### Bachelor of Science (in Health Sciences)

#### □ Aging Studies\* concentration

- solo Bachelor of Science degree with the School of Health Professions
- joint program with Rutgers School of Arts and Sciences - Newark
- joint program with Thomas Edison State University

#### □ Healthcare Management\* concentration

- solo Bachelor of Science degree with the School of Health Professions
- joint program with Rutgers School of Arts and Sciences - Newark
- joint program with Thomas Edison State University

#### □ Psychiatric Rehabilitation\* concentration

- solo Bachelor of Science degree with the School of Health Professions

## Health Sciences Professions

Enhancing the career opportunities for health care professionals is the goal of the programs within the Department of Interdisciplinary Studies. The programs in the Department range from baccalaureate degree programs all the way through the Ph.D. Regardless of one's current educational background—associate degree/professional certificate, bachelor's or master's degree, there is a program in this Department designed to expand the skill sets for health care professionals and add value to your career.

## Program Description

The Department of Interdisciplinary Studies offers an online Bachelor of Science in Health Sciences Program (BSHS), with three distinct concentrations: Healthcare Management, Aging Studies, and Psychiatric Rehabilitation, either as a solo degree option or joint program option.

The SHP Bachelor of Science in Health Sciences (BSHS) degree program is a unique and flexible program designed specifically for prospective and currently credentialed health care professionals. The Bachelor of Science in Health Sciences Program is designed for those who have an interest in healthcare or are already a member of the healthcare team. It provides interdisciplinary course work and advanced courses within concentrations that are designed to promote and broaden health care professionals' career opportunities in their chosen field.

The SHP BSHS degree is a nonclinical degree which will help prepare the graduate for a career in health related professions. The curriculum also prepares the graduate to be leaders in an ever-changing modern healthcare world.

The Solo SHP BS program is offered at Rutgers School of Health Professions (SHP) only. The general education, basic sciences, and liberal arts courses, as required by the SHP core curriculum, will be evaluated for transfer credit from the student's previous academic coursework. SHP provides all health-related courses, including the interdisciplinary core of courses. Upon completion of the program, the student receives a Bachelor of Science degree awarded by Rutgers SHP.

The joint program is offered in partnership with two other New Jersey higher education institutions: Thomas Edison State University (TESU) and Rutgers School of Arts and Sciences-Newark. These partners provide the general education, basic sciences, and liberal arts courses. SHP provides all the health-related courses, including the interdisciplinary core of courses. Upon completion of the program, the student receives a Bachelor of Science degree, awarded jointly by Rutgers School of Arts and Sciences-Newark, the Rutgers School of Health Professions, or TESU. When applying to SHP, an applicant must also select the partner institution.

The BSHS program allows students to enroll in individual courses as a non-matriculant. Rutgers School of Health Professions permits individuals to take up to 12 credits as a non-matriculant. Please visit the program website at [shp.rutgers.edu/interdisciplinary-studies/bachelor-of-science-in-health-sciences/](http://shp.rutgers.edu/interdisciplinary-studies/bachelor-of-science-in-health-sciences/)

## Full-time and Part-time Status

Most students enroll and complete courses in the BSHS program on a part-time basis.

## Learning Goals

The mission of the Department of Interdisciplinary Studies is to enhance the preparation and experiences of health care professionals and educators by utilizing interdisciplinary models of education. Integral to this mission is the development and maintenance of an inter-professional learning environment that fosters enhanced communication, cooperation, and collaboration among the health-related professions.

The goals of the program are to:

- Advance and broaden the skills of current and future health related professionals who are prepared at the associate degree/certificate level and/or pursuing the bachelor's degree.
- Provide advanced level interdisciplinary courses designed to meet the diverse, flexible and professional needs of future and practicing health care professionals.
- Provide a learning environment that prepares students to work collaboratively with other health care professionals to promote health and to address current health issues and challenges.

## Learning Outcomes

- Compare, contrast, and apply the common theories and methods used in making value decisions in ethical situations in health care.
- Communicate and collaborate with the health care team to facilitate the attainment of common goals related to patient care.
- Analyze and propose strategies to resolve problems within health care organizations.
- Effectively access, manage, and utilize public policy, scientific, health care and patient/client information while respecting the ownership and privacy of sources.
- Critically evaluate the various types of published scientific literature, including clinical trials, reviews, and case studies.
- Describe cultural diversity in the delivery of healthcare.

- Demonstrate a working knowledge of data systems and computer applications in the clinical, administrative and/or educational settings of the healthcare system.
- Determine ways to assess quality management related to clinical patient care.

## Curriculum

See database for program requirements and course descriptions:  
[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

## Admission to Program

Admission for the solo Bachelor of Science in Health Sciences program requires an associate degree and/or certificate from an accredited allied health education program. Program concentration in Aging Studies does not require previous allied health coursework. Admission to the joint program does not require an associate degree.

Depending upon a student's academic background, a student may be admitted to the SHP solo BS for the Healthcare Management or Psychiatric Rehabilitation concentration. To enroll in the solo bachelor's program, students must possess an Associate Degree. All students are required to complete the SHP core curriculum requirements.

To enroll in the solo Healthcare Management concentration, students must possess an associate degree or certificate, and be licensed, certified, or registered in their applicable field. All joint students are required to complete Rutgers School of Arts and Sciences - Newark's or TESU's general core curriculum and residency requirements.

All students regardless of entrance route are required to complete a 15 credit Interdisciplinary Health Sciences core, and one area in the professional concentration component. Additionally, all students must complete a practicum or internship in their concentration area.

Admission to the program occurs twice a year after the July 1 or November 1 deadline. The application and all supporting documents must be received by July 1 for fall admission and November 1 for spring admission. For further information and an application for admission please contact the Office of Enrollment Management.

Students enrolled in the joint Rutgers/TESU program pay the Rutgers SHP rate.

A notarized copy of the health professionals' credentials (i.e., license, certification, or registration, if applicable) must be submitted with an admissions application for all concentrations.

## GPA minimum requirement/credentialing requirement

All applicants for the Aging track and the Healthcare Management track must have an overall grade point average of 2.50. The Psychiatric Rehabilitation track requires a minimum GPA of 3.0

**For more information about admissions, please contact the Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**

## Health Care Management Program

### Degree Options

- Master of Science

### Health Care Management Program

Health care is a very complex industry with many distinct types of stakeholders including but not limited to patients, clinicians, third-party payers, as well as public and private oversight and regulatory agencies. This coupled with an array of legislative changes, quality initiatives and resource limitations pose distinct challenges to health care managers and leaders, and the organizations in which they function. The Rutgers School of Health Professions (SHP) Master of Science in Health Care Management (MSHM) program targets specific competencies needed by managers and leaders, enabling them to effectively address environmental challenges and help health care organizations thrive and succeed; and is ranked as a Top School for Online Learning in Healthcare Management (<https://shp.rutgers.edu/blog/2020/06/18/ms-health-care-management-wins-top-honors/>).

### Program Description

The MSHM program is a 36-credit, online program specifically designed for those with established careers in health care seeking to expand their management and leadership skills and overall career opportunities. The program offers an array of specialized courses in health care management and administration, such as: management & leadership, strategic planning, quality assurance, current issues and trends, financial management, health sciences research, law and ethics, as well as other related course work.

The MSHM prepares health care professionals to meet the demands of changing health services systems and oversight organizations. In general, the program consists of 18 credits of core coursework, 9 credits of specialization coursework, and a 6-credit graduate project. The program culminates in a faculty-guided, self-directed graduate project designed to address a health science issue or a problem of interest to the student. It is prospectively planned and an approved research, educational, administrative or community service activity designed to support and enhance the student's ability to apply their graduate experience and achieve tangible outcomes. Students develop their program plan in consultation with their advisor. The graduate project requirement can be completed off-campus.

The curriculum is intended for those working in health care, seeking to obtain their MSHM on a full-time or part-time basis.

### Learning Goals

Prepares health care professionals with the value-added skills to help lead their organizations towards long-term success.

### Interdisciplinary Studies

#### PROGRAM DIRECTOR

#### **Janet D. Reid-Hector, EDD**

E: [reidhejd@shp.rutgers.edu](mailto:reidhejd@shp.rutgers.edu)

P: 973-972-3239

or

#### **Barbara Herbert**

E: [herberba@shp.rutgers.edu](mailto:herberba@shp.rutgers.edu)

P: 973-972-8576

#### PRIMARY CAMPUS LOCATION

#### **Online: web-based program**

#### FOR MORE INFO

For additional information about tracks in the Health Care Management Program, contact SHP Admissions:

#### **Admissions**

E: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu)

P: 973-972-5454

## Learning Outcomes

Program learning outcomes are aligned with the School-wide Outcomes, specifically focusing on:

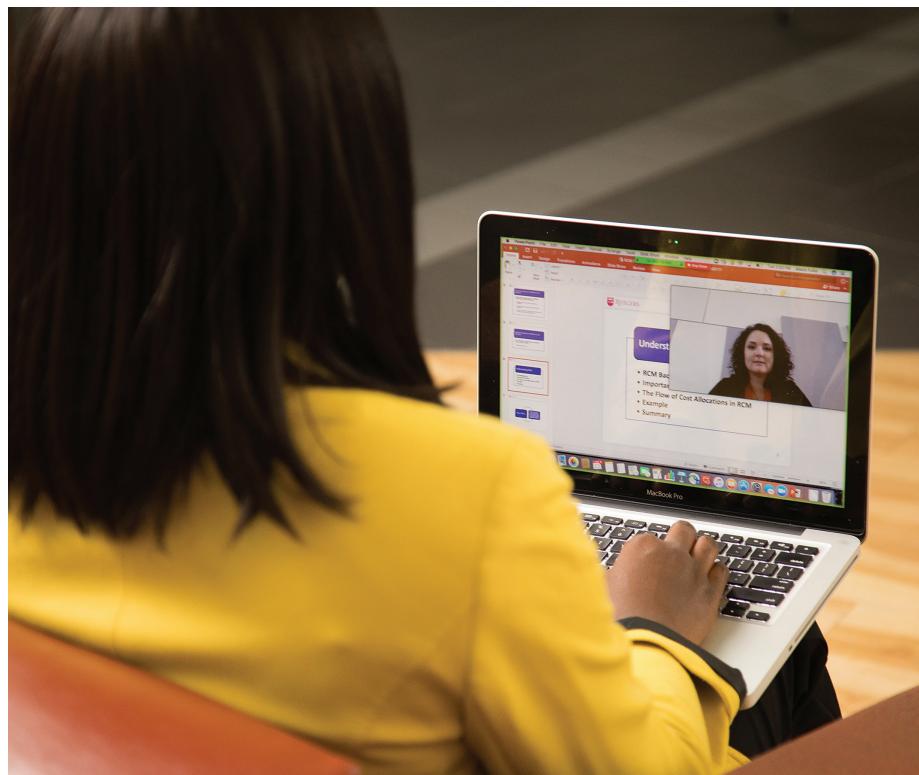
- Demonstrate an understanding of the evolution and key elements of U.S. Healthcare System, roles of major organizations & stakeholders and key legislation.
- Compare and contrast the major features of leadership styles, and how they apply to healthcare organizations to promote long-term success.
- Evaluate and apply strategies for effectively interfacing with organizational leaders and managing the day-to day operations of health care organizations to help them succeed.
- Interpret key legislation, how that legislation impacts health care organizations, their employees and the communities they serve.
- Compare and contrast bioethical principles and give examples as to how they apply to health care stakeholders.
- Describe the key elements of strategic planning and demonstrate the ability to apply them in simulated cases.
- Compare and contrast the various types of financial statements and demonstrate the ability to interpret them to depict of the financial condition of a health care organization.
- Create, analyze and reconcile a business operational and capital budget.
- Demonstrate an understanding of key principles for recruiting, retaining, training and optimizing the performance of employees within health care organizations.
- Interpret key legislation related to employee relations, hiring, termination and terms of employment.
- Analyze and apply key strategies and tools in quality assurance and give examples as to how they can be applied to optimize healthcare organizational outcomes.
- Compare and contrast research study designs; analyze the strengths and weaknesses of each design and how they can be applied to answer research questions and investigate hypotheses.
- Demonstrate proper techniques for gathering, formatting, storing and analyzing data, to help optimize organizational performance or investigate research questions and hypotheses.

Competency in these areas will be demonstrated by students in the form of selected outcomes, which include their academic performance in courses within the curriculum which are related to each of these subjects, as well as the integration, synthesis and application of these subjects within their capstone project known as Graduate Project. Other metrics used to evaluate the attainment of these goals and objectives will be student, course and graduate survey results.

## Degree Tracks

The Master of Science in Health Care Management has three tracks. They are Management and Leadership, Healthcare Informatics and Behavioral Health; each of which is described below.

- The **Management & Leadership Track** is designed for a wide range of health professionals. This track is especially suited for current or aspiring healthcare supervisors and managers who are seeking to broaden and deepen their management and administrative skill-set. The track offers an ideal blend of structure and flexibility, combining foundational course requirements related to management, leadership, finance and strategic planning, as well as an extensive choice of track courses and electives
- The **Healthcare Informatics** track is offered jointly with the Department of Health Informatics. Courses in this track cover the methodologies behind health informatics applications, introduce biomedical data analysis, and provide an overview of the concepts, techniques and software used in clinical decision-making. After completing the master's program, students have the option to continue on to earn a graduate certificate. Credits earned during the Master's program can be applied to the certificate. Learn more about the Healthcare Informatics Graduate Certificate at:  
<https://shp.rutgers.edu/health-informatics/certificate-of-healthcare-informatics/>
- The **Behavioral Health** track is for managers and supervisors in the mental healthcare service system. They gain the knowledge and technological skills to ensure resources are managed effectively, and program and patient outcomes are achieved. Experienced faculty guide students through coursework on management, leadership, finance, strategic planning and evidence-based and promising practices in Behavioral Health.



Please visit the program website for more information:  
[shp.rutgers.edu/interdisciplinary-studies/master-of-science-in-health-care-management/](http://shp.rutgers.edu/interdisciplinary-studies/master-of-science-in-health-care-management/)

## Curriculum

See database for program requirements and course descriptions:  
[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

## Full-time and Part-time Status

The MSHM is geared towards students who are currently employed in the health care industry seeking to expand their skills. Generally, MSHM students register for 6 credits each fall and spring semester. It typically takes students 2–4 years to complete the program.

