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School of Health Related Professions
Message from the Dean

The Rutgers School of Health Related Professions offers a wide variety of educational programs ranging from collaborative programs with secondary schools to graduate programs in the health sciences. Each program is tailored to meet emerging health care workforce needs as well as those of practicing health professionals. The hallmark of health care today is change. Not only is the Rutgers School of Health Related Professions (SHRP) 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 such a health care environment. We view our students as the centerpiece of the School, and we are extremely proud of their achievements.

In response to newer learning styles and to students with enhanced computer skills, we have consistently changed our programs, added new and deleted unnecessary information from our courses and offered some of our courses in both traditional and technology-based formats. In addition, we have many distance learning courses on the Internet and have several fully web-based degree programs available particularly for working professionals. At the center of all this activity are you, the students.

The School’s faculty members are among the finest allied health 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 Related 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 SHRP, 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 Related 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 twenty-first century. Through these pages are written the words: opportunity, growth, advancement and satisfaction. I am pleased to welcome you to Rutgers School of Health Related Professions! For more information on the School and our programs, please visit our website at http://shrp.rutgers.edu

Sincerely,

Gwendolyn Mahon, Ph.D.
Dean, Rutgers School of Health Related Professions
History

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

Discover your potential at Rutgers School of Health Related Professions!
Philosophy

The philosophy of the Rutgers School of Health Related Professions depicts quality health care, education, practice and research as a community effort.

Mission

As a state-wide, multi-campus institution, the Rutgers School of Health Related Professions is committed to improving the quality of healthcare for the people of New Jersey and beyond through innovative academic programs, relevant research and scholarship, and meaningful community service.
SHRP Core Values

The School is a community of students, educators, researchers, practitioners, administrators and staff guided by the following:

- A culture of excellence
- Collaboration and teamwork through internal and external partnerships
- Mutual respect for students, staff, faculty and administrators
- Respect for diversity
- Patient-centered, multi-disciplinary approach
- The highest ethical and professional standards
- Creativity and innovation
- Entrepreneurship and cost-effectiveness
- Social responsibility

Vision

The Rutgers School of Health Related Professions is dedicated to the pursuit of excellence in the allied health professions through education, research and service. The School stresses a humanistic approach to education and client care. Graduates will be prepared with the knowledge, skills, and intellectual maturity necessary to become progressive, innovative and inter-professional practitioners and leaders in a dynamic health care environment.

The School will continue to be a leader in its disciplines by developing programs that anticipate the health care needs of society; increasing and expanding its academic and research partnerships across the state, nation and world; and continuing its efforts in technological advancement.
Undergraduate Outcomes

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

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

Communication: Graduates effectively transmit and receive information in oral, written, and technical formats.

Teamwork: Graduates communicate and collaborate with the health care team to facilitate the attainment of common goals.

Leadership/Management: Graduates lead individuals and/or groups and apply basic management skills toward attainment of shared goals.

Cultural Sensitivity: Graduates are aware of, respectful of, and sensitive to diversity in the performance of their roles.

Ethics and Jurisprudence: Graduates perform their duties within accepted ethical and legal guidelines.

Community Health: Graduates promote healthy lifestyles and participate in activities that improve health and wellness.

Information Management: Graduates effectively access, manage, and utilize scientific, health care and patient/client information while respecting the ownership and privacy of sources.

Scientific Inquiry: Graduates assess and apply the methods of scientific inquiry.

Problem Solving: Graduates synthesize, analyze, and solve a variety of scientific, clinical, cultural, psychosocial, and/or managerial problems.

Quality Assurance/Improvement: Graduates contribute to the delivery of high quality, cost-effective, and integrated health care.

Health Care Systems: Graduates comprehend the complexity of the health care system(s) in order to contribute to the improvement of health care delivery.

School Outcomes

Successful completion of individual programs in the School has two components: discipline specific competencies and generic outcomes for all SHRP programs. Below are the School’s outcomes. Each program may have program specific outcomes in addition to the School’s outcomes.
Graduate Outcomes

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

Professionalism: Graduates exhibit professional behaviors such as integrity, respect, compassion, and altruism.

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

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

Leadership: Graduates lead individuals and/or groups toward attainment of shared goals in organizational or professional settings.

Cultural Sensitivity: Graduates are aware, respectful of, and sensitive to diversity in the performance of their roles.

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

Education: Graduates incorporate educational strategies into their roles.

Scholarship: Graduates disseminate findings based on original or synthesized research.

Problem Solving: Graduates identify, critically analyze, and solve a variety of scientific, clinical, cultural, psychosocial, and/or managerial problems.

Information Utilization: Graduates effectively access, store, evaluate and use scientific, health care and/or patient/client information while respecting the ownership and privacy of sources.

Technology Utilization: Graduates use, evaluate, and adapt to technology advances in their field.

Quality Improvement: Graduates strive to optimize overall quality outcomes in health care.

Safety: Graduates utilize safe work practices by following established guidelines.

Emergency Management: Graduates recognize their roles and are skilled in responses to emergencies and crisis situations.
## Administration & Faculty

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<thead>
<tr>
<th>Name</th>
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<tbody>
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</tr>
<tr>
<td>Chief Business Officer</td>
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For a directory listing of SHRP faculty, please visit the following link

[http://marcy-cfinstext.rbhs.rutgers.edu/shpfprod/faclist.cfm](http://marcy-cfinstext.rbhs.rutgers.edu/shpfprod/faclist.cfm)
Office of the Registrar

The Office of the Registrar assists students and helps them to become familiar with SHRP. It also serves as a reference for continuing students. Contact the Office of the Registrar for general information about SHRP and specific information on academic policies and procedures by visiting the Registrar’s website at

http://shrp.rutgers.edu/current_students/registrar/index.html

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 SHRP. 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 SHRP program, visit the Admissions website at

http://shrp.rutgers.edu/prospective_students/admissions/index.html

The Enrollment Services Center is located on the first floor (Room 147) of the Stanley S. Bergen Building at the Newark campus.