## Admission to Program

- Completed program application and applicable fees;
- Structured personal statement;
- Official transcript of bachelor's degree;
- A current resume or curriculum vitae;
- Two letters of recommendation, Recommender forms must be submitted by the recommender to the Office of Admissions or the recommender must sign the seal of the envelope if the form is submitted by the student. Recommendations must come from supervisors or faculty. Recommendations are NOT permitted from relatives, friends, or peers;
- A two to four-page personal statement of career interest and relevancy of MSHM program to achieving professional goals. Essays must address all the following points:
  - How the applicant found out about the program and what attracted them to apply to this specific program.
  - Why the applicant is interested in pursuing a master degree in health care management and how previous education and career experiences have prepared them for it.
  - What attributes and accomplishments strengthen the applicant's candidacy, but may not be evident from letters of support, transcripts or other elements of the application package.
  - A description of how at least three of the health care management skills/competencies covered in the curriculum apply to the applicant's current career in health care.
  - The last "course" in the program that students take is a capstone project known as "Graduate Project," where students are required to synthesize and apply the knowledge/skills they have acquired in the program. Students often pursue a work-related project in the areas of process improvement, strategic planning, among many others. As such, applicants should describe a general overview of, and preliminary ideas for, the type of project(s) they may be interested in conducting for the Graduate Project.
  - The essay should also describe plans which the applicant has for utilizing the degree and the knowledge/skills acquired from the program, to help achieve long term career goals.

## **GPA minimum requirement/credentialing requirement**

Undergraduate cumulative GPA of 3.0 or greater. Copy of professional credential, if applicable.

## **Additional Program Information**

For more information about admissions, please contact the Office of Admissions:  
[shpadm@shp.rutgers.edu](mailto:shpadm@shp.rutgers.edu) or 973-972-5454.

**For more information about the MSHM program, please contact Ms. Barbara Herbert at [herberba@shp.rutgers.edu](mailto:herberba@shp.rutgers.edu) or 973-972-8576.**

**Or visit the website at [shp.rutgers.edu/interdisciplinary-studies/master-of-science-in-health-care-management/](http://shp.rutgers.edu/interdisciplinary-studies/master-of-science-in-health-care-management/)**

## Interdisciplinary Studies

### PROGRAM DIRECTOR

**Pamela Rothpletz-Puglia, EdD, RDN**

E: pr.puglia@shp.rutgers.edu

### PRIMARY CAMPUS LOCATION

**Online: web-based program**

### FOR MORE INFO

For additional information about the Certificate in Health Professions Education, contact SHP Admissions:

### Admissions

E: SHPadm@shp.rutgers.edu  
P: 973-972-5454

# Health Professions Education Program

## Degree Option

- Graduate Certificate

## Program Description

Few professions are expanding as rapidly as health care, which means the need for faculty to educate health professionals has never been greater. As an educator, you will not only stay at the forefront of health care, but have the opportunity to influence the careers of countless health professionals and the patients they impact.

In our online program, you'll learn from expert health professions educators. You will be part of one of the most highly regarded AAU and Big 10 universities, with Rutgers ranked #1 nationally by College Factual as a best college for educating health professionals.

Our program is for:

- Academic clinical and adjunct health professions faculty
- Health professionals who want to be college teachers
- Health professions student whose goal is to teach health professions education

Students can earn the Graduate Certificate in Health Professions Education (13 credits) on a full-time or part-time basis.

## Learning Goals

The goal of the fully online graduate certificate in Health Professions Education is to prepare practicing health care professionals with the skills and knowledge to teach effectively and to produce educational scholarship.

## Learning Outcomes

Learning Outcomes are aligned with the School of Health Professions outcomes and include outcomes related to major competency areas for health professions educators.

## Teaching and Learning:

Students will be able to:

- assess one's teaching style based on the results of one or more available teaching assessment tools such as the TPI (Teacher Perspective Index);
- write a personal teaching philosophy that includes teaching beliefs and specific teaching strategies that facilitate teaching/learning based on the philosophy;
- apply major learning theories to instructional design and lesson planning;

- select and apply appropriate teaching strategies and unit content according to the goals of instruction and identified learner characteristics;
- and design and implement multiple student-centered learning activities based upon differences in learning styles.

## **Assessing Learning**

Students will be able to:

- differentiate between the concepts of assessment, evaluation, testing, and grading;
- relate the concepts of true score theory, reliability, and validity as applied to the development of standardized tests and measures
- apply the basic principles of constructing good, written test questions to assess cognitive performance
- and assess the quality and utility of published evidence based upon their assessment and evaluation strategies.

## **Clinical and Community Based Education**

Students will be able to:

1. observe and critique preceptor assessment of students in simulated clinical settings
2. evaluate a community education program
3. design and modify a clinical rotation
4. and analyze various methods to teach clinical education.

## **Curriculum Development**

Students will be able to:

- design a model curriculum to include the following:
  - a benchmarking study to include educational and professional standards
  - identification of curriculum goals and objectives
  - mapping of proposed courses/components to the overall program goals and objectives
  - strategies to assess curriculum outcomes
  - an evaluation tool to assess curriculum courses
  - various educational design methodologies in the development of a model course/curriculum to accommodate highly diverse students in a variety of settings
  - identification of legal responsibility and ethical obligations in the design of a course and curriculum
- and articulate how credentialing and accreditation contribute to the development of health professions curricula

## **Additional Program Information**

Additional programmatic information is available on-line at [shp.rutgers.edu/interdisciplinary-studies/certificate-in-health-professions-education/](http://shp.rutgers.edu/interdisciplinary-studies/certificate-in-health-professions-education/)

## **Curriculum**

### **Teaching Core (13 credits)**

- IDST5140 – Teaching in the Health Professions
- IDST5210 – Curriculum Development in Health Professions Education
- IDST5340 – Clinical and Community Based Education (primary focus on Clinical Education)
- IDST5350 – Evaluation and Assessment
- IDST6981 – Capstone: The Health Professions Education Teaching Portfolio (1-credit)

See database for more specific program requirements and course descriptions:  
**[coursecatalog.shp.rutgers.edu](http://coursecatalog.shp.rutgers.edu)**

### **Admission to Program**

Admission requirements for the Master of Science in Health Professions Education are:

Apply by July 15 for Fall semester and Oct. 15 for Spring semester

To apply, the applicant must:

- Have earned an undergraduate GPA of 3.0 or higher
- Provide:
  - Unofficial student transcript
  - Copy of professional license/certificate (if applicable)
  - Statement of professional career goals
  - Applicants with non-U.S. degree must have: Transcript Evaluation by World Ed. Services (WES) or equivalent agency approved by Rutgers University.

**For more information about admissions, please contact the Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**

## Health Sciences Program

Program Opening Date TBD

### Degree Options

- **Master of Science in Gerontology**

### Gerontology Professions

There are well over 200 distinct entry and advanced level health professions. These include direct patient caregivers and supervision educations and organizational centers. The programs of the Department of Interdisciplinary Studies are designed to bring together the diverse range of health care professionals and educate them for careers beyond the entry level or for expanded career opportunities within health care.

### Program Description

The Master of Science (MS) in Gerontology is an online 36 credit graduate program whose focus is to provide specializations in aging studies. This newly developed program is designed based on needs assessment focus groups conducted with professionals in the field of gerontology as well as older adult citizens.

The program is especially appropriate for health care professionals who wish to expand their skill sets in the areas of:

- Gerontology

To accommodate the individual needs of busy professionals, the Gerontology Program offers maximum flexibility in both content and delivery. The Program offers current topics such as Long Term Care Leadership and Management and Social and Healthcare Policy for the Older Adult. The program culminates in a faculty-guided, self-directed Clinical Internship or Graduate project designed to address an aging studies issue or problem of interest to the student.

The Clinical Internship may be conducted at the student's place of employment or another advisor approved site.

### Full-time and Part-time Status

The program can be pursued on either a full or part-time basis, with up to five (5) years allowed for completion. To maintain matriculation status, students must register for coursework during each regular semester. Should a student choose not to register for a course during a fall or spring semester, the student must complete a Change in Student Status form indicating Matriculation Continued and submit the form to Enrollment Management. Failure to do so may result in dismissal from the program.

### Interdisciplinary Studies

#### PROGRAM DIRECTOR

**Vaishali Singhal**

E: singhava@shp.rutgers.edu

P: 908-889-2517

#### PROGRAM FACULTY

**Tracy Davis**

P: 856-566-2765

E: tracy.e.davis@shp.rutgers.edu

#### PRIMARY CAMPUS LOCATION

**ONLINE: web-based program**

#### FOR MORE INFO

For additional information about the Health Sciences Program, contact SHP Admissions:

#### Admissions

E: SHPadm@shp.rutgers.edu

P: 973-972-5454

## **Learning Goals**

The goals of the program are to:

1. enhance the career and educational opportunities of professionals, including preparing students in the field of Gerontology or aging studies;
2. and provide health professionals with a strong background in aging studies research to enable gerontology professionals to understand, investigate, and apply evidence based research to their health care career.

## **Learning Outcomes**

Overall program learning outcomes are based on the core research and clinical internship requirements of the program. Following the core learning outcomes are the outcomes for the MS in Gerontology.

Students in the Master of Science in Gerontology will:

### **Research Core**

- examine and critically assess data acquisition (including sources of publicly available datasets), data storage, data transmission, data analysis, structured database systems (including patient information and bibliographic data bases) and current methods for improving and expanding health care data technologies.
- plan and implement the data analysis phase of a quantitative research study, including the presentation and interpretation of findings
- explore research methods used in the health sciences, with an emphasis on selecting and applying appropriate research designs and assessing the quality of health sciences published studies.
- identify, analyze, synthesize, and communicate health sciences information using evidence-based methods

### **Clinical Internship in Gerontology or Graduate Project**

- integrate, synthesize and apply the concepts, principles, and skills learned while in his/her graduate program to the selected project;

## **MS Gerontology—Learning Outcomes**

The MS Gerontology Program prepares students to:

- Engage through effective communication older persons, their families and the community regarding personal and public issues in aging.
- Participate in research to advance knowledge and improve interventions for the older adult population.
- Engage collaboratively in interdisciplinary health care teams to promote integrated approaches to aging.
- Design and implement programs and policies that relate to seniors and evaluate the impact of such policies on the aging population.
- Promote health and wellness through the identification of appropriate healthcare and social services for older adults through a firm knowledge of aging programs and services on a national and local level.

## **Additional Program Information**

Additional programmatic information is available online at:

[shp.rutgers.edu/interdisciplinary-studies/master-of-science-in-health-sciences-aging-track/](http://shp.rutgers.edu/interdisciplinary-studies/master-of-science-in-health-sciences-aging-track/)

## **Curriculum**

See database for more specific program requirements and course descriptions:

[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

*Note: Program of study is subject to change, total credits vary by specialization track*

## **Admission to Program**

**Eligibility:** The program is designed for health professionals who have earned a bachelor's degree with a minimum overall GPA of 3.0, and are licensed or certified to practice in their field (where applicable).

**Application:** Applications to the program are accepted throughout the year. Priority is given to applications received by July 1 for the Fall term, October 1 for the Spring term and March 1 for the Summer term. Applicants may take up to 12 credits as a non-matriculant. Taking these courses as a non-matriculant does not guarantee admission into the program. Upon admission, these credits may be applied to fulfill the Program's requirements. Approval of courses to be applied to the program is completed on an individual basis. In general, courses taken as a non-matriculant may be applied to the program if the following criteria are met:

1. the course is a designated MS course;
2. the applicant earned a B or greater in the course as a non-matriculant; and
3. the course was completed within 5 years of acceptance into the program; and the course content has not changed substantially since earning credit for the course.

All applicants must submit the following:

- Completed Rutgers-SHP application and all applicable fees
- Official transcript of highest degree
- Two recommendations, preferably from professional colleagues/supervisors or from course instructors (using forms provided by and returned separately to the Office of Enrollment Management). Letters from relatives, friends, or peers are not acceptable.
- Personal statement of how the applicant expects to apply the degree to his/her professional career goals
- Current resume or curriculum vitae
- Copy of one's current state license and/or professional certification, if applicable (please note that some courses or activities if conducted in NJ may require that students in licensed professions hold a valid NJ license)



International students must comply with the applicable university and school guidelines, which include the following:

1. achieving a score of 550 or higher on the written Test of English as a Foreign Language (or 213 on the computer-based version), and
2. providing an external evaluation of all foreign transcripts from an agency approved by the Office of Enrollment Management that verifies U.S. baccalaureate equivalency.

**Selection Process:**

- All applications will be reviewed for completeness (see submission requirements, above)
- Program faculty review all complete applications and recommend the best qualified candidates for admission
- Applicants will be notified of their application status by mail; those accepted into the program will be mailed an official notification of admission, including a link to all required admissions materials
- Matriculation as a student in the program is contingent on return and receipt of all required materials, including the signed acceptance of admission, health and immunization forms, approval to conduct a background check, and any requisite fees.

**GPA minimum requirement/credentialing requirement**

A minimum undergraduate GPA of 3.0 is required for admission into the program.

**For more information about admissions, please contact the Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**

## Health Science Careers

### Degree Options

- Students can earn College Credit(s) by Examination while in high school

### Who can participate in this program?

In order to participate in the Rutgers Health Science Careers program, a high school must already be a participant in the program and have a current Memorandum of Understanding in place. If the institution is not currently a participant, please forward the school's contact information to Bianca Thompson-Owen [thompsbm@shp.rutgers.edu](mailto:thompsbm@shp.rutgers.edu).

### Mission

The mission of the Rutgers School of Health Professions (SHP) Health Science Careers (HSC) program is to provide high school students with "School to Careers" preparation for multiple health careers through a core curriculum emphasizing science and the application of knowledge to professional practice, while enrolled in high school. The intent of the HSC Program is to encourage entry into health careers

### The goals of the program are to:

- Expose high school students to health professions by providing foundational knowledge about health careers;
- Promote the concept of the health care team as essential to patient well-being;
- Provide students with a strong foundation in science, communication, and knowledge of the health care system;
- Provide college credit(s) by examination to students who qualify;
- Enhance quality "high school to college articulation";
- Assist in the long-range creation of a diverse healthcare work force;

### Program Overview

The HSC Program offers college credit(s) by examination in health care, medical communications, and related sciences during the junior and senior years of high school. This broad-based exposure to health sciences along with a clinical (shadowing) experience encourages students to consider health professions as a future career choice. The program provides a supportive environment for the student to sharpen their problem solving and critical thinking skills as they experience the rigors of a post high school curriculum.

The HSC Program is versatile and can easily fit into the high school curriculum. The high schools choose a minimum of one course to a maximum of five courses out of the nine courses currently offered providing students the potential of earning up to 15 college credits. It is strongly recommended that the "Dynamics of Health Care in Society" be one of the choices. The courses are offered to selected 11th and 12th graders, although the Dynamics of Health Care in Society may also be offered to 10th graders.

## Interdisciplinary Studies

### PROGRAM DIRECTOR

**Bianca Thompson-Owen**

E: [thompsbm@shp.rutgers.edu](mailto:thompsbm@shp.rutgers.edu)

P: 973-972-8415

### PRIMARY CAMPUS LOCATION

Rutgers School of Health Professions

65 Bergen Street

Newark, NJ 07107

Effective for the 2021-2022 school year, students who successfully pass the courses with a “C” or better are eligible to take a content-specific standardized online exam to earn college credit. Passing the exam will earn the student a High Pass “HP”, Pass “P”, Low Pass “LP” or No Credit “NC” on the Rutgers SHP college transcript along with 1 to 4 credits depending on the course completed, however students have a right to refuse these grades if the request is received before the grade becomes part of the permanent record. Once the grades have been entered on the transcript it cannot be removed. Also note that colleges may or may not accept these credits.

### **The courses offered by the Rutgers HSC include:**

#### **Anatomy and Physiology One and Two (4 credits)**

Anatomy and Physiology is the study of the structure and function of the human body. These courses follow a sequential development of the major body systems in an organized and structured curriculum. The course is designed to give the students a selective overview of human anatomical structure and an analysis of human physiological principles. Labs will include slide work, dissection of various animals and studies of the human skeleton. The course will also use computer simulated dissection.

#### **Emergency and Clinical Care (2 credits)**

Emergency and Clinical Care is a course that describes how to respond to emergencies before medical help arrives. The course is designed to give the student the knowledge of how to recognize and respond to an emergency. The intent of the course is to help the student feel more confident in his/her ability to act appropriately in the event of an emergency. Students are prepared to 1) obtain a patient medical history, 2) take and record vital signs relative to medical/dental treatment, and 3) acquire cardiopulmonary resuscitation certification.

The goal of this course is to provide students with the training needed to respond to community emergencies. First aid topics such as bleeding, shock, bandaging, burns, head and spinal injuries, chest, abdominal and pelvic injuries, bone, joint, and muscle injuries, splinting, medical emergencies, environmental emergencies, and traumatic injuries will be addressed. Students must complete the BLS Health Care Provider course through the AHA or similar through the American Red Cross.

#### **Dynamics of Health Care in Society (3 credits)**

Dynamics of Health Care in Society is an orientation to health care and delivery, from an interdisciplinary perspective, with a focus on process skills to include critical thinking, ethical reasoning, effective communication, and self-directed learning abilities. The professional competencies stress application to general issues and topics common to all health care providers. Emphasis is placed on the role of the health care practitioner as both provider and consumer of health care services. Medical Terminology

#### **Medical Terminology (3 credits)**

Medical Terminology is the study of words that pertain to body systems, anatomy, physiology, medical processes and procedures and a variety of diseases. It provides specialized language for the health care team, enabling health care workers to communicate in an accurate, articulate and concise manner. This course is designed to give the students a comprehensive knowledge of word construction, definition and use of terms to all areas of medical science. The course includes terms related to anatomy of the human body, health and disease, and the use of language in processing medical/dental records and claim forms.

**Scientific Principles of Nutrition (3 credits)**

Scientific Principles of Nutrition outlines the relationship of diet, lifestyle, and the prevention of disease. An overview of the digestion, absorption, and metabolism of protein, carbohydrates, fat, vitamins, and minerals is provided. Nutrition needs at various stages of the lifespan are stressed. Applying the science of nutrition to your life including needs for fitness and physical activity, evaluating nutrition claims, food labeling, and other consumer concerns are emphasized.

**Nutrition and the Lifespan (3 credits)**

Nutrition and the Lifespan outlines life cycle nutrition including pregnancy and lactation, infancy, childhood and adolescence, the adult and the later years. Nutrition needs at various stages of the lifespan are stressed, and additional topics include complementary and alternative medicine, hunger and the global environment, and consumer concerns about food and water including the Servsafe® food handler course and exam. Applying the science of nutrition to the lifespan including prevention of chronic disease, food safety and biotechnology, and environmentally-friendly food choices will be explored.

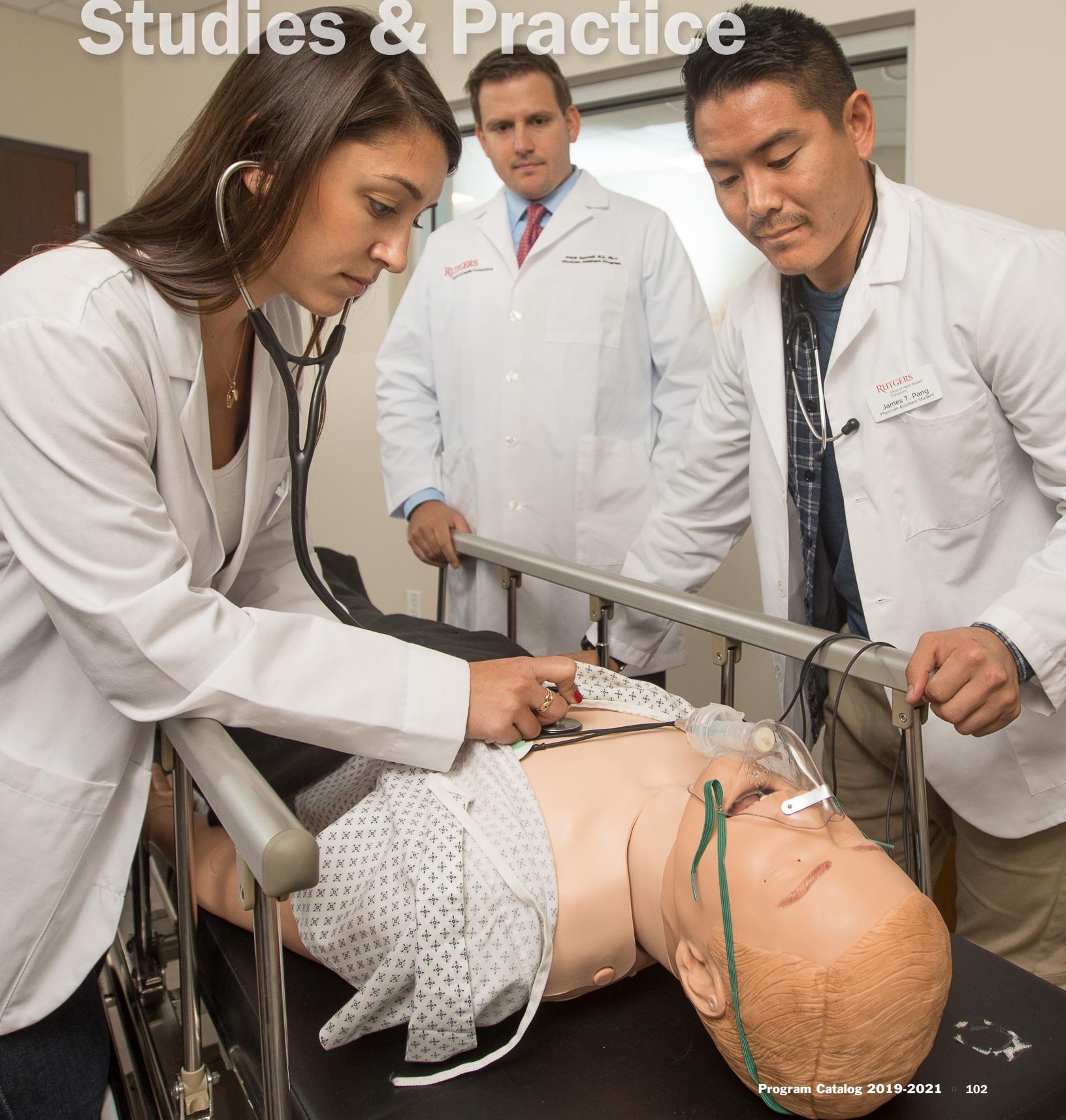
**Fundamentals of Health and Wellness (3 credits)**

This course provides a comprehensive overview of health and wellness. The impact of lifestyle choices on all aspects of personal health are discussed including physical, mental, emotional, social, and environmental. The course will explore topics to nutrition, physical fitness, stress management, disease prevention, substance abuse, and healthy relationships. The information and skills necessary for making informed and healthful decisions to promote wellness will be discussed with an emphasis on self-responsibility.

**Introduction to Clinical Research (3 credits)**

This course is designed to provide students with a basic understanding of what clinical research is and the scientific principles on which it is based. The course starts with a historical perspective on clinical research and then goes on to explore in detail the following topics: purpose and phases of clinical research, clinical trial development and conduct, ethical and regulatory implications, and the roles and responsibilities of all parties involved in clinical research.

# Department of Physician Assistant Studies & Practice



# Physician Assistant Program

## Degree Options

- **Master of Science**
- **Articulated Bachelor of Arts/Master of Science or Bachelor of Science/Master of Science – a 3+3 program offered in affiliation with our college partners.**
- **Master of Science/Master of Public Health**

## Physician Assistant Profession

PAs are medical professionals who diagnose illness, develop and manage treatment plans, prescribe medications, and often serve as a patient's principal healthcare provider. With thousands of hours of medical training, PAs are versatile and collaborative.

PAs practice in every state and in every medical setting and specialty, improving healthcare access and quality.

Learn more about the PA Profession the AAPA website: <https://www.aapa.org/what-is-a-pa/>.

## Program Description

Our nationally ranked Physician Assistant program builds a strong foundation in the medical sciences and offers tremendous opportunities for a wide range of clinical rotations in medical and surgical specialties. The 33-month PA program provides students with an opportunity to develop their analytical skills which is particularly important in today's healthcare environment where PAs are delegated increasing levels of responsibility. Guided by a diversified faculty who are educators, clinicians, and scientists, our students become not only technically competent but well-prepared to deliver high quality humanistic patient care to a diverse population.

There are two routes of entry into the PA program. In the traditional route of entry, students apply through CASPA, which is a centralized application system. Traditional applicants must earn a bachelor's degree prior to the start of the program. The CASPA application opens at the end of April every year, and our deadline for complete and verified applications is on September 1st.

Traditional applicants have the option to pursue a dual degree with the School of Public Health (MS MPH). Applicants who are interested in this path must apply to the PA Program and the MPH program separately and gain admission to both programs. The MPH program uses SOPHAS, a centralized application system. Applicants should contact the MPH program to determine if they are required to submit GRE scores. This is a four-year program. Students who are accepted into this dual-degree track would attend the PA program and the MPH program concurrently as part-time students during the first two years of enrollment. During the third and fourth years, these students attend the PA program full-time while they complete their clinical rotations/fieldwork for both the MS and MPH degrees.

The BA/MS or BS/MS (3+3 program) is an alternate route of entry. This is not a direct entry from high school. The first three years are spent as an undergraduate one of our partner schools, and the last three years are spent in graduate school in the PA Program. Students who attend one of our partner schools can apply to the 3+3 program in the

## Physician Assistant Studies & Practice

### PROGRAM DIRECTOR

**Matthew A. McQuillan, MS, PA – C**

E: mam124@shp.rutgers.edu

P: 732-235-4445

### PRIMARY CAMPUS LOCATION

**Piscataway**

### ACADEMIC AFFILIATES

Academic institutions with articulation programs at the Rutgers School of Health Professions

**ACCREDITATION****Accreditation Review Commission  
on Education for the Physician  
Assistant, Inc. (ARC-PA)**

12000 Findley Road  
Suite 150  
Johns Creek, Georgia 30097  
P: 770-476-1224

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Rutgers University Physician Assistant Program sponsored by Rutgers University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2026. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

**FOR MORE INFO**

For additional information about the Physician Assistant Program, contact:

**Admissions**

E: pa-info@shp.rutgers.edu  
P: 732-235-4445

spring of their sophomore year. The Admissions Committee provides 3+3 applicants with their decision prior to the start of the applicants' junior year. Those who are accepted into the 3+3 program have the following contingencies: they must maintain a minimum GPA of 3.2, complete all degree requirements for the undergraduate major by the end of junior year, and complete all of the PA program's prerequisite course requirements by the end of junior year. Interested students must apply to an undergraduate program at one of our partner schools and then apply to the 3+3 program in their sophomore year. Prospective applicants should refer to the program website for the most up-to-date information regarding program partnerships.

It is important to visit the program website to confirm deadlines and admissions requirements: <https://shp.rutgers.edu/physician-assistant/>.

## Full-time and Part-time Status

Full-time students attend the program for three years and part-time students attend the program for four years. The part-time curriculum splits the first year of the full-time curriculum into two years. Full-time students and part-time students take their classes together; part-time students are just taking fewer classes at a time. After those two years, part-time students must attend the program full-time for the following two years.

## Learning Goals

- To prepare graduates to assume the expanding roles and responsibilities expected of PAs in clinical practice.
- To assure that graduates understand the role and limitations of PA practice.
- To prepare graduates to provide humanistic health care with an emphasis on beneficence.
- To enable graduates to enhance their personal and professional growth by continuing their education through formal offerings and voluntary independent study.
- To foster the concept of a team approach to the practice of medicine.