65 Bergen Street, Room 147
Newark, NJ 07101
Phone number: (973) 972-5454
Fax number: (973) 972-7463
E-mail: shrp_registrar@shrp.rutgers.edu

Enrollment Services’ hours of operation are as follows:

Monday - Friday 8:30 a.m. to 5:00 p.m.
Tuition & Fees

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


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

Refunds & Withdrawals

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

http://shrp.rutgers.edu/current_students/registrar/reg-ist_02_reg_dates.html

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:

http://shrp.rutgers.edu/current_students/registrar/documents/ProgramandCourseWithdrawalForm1.pdf

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 or Official Withdrawal from the School. This requires completing and submitting the proper form. The form may be found at the Registrar’s website

http://shrp.rutgers.edu/current_students/registrar/index.html

Financial Aid Information

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

http://rbhs.rutgers.edu/studentfinancialaid/index_new_brow.htm
Programs of Study

- Select from a variety of health related programs
- Study for Associate, Bachelor, Master’s or Doctoral Degrees
- Participate in courses over the internet in the convenience of your own home
- Enroll in courses in locations in Northern, Central, or Southern New Jersey
Undergraduate Programs

The School of Health Related Professions offers a wide-range of undergraduate programs for students interested in developing a career in the allied health fields. Depending on the program of study, a student may pursue a Certificate, Associate of Applied Science, Bachelor of Science, or Second Bachelor of Science degree.

Several programs offer a Joint Bachelor of Science degree with New Jersey partner universities and schools. The following sections provide comprehensive information about each program.
Cardiac Sonography

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) 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 located on the Scotch Plains campus. It is a fifteen-month program starting in September 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.

Overview

The Cardiac Sonography program prepares individuals to perform cardiac sonography of the cardiovascular system at the request of physicians to aid in diagnosis, therapeutic treatments and cardiovascular disease management. The program includes instruction in reviewing and recording patient histories and clinical data, patient care, investigative and examination procedures, diagnostic procedures, data analysis and documentation, physician consultation, equipment operation and monitoring, and professional standards and ethics. The above is delivered in a curriculum consisting of 15 courses (42 credits) with over 1200 clinical laboratory and practicum hours.

Medical Imaging Sciences Department

Program Director: Stanley Ort
E. stanley.ort@rutgers.edu
P. 908-889-2526

Primary Campus Location

• Scotch Plains

Faculty

Please see the faculty listing online under Medical Imaging Sciences Department (view-all campus).

Academic Affiliates

Academic institutions with partnership programs at the Rutgers School of Health Related 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 – Toms River
• Jersey Shore University Medical Center – Neptune
• Monmouth Medical Center – Long Branch
• Ocean Medical Center – Brick
• Riverview Medical Center – Red Bank
• Robert Wood Johnson University Hospital – New Brunswick
• Robert Wood Johnson University Hospital – Somerset
Student Expectations

Didactic expectations of the student while in the program are the maintenance of a minimum of 80% average grade as passing for each course, satisfactory attendance, satisfactory completion of assignments within allotted time frames, compliance with all Rutgers rules and regulations as set forth in the SHRP and Program Student Handbook, and adherence to Rutgers academic integrity guidelines and academic policies of the School and University.

Clinical expectations of the student while in the program include the completion of the course clinical objectives as noted in each clinical rotation syllabus. It is the students’ responsibility to familiarize themselves with the total department operation and all personnel they will be interacting with for the rotation period.

During the course of each semester, students are responsible for the completion of Clinical Projects administered to them.

The student is expected to report to the clinical affiliate as scheduled for their designated rotation and training. Consistent, punctual attendance is a requirement for course completion. Two or more unexcused absences is considered excessive and unless the time is made up to the satisfaction of the affiliate and program faculty, the student will receive an F for the course. Tardiness is considered a form of unexcused absence.

It is the students’ responsibility to notify both the department supervisor or clinical instructor and the program office if they will be unable to attend clinic on a specific day.

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.

Competences/Outcomes

Prior to graduation, Rutgers SHRP Cardiac Sonography program students will demonstrate the following competencies:

- Understanding the physical principles of ultrasound imaging and Doppler ultrasound blood flow velocity measurements.
- Recognition of the sonographic and Doppler ultrasound features of normal cardiac anatomy, physiology, and pathophysiology.
- Appropriate documentation of the above and reporting of such to an appropriate medical authority.
- Performance of techniques of patient care appropriate to those of the diagnostic cardiac sonographer.
- Behavior commensurate with the expectations of the medical professions.

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

Initial accreditation date: May 2013.
Next survey 2018.

For more info

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

Admissions
E. shrpadm@shrp.rutgers.edu
P. 973-972-5336
Learning Goals

Graduates of the Rutgers SHRP Cardiac Sonography program are provided with didactic and clinical experiences designed to impart the following learning goals:

- Knowledge of physical principles of echocardiographic image formation and blood flow velocity measurements.
- Knowledge of instrument settings required to obtain an optimal image.
- Knowledge of normal cardiac anatomy.
- Knowledge of pathologic changes in cardiac anatomy due to acquired and CHD.
- Knowledge of fluid dynamics of normal blood flow.
- Knowledge of pathological changes in blood flow due to acquired heart disease and CHD.
- Knowledge of patient care principles and techniques appropriate to the performance of sonographic examinations.

Additional Program Information

Additional program information is available online at the program’s website:

http://shrp.rutgers.edu/dept/med_imaging/cardiac_son/index.html

Curriculum

See database for program requirements and course descriptions:

http://coursecatalog.shrp.rutgers.edu

Admission to Program

OPTION 1: Certificate in Cardiac Sonography: Applicants must have previously completed a two-year allied health education program (i.e. radiography, nursing, etc.) or equivalent college course work (60 college credits in any discipline). Applicants must also have completed the specific prerequisite courses listed below.

OPTION 2: Bachelor of Science in Medical Imaging Sciences: Applicants must have completed the required liberal study courses, and pre-requisite courses (see below), at the partner institution with a minimum G.P.A. of 2.85. For more information please refer to the section on Bachelor of Science in Medical Imaging Technologies. See above right side column for Academic Affiliates.

OPTION 3: Second Bachelor of Science Degree: This option is for applicants that 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. Applicants must also have completed the specific prerequisite courses listed below.

Specific Prerequisite Courses: Option 1 and 3 applicants must have completed the following college course prerequisites or their equivalent: *Human Anatomy & Physiology (6-8 credits), College Math, Algebra or Statistics (3 credits), General Physics (2-4 credits) or Physics for the Diagnostic Imaging Professional offered through the Department of Medical Imaging Sciences, English (3 credits) and *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: Introduction to Computers, 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.

**G.P.A. 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.

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.

For more information about admissions, please contact the Office of Admissions: shrpadm@shrp.rutgers.edu or 973-972-5336.
Cytotechnology Program

Degree Options

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

Cytotechnology Profession

Cytotechnologists are allied health professionals who practice diagnostic cytology, the microscopic recognition of normal and abnormal cytology including, but not limited to, malignant neoplasms, precancerous lesions, infectious agents and inflammatory processes in gynecologic, non-gynecologic and fine needle aspiration specimens. Cytotechnologists must possess a basic knowledge of contemporary procedures and technologies as well as the technical skills for a wide variety of cytologic laboratory specimen preparations.