## Learning Outcomes

- Implement core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice.
- Demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements.
- Demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients' families, physicians, professional associates, and other individuals within the health care system.
- Assess, evaluate, and manage safe, high quality patient care.
- Analyze the pathophysiology, physical and laboratory findings, differential diagnosis and patient presentation to determine effective treatment and patient management.
- Demonstrate excellence in patient care including surgical and medical procedures.
- Analyze clinical practice experiences, the medical literature, and other information resources for the purposes of self and practice improvement.
- Formulate a plan to promote health and disease prevention.

## **Additional Program Information**

Additional information about the program is available on the following website:

<http://shp.rutgers.edu/physician-assistant/master-of-science-physician-assistant-program/>

## **Curriculum**

Prospective applicants can review the full-time and part-time curriculum options on the Curriculum tab of the PA Program website: <https://shp.rutgers.edu/physician-assistant/master-of-science-physician-assistant-program/>.

## **Admission to Program**

GPA requirements: Applicants must have an overall and science (including math) GPA of at least 3.2 (on a scale where 4.0 equals A.). Applicants with a science (including math) and/or overall GPA of less than 3.2 should submit a letter of explanation in the designated upload area of the CASPA portal surrounding the circumstances of their academic performance if they want to be considered for further review. This is an opportunity to provide the Admissions Committee with additional information about their candidacy.

Transcripts: Applicants are required to submit all postsecondary transcripts and/or foreign transcript evaluations.

Prerequisite Coursework: Applicants should review the prerequisite course requirements on the Admissions tab of the PA program's website during the year in which they apply to the program: <https://shp.rutgers.edu/physician-assistant/master-of-science-physician-assistant-program/>. It is preferable that applicants complete all the required prerequisites prior to applying to the program; however, applicants with incomplete prerequisites may apply. Applicants with outstanding prerequisites must state how they will satisfy the prerequisites by the end of the spring semester prior to the start of the program. Applicants must earn a grade of a 'C' or higher in prerequisite courses.

Letters of Recommendation: Applicants must submit at least three letters of recommendation.

Patient Contact Experience: Patient contact experience is required. The program has not established a minimum hour requirement.

PA Shadowing: It is important that applicants spend time with PAs to ensure a sufficient understanding of the PA role in the delivery of healthcare. Therefore, applicants to the PA Program must be able to demonstrate familiarity with the PA profession through direct experience, which is best done through shadowing.

International Students: Applicants who received their degrees outside of the U.S. are required to take the TOEFL exam, unless they have obtained a Bachelor's degree or higher in a country where English is the official language and English is the applicant's primary language. All foreign transcripts must be evaluated by an evaluation agency and submitted to Rutgers University PA Program in support of your application.

Additional information is available on the Admissions tab of the PA Program website:  
<https://shp.rutgers.edu/physician-assistant/master-of-science-physician-assistant-program/>.

**Please contact the PA Program for more information: pa-info@shp.rutgers.edu or 732-235-4445.**

# Department of Psychiatric Rehabilitation & Counseling Professions



## Psychiatric Rehabilitation & Counseling Professions

### PROGRAM DIRECTOR

**Deborah McKernan-Ace**

E. dam440@shp.rutgers.edu

P. 908-889-2474

### ACADEMIC FIELDWORK COORDINATOR

**Tiffany Benaroya, OTD**

E. tls134@shp.rutgers.edu

P. 908-889-2525

### PRIMARY CAMPUS LOCATION

**Piscataway**

### ACADEMIC AFFILIATES

Academic institutions with partnership programs at the Rutgers School of Health Professions.

**Camden County College**

**County College of Morris**

**Cumberland County College**

**Hudson County Community College**

**Mercer County Community College**

**Ocean County College**

**Passaic County Community College**

**Salem Community College**

**Sussex County Community College**

**Thomas Edison State University**

**Warren County Community College**

# Occupational Therapy Assistant Program

## Degree Options

- **Associate of Science**

## Occupational Therapy Assistant Profession

The Occupational Therapy Profession was established in 1917, and in 1958 the American Occupational Therapy Association's leadership recognized the role of the Occupational Therapy Assistant (OTA). OTA's work in collaboration and under the supervision of occupational therapists in healthcare, educational, and community settings to help develop, restore or enhance occupational performance of persons who are challenged by disability, trauma, and/or the aging process. There are employment opportunities for OTA's in hospitals, rehabilitation centers, long term care facilities, community mental health centers, and public and private schools. Occupational Therapy Assistant's must receive supervision from occupational therapists to deliver occupational therapy services. The responsibilities of the Occupational Therapy Assistant include:

- Contributing to the process of evaluating a client by gathering information and administering selected assessments
- Assisting with the development of client centered intervention plans
- Providing occupational therapy interventions to individuals and groups
- Documenting occupational therapy services provided

## Program Description

The 74-credit joint Associate of Science Degree Program in Occupational Therapy Assistant is offered by Rutgers School of Health Professions in collaboration with our Partner Colleges. Students complete at least 32 general education credits at a College Partner as pre-requisite to the 42 credits of professional coursework at Rutgers, on the Scotch-Plains campus. Admission to the professional phase of the Occupational Therapy Assistant Program at Rutgers is competitive; completion of the pre-professional curriculum at an approved Partner College does not guarantee admission (see academic affiliate list in column to the right).

Supervised fieldwork education is provided by Rutgers clinical partners in healthcare, educational, and other community settings (see major affiliate list in column to the right on the next pages).

The professional coursework supports the program's mission emphasizing human occupation and adaptation, the process of becoming an OT professional, and the required competencies and contextual influences of OT practice.

The program uses web-enhanced design for most courses and one course is conducted exclusively by web-based instruction requiring:

- Ability to perform basic operations of the computer
- Ability to connect, access, and browse the internet using a high-speed connection
- Use of software applications such as Microsoft Word and Power Point
- Ability to use on-line communication tools
- Software installation for security and virus protection

The Occupational Therapy Assistant Program at Rutgers, The State University of New Jersey is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200 Bethesda, MD 20814-3449.

ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is:  
[www.acoteonline.org](http://www.acoteonline.org)

## Full-time and Part-time Status

The 42-credits completed at Rutgers include academic and fieldwork education that can be completed on a full-time (16 months/fall enrollment) or part-time (24 months/spring enrollment) basis. The final four months of the program consists of 16 weeks of full-time fieldwork education for all students.

## Learning Goals

The OTA program prepares students to serve people of all ages who experience illness, disease, disability, and challenging life circumstances to adapt by participating in meaningful occupations. The curriculum prepares the OTA to practice as a dynamic and inter-professional team member working under the supervision of an occupational therapist, within health care, educational, and other community settings.

The OTA program is dedicated to the pursuit of excellence in undergraduate education in collaboration with other New Jersey colleges, industry partners, and fieldwork educators. The program faculty contributes to scholarship that supports healthcare education and occupational therapy practice. The program faculty and students participate in service to underserved persons as part of the educational program.

## Learning Outcomes

Upon completion of the Occupational Therapy Assistant Program the graduate will:

- Become a Certified Occupational Therapy Assistant (COTA) by successfully passing the certification exam administered by the National Board for Certification in OT (NBCOT) within six months of graduation
- Demonstrate the roles and responsibilities of the OTA as defined by the American Occupational Therapy Association (AOTA), consistent with state licensure regulations for an OTA (New Jersey or elsewhere)
- Communicate effectively in an understandable and professional manner with clients, families, colleagues, and the public.
- Produce clear and understandable documentation according to the requirements of the facility, federal and state laws, regulatory and payer requirements, and AOTA documents
- Deliver occupational therapy services under the supervision of an occupational therapist in accordance with the AOTA Practice Framework
- Contribute to the delivery of high-quality, cost-effective and integrated care as a team member in health, education, and community settings
- Participate as an occupational therapy professional in local, state, and national organizations

## Academic Fieldwork

Each student is assigned to a fieldwork site for each Level I and Level II experience by the Academic Fieldwork Coordinator considering the curriculum sequence and student learning needs. A Memorandum of Understanding between Rutgers SHP and the clinical facility must be in place before a student can complete fieldwork at the facility. The fieldwork sites are located primarily in New Jersey. Arrangements for Level II fieldwork placements in other states can be made as requested by students in accordance with State Authorization\*.

## **Level I Fieldwork**

The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice and to develop understanding of the needs of the clients. Level I fieldwork is integral to this program's curriculum design and includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. (ACOTE Standards, 2011)

## **Level II Fieldwork**

Each of the two Level II Fieldwork opportunities in the OTA Program is an in-depth experience that requires students to demonstrate entry-level competence in delivering OT services under the direct supervision of an OT or an OTA under the supervision of an OT. Each Level II fieldwork is a minimum of 8 weeks in duration.

## **Additional Program Information**

For more detailed information on the profession, requirements, curriculum please visit the program's website: [shp.rutgers.edu/psychiatric-rehabilitation/occupational-therapy-assistant-associate-in-science-degree/](http://shp.rutgers.edu/psychiatric-rehabilitation/occupational-therapy-assistant-associate-in-science-degree/)

## **Curriculum**

See database for program requirements and course descriptions:  
[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

## **Admission to Program**

Admission to the OTA Program is competitive and meeting the minimal requirements does not guarantee admission. Applicants apply directly to Rutgers- School of Health Professions by June 1 for Fall admission to the full-time program, and by November 1, for Winter/Spring admission to the part-time program. Please read and follow specific guidelines for application and admission by reading below\*\* and referring to the Program website: [shp.rutgers.edu/psychiatric-rehabilitation/occupational-therapy-assistant-associate-in-science-degree/](http://shp.rutgers.edu/psychiatric-rehabilitation/occupational-therapy-assistant-associate-in-science-degree/)

Individuals interested in applying to the Occupational Therapy Assistant Program at Rutgers must first apply and enroll in the pre-professional phase of the OTA program at an approved Partner College. Individuals who have completed some of the pre-professional courses\* may be able to transfer (some) of these credits to a Partner College. Each Partner has an established policy regarding transfer credits and residency requirements at their institution.

Individuals who have completed 26 or more of the 32 pre-professional credits may apply directly to Rutgers OTA Program. If accepted into the professional program at Rutgers, these individuals will be connected to Thomas Edison State University (TESU) where they will complete 6 credits of coursework on-line and secure TESU as their partner program.

\*The 32 credits of required prerequisite coursework are listed below:

- English Composition I *3 credits*
- English Composition II *3 credits*
- Anatomy and Physiology I with lab *4 credits*
- Anatomy and Physiology II with lab *4 credits*
- General Psychology *3 credits* Developmental Psychology (lifespan) *3 credits*  
Introduction to Sociology *3 credits*
- College Math, Algebra, or Statistics *3 credits*
- Ethics or Philosophy *3 credits*
- Diversity Studies *3 credits*

\*\*Applicant transcript must document that courses in Developmental Psychology/  
Lifespan and Human Anatomy and Physiology have been completed during the past five  
years.

Applicant must observe an OT or an OTA providing occupational therapy for at least 20 hours and submit documentation signed by the OT or OTA with application.

Applicant must submit two letters of recommendation using the OTA Applicant Recommendation Form available on the program web site. One letter of recommendation must be from an Occupational Therapy Practitioner and the other from a professional such as a college advisor. Applicant must write and submit an essay justifying OT as a career choice, reflecting on OT observation experience, pre-professional coursework, and any other community service.

Selected applicants are invited to participate in an on-site meeting with the OTA Program Admission Committee and must complete an on-site writing sample.

Applicants who did not attend secondary school in the U.S. or have not completed enough college level English courses are required to take the Test of English as a Foreign Language (TOEFL). Acceptable scores for TOEFL are as follows: 550 and above for paper based test and 79 for Internet based test. All results must be forwarded directly to SHPR from the testing agency.

Please note: a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. An individual who is considering entering an OT educational program or who has already entered an OT educational program can have his or her background reviewed by requesting an Early Determination Review. The fee for this review is \$100.00. For information on candidate code of conduct, character, and early review contact:

Credentialing Services at NBCOT  
12 S. Summit Avenue, Suite 100  
Gaithersburg, MD 20877  
(301) 990-7979

### **GPA minimum requirement/credentialing requirement**

The Admissions Committee considers the cumulative grade point average for the prerequisite coursework (32 credits). A cumulative GPA of 2.5 in the prerequisite coursework is the committee's benchmark, however each applicant's entire application portfolio is reviewed to assess the candidate's ability to complete the program requirements and become an effective, contributing member of the OT profession.

The applicant must have achieved a minimum GPA of (2.0) in each prerequisite course.

**For more information about admissions, please contact the Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**

### **ACCREDITATION**

The Occupational Therapy Assistant (OTA) Program at Rutgers, The State University of New Jersey is accredited by

### **Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)**

4720 Montgomery Lane, Suite 200  
Bethesda, MD 20814-3449

ACOTE's telephone number c/o AOTA  
301-652-AOTA  
[www.acoteonline.org](http://www.acoteonline.org)

### **FOR MORE INFO**

For additional information about the Occupational Therapy Assistant Program, please refer to the program website <https://shp.rutgers.edu/psychiatric-rehabilitation/occupational-therapy-assistant-associate-in-science-degree/>

For information about admissions, contact SHP Admissions:

### **Admissions**

E: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu)  
P: 973-972-5454

## Psychiatric Rehabilitation & Counseling Professions

### PROGRAM DIRECTOR

#### **Peter M. Basto, Ph.D., CPRP**

E: [bastopm@shp.rutgers.edu](mailto:bastopm@shp.rutgers.edu)

P: 908-889-2550

### PRIMARY CAMPUS LOCATION

**Blackwood**

**Piscataway**

### **ONLINE: web-based program**

Most courses are offered in the traditional classroom setting. Some courses are web-based or web-enhanced.

### ACADEMIC AFFILIATES

Academic institutions with partnership programs at the Rutgers School of Health Professions.

**Middlesex County College**

**Ocean County College**

**Passaic County Community College**

**Raritan Valley Community College**

**Rowan in South Jersey-Cumberland**

**Sussex County Community College**

**Union County College**

**Warren County Community College**

### MAJOR CLINICAL AFFILIATES

Clinical sites are located throughout New Jersey.

**Bridgeway Rehabilitation Services**

**Collaborative Support Programs of NJ**

**Triple C Housing**

**Volunteers of America**

**Project Live Inc.**

**UBHC**

### FOR MORE INFO

For additional information about the Associates degree in the Psychosocial Rehabilitation and Treatment Science, contact SHP Admissions:

#### **Admissions**

E: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu)

P: 973-972-5454

# **Psychosocial Rehabilitation & Treatment Program**

## Degree Options

### □ Associate of Science

## Psychiatric Rehabilitation Profession

Psychosocial rehabilitation, also known as psychiatric rehabilitation, promotes recovery, full community integration and improved quality of life for those who have been diagnosed with a mental health condition that seriously impairs their daily life activities. Psychiatric rehabilitation practitioners focus on helping individuals develop skills and access resources needed to increase their capacity to be successful and satisfied in the living, working, learning and social environments of their choice.

## Program Description

The AS degree program at Rutgers, School of Health Professions (SHP) is one of the few model programs of this type throughout the nation and the first undergraduate degree-granting program in this field in New Jersey.

The AS in Psychosocial Rehabilitation Program prepares students to facilitate the recovery of people living with mental illnesses. In the classroom, students will learn from faculty with many years of clinical and research experience. Students will also gain hands-on experience in Clinical Practicum courses by interning at a community mental health program under the supervision of program faculty and agency staff.

Graduates of the program are eligible to take the credentialing examination from the Psychiatric Rehabilitation Association to become Certified Psychiatric Rehabilitation Practitioners (CPRP).

## Full-time and part-time status

Full- and part-time courses of study are available, including day and evening classes. Full-time students complete the program during three semesters: Spring, Fall, Spring, or Fall, Spring, Summer.

## Learning Goals

The AS in Psychosocial Rehabilitation is dedicated to creating skilled and knowledgeable graduates who are ready to work in entry level mental health settings as part of an interdisciplinary team. The program is also dedicated to preparing students to transfer to baccalaureate degree programs

Upon completion of the AS in Psychosocial Rehabilitation and Treatment program, graduates will:

1. Develop competencies to work effectively with people who have psychiatric disabilities as outlined by the Psychiatric Rehabilitation Association.
2. Utilize communication techniques in a professional capacity with individuals, families, team members, and people in the community.

3. Work professionally as a team member to provide wellness and recovery focused rehabilitation services.

## Learning Outcomes

Graduates are expected to become Psychiatric Rehabilitation Practitioners as described by the Psychiatric Rehabilitation Association and will have the following learning outcomes:

- Differentiate between the different types of serious mental illnesses with a wellness and recovery approach.
- Learn about different community resources including entitlement programs.
- Describe evidenced-based Psychiatric Rehabilitation Practices.
- Identify key areas for personal growth and professionalism.
- Apply rehabilitative and clinical skills at practicum site.
- Facilitate skills based group sessions.
- Conduct assessments, recovery plans, and write progress notes.
- Facilitate rehabilitation groups.
- Demonstrate the ability to adapt treatment and rehabilitation efforts for individuals based on personal history, developmental factors, and current medical & psychiatric history.
- Develop comprehensive and individualized recovery plans.
- Practice in an ethical manner.
- Work as a team member at practicum site.
- Describe and utilize evidence based psychiatric rehabilitation practices.
- Complete documentation requirements to meet state and federal insurance regulations.
- Apply multicultural principles into practice.

## Additional Program Information

- Full time students are on campus two days a week for the first semester, and one day a week for the second and third semester.
- The program is classroom-based with two online courses available.
- 480-hour Clinical Practicum Internship (240 hours for two semesters) where students are placed at a psychiatric rehabilitation program gaining hands on experience in the field.
- Transfer opportunities upon graduation to the BS in Health Sciences, Psychiatric Rehabilitation Track at Rutgers-SHP, or to a dual major program in Psychology and Psychiatric Rehabilitation between Rutgers-SHP and Rutgers Newark, Kean University, Felician University, and Georgian Court University.
- Employment opportunities for AS Psychosocial Rehabilitation graduates are available in a variety of rehabilitation programs and, mental health settings such as outreach teams, housing programs, supported employment, supported education, and partial care/day treatment programs.

## **Curriculum**

A total of 60-61 credits are required. The 30-31 credits of general education courses are provided by the affiliated community college. Some of them will accept credits transferred from other schools. To apply for admission to the professional phase of the program, students must have successfully completed general education courses required by the affiliate school (the number of credits needed for admission depends on affiliate school). The 30 credits of Psychosocial Rehabilitation and Treatment courses are provided by the School of Health Professions.

The Psychosocial Rehabilitation and Treatment courses include 15 credits of traditional classroom instruction, 6 credits of web-based instruction, and a 12-credit clinical practicum sequence that includes 480 hours of fieldwork. The eight courses are described in detail in the course descriptions listed on-line.

**PSRT1101** Introduction to the Principles of Psychiatric Rehabilitation *3 credits*

**PSRT1102** Communication Techniques *3 credits*

**PSRT1103** Group Interventions for People with Disabilities *3 credits*

**PSRT1204** Clinical Principles in Psychiatric Rehabilitation *3 credits*

**PSRT2121** Community Resource Management *3 credits*

**PSRT2131** Emerging Topics in Psychiatric Rehabilitation *3 credits*

**PSRT1019** Clinical Practicum in Psychiatric Rehabilitation I *6 credits*

**PSRT2019** Clinical Practicum in Psychiatric Rehabilitation II *6 credits*

**TOTAL    30 CREDITS**

See database for program requirements and course descriptions:

[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

## **Admission to Program**

The admissions process is competitive and meeting the minimal requirements does not guarantee admission.

- Students must complete the general education requirements at the affiliate school before applying to the program
- A GPA of 2.5 or higher is required
- All general education courses from affiliate schools must be completed with a grade of C or better.
- Applicants apply directly to the Rutgers School of Health Professions (Rutgers SHP) by May 15 for fall admission, and by October 15 for spring admission to the professional phase of the program.
- Fall and Spring admissions

**For more information about admissions, please contact the Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**

## Psychiatric Rehabilitation and Psychology Program

### Degree Options

- **Bachelor of Science in Psychiatric Rehabilitation and Psychology – Dual Major Program**
- **Bachelor of Science in Health Sciences – Psychiatric Rehabilitation Track**

### Psychiatric Rehabilitation Professions

Psychiatric rehabilitation, promotes recovery, community integration and improved quality of life for persons who have been diagnosed with any mental health condition that seriously impairs functioning. Psychiatric rehabilitation practitioners help individuals develop skills and access resources needed to increase their capacity to be successful in the living, working, learning and social environments of their choice.

As New Jersey and other states continue to downsize state psychiatric institutions and redirect public mental health funding to community-based alternatives, employment opportunities for program graduates continue to expand. The knowledge and skills of the psychiatric rehabilitation practitioner qualify her/him to conduct rehabilitation assessments, provide supportive counseling, case management services, and vocational rehabilitation interventions. The practitioner is also prepared to facilitate individual and group skills training sessions, as well as illness management and support groups.

### Program Description

#### **Bachelor of Science in Psychiatric Rehabilitation and Psychology**

The dual major program in Psychiatric Rehabilitation and Psychology is a joint degree program with Rutgers Newark College of Arts and Sciences, Kean University, Georgian Court University, and Felician University. This unique program offers a dual major in psychiatric rehabilitation and psychology and provides educational and clinical preparation for professional roles in psychiatric rehabilitation and community mental health settings. Graduates are employed by programs that provide services to individuals living with serious mental illnesses. These include assertive community treatment (PACT) teams, case management programs, partial care programs, supported employment programs, and supported housing programs. Students are prepared to pursue a variety of graduate degree options, including Rehabilitation Counseling, Social Work, Psychology and related fields.

Students enter the program during their sophomore or junior year at the partner school where they fulfill their psychology and general education requirements. At SHP, they complete a 21 credit core in psychiatric rehabilitation, a 12 credit practicum sequence, and 12 credits of electives in upper level psychiatric rehabilitation courses, for a total of 120 credits.

### Psychiatric Rehabilitation & Counseling Professions

#### PROGRAM DIRECTOR

**William Waynor, Ph.D., CRC, CPRP**

E: [waynorwr@shp.rutgers.edu](mailto:waynorwr@shp.rutgers.edu)

P: 908-889-2548

#### PRIMARY CAMPUS LOCATION

**Piscataway**

**Blackwood**

#### **ONLINE: web-based program**

Most courses are offered in the traditional classroom setting. Some courses are web-based or web-enhanced.

#### MAJOR CLINICAL AFFILIATES

Clinical sites are located throughout New Jersey.

**Bridgeway Rehabilitation Services**

**Collaborative Support Programs of NJ**

**Triple C Housing**

**Volunteers of America**

**Project Live Inc.**

**UBHC**

#### FOR MORE INFO

For additional information about the Bachelors of Science degree in the Psychiatric Rehabilitation and Psychology Program, contact SHP Admissions:

#### **Admissions**

E: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu)

P: 973-972-5454

## Program Description

### Bachelor of Science in Health Science (BSHS) Psychiatric Rehabilitation Track

Like the Dual Major BS Program in Psychiatric Rehabilitation and Psychology, the BSHS Psychiatric Rehabilitation Track prepares health care professionals with the knowledge and skill competencies needed to assist individuals living with a serious mental illness. The program also includes online courses that are taken within the Department of Interdisciplinary Studies that provide students with knowledge of health care organizational issues and also teach students leadership skills. Graduates can become employed at the community mental health settings described above, and can continue their education in the graduate programs described above, or go on to study Public Health or related fields.

To pursue this major, applicants must possess an associate degree from an accredited institution, and meet the program GPA requirements to be eligible to apply. In addition, although the program is open to majors in the sciences and arts, as well as the health sciences and psychology, applicants must demonstrate their desire to pursue this major by writing a personal statement describing their professional goals.

**Option 1:** All students in the BSHS Psychiatric Rehabilitation track take 15 credits of core interdisciplinary studies (IDST) courses. Additionally, students with an AS or AA degree also take 45 credits of psychiatric rehabilitation coursework, including a 12 credit clinical practicum sequence in a psychiatric rehabilitation program.

**Option 2:** Students entering the BSHS Psychiatric Rehabilitation Track program with SHP's Associate of Science Degree in Psychosocial Rehabilitation and Treatment (ASPSRT) take 15 additional credits of psychiatric rehabilitation coursework, including a core course in Case Management Approaches, and 4 upper level electives that focus on wellness and recovery, career development, and aging in psychiatric rehabilitation. In addition, Students choose an 18-21 credit IDST composite Track in one of two areas: Aging or Health Services Management & Education. ASPSRT graduates can complete all the BSHS requirements ONLINE. Currently those with other associate degrees take many of their courses ONLINE, however some are offered on either the Piscataway or Blackwood Campuses.

## Full-time and Part-time Status

Full-time and part-time courses of study are available for both programs, including day and evening classes. Classes are taken during fall, spring, and summer semesters.

## Learning Goals

The overall goal of both Psychiatric Rehabilitation Bachelor's degree programs is to prepare competent individuals to work in the Psychiatric Rehabilitation field, with the primary objective of working with individuals who have psychiatric disabilities to achieve their goals and needs in their living, learning, working and social environment of choice, in accord with clinical, legal, ethical, and regulatory guidelines. Additionally, this program is designed to prepare students to pursue graduate course work in Rehabilitation Counseling, Social Work, Psychology or other related fields of study.

## **Learning Outcomes**

- Identify and assess psychiatric rehabilitation service modalities.
- Create wellness and recovery plans to assist in managing symptoms and functional deficits of serious mental illness.
- Describe community resources including housing, entitlements, and other essential resources.
- Adapt treatment and rehabilitation efforts for individuals based on personal history, developmental factors, and current medical and psychiatric history.
- Utilize communication techniques in a professional capacity with individuals, families, team members, and people in the community.
- Plan and facilitate rehabilitation groups.
- Provide psychiatric rehabilitation interventions to promote skill development and resource acquisition.
- Work effectively as part of an interdisciplinary team to provide wellness and recovery focused rehabilitation services.
- Describe and utilize evidence based psychiatric rehabilitation practices.
- Describe and utilize intervention strategies that target specialized populations such as persons with co-occurring disorders.
- Complete documentation requirements that meet state and federal insurance regulations.

## **Additional Program Information**

Additional programmatic information is available online:

[shp.rutgers.edu/psychiatric-rehabilitation/bachelor-of-science-in-psychiatric-rehabilitation-and-psychology/](http://shp.rutgers.edu/psychiatric-rehabilitation/bachelor-of-science-in-psychiatric-rehabilitation-and-psychology/)

## **Curriculum**

See database for program requirements and course descriptions:

[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

## **Admission to Program**

- An overall GPA of 2.5. with a GPA of 3.0 in all psychology courses (and any PSRT courses taken prior to admission)
- Two letters of reference
- Personal statement describing your career goals and decision to study Psychiatric Rehabilitation.
- For the dual major program with Kean, completion of at least 40 semester hours (including at least 3 psychology and/or psychiatric rehabilitation courses)
- For the dual major program with Rutgers NCAS, Georgian Court University, and Felician College: Completion of all required psychology and general education courses
- For the BSHS Psychiatric Rehabilitation track, completion of the ASPSRT Degree or an Associate Degree in a health related field, human services, psychology or in the arts and sciences from an accredited institution.

## **GPA minimum requirement/credentialing requirement**

Students must maintain a minimum GPA of 3.0 in psychiatric rehabilitation and psychology courses.