Cytotechnologists must possess qualitative and quantitative performance skills that include detection, diagnostic, decision-making, recording and communication skills. Cytotechnologists must demonstrate an understanding of the basic principles of scientific research and the importance of continuing education, and demonstrate knowledge of their ethical role and responsibilities by practicing honesty and integrity in their professional duties.

Program Description

The Rutgers - School of Health-Related Professions (SHRP) Cytotechnology Program is the only accredited cytotechnology educational program in New Jersey. The curriculum is designed to prepare graduates in scientific/technical areas, supervision, management, safety, education and research. It provides an overview of the legal, ethical, economic, political and social aspects of the profession and the health care system in general. Finally, the curriculum is also designed to help students develop generic skills in effective communication, problem solving and self-directed learning.

The curriculum consists of 44-47 credits of professional coursework and is 15 months (4 semesters) in duration. At least 90 semester hours 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.

Classes begin annually in the summer semester with a maximum enrollment of 12 students. The curriculum consists of classroom and on-line lectures/seminars and on-campus student laboratory experiences. This is followed by supervised microscopic clinical practice at off-campus affiliated hospital and reference laboratories.
Full-time and part-time status

The program is offered on a full-time basis only.

Overview

Cytotechnology is an allied health specialty that involves the evaluation of cellular materials from all body sites. Cytotechnologists are involved in the microscopic recognition of normal and abnormal cytology, primarily but not limited to malignant neoplasms and precancerous lesions but also infectious and inflammatory processes in gynecologic, non-gynecologic and fine needle aspiration specimens.

Cytotechnologists make contributions in the following areas:

- Detecting cellular changes with the use of a microscope to diagnose malignant conditions as well as benign diseases
- Preparing various cytologic laboratory specimens as well as performing special stains and using adjunct technologies such as Flow Cytometry, Image Analysis, PCR and FISH
- Assisting physicians in Fine Needle Aspiration procedures and interacting with them in determining the diagnosis of various diseases
- Supervising and teaching other laboratory personnel
- Monitoring the quality and validity of reports through quality assurance program

Learning Competencies

The mission of the Cytotechnology Program is to educate competent diagnosticians in cytotechnology through comprehensive didactic and practical educational experiences in order to meet the healthcare needs of the State of New Jersey and the nation as a whole.

The educational goals of the program are:

- To prepare competent entry-level cytotechnologists to function in a clinical laboratory setting
- To provide students a thorough knowledge of diagnostic cytopathology
- To prepare students to adapt to a dynamic health care environment

Major Clinical Affiliates

Clinical sites are located throughout New Jersey.

- Community Medical Center (Toms River, NJ)
- AHS/ Morristown Medical Center (Morristown, NJ)
- Newark Beth Israel Medical Center (Newark, NJ)
- New Jersey Urology (Bloomfield, NJ)
- Quest Diagnostics (Teterboro, NJ)
- Robert Wood Johnson University Hospital (New Brunswick, NJ)
- Somerset Medical Center (Somerville, NJ)
- St. Barnabas Medical Center (Livingston, NJ)
- St. Clare’s Hospital (Denville, NJ)
- St. Joseph’s Medical Center (Paterson, NJ)
- St. Michaels’ Medical Center (Newark, NJ)
- The Valley Hospital (Ridgewood, NJ)
- University Hospital (Newark, NJ)

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: Reaccredited on January, 2011 for five years
Learning Goals

The educational goals of the Cytotechnology Program are: 1) to prepare competent cytotechnologists who will function in the clinical laboratory sciences field at the baccalaureate level; 2) to provide the student with a broad-based background to serve as foundation for future growth and development; and 3) to prepare graduates to adapt to a changing health care environment. The curriculum is designed to prepare 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, to provide an overview of the legal, ethical, economic, political and social aspects of the profession and 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.

Additional Program Information

Liquid-based monolayer morphology/technology training (Thin Prep and Sure Path), need-based retraining program, and “Imager” training are available.

Additional programmatic information is available online
http://shrp.rutgers.edu/dept/CLS/cyto/index.html

Curriculum

See database for program requirements and course descriptions:
http://coursecatalog.shrp.rutgers.edu

Admission to Program

Applicants seeking a first baccalaureate degree please refer to the pre-professional course requirements listed in the Joint BS in CLS program [or the program’s website http://shrp.rutgers.edu/dept/CLS/cyto/index.html. Applicants with a baccalaureate degree from an accredited US college or university will be considered for a second degree, BS in CLS from Rutgers, if space is available. See BS in CLS (second degree) program description for further information.

Applicants with an international degree will be considered for a Certificate, or Second Bachelor of Science degree, depending on space availability, if their degree is equivalent to a US baccalaureate degree as determined by an appropriate international transcript evaluation agency and the international university is accredited in its own country. They must meet the basic science requirements listed in the pre-professional component of the Joint BS in CLS program.

For more info

For additional information about the Cytotechnology Program, contact SHRP Admissions:
Admissions
E. shrpadm@shrp.rutgers.edu
P. 973-972-5336
G.P.A. 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 courses.

For more information about admissions, please contact the Office of Admissions: shrpadm@shrp.rutgers.edu or 973-972-5336.
Dental Assisting Program

Degree Options
- Certificate

Dental Assistant Profession
The dental assistant is a valuable member of the dental health care team. The dental assistant’s responsibilities are determined by educational preparation, type of practice, and the laws of the state where the dental assistant is employed. Multiple credentials/licenses are available to dental assistants.

The dental assistant works chairside with the dentist, in the dental laboratory, and in the dental business office. Chairside duties include: receiving and preparing the patient for treatment; sterilizing and selecting instruments, assembling materials and equipment, organizing the treatment area; maintaining the operative field; exposing, processing, and mounting dental radiographs, if licensed by the New Jersey Department of Environmental Protection; and providing instructions for oral hygiene and nutritional counseling. Basic laboratory procedures include, but are not limited to: pouring impressions, trimming study models, fabricating custom trays and temporary crowns; and preparing base plates and occlusal rims. The business office assistant schedules appointments, maintains patient records and financial accounts, answers the telephone, prepares insurance forms, collects payments, and orders and maintains an inventory of supplies.

Traditionally, most dental assistants have been employed in private dental offices. However, employment opportunities include: community and school health education programs, hospital dental clinics, private clinics, armed services, dental sales, dental manufacturing companies, and administrative, research, and teaching positions within academic institutions.