## **Directions for applying to the program**

Students begin the process by applying to one of the four partner schools. To obtain an application for admission contact:

### **Rutgers NCAS**

Office of Admissions  
140 University Avenue  
Englehard Hall, Room 101  
Newark, NJ 07102  
P. 973-353-5205  
E. [newarkadmissions@ugadm.rutgers.edu](mailto:newarkadmissions@ugadm.rutgers.edu)

### **Kean University**

1000 Morris Avenue, Union, NJ 07083  
P. 908-737-7100  
E. [admitme@kean.edu](mailto:admitme@kean.edu)

### **Georgian Court University**

900 Lakewood Avenue, Lakewood, NJ 08701  
P. 800-458-8422  
E. [admissions@georgian.edu](mailto:admissions@georgian.edu)

### **Felician University**

262 South Main Street Lodi, NJ 07644  
P. 201-355-1465  
E. [admissions@felician.edu](mailto:admissions@felician.edu)

**For more information about admissions, please contact the SHP Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**



## Rehabilitation Counseling Program

### Degree Options

- **Master of Science in Rehabilitation Counseling—Clinical Mental Health Counseling Track**

### The Counseling Profession: Rehabilitation and Clinical Mental Health Counseling Specializations

Master's level counselors find employment in many settings including community agencies, state and federal government agencies, the insurance industry, and private practice. They provide individual or group counseling and frequently work with families of individuals seeking services. Counseling is one profession with several specializations. This degree provides students with specializations in both clinical mental health counseling and rehabilitation counseling.

Mental health counselors help people manage or overcome mental and emotional disorders and problems with relationships. Examples of what mental health counselors do include encouraging clients to discuss their experiences and process reactions to them to adjust to changes in life, guiding clients through the process of making decisions about their future, counseling clients about developing strategies and skills to change their behavior or cope with difficult situations, and coordinating services with other professionals such as psychiatrists. While some disorders can be overcome, many others need to be managed. Mental health counselors work with clients to develop strategies and skills to minimize the effects of their disorders or illnesses including developing and implementing strategies to encourage wellness.

Rehabilitation Counselors are counselors who possess the specialized knowledge, skills, and attitudes needed to collaborate in a professional counseling relationship with people who have disabilities to achieve their personal, psychological, social, and career goals. Currently, there is high demand in New Jersey, the surrounding regions and nationally for master's level rehabilitation counselors.

### Program Description

This degree is designed to enhance the career advancement of experienced people already working in the human services field as well as prepare people to enter the field. Our program emphasizes approaches based on cognitive behavioral counseling, focusing on helping clients to understand harmful thoughts, feelings, and beliefs and replace them with positive, life-enhancing ones as well as teaching clients to eliminate unwanted behaviors and replace them with more productive ones. The program also focuses on the use of evidence-based and promising practices for counseling and service delivery, in particular, those designed to provide counseling and other services for individuals with severe mental illness.

Completion of the degree requires 60 credits. Students complete a common core of 13 counseling courses (39 credits). This course work provides students with a solid foundation in content areas such as theories of counseling, techniques and methods for counseling individuals and groups, human growth and development and the impact of disabilities, and ethical and legal standards of the profession. Additionally, all students complete a practicum of at least 100 hours including 40 hours of direct service and an

### Psychiatric Rehabilitation and Counseling Professions

#### PROGRAM DIRECTOR

**Janice Oursler**

E: [ourslejd@shp.rutgers.edu](mailto:ourslejd@shp.rutgers.edu)

P: 908-889-2462

#### PRIMARY CAMPUS LOCATION

**Piscataway**

**Blackwood**

#### MAJOR CLINICAL AFFILIATES

The program maintains clinical affiliations with over 80 agencies in New Jersey and the surrounding region. Affiliations include state and federal government agencies that provide mental health and rehabilitation services, community mental health agencies, and community rehabilitation provider agencies.

#### ACCREDITATION

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) in Clinical Mental Health Counseling through March 31, 2025.

#### FOR MORE INFO

For additional information about the Rehabilitation Counseling Program, contact SHP Admissions:

#### Admissions

E: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu)

P: 973-972-5454

internship of at least 600 hours including 240 hours of direct service. These clinical experiences total 9 credits. Students also take four courses (12 credits) in the area of Clinical Mental Health Counseling.

### **Full-time and part-time status**

Students may complete the degree on either a full-time or part-time basis. The degree can be completed in two years of full-time attendance or three years of part-time attendance. Students attend classes three semesters a year: Fall, Spring and Summer. Students can begin the program in either the Fall or the Spring semester. We do not accept applications to start the program in the Summer semester.

### **Learning Goals**

The mission of the program is to educate individuals to be socially responsible counseling professionals who will work competently, creatively and collaboratively with and within the community in an environment of diversity so that persons in the community including those with psychiatric and other disabilities are empowered to pursue personally important goals including career with success and satisfaction. To accomplish the mission of the program and to prepare program graduates to work in a variety of settings including community agencies, government agencies, and other community based services, we seek to provide students with a broad knowledge of the counseling field including theory, research, ethical practices and decision-making, a well-developed set of interpersonal and counseling skills as applied to the helping relationship, and specialized knowledge of working with the community in an environment of diversity and of counseling individuals with psychiatric and other disabilities in the community. The curriculum is designed to educate students in the knowledge base of the field including current research combined with supervised clinical experience in counseling to practice that knowledge base. At the conclusion of degree studies, program graduates are expected to have the skill set of an entry level counseling professional.

### **Learning Outcomes**

As part of the program's self-evaluation process, we collect information on Student Learning Outcomes. Outcomes are defined by program faculty and are related to specific School of Health Professions (SHP) Student Learning Outcomes as well as outcomes related to accreditation standards. Student learning outcomes to be evaluated are-updated per SHP standards and changes in accreditation standards. Examples of current learning outcomes are below.

- Student completes an internship in an approved agency in the community for a minimum of 600 hours including 240 hours of direct service.
- Student demonstrates ability to conduct an intake interview and document information from the interview.
- Student selects counseling interventions based on client concerns and evaluates effectiveness.
- Student organizes and leads a group based on psychiatric rehabilitation principles.
- Student adheres to professional and ethical standards.

## **Additional Program Information**

[shp.rutgers.edu/psychiatric-rehabilitation/masters-in-rehab-counseling/](http://shp.rutgers.edu/psychiatric-rehabilitation/masters-in-rehab-counseling/)

## **Curriculum**

See database for program requirements and course descriptions:

[shp.rutgers.edu/psychiatric-rehabilitation/masters-in-rehab-counseling/](http://shp.rutgers.edu/psychiatric-rehabilitation/masters-in-rehab-counseling/)

## **Admission to Program**

Requirements for admission include:

- Completed Application for Admission form with application fee. Applications are accepted only online. Apply online at [shp.rutgers.edu/graduate-admissions/](http://shp.rutgers.edu/graduate-admissions/).
- Bachelor's degree from an accredited institution. Official Transcripts for the degree must be submitted.
- Written statement describing career goals, personal goals, and experiences as related to the program
- Two letters of recommendation. Letters can be submitted electronically or mailed to the Office of Admissions.
- Personal interview by faculty.

In addition to the academic requirements for the program, students must be able to perform the essential functions required for a career in the health services field.

Applicants should review the SHP Essential Functions available at [shp.rutgers.edu/essential-functions/](http://shp.rutgers.edu/essential-functions/). Applicants considering careers in the counseling field must be able to form effective interpersonal relationships both with individuals and in the context of small groups, engage in critical thinking, work with diverse populations, and follow ethical standards of the profession.

We encourage applications from individuals from diverse backgrounds interested in studying for this degree. We recognize the need for diversity as part of preparing to serve clients in our pluralistic society and welcome applications from a wide variety of personal, social, ethnic, cultural and educational backgrounds.

The program's selection committee makes admission decision recommendations. The applicant's academic background, ability to perform essential functions, and experience in human services, whether volunteer or paid, are considered in making admission decisions. The Office of Admissions notifies applicants of admission decisions.

**For more information about admissions, please contact the Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**

## Psychiatric Rehabilitation and Counseling Professions

### PROGRAM DIRECTOR

**Kenneth Gill, PhD**

E: kgill@shp.rutgers.edu

P: 908-889-2438

### PRIMARY CAMPUS LOCATION

**Piscataway**

**Blackwood**

### FOR MORE INFO

For additional information about the Psychiatric Rehabilitation Program, contact SHP Admissions:

### Admissions

E: SHPadm@shp.rutgers.edu

P: 973-972-5454

# Psychiatric Rehabilitation Program

## Degree Options

### □ Ph.D. Psychiatric Rehabilitation

## Psychiatric Rehabilitation Professions

The overall goal of the doctoral degree in Psychiatric Rehabilitation (PsyR) is to prepare competent educators, scholars, researchers, and leaders in psychiatric rehabilitation to work in academia, research institutes, state and county level mental health divisions, community mental health agencies, and managed care industries with the primary objectives of educating, researching, evaluating, and advocating for effective interventions, services, and supports for individuals living with psychiatric conditions.

## Program Description

The curriculum consists of 76 credits from the areas of research, PsyR, rehabilitation methods, and teaching. Written and oral communications skills are stressed. In addition, there is a strong emphasis on practical applications of knowledge and skills in seminars, independent studies, and original research. Students are required to carry out research projects both individually and as a member of a team.

There is a liberal transfer credit policy. In addition, with faculty approval, students may develop portfolios to receive credit for specific areas of professional expertise. Students are required to sit for a qualifying examination after completing a minimum of 36 core credits and prior to entering candidacy for the doctorate.

A sample of courses specific to the doctoral program include:

PSRT6301 Advanced Doctoral Seminar • PSRT6025 Tests and Measurements •

PSRT6107 Multivariate Statistics • PSRT6322 Evaluation Research • PSRT6120

Advanced Theories of Counseling • PSRT7005 Dissertation Research

## Full-time and part-time status

The program is designed to accommodate the working professional; as such it is available three semesters per year (fall, spring, summer) on a part-time basis. Classes are typically offered on weekday evenings.

## Learning Goals

This program trains doctoral level professions who will contribute to the PsyR knowledge base, design and lead innovative, effective and efficient services, and educate and train current staff and new professionals in the field and the classroom with the overall goal of improved services and supports for people with serious psychiatric conditions.

Students earning the PhD in Psychiatric Rehabilitation are expected to be leaders in the field. As such they will have a comprehensive understanding of PsyR goals, values and principles, as well as, services. In addition, they will have basic knowledge of research methods covering the areas of statistics, psychometrics, applied and formal research, and program evaluation. Finally, through guided, rigorous study and dissertation research they will be an expert in one or more aspects of the field.

## **Learning Outcomes**

Students of this program will be able to:

- identify and describe the core goals, values, and principles of PsyR.
- identified evidence-based practices.
- design and conduct an original research study that contributes to the PsyR knowledge base and utilizes appropriate univariate and multivariate qualitative or quantitative statistical techniques.
- articulate a coherent teaching philosophy and develop and deliver a teaching curriculum that incorporates effective teaching strategies based in higher education learning theory.

## **Additional Program Information**

Additional programmatic information is available on-line at:

[shp.rutgers.edu/psychiatric-rehabilitation/phd-in-psychiatric-rehabilitation-program/](http://shp.rutgers.edu/psychiatric-rehabilitation/phd-in-psychiatric-rehabilitation-program/)

## **Curriculum**

See database for program requirements and course descriptions:

[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)

## **Admission to Program**

- Bachelor's or master's degree in a related field from an accredited institution
- Experience with individuals with psychiatric conditions
- Current Resume or Curriculum Vitae
- Three (3) letters of recommendation
- Personal statement identifying interest in this degree, future professional plans, and research interests
- Official transcripts from undergraduate and graduate (if applicable) education
- Graduate Record Examination Verbal and Math scores (within the last five years)

## **GPA minimum requirements/credentialing requirement**

The minimum GPA requirement is 3.0.

**For more information about admissions, please contact the Office of Admissions: SHPadm@shp.rutgers.edu or 973-972-5454.**

## Psychiatric Rehabilitation and Counseling Professions

### PROGRAM DIRECTOR

**Kenneth Gill, PhD**

E: kgill@shp.rutgers.edu

P: 908-889-2438

### PRIMARY CAMPUS LOCATION

**Piscataway  
Blackwood**

### FOR MORE INFO

For additional information about the Psychiatric Rehabilitation Program – Counselor Education and Supervision track, contact SHP Admissions:

### Admissions

E: SHPadm@shp.rutgers.edu

P: 973-972-5454

# Psychiatric Rehabilitation Program

## Degree Options

- **Ph.D. Psychiatric Rehabilitation – Counselor Education & Supervision track**

## Counselor Education and Supervision Professions

The goal of the Counselor Education and Supervision Track is to prepare graduates to work as educators in graduate level counseling and other programs, clinicians, clinical supervisors, researchers, and leaders and advocates within the counseling field. This track will prepare graduates to positively impact general counseling services and those specific to individuals with serious psychiatric conditions by fostering the development, implementation and evaluation of evidence-based and promising approaches, teaching future counselors, and providing clinical supervision. The curriculum is designed so that doctoral students will: 1) develop advanced counseling expertise in working with people with serious psychiatric conditions; 2) establish collaborative relationships with faculty in the areas of counseling and clinical supervision, teaching, research, professional writing, and service to the profession and the public; 3) contribute to and promote scholarly research related to counseling; and 4) actively participate in professional counseling organization(s) as part of developing leadership and advocacy skills.

## Program Description

The curriculum consists of 64 credits taken in the areas of counseling practice and clinical supervision, research, teaching, leadership and advocacy, practicum, and counseling individuals with serious psychiatric conditions. These credits must be taken after the completion of a master's degree from a CACREP (Council for Accreditation of Counseling and Related Educational Programs) or equivalent program. Additional credits (by advisement) may be required to fulfill CACREP requirements.

A sample of courses specific to this program include:

PSRT6120 Advanced Theories of Counseling • PSRT6000 Fundamentals of Clinical Supervision • PSRT7000 Teaching in Counselor Education • PSRT7101 Advanced Doctoral Practicum in Counseling

## Full-time and part-time status

The program is designed to accommodate the working professional; as such it is available three semesters per year (fall, spring, summer) on a part-time basis. Classes are typically offered on weekday evenings.

## Learning Goals

The mission of the PhD program in Counselor Education and Supervision is to prepare counselor educators, clinical supervisors, researchers, and leaders and advocates within the counseling field. This track specializes in counseling approaches and techniques for individuals with psychiatric conditions.



Students earning the PhD in Counselor Education and Supervision are expected to be leaders in the field. As such they will have a comprehensive understanding of counseling, counselor education, and clinical supervision. In addition, they will have basic knowledge of research methods covering the areas of statistics, psychometrics, applied and formal research, and program evaluation. Finally, through guided, rigorous study and dissertation research they will be an expert in one or more aspects of the field.