Program Description
The Dental Assisting Program is a one year certificate program offered jointly with Brookdale Community College, Essex County College, Ocean County College, Raritan Valley Community College, Sussex County Community College, Thomas Edison State College and Union County College. Enrollment is limited to 24 students who commence their studies in January under the professional leadership of the faculty of the Rutgers-School of Health Related Professions, Department of Allied Dental Education. Rutgers-School of Dental Medicine faculty also provide clinical instruction during the Fall semester.

Students are also required to complete multiple clinical rotations at the Veterans Administration and Overlook Hospitals. To expose the students to the most modern equipment and advanced treatment techniques, the facilities of the Rutgers-School of Dental Medicine and the SHRP Scotch Plains Dental Suite are utilized. The Dental Assistant must possess manual dexterity, good vision, good health, and optimal oral health.
**Full-time and part-time status**

The program is a full-time day course of study for Spring, Summer, and Fall semesters. Matriculation as a student in the program leads to a certificate and eligibility for all dental assisting credentialing examinations.

The philosophy of the Department is the promotion of a dental team approach to the disciplines of dental assisting and dental hygiene. In order to advance this cooperative effort, a core of allied dental courses has been developed.

**Student Expectations**

Daily access to a computer is required to conduct searches, access e-mail and to download course information required by the Program. Please refer to our website for a comprehensive list of requirements for on-line access.

As the program is short-term, it is very comprehensive in nature. Therefore, all students are required to attend all classes and are urged to limit any/all part-time employment which may interfere with classes or study time. All students are expected to present a professional image and exhibit high ethical standards. The nature of the courses requires students to act as dental service providers as well as patients with fellow students. All students must achieve a grade of 80 or above in all dental courses.

**Learning Goals**

The following learning goals have been established by the program.

- Graduates exhibit competency as dental assistant clinicians through demonstrated performance on the Certified Dental Assistants Examination (CDA) administered by the Dental Assisting National Board and feedback from Employer Surveys.
- They assume responsibility for health promotion and disease prevention for individuals and communities through participation in multiple dental health education projects and
- Graduates obtain the Registered Dental Assistant credential issued by the State Board of Dentistry of New Jersey to perform legally delegable expanded functions.

**Additional Program Information**

Expanded Functions: The New Jersey Dental Auxiliaries Act of 1979 provides for the extension of the functions normally performed by dental assistants. The rules and regulations of the legislation outline specific tasks, which may be assigned to dental assistants possessing state registration in expanded functions. The teaching of expanded functions is an integral component of the Rutgers curriculum. Upon completion of the program, graduates are eligible to take the Certified Dental Assistant (CDA) examination. After passing the CDA, the Registered Dental Assistant (RDA) credential may be obtained through the State Board of Dentistry of New Jersey after passing the Ethics and Jurisprudence examination.

Please note that the State Board of Dentistry of New Jersey conducts criminal background checks on all applicants prior to issuing the RDA credential.

The Department offers a certificate program of Advanced Study in Allied Dental Education. A Bachelor of Science in Health Sciences (BSHS) degree with a dental concentration is also available following completion of the Dental Assisting Program. The bachelor’s degree program is offered through the Department of Interdisciplinary Studies of SHRP, in collaboration with the Allied Dental Education Department.

**Accreditation**

Commission on Dental Accreditation of the American Dental Association
211 East Chicago Avenue
Chicago, IL 60601-2678
Phone. (312) 440-2500
Status: Date of recent accreditation visit 2005; next site visit is 2019

**For more info**

For additional information about the Dental Assisting Program, contact SHRP Admissions:
Admissions
E. shrpadm@shrp.rutgers.edu
P. 973-972-5336
Admission to Program

High school diploma or GED is required for admission into the Program with a grade point average of 2.0 (minimum). All basic skills requirements must be completed prior to entry into the program. Those students who lack certain basic skills will have to complete the indicated remedial courses and demonstrate competence in all basic skills PRIOR to beginning the Program in January.

Candidates must complete college level Anatomy and Physiology I, English Composition I, and Psychology I with a minimum of “C” or above PRIOR to the start of dental course work in January. Official transcripts must be submitted to document successful completion of required coursework. Candidates are than rank ordered according to G.P.A of these three courses.

Students are required to attend classes on both the Scotch Plains and Newark campuses as indicated by the assigned schedules each semester. Applicants to the program must first be admitted through Brookdale Community College, Essex County College, Ocean County College, Raritan Valley Community College, Sussex County Community College, Thomas Edison State College or Union County College designating dental assisting as the chosen course of study. The application deadline is August 1. Classes begin in January annually.

For more information contact the Office of Admissions at (973) 972-5336 or via e-mail. For further information and an application for admissions, please contact the Office of Admissions from the list below:

- Brookdale Community College
  732-224-2330
- Essex County College
  973-877-1865
- Ocean County College
  (732) 755-0400 ext. 2423
- Raritan Valley Community College
  908- 526-1200 ext. 8629
- Sussex County Community College
  (973) 300-2108
- Thomas Edison State College
  888-422-8372
- Union County College
  908-709-7525

Note: If you have completed the 10 general education credits required at an institution other than one of our six (6) listed affiliates, you may apply directly to the Office of Admissions and request information on the Dental Assisting Program ONLY.

All Dental Assisting courses are taught in English.

Additional program information is available on-line at the program’s website:
http://shrp.rutgers.edu/dept/alliedental/da/index.html

Curriculum

See database for program requirements and course descriptions:
http://coursecatalog.shrp.rutgers.edu

School of Health Related Professions
Rutgers, The State University of New Jersey

shrp.rutgers.edu
**G.P.A. minimum requirement/credentialing requirement:**

A 2.0 cumulative grade point average is required for graduation and credentialing. All courses are taught in English.

Please refer to our website ([http://shrp.rutgers.edu/dept/alliedental/da/index.html](http://shrp.rutgers.edu/dept/alliedental/da/index.html)) for a comprehensive list of requirements for on-line access to course information.

Please be advised that general education credits taken at institutions other than the seven (7) affiliates listed may not be accepted. Rutgers-SHRP- ADE has no purview over transfer credits awarded by the affiliate. As each affiliate institution requires that a specific number of credits be completed at the affiliate school, please contact the institution through which you wish to apply to discuss residency requirements.

For more information about admissions, please contact the Office of Admissions: shrpadm@shrp.rutgers.edu or 973-972-5336.
Dental Hygiene Program

Degree Options

- Bachelor of Science in Dental Hygiene

*Beginning January 2017, the Dental Hygiene Program will become New Jersey’s only Bachelor of Science in Dental Hygiene (BSDH) Program. The application period for the last class to be admitted for the Rutgers University Associate in Applied Science Degree Program has closed. All new applicants will be for the BSDH Program starting January, 2017.

Dental Hygiene Profession

Scope of practice for the Dental Hygienist: A dental hygienist, under the direct supervision of a dentist, removes stains and deposits from the teeth; applies agents which make teeth more resistant to decay; plans and provides community dental health education; charts conditions for diagnosis and treatment by the dentist; exposes, processes and mounts radiographs; applies chemotherapeutic agents; provides dietary counseling and patient education; and performs a variety of direct patient care services as delegated by the dentist.

The dental hygienist must possess manual dexterity, good vision, good health, and optimal personal and oral hygiene.

Traditionally, most dental hygienists have been employed in private dental offices. However, employment opportunities for dental hygienists also include: community and school health education programs, hospital dental clinics, private industrial employee clinics, armed services, dental sales, dental manufacturing companies, and administrative, research, and teaching positions within academic institutions.

Program Description

The Program consists of the SHRP Core Curriculum, general education prerequisites, basic and dental sciences, interdisciplinary health science classes, collaborative procedures and clinical practice. Graduates are prepared as dental hygienists with optimum employment opportunities and career mobility.

Upon completion of the Program, graduates are eligible to take the American Dental Association (ADA) National Dental Hygiene Board and the Commission on Dental Competency Assessments (CDCA) Dental Hygiene examinations.

The Program is accredited by the American Dental Association's (ADA) Commission on Dental Accreditation (CODA). Please note that the State Board of Dentistry of New Jersey conducts criminal background checks on all applicants for licensure. Completion of an Ethics and Jurisprudence examination is also required for licensure in New Jersey.
**Student Expectations**

The Program is very comprehensive in nature. Therefore, all students are required to attend all classes and are urged to limit any/all part-time employment which may interfere with classes and course preparation. All students are expected to present a professional image and to exhibit high ethical standards. The nature of the courses requires students to act as dental service providers and as patients with fellow students. All students must achieve a grade of 80 or above in all courses to maintain matriculation in the Program.

Daily access to a computer is required to conduct literature searches, access email and download supporting course documents. Please refer to the SHRP Allied Dental Education website for a comprehensive list of requirements for on-line access to course information.

shrprutgers.edu  (Dental Hygiene Program)

**Full-time and part-time status**

The Program is offered on a full time basis which includes two (2) summer sessions, two (2) fall terms and two (2) spring terms following completion of all general education Core and prerequisite courses as specified. Matriculation leads to the Bachelor of Science in Dental Hygiene Degree (BSDH) and eligibility for licensing board examinations. As noted, as of January 2017, the BS in Dental Hygiene (BSDH) degree will be available. The AAS degree will no longer be offered following the start of the January, 2016 class.

**Learning Goals**

The following learning goals have been established by the Dental Hygiene Program;

Graduates will:

- exhibit competency as clinicians through demonstrated performance on the Commission on Dental Competency Assessments (CDCA Dental Hygiene Examination, National Dental Hygiene Board Examination and feedback from Employer Surveys.

- assume responsibility for health promotion and disease prevention for individuals and communities through participation in multiple dental health education projects, and

- perform multiple, advanced level dental auxiliary functions as defined in the New Jersey State Dental Practice Act under the auspices of Dental Specialties II.

A passing grade of 80 is required in all courses. Students must maintain a minimum 2.0 G.P.A. each semester to remain in the Program. Graduates obtain the RDH license to practice in New Jersey through application to the State Board of Dentistry. Students demonstrate professional development through membership in the American Dental Hygienists Association (ADHA) and participation in related professional activities on local, State and National levels.

**Curriculum**

Please refer to the database for program requirements and course descriptions via the SHRP website: [http://coursecatalog.shrprutgers.edu](http://coursecatalog.shrprutgers.edu)

For more info

For additional information about the Dental Hygiene Program, contact SHRP Admissions:
Admissions
E. shrpadm@shrprutgers.edu
P. 973-972-5336
Admission to Program

The following college level general education pre-requisite courses must be completed with a minimum grade point average (G.P.A.) of 2.85 (C+) or above. Students are required to attend classes on both the Newark and Scotch Plains campuses as indicated by the assigned schedules each term. Students are also required to complete all SHRP Core requirements prior to admission.

Prerequisite Courses

- Anatomy and Physiology I 4
- Anatomy and Physiology II 4
- English Composition I 3
- College Chemistry I 4
- General Psychology I 3
- Microbiology 4

Candidates for admission are rank ordered according to G.P.A. in the six (6) pre-requisite courses.

The following courses must also be completed with a minimum 2.0 GPA prior to start of dental courses in January:

- Effective Speech
- English Composition II
- Math, college level Algebra (please refer to each individual school of admission for math required)
- Intro to Sociology

PLEASE NOTE: All SHRP CORE COURSES and GENERAL EDUCATION COURSE REQUIREMENTS must be completed PRIOR to starting the professional phase of the Program.

A 2.85 cumulative grade-point average on all prerequisite courses for admissions.

All Dental Hygiene courses are taught in English.

For more information about admissions, please contact the Office of Admissions: shrpadm@shrp.rutgers.edu or 973-972-5336 or 973-972-1844.
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.”

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

Program Description

The Diagnostic Medical Sonography Program is located on the Scotch Plains campus. It is a full-time (5 days/week) fifteen-month program that starts in the fall semester and 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 and Instrumentation, and Applied Sonography. Clinical education is provided in active Radiology and Perinatal Testing departments equipped with the most advanced ultrasound equipment.

The Diagnostic Medical Sonography Program offers 3 educational options based on an applicant’s prior educational history. The professional curriculum is exactly the same for all options. Upon successful completion of the program, the graduate will receive either a Certificate or a Bachelor of Science in Medical Imaging Sciences from Rutgers and the joint partnering school. Graduates who enter the program with a prior BS or BA degree will earn a second Bachelor of Science degree in Medical Imaging Sciences. 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**

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
- 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
- Act in a professional and ethical manner
- Provide patient education related to medical ultrasound and/or other diagnostic vascular techniques, and promote principles of good health

The Diagnostic Medical Sonography student will:

- 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:

[http://shrp.rutgers.edu/dept/med_imaging/DMSonography/index.html](http://shrp.rutgers.edu/dept/med_imaging/DMSonography/index.html)

**Curriculum**

Please refer to the database for program requirements and course descriptions via the SHRP website: [http://coursecatalog.shrp.rutgers.edu](http://coursecatalog.shrp.rutgers.edu)

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**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.
**Admission to Program**

The Diagnostic Medical Sonography Program offers 3 educational options.