## **Learning Outcomes**

Students of this program will be able to:

- identify and describe the major counseling theories.
- evaluate the evidence for related practices.
- develop and articulate a personal theoretical counseling orientation.
- evaluate models and theoretical frameworks of clinical supervision, apply clinical supervision theory and skills, and develop a personal style of clinical supervision.
- design and conduct an original research study that contributes to the counselor education and supervision knowledge base and utilizes appropriate univariate and multivariate qualitative or quantitative statistical techniques.
- articulate a coherent teaching philosophy and develop and deliver a counselor education teaching curriculum that incorporates effective teaching strategies based in higher education learning theory.
- analyze the legal ethical and multicultural issues related to counseling, counselor education, clinical supervision, and leadership and advocacy within the field.
- develop and apply leadership and advocacy skills related to the counseling profession and the individuals who participate in counseling services.

## **Additional Program Information**

Additional programmatic information is available on-line at:

**[shp.rutgers.edu/psychiatric-rehabilitation/phd-in-psychiatric-rehabilitation-program/](http://shp.rutgers.edu/psychiatric-rehabilitation/phd-in-psychiatric-rehabilitation-program/)**

## **Curriculum**

See database for program requirements and course descriptions:

**[shp.rutgers.edu/course-catalog](http://shp.rutgers.edu/course-catalog)**

## **Admission to Program**

- Completion of graduate level coursework including:
  - CACREP entry-level core curricular standards
  - CACREP entry-level professional practice standards,
  - CACREP entry-level curricular requirements of a specialty area (any missing content can be completed before or concurrently with initial doctoral coursework).
- Experience with individuals with psychiatric conditions preferred
- Current Resume or Curriculum Vitae
- Three (3) letters of reference
- Personal statement identifying interest in the degree, future professional plans, and research interests
- Official transcripts from undergraduate and graduate education
- Graduate Record Examination Verbal and Math scores (within the last five years)

## **GPA minimum requirements/credentialing requirement**

The minimum GPA requirement is 3.0.

**For more information about admissions, please contact the Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**

# Department of Rehabilitation & Movement Sciences



## Department of Rehabilitation and Movement Sciences

### PROGRAM DIRECTOR

**Valerie Johnson, Ph.D., CCC-SLP**

E. valerie.johnson@rutgers.edu

P. 973-972-2237

### PRIMARY CAMPUS LOCATION

Newark

### ACADEMIC AFFILIATES

# Speech-Language Pathology Program

## Degree Options

- **Master of Science**
- **To begin in Fall 2021**

## Description of Profession

Speech-language pathologists (SLPs) work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders across the lifespan. SLPs also provide aural rehabilitation for individuals who are deaf or have a hearing impairment. Augmentative and alternative communication (AAC) systems for individuals with severe expressive and/or language comprehension disorders are managed by SLPs. In addition, SLPs can work with individuals who do not have speech, language, or swallowing disorders, but have the desire to learn how to communicate more effectively (e.g., work on accent modification or other forms of communication enhancement).

SLPs work with the full range of human communication and swallowing disorders in individuals of all ages. SLPs:

- Evaluate and diagnose speech, language, communication, and swallowing disorders.
- Treat speech, language, communication, and swallowing disorders.
- Provide training and education to family/caregivers and other professionals.
- Work collaboratively with professionals from many other disciplines (ASHA, 2020).

## Program Description

The proposed Master of Science in Speech-Language Pathology (MSSLP) will hold its classes on the Newark Campus of Rutgers University, The State University of New Jersey within the division of Rutgers Biomedical Health Sciences. This program is a 66-credit, entry-level program that will prepare students to prevent, evaluate, diagnose, and treat speech, language communication, and swallowing disorders.

The program will admit 20 students per year beginning with the Fall 2020 cohort. Future cohort class sizes are projected to increase to 30 or more as the program grows. This program, which will be completed over five consecutive semesters (two years), will emphasize service delivery for multiethnic, socially diverse populations – including dialectal speakers of English and bilingual/multilingual individuals – with speech, language, communication, and swallowing disorders within an interdisciplinary healthcare context. All students will receive didactic content and clinical experiences with multiethnic, socially diverse populations. Eligible students who meet additional requirements will have the option of completing the Bilingual Competency Recognition (BCR). Additional requirements for BCR include: (1) an advanced-low placement or higher on the language proficiency tests (oral and written) in English and the other language in which the student is proficient (administered by Language Testing International); and (2) completion of one of the external clinical practica with bilingual clients. At this time, due to the clinical practicum requirement only being available in Spanish, the BCR will be limited to Spanish-English bilingual students. As the MSSLP grows, opportunities for clinical practica in other languages will be added to the BCR.

as they become available. With a curricular emphasis on interprofessional services for communicatively impaired ethnically diverse populations, our MSSLP program is expected to train students to work with both child and adult caseloads in our complex multidisciplinary healthcare settings serving multiethnic communities.

This program will prepare students to provide contemporary speech, language, and communicative services to a diverse clinical population within the context of interprofessional practice. There will be three practica experiences at the Rutgers University Speech-Language Pathology Clinic and two full-time practica in an off-campus clinical setting. One full-time practica will be in a pediatric setting and one in an adult setting. The off-campus clinical experiences will be offered in a variety of clinical settings (e.g., public/private school, hospital, skilled nursing facilities, early intervention program, etc.).

## Learning Goals

The Speech-Language Pathology program at Rutgers University has three major program goals:

**Program Goal 1: Excellence in academic education and clinical preparation.** The academic and clinical curriculum is based on state-of-the-art scientific information and clinical procedures.

▫ Objectives:

1. Infuse the curriculum with content regarding multiculturally diverse populations, particularly dialectal and bilingual/multilingual influences on speech, language, and communication skills.
2. Ensure the curriculum contains information regarding interprofessional education and that students have opportunities for interprofessional practice in the clinical setting.
3. Incorporate contemporary principles of clinical practice in the assessment and management of speech, language, communication, and swallowing disorders within a medical setting.
4. Prepare students for American Speech-Language-Hearing Association certification, professional New Jersey state licensure, and the New Jersey Department of Education speech-language specialist certification.

**Program Goal 2: Excellence in Faculty and Student Scholarship.** Academic and clinical faculty are dedicated to professional scholarship and increasing student participation in scholarship.

▫ Objectives:

1. Produce faculty scholarship to promote the national ranking of the program.
2. Actively engage students in clinically relevant research and problem-solving.
3. Foster student scholarship through implementation of evidence-based practice (EBP) in clinical and professional venues.

**Program Goal 3: Expand community visibility and clinical opportunities.** The SLP Program at Rutgers University is committed to address the clinical needs in speech, language, communication, and swallowing in the Newark, NJ community and beyond.

▫ Objectives:

1. Offer affordable, accessible, and quality clinical services to the Newark community and beyond.
2. Provide continuing education opportunities to practicing clinicians.
3. Engage community members in program development and educational strategies.

### **Additional Program Information**

Additional programmatic information is available on-line at: <https://shp.rutgers.edu/rehabilitation-movement-sciences/master-of-science-in-speech-language-pathology/>

### **Curriculum**

In development

See database for more specific program requirements and course descriptions:  
[coursecatalog.shp.rutgers.edu](http://coursecatalog.shp.rutgers.edu)

For more information about admissions, please contact the Office of Admissions:  
[SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5336

## Occupational Therapy Program

### Degree Options

- Occupational Therapy Doctorate
- To begin in Fall 2021

### Description of Profession

Occupational therapists help people of all ages participate in the things they want and need to do through the therapeutic use of everyday activities (occupations). Occupational therapy helps people function in all of their environments (e.g., home, work, school, and community) and addresses the physical, psychological, and cognitive aspects of their well-being through engagement in occupation (everyday activities).

Common occupational therapy interventions include helping children with disabilities to participate fully in school and develop social skills, helping people recovering from injury to regain function through retraining and/or adaptations, and providing supports for older adults experiencing physical and cognitive changes.

Occupational therapy services typically include:

- an individual evaluation, during which the client, family, and occupational therapist determine the person's goals;
- Customized intervention to improve the person's ability to perform daily activities and reach their goals;
- An outcomes evaluation to ensure that the goals are being met and/or to modify the intervention plan based on the patient's needs and skills (AOTA, 2019).

### Program Description

The proposed Occupational Therapy Doctoral Degree (OTD) is a 111-credit, entry-level program that will prepare students to assist clients who are limited by physical, cognitive, psychosocial, developmental, and environmental conditions, to maximize their independence and maintain optimum health through a planned mix of acquired skills, performance motivation, environmental adaptations, assistive technologies, and physical agents. They will pursue practice in acute and subacute healthcare facilities, the school system, early intervention programs, private practice, telehealth, and the criminal justice system.

We anticipate incorporation of cutting-edge health care concepts needed to meet contemporary and predicted health care needs, those of interprofessional/interdisciplinary training, and meeting the needs of a diverse population as well as diverse health care settings. This program will prepare students for contemporary and predicted health care in the basic medical sciences, psychology, sociology, patient assessment and evaluation, standardized and non-standardized tests and measurements, assistive and rehabilitation technologies, ergonomics, environmental health, special education, health education and promotion, and professional standards and ethics. In addition, we will prepare students to conduct clinical research, pursue further doctoral training (Ph.D.) and will provide exemplary training in working within an interdisciplinary team, working with multiculturally diverse populations, engaging in global health, and community-based practices.

### Department of Rehabilitation and Movement Sciences

#### PROGRAM DIRECTOR

**Sandra L Rogers, PhD, OTR**

E. [sandra.rogers@rutgers.edu](mailto:sandra.rogers@rutgers.edu)

P. 973-972-9255

#### PRIMARY CAMPUS LOCATION

Newark

#### ACADEMIC AFFILIATES

## **CLINICAL AFFILIATES**

### **FOR MORE INFO**

For additional information about the Peer-to-Peer Support Program, contact SHP Admissions at:

### **Admissions**

E: SHPadm@shp.rutgers.edu  
P: 973-972-5336

The program will admit 40 students per year beginning in the Fall 2020 semester and offer continuous enrollment for 9 consecutive semesters. The first two years are on campus, a third year is designated to be conducted from a distance. Fieldwork will be integrated throughout the curriculum (for a total of 31 weeks plus the doctoral experiential which is 14 weeks). International fieldwork placements and doctoral experiential opportunities will be available. This is not a PhD program; no dissertation is required. The purpose of a clinical doctorate program is to focus on preparing practitioners with advanced clinical and leadership skills.

Classes will be held on the Newark Campus of Rutgers, The State University of New Jersey in conjunction with the Biomedical Health Sciences and will also be held online. Students will complete a minimum of 960 clinical hours in appropriate setting which can include hospitals, rehabilitation centers, long-term care facilities, criminal justice settings, schools and outpatient settings. Students will complete their education with a doctoral experiential with community-based entities, within the criminal justice system, and by facilitating development of novel programming at more traditional sites within the health care and school settings.

## **Learning Goals**

The OTD program prepares students for advanced practice within six broad themes of study:

### **Ethics, Justice and Care**

- Be culturally responsive by providing individualized, high-quality, and customized services in a diverse set of health care and community-based settings to serve clients with the highest integrity.
- Evaluate the protection of human rights and dignity, equal access to occupation and prevention of occupational deprivation.

### **Occupations, occupation-based practice and occupational engagement**

- Directly address the use of occupation in facilitating change, growth, adaptation, and occupational participation toward the goals of health, wellness, and improved quality of life.
- Utilize everyday occupations that address daily activities that people do on a regular basis while engaged in diverse life pursuits and social roles.

### **Leadership, Advocacy and Collaboration**

- Seek leadership positions to influence changing policies, environments, and complex health care systems.
- Engage with other health care professionals to actualize optimal interprofessional care, thereby improving patient care, reducing costs, and maximizing independence and quality of life for our clients.

### **Community-based and contextual practice**

- Excel in working with clients and within a care system to demonstrate effective outcome, improving their ability to participate in their families, their communities and society.
- Expand practice to include marginalized unserved populations within contextually-appropriate settings.

### **Rigorous inquiry, scholarship and innovation**

- Value evidence-based, effective practice-based, client centered, and cost-effective care.
- Recognize the importance of continued value for both qualitative and quantitative clinical research to improve care to clients.

### **Therapeutic processes appropriate for contemporary and future practice**

- Given the complexity of occupational engagement, best practices requires a deep base of knowledge that helps each student develop a professional identity as an occupational therapist.
- Prepared to assist clients who are limited by physical, cognitive, psychosocial, developmental, and environmental conditions, to maximize their engagement in occupation and maintain optimum health through a planned mix of acquired skills, performance motivation, environmental adaptations, assistive technologies, and physical agents.

## **Learning Outcomes**

By the end of the curriculum students will be able to:

- Demonstrate knowledge of human development and human behavior throughout their lifespan
- Demonstrate an understanding of the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services
- Apply quantitative statistics and qualitative analysis to interpret tests, measurements, and other data for the purpose of establishing and/or delivering evidence-based practice.
- Use technology to support performance, participation, health and well-being. This technology may include, but is not limited to, electronic documentation systems, distance communication, virtual environments, and tele-health technology.
- Develop occupation-based intervention plans on the basis of the stated needs of the client and the evaluation process in collaboration with the client and others.
- Select and provide direct occupational therapy interventions and procedures to ensure safety, health, and performance in Activities of Daily Living, education, work, play, rest, sleep, leisure, and social participation.
- Administer therapeutic use of occupation, exercises, and activities.
- Design and implement group interventions based on principles of group development.
- Conduct training in self-care, self-management, health management and maintenance, home management, and community and work integration.
- Provide compensation for lack of physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions.
- Develop intervention strategies to remediate and/or compensate for cognitive deficits.
- Evaluate and adapt processes or environments applying ergonomic principles and principles of environmental modification.
- Design, fabricate, apply, fit, and train in assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being.