**OPTION 1:** Certificate in Diagnostic Medical Sonography: Applicants must have previously completed a two-year allied health education program (i.e. radiography, nursing, etc.) or equivalent college course work (60 college credits in any discipline) and must have completed the following equivalent college course prerequisites: *Human Anatomy & Physiology (6-8 credits), College Math, Algebra or Statistics (3 credits), General Physics (2-4 credits) or Physics for the Diagnostic Imaging Professional offered through the Department of Medical Imaging Sciences, English (3 credits) and *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 there equivalent.

**OPTION 2:** Bachelor of Science in Medical Imaging Sciences: Applicants must have completed the required liberal study courses at the partner institution with a minimum G.P.A. of 2.85. For more information please refer to the section on Bachelor of Science in Medical Imaging Sciences at program’s website [http://shrp.rutgers.edu/dept/med_imaging/DMSonography/index.html](http://shrp.rutgers.edu/dept/med_imaging/DMSonography/index.html)

**OPTION 3:** Second Bachelor of Science Degree: This option is for applicants who 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. Applicants must also have 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).

**G.P.A. 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 there 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: shrpadm@shrp.rutgers.edu or 973-972-5336.

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

Program on HOLD – Currently NOT accepting students

Degree Options

• Certificate

Dietary Managers Profession

Dietary Managers work in the foodservice industry. The Dietary Manager program at Rutgers, The State University of New Jersey, is designed to prepare managers for health care foodservice. In many states, one of the required credentials to direct health care food service includes training as a Certified Dietary Manager (CDM). The training for the CDM credential will help you in the workforce. In 2012, the job growth in the foodservice industry grew by 300,000 jobs and employment in the foodservice industry has been rising steadily since 2009.

Program Description

There are a number of ways to prepare to take the certification exam through the Association for Nutrition and Foodservice Professionals (ANFP). Preparation through Rutgers University, School of Health Related Professions (SHRP) provides students with 15 credits of college-level courses that may be considered prerequisite work for other degree programs in health-related professions. The program has both online, classes and 150 hours of field experience supervised by a Registered Dietitian. Students must earn a B- or better in each course to graduate with a certificate. Preparation at Rutgers can be through joint admissions programs with Essex County, Hudson County, Raritan Valley, and Ocean County Community Colleges or directly through Rutgers if the program course prerequisites have been met. The Dietary Manager program prepares students to take the certification exam through the ANFP to be a CDM.

The Rutgers Dietary Managers Certificate program is a one semester full-time program which includes four courses (15 credits):

NUTR1100 Food Service Management
NUTR1101 Sanitation and Food Safety
NUTR1209 Practicum in Dietary Management (hands-on)
NUTR1211 Medical Nutrition Therapy

Graduates of our program will have completed the coursework and obtain a certificate from Rutgers. In addition, they are eligible to take the national certification exam to earn the CDM credential.

Full-time and part-time status

This certificate program is designed as a one semester full time program.

Primary Campus Location

• Online: web-based program
• 150 hours fieldwork requirement in a health care foodservice facility.

Faculty

Rutgers department faculty and joint admission Program faculty:

• SHRP: Pamela Rothpletz-Puglia
  E. pr.puglia@shrp.rutgers.edu
  P. 973-972-8393
• Essex County College: Robbyn Graham
  E. rgraham1@essex.edu
  P. 973-877-1865
• Hudson County Community College: Susanne Sansevere
  E. ssansevere@hccc.edu
  P. 201-360-4284
• Raritan Valley Community College: Kathleen E. Michell
  E. kmichell@raritanval.edu
  P. 908-526-1200 x8629
• Ocean County College: Mary Rebecca Fennessy
  E. mfennessy@ocean.edu
  P. 732-255-0400 x2423

Major Clinical Affiliates

Clinical sites are located throughout New Jersey.

• University Hospital – Newark

Accreditation

Association of Nutrition and Foodservice Professionals 406 Surrey Woods Drive
St. Charles, IL 60174
P. 800.323.1908
Status: September 10, 2013 – September 10, 2018
Learning Goals

The goal of the Dietary Manager Certificate program is to provide students with exemplary professional preparation for preparation to take the ANFP CDM certification exam to become a Certified Dietary Manager in healthcare foodservice.

Additional Program Information

For more detailed information on the profession, requirements, curriculum please visit the program's website:
http://shrp.rutgers.edu/program_overview/dietary_manager.html

Curriculum

Please refer to the database for program requirements and course descriptions via the SHRP website:  http://coursecatalog.shrp.rutgers.edu

Admission to Program

Prerequisite courses include Algebra, Anatomy and Physiology 1 & 2, Psychology, English with an overall GPA of 2.75 or higher- these may vary slightly if students enter the DM program through joint admissions with one of the partner community colleges.

For more information about admissions, please contact the Office of Admissions:
shrpadm@shrp.rutgers.edu or 973-972-5336.
Overview

The HIM program admits both undergraduate and second Bachelor of Science degree students. The undergraduate student in the joint degree must have completed the majority of core and breadth courses at a partner institution including program pre-requisites prior to admission to the professional program at The Rutgers, School of Health-Related Professions (SHRP). Applicants with significant credits or who have previously completed an associate’s degree may apply for admission to the program if all prerequisite coursework is complete.

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 the 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.

Degree Options

- Bachelor of Science
- Second Bachelor of Science
- Post Baccalaureate Certificate

Primary Campus Location

- Health Sciences at Newark
- Online: web-based program

Faculty

Please see the faculty listing online under Health Informatics Department (Health Sciences at Newark campus).

Academic Affiliates

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

- Fairleigh Dickinson University
- Felician College
- Georgian Court University
- Kean University
- New Jersey City University
- Rutgers University – Newark College of Arts & Science
- Saint Peter’s University
- Thomas Edison State College

Major Professional Practice Affiliates

PPE sites are located throughout New Jersey.

- Atlantic Health Care System
- Barnabas Health Care System
- Meridian Health Care System
- RWJUH Health System
- Bayonne Medical Center
- Englewood Hospital
- Hackensack University Medical Center
- Hackensack Mountainside Hospital
- JFK Medical Center
- Medical Center at Princeton
- Palisades General Hospital
- St. Joseph’s Regional Medical Center
For entering freshman in the bachelor’s degree program, the program involves two years of pre-professional course work to be completed at the partner institution followed by two professional years at SHRP. The professional component includes didactic, laboratory and professional practice experiences. This program also offers a second degree for applicants already having completed a bachelor’s degree as well as a post baccalaureate certificate program for those seeking a slightly shorter path to the national credential examination.

Students may transfer into the program and are required to complete the minimum number of required credits at the partner institution in order to be eligible for the joint degree. Direct admissions are required to complete a minimum number of credits in the professional program.

The Health Information Management courses are taught primarily online with a few exceptions. The professional practice experiences (PPE) is required for graduation and is scheduled during the daytime hours to allow the optimal experience both on campus and at the professional practice site. Management Affiliation (the PPE) requires completion of 75 hours at a practice site with an additional 75 hours in modules and webinars. The onsite hours must be scheduled on weekdays but may be complete in two consecutive weeks or over a period of time as arranged with the PPE site. The final week is usually scheduled on campus. Students are required to make the necessary arrangements at their places of employment and other commitments to be available for all practice experiences as attendance is mandatory.

**Student Expectations**

Students will complete between 120 and 133 credit hours at Rutgers and the partner institution in order to be awarded the degree unless they have met the requirements to be admitted as for a second bachelor’s degree or the post baccalaureate certificate. Retention in the program is based on the following:

- Maintenance of a GPA at 2.75 or better
- Successful completion of all major courses with a grade or “C” or better with no more than 4 courses receiving a grade lower than C+
- Retake of a failed course is only permitted once
- Adherence to the policies of Rutgers-SHRP and affiliating institutions and health care agencies governing professional practice sites

**Full-time and part-time status**

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

**Program Description**

Through a curriculum based on the Competencies and Knowledge Clusters, as published by the American Health Information Management Association, the HIM faculty strives to impart values, skills and knowledge to the HIM students in order to prepare them to meet the needs of the healthcare industry in the area of health information management.

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.

GOALS:

- To prepare competent Registered Health Information Administrators for employment in all types of health care 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 Goals

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 competencies are in the following domains:

1. Data Content, Structure & Standards (Information Governance)
2. Information Protection: Access, Disclosure, Archival, Privacy & Security
3. Informatics, Analytics and Data Use
4. Revenue Management
5. Compliance
6. Leadership

A full listing of these competencies can be found at:
http://www.ahimafoundation.org/education/curricula.aspx

Additional Program Information

For more detailed information on the profession, requirements, curriculum please visit the program’s website:
http://shrp.rutgers.edu/program_overview/health_info.html

Curriculum

See database for program requirements and course descriptions:
http://coursecatalog.shrp.rutgers.edu
Admission to Program

In addition to the general college admission requirements to Rutgers-SHRP, 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 below.

For more information about admissions, please contact the Office of Admissions: shrpadm@shrp.rutgers.edu or 973-972-5336.
Health Sciences

Degree Options

- Bachelor of Science (in Health Sciences)
  - Allied Dental concentration
    - joint program with Thomas Edison State College
  - Aging* concentration
    - joint program with Rutgers Newark College of Arts and Sciences
  - Health Advocacy* concentration
    - joint program with Rutgers Newark College of Arts and Sciences
  - Health Services Management* and Education concentration
    - joint program with Thomas Edison State College
  - Imaging Sciences concentration
    - joint program with Thomas Edison State College
  - Psychiatric Rehabilitation* concentration
    - solo Bachelor of Science degree with the School of Health Related Professions
- Second Bachelor of Science (in Health Sciences)

*Please be advised, SHRP will offer a solo Bachelor of Science degree in Health Sciences in the specific tracks identified with an (*) beginning in September 2015.

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 SHRP 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 program recognizes and builds on previous academic course work as well as the allied health professional’s work experience. 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. With the use of advanced technology and distance learning, the program provides the best possible academic environment conducive to meet the student’s needs.
The program is offered in partnership with two other New Jersey higher education institutions: Thomas Edison State College (TESC) and Rutgers-Newark College of Arts & Sciences (RNCAS). These partners provide the general education, basic sciences, and liberal arts courses. SHRP provides all of 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/RNCAS or TESC. When applying to SHRP, an applicant must also select the partner institution. A Solo SHRP BS or second BS Degree is also available.

To enroll in the joint program, allied health practitioners must possess an associate degree or certificate in an allied health discipline and must be licensed, certified, or registered in their applicable field. All students are required to complete RNCAS' or TESC's general core curriculum and residency requirements, a 15 credit online Interdisciplinary Health Sciences core, and one area in the professional concentration component. All students must complete a practicum or internship in their concentration area.

**Student Expectations**

Barring unusual circumstances, the student is expected to maintain part-time status (3-9 credits) minimally each semester. If for some reason the student is unable to do so, he/she must complete a Change in Student Status form indicating Matriculation Continued and submit it to the Office of Enrollment Services. Failure to do so may result in dismissal from the program. In addition all core courses are web-based courses and students are required to meet the minimum technology requirements in order to take these courses.

Enrolled students are required to have access to Internet services, to include at least Web browsing capability and an e-mail account. 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.

Minimum hardware/software requirements can be found on our website.

**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.

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

• Compare, contrast and apply the common theories and methods used in making value decisions in ethical situations in health care.
• Demonstrate a working knowledge of computer applications in the clinical, administrative and/or educational settings of the healthcare system.
• Analyze and propose strategies to resolve problems within health care organizations.
• Analyze cultural diversity in the delivery of healthcare.
• Critically evaluate the various types of published scientific literature, including clinical trials, reviews, and case studies.

Additional Program Information

The Interdisciplinary Studies Department offers a Bachelor of Science in Health Sciences Program (BSHS), with six distinct concentrations: Allied Dental, Health Services Management and Education, Advanced Imaging Sciences, Health Advocacy, Aging, and Psychiatric Rehabilitation.

All programs in the department are post-professional programs designed to enhance the career opportunities for health care professionals. Each program consists of an interdisciplinary core of courses and multiple concentrations, which are collaboratively offered by Rutgers, The School of Health Related Professions (SHRP) programs. The design of the programs allows students to choose from a variety of academic options to meet their career needs.

The BSHS program allows students to enroll in individual courses as a non-matriculant. Rutgers, The School of Health Related Professions permits individuals to take up to 12 credits as a non-matriculant. Please visit the program website at http://shrp.rutgers.edu/dept/IDS/bshsciences/program.html

Curriculum

See database for program requirements and course descriptions:
http://coursecatalog.shrp.rutgers.edu

Admission to Program

Admission for the Bachelor of Science in Health Sciences program requires an associate degree and/or certificate from an accredited allied health education program. Program concentrations in Aging and Health Advocacy do not require previous allied health coursework.

Admission to the program occurs once a year after the March 1 deadline. The application and all supporting documents must be received by March 1. For further information and an application for admission please contact the Office of Enrollment Services.