- Design, fabricate, apply, and train in orthotic devices used to enhance occupational performance.
- Train in the use of prosthetic devices.
- Train to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.
- Provide management of feeding, eating, and swallowing to enable performance (including the process of bringing food or fluids from the plate or cup to the mouth, the ability to keep and manipulate food or fluid in the mouth, and swallowing assessment and management) and train others in the precautions and techniques while considering client and contextual factors.
- Demonstrate safe and effective application of superficial thermal and mechanical modalities to manage pain and improve occupational performance.
- Apply the principles of the teaching-learning process using educational methods to design experiences to address the needs of the client, family, and significant others.
- Select and teach compensatory strategies, such as use of technology and adaptations to the environment, that support performance.
- Use scholarly literature to make evidence-based decisions.
- Design a scholarly proposal that includes the research question, relevant literature, sample, design, measurement, and data analytics.
- Write scholarly reports appropriate for presentation or for publication in a peer-reviewed journal.

## Admissions

The OTD program admissions process uses both cognitive and non-cognitive traits to evaluate the strength of applicants to ensure a more balanced admission decision so successful applicants will include both cognitive and non-cognitive traits. Non-cognitive traits are demonstrated through things such as **volunteerism, letters of recommendation, a personal essay**, and statements given on OTCAS that show your skills as a **communicator, collaborator, health advocate, and professional**. Cognitive traits or academic elements include standardized test scores and your grades in prerequisite courses. After review, eligible candidates will be invited for an interview, beginning in late January. Only applications submitted via OTCAS will be accepted.

Applications must have the following:

- Official transcripts from every accredited US college or university which you have attended
- Three letters of recommendation. The letters should reflect on your work, volunteer, educational experience and focus on your skills as a communicator, collaborator, health advocate, and professionalism. Most successful candidates will have work experience, volunteering, observing, or personal family experience in general health, special education, community-based services (homeless shelters, Special Olympics, senior center), or with family members who have challenges.
- A personal essay that reflects why you are interested in being an occupational therapist
- Prerequisite courses completed prior to June 1, 2021.
- TOEFL scores (must be at least 100 for the internet (iBT) version) and foreign transcripts from WES or CCE (international applicants only).

**The following prerequisites must be met:**

- *Natural Sciences (12 credit minimum)*
  - Human Anatomy w/ Lab
  - Human Physiology w/ Lab
  - Additional natural science courses might include: Kinesiology, Chemistry, Biology, or Physics
- *Social Sciences (9 credit minimum)*
  - General Psychology
  - Abnormal Psychology
  - Developmental Psychology (preferably across a lifespan)
- *Expository Writing (3 credit minimum)*
- *Statistics (3 credit minimum) Course can be taken from any of the following departments:*
  - Psychology
  - Sociology
  - Anthropology
  - Math
  - Sciences
  - Epidemiology or Biostatistics
- *Humanities (6 credit minimum) Courses from two (2) different categories:*
  - Literature
  - Religion
  - Philosophy
  - Ethics
  - Art History or Appreciation
  - Music
  - Theatre
- *Medical Terminology*
  - Complete a sequence or course. May be taken for credit or no credit.

**Additional Program Information**

Additional programmatic information is available on-line at: **[shp.rutgers.edu/rehabilitation-movement-sciences/](http://shp.rutgers.edu/rehabilitation-movement-sciences/)**

**Curriculum**

In development

See database for more specific program requirements and course descriptions:  
**[coursecatalog.shp.rutgers.edu](http://coursecatalog.shp.rutgers.edu)**

For more information about admissions, please contact the Office of Admissions:  
**[SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu)** or **973-972-5336**

## Rehabilitation & Movement Sciences

### PROGRAM DIRECTOR

**Nancy R. Kirsch, PT, DPT, PhD**

E: [kirschna@shp.rutgers.edu](mailto:kirschna@shp.rutgers.edu)

P: 973-972-5272

### ACADEMIC AFFILIATES

The Newark program collaborates with Montclair State University, Ramapo College of New Jersey, William Paterson University, Felician College, Fairleigh Dickinson University, New Jersey Institute of Technology (NJIT) Yeshiva University (N.Y), and St. Peter's College to offer a joint 6 year Bachelors/ DPT degree. Additionally, seats on both campuses are reserved conditionally for students from Rutgers School of Arts and Sciences, Department of Kinesiology & Health

### ACCREDITATION

Commission on Accreditation in Physical Therapy Education

1111 N. Fairfax Street  
Alexandria, VA 22314

P: 703-706-3240

Contact: Candy Bahner, PT, DPT, MS Interim Director

Status: Full accreditation  
October, 2019 - December, 2029

# Physical Therapy Program – DPT Newark and Blackwood

## Degree Options

- Doctor of Physical Therapy

## Physical Therapy Professions

Physical therapy is a dynamic profession with an established theoretical base and widespread clinical applications in the preservation, development, and restoration of optimal physical function. Physical therapists in the United States:

- Diagnose and manage movement dysfunction and enhance physical and functional abilities.
- Prevent the onset and progression of impairments, functional and participation limitations, or changes in physical function and health status resulting from injury, disease, or other causes.
- Restore, maintain, and promote overall fitness, health, and optimal quality of life.
- Engage in basic science and clinical research to optimize interventions and patient outcomes.
- Provide education to students, clinicians, consumers and health policy makers.

As essential participants in the health care delivery system, physical therapists assume leadership roles in rehabilitation services, prevention and health maintenance programs, and professional and community organizations. They also play important roles in developing health care policy and appropriate standards for the various elements of physical therapist practice to ensure availability, accessibility, and excellence in the delivery of physical therapy services. Practice settings include but are not limited to, hospitals, rehabilitation centers, extended care centers, industry, schools, private practices, academic programs, and research laboratories. As clinicians, physical therapists engage in an examination process that includes taking a comprehensive history, conducting a systems review, and administering tests and measures to identify potential and existing problems.

To establish diagnoses and prognoses, physical therapists perform evaluations that synthesize the examination data. Physical therapists provide interventions (the interactions and procedures used in treating and instructing patients/ clients), conduct re-examinations, modify interventions as necessary to achieve anticipated goals and desired outcomes, and develop and implement discharge plans. Physical therapy includes the services provided by physical therapists and those rendered under physical therapist direction and supervision (American Physical Therapy Association). Physical therapists continue to be in demand throughout the United States. Employment opportunities are available in a variety of health care settings, educational settings and geographic locations. (Adapted from the Guide to Physical Therapist Practice, 3.0 APTA, 2014).

## **Program Description**

Our highly ranked entry-level DPT program is a 3-year, full-time graduate degree program. The curriculum, with a focus on interprofessional education and quality care, ensures students have a strong foundation in clinical care and evidence based practice. Faculty are national and international leaders in the field of physical therapy committed to offering students opportunities for scholarship, research and professional leadership. We have relationships with over 400 clinical facilities throughout the United States and internationally where students can complete their clinical rotations. With 100% employment rate among graduates, Rutgers students are sought after for residency programs and clinical practice in every practice venue. Interprofessional education is woven into the curriculum, pairing classroom learning with hand-on simulation with a wide variety of health care practitioners. Service learning opportunities include providing supervised services through a student-run free clinic and participation in an inner-city free clinic. Students are able to assist faculty in research performed in the departments' labs and other venues. Our three-year average pass rate is 99.2%.

The Program is located on two campuses, Newark and Blackwood NJ. Applicants to the Doctorate of Physical Therapy Program must have a minimum of a Bachelor's degree. The entry-level curriculum is a full time three-year program that prepares a student to take the licensing exam and upon successful completion, enter the physical therapy profession as a licensed clinician capable of practicing in an autonomous and ethical manner. Graduates have skills in differential diagnosis, and advanced clinical and patient management practices. They are able to understand and apply research presented in various formats to clinical decision making and practice and are expected to help lead the profession in the changes needed for effective practice in the 21st century. The program also offers a joint DPT/PhD program in collaboration with the Rutgers School of Graduate Studies. Rutgers students are also chosen for prestigious residency programs upon graduation. The physical therapy department has a rich tradition of academic excellence in education, research, patient care and community service. Our program has been accredited by the Commission on Accreditation in Physical Therapy Education since 1980.

### **Full-time and part-time status**

Students are only accepted for full-time study. Full-time students are accepted for entrance into the program each Spring. Students start classes at the end of July. Students normally complete the degree requirements in three years.

### **Mission for the Doctor of Physical Therapy Program**

The Doctoral Program in Physical Therapy, in concert with the mission of The Rutgers School of Health Professions, strives to graduate entry-level physical therapists who are engaged in contemporary practice, with faculty and students who embody the core values of the physical therapy profession and who are committed to humanistic principles through education, scholarship, service and practice. Graduates will be knowledgeable and skilled movement specialists who use best evidence to optimize activities and participation and promote wellness across the lifespan.

### **Vision for the Doctor of Physical Therapy Program**

The Vision of the Rutgers University DPT Programs is to prepare physical therapists who will be leaders and collaborators in best clinical practices, education, scholarship and service.

The vision for the Rutgers University DPT Faculty is to achieve recognition as worldwide leaders and innovators in physical therapist education, research, practice and service.

The Vision of the Department of Rehabilitation and Movement Sciences is to be an integral and valued component of the RBHS aspiration to be recognized as one of the best academic health centers in the United States.

## Learning Objectives

Graduates of the DPT program will:

1. Demonstrate competent, evidence based practice as movement specialists who use sound clinical decision making to deliver safe and effective comprehensive patient-centered management across the lifespan and continuum of care.
2. Demonstrate responsible practice guided by ethical, legal and regulatory principles
3. Demonstrate collaborative client management, consultation, education and advocacy across all health care delivery settings
4. Demonstrate skills to maintain currency in practice through reflection and self-evaluation.

## Learning Outcomes

The DPT graduate will (selected outcomes):

1. use best evidence to support clinical decision-making to address patient participation, activity, body structure and function, prevention and education needs and goals;
2. demonstrate entry-level knowledge for managing patients across the lifespan and the continuum of care;
3. demonstrate entry-level skills including selecting, performing, documenting and interpreting appropriate tests, measures, interventions, and practice patterns;
4. demonstrate responsible practice guided by ethical, legal and regulatory principle;
5. demonstrate the ability to analyze movement and use movement analysis for decision making and intervention;
6. adapt to the individual needs of patients, clients, families/caregivers and consumers of service;
7. recognize and interpret the legal and regulatory tenets that impact service delivery, at national, state and practice specific levels;
8. reflect and self-evaluate as a basis for life-long learning;
9. participate and present (as appropriate) evidence-based reports and scientific findings at professional meeting
10. use evidence-based practice principles and processes to answer clinical questions and maintain currency with the literature; and
11. determine one's strengths and limitations through self-assessment that leads to applied professional development strategies.

## **Additional Program Information**

Contact the programs via email at the contact listed below.

OFFICE	TELEPHONE NUMBER	FAX NUMBER
Blackwood(South)	856-566-6378	856-566-6458
Newark (North)	973-972-5272	973-972-3717
Newark (North)	<b><a href="mailto:raneyde@shp.rutgers.edu">raneyde@shp.rutgers.edu</a></b>	
Blackwood (South)	<b><a href="mailto:kabiafy@shp.rutgers.edu">kabiafy@shp.rutgers.edu</a></b>	

You may visit the website at: **[shp.rutgers.edu/rehabilitation-movement-sciences/doctorate-in-physical-therapy/](http://shp.rutgers.edu/rehabilitation-movement-sciences/doctorate-in-physical-therapy/)**

For location specific information please visit:

*Newark*

**[shp.rutgers.edu/rehabilitation-movement-sciences/doctorate-in-physical-therapy/newark-campus/](http://shp.rutgers.edu/rehabilitation-movement-sciences/doctorate-in-physical-therapy/newark-campus/)**

*Blackwood*

**[shp.rutgers.edu/rehabilitation-movement-sciences/doctorate-in-physical-therapy/blackwood-campus/](http://shp.rutgers.edu/rehabilitation-movement-sciences/doctorate-in-physical-therapy/blackwood-campus/)**

## **Curriculum**

See database for program requirements and course descriptions: **[apps.shp.rutgers.edu/projects/courseCatalog/coursecatalog.cfm](http://apps.shp.rutgers.edu/projects/courseCatalog/coursecatalog.cfm)**

## **Admission to Program**

Up to 65 full-time students are enrolled each year at the Newark Campus and 32 at the Blackwood Campus. Clinical experiences are scheduled at affiliated sites throughout the country. Transfer and non-matriculated students are generally not accepted into the program. The program is open to any qualified applicant regardless of race, religion, color, age, gender, national origin, handicap, sexual preference or financial status. The nature of the curriculum and the profession of physical therapy necessitate the ability to perform skills that require physical strength and endurance.

## **Prerequisites**

Human Anatomy and Physiology w/lab *8 credits*

General Chemistry w/lab *8 credits*

General Physics w/lab *8 credits*

Biology with lab *8 credits*

Social/Behavioral Sciences *6 credits*

Statistics *3 credits*



### **Applicants Criteria for Selection**

- Satisfactory grade point average (A–B range)
- Satisfactory scores on all three sections (verbal, quantitative and analytical/written) of the Graduate Record Examination. The institution code for Rutgers- Newark – 7636; Blackwood – 6976
- Knowledge of the field through actual work or volunteer experience
- Three letters of recommendation: two from physical therapists you worked or volunteered for and one from anyone other than a family member.
- Evidence of community service
- A personal interview may be required

Applicants are expected to have basic computer literacy, including file management, use of word processing and spreadsheet programs, use of e-mail and the Internet.

### **GPA minimum requirement/credentialing requirement**

Students should have a minimum GPA of 3.0 to apply. Students are required to achieve and maintain on their own CPR and First Aid certification throughout their enrollment in the program.

**For more information about admissions, please contact the SHP Office of Admissions: [SHPadm@shp.rutgers.edu](mailto:SHPadm@shp.rutgers.edu) or 973-972-5454.**

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# RUTGERS

School of Health Professions

Office of Admissions  
65 Bergen Street, Suite 149  
Newark New Jersey 07107-1709  
973-972-5454

[shp.rutgers.edu](http://shp.rutgers.edu)

**#1** IN THE  
NATION  
BEST U.S. COLLEGES  
FOR HEALTH  
PROFESSIONS  
COLLEGE FACTUAL