Students enrolled in the joint Rutgers/NJCU program pay the NJCU tuition rate and student fees. Students enrolled in the joint Rutgers/TESC program pay the Rutgers-SHRP rate. NJCU tuition information can be obtained by calling the NJCU Office of the Registrar (201)200-3334.
Depending upon a student’s academic background, a student may be admitted to the SHRP Solo BS for the Aging, Health Services Management & Education, and Health Advocacy concentrations.

Both institutions reserve the right to make whatever tuition and fee changes are deemed necessary by their respective Boards of Trustees before the beginning of any semester.

**G.P.A. minimum requirement/credentialing requirement**

All applicants must have an overall grade point average of 2.50.

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.

For more information about admissions, please contact the Office of Admissions: shrpadm@shrp.rutgers.edu or 973-972-5336.
Medical Laboratory Science Program

Degree Options

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

Medical Laboratory Scientists 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
- 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 the only University-based program in New Jersey offered by Rutgers, School of Health-Related Professions (SHRP). The curriculum consists of 45 credits of professional coursework and is 15 months (4 semesters) in duration. At least 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 who want to enroll in the Medical Laboratory Science Program:

Option 1: Joint Bachelor of Science in Clinical Laboratory Sciences offered by Rutgers—SHRP and thirteen collaborating colleges and universities for students seeking a first baccalaureate degree including Bloomfield College, Caldwell University, College of Saint Elizabeth, Fairleigh Dickinson University (Madison and Teaneck), Felician College, Georgian Court University, Kean University, Monmouth University, New Jersey City University, New Jersey Institute of Technology, Ramapo College, Rutgers University (Newark), and St. Peter’s University.
Option 2: Bachelor of Science in Clinical Laboratory Sciences offered solely by Rutgers SHRP for students who already have a baccalaureate degree from an accredited college or university in the United States.

Option 3: Certificate in Medical Laboratory Science for students with an international degree equivalent to a baccalaureate degree in the United States.

Classes begin annually in the summer semester. Class size varies with approximately 40 students per year with a maximum of 50. The curriculum consists of classroom and on-line lectures/seminars and on-campus student laboratory experiences at the Newark and Scotch Plains campuses. These sessions provide the foundation for subsequent supervised hands-on clinical practice in off-campus clinical laboratories of affiliated hospitals and reference laboratories. Additional experiences are provided in molecular diagnostics, data analysis and statistics, research, laboratory management and teaching 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 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 from the initial enrollment, including summer semesters.

**Overview**

Medical Laboratory Scientists (also called Medical Technologists or Clinical Laboratory Scientists) are highly skilled professionals who use state-of-the-art instruments and biochemical, microscopic, molecular and immunological techniques to analyze blood, tissues and other medical specimens. In a medical laboratory, they use their knowledge and skills in science, biotechnology and laboratory medicine to provide essential information to physicians and other health care professionals about the presence, extent, or absence of disease, as well as effectiveness of treatment. Working in a laboratory requires excellent technical skills as well as problem solving, data analysis, computer skills and good oral and written communication. Clinical laboratory tests are extremely valuable: up to 70% of physician’s decisions regarding patient diagnosis and therapy are based on clinical laboratory test results. The practice of modern medicine would be impossible without the tests performed by medical laboratory scientists.

**Learning Goals**

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

The educational goals of the Medical Laboratory Science Program are 1) to prepare competent Medical Laboratory Scientists to function in the clinical laboratory science field at the baccalaureate level; 2) to provide the student with a broad-base background to serve as a foundation for future growth and development; and 3) to prepare graduates to adapt to a changing health care environment. The curriculum is designed to prepare graduates for entry-level practice in scientific/technical areas, supervision/management, education and research.

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* Clinical sites on hold due to state authorization

**Accreditation Status**

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
5600 N. River Road Suite 720
Rosemont, IL 60018-5119
P. 847-939-3597
W. www.naacls.org

Status: Reaccredited in October 2013 for seven years

**For more info**

For additional information about the Medical Laboratory Science Program, contact SHRP Admissions:
Admissions
E. shrpadm@shrp.rutgers.edu
P. 973-972-5336
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 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.

Additional Program Information

A part time (17-18 credit) Discipline Specific Program in one of the major areas of Medical Laboratory Science is offered through the Center for Advanced and Continuing Education.

Additional programmatic information is available online at http://shrp.rutgers.edu/dept/CLS/MLS/index.html

Curriculum

See database for program requirements and course descriptions:
http://coursecatalog.shrp.rutgers.edu

Admission to Program

Option 1: Joint Bachelor of Science in Clinical Laboratory Sciences. During the pre-professional component, which is normally six semesters in duration, students have the opportunity to familiarize themselves with each discipline before they declare a major in Medical Laboratory Science. The pre-professional curriculum consists of a minimum of 90 credits including general education and required basic science courses taken at one of the thirteen academic institutions collaborating with Rutgers-SHRP. Pre-professional course requirements must be completed before the student begins the professional component at Rutgers-SHRP. Required basic science course credits include:

- Organic Chemistry 4 credits
- General Chemistry 8 credits
- Biochemistry or Molecular Biology 3-4 credits
- Cell Biology 3-4 credits
- Human Anatomy and Physiology 4-8 credits
- Statistics 3 credits

In addition, coursework in Genetics is recommended.

The following science course credits must also be completed by major:

- Immunology 3-4 credits
- Precalculus 3-4 credits
- Microbiology 4 credits

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

Option 2: Bachelor of Science in Clinical Laboratory Sciences Applicants must possess a baccalaureate degree from an accredited U.S. college or university with a minimum of 76-82 credits of eligible transfer courses including basic science requirements and 30 credits of general education. For basic science course requirements by major, refer to the curriculum section for details.
Depending upon a student’s academic background, a student may be admitted to the SHRP Solo BS or 2nd BS Degree option.

Option 3: Certificate in Medical Laboratory Science or second bachelor’s degree. Applicants with an international degree will be considered for a Certificate, or Second Bachelor of Science degree depending on space availability, if their degree is equivalent to a U.S. baccalaureate degree as determined by an appropriate international transcript evaluation agency and the international institution is accredited in its own country. They must meet the basic science requirements listed above and achieve a minimum score of 79/80 on the Internet-Based Test of English as a Foreign Language (TOEFL) exam (or 550 on the paper-based exam).

G.P.A. 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 courses.

For more information about admissions, please contact the Office of Admissions: shrpadm@shrp.rutgers.edu or 973-972-5336.
Nuclear Medicine Technology Program

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

Nuclear Medicine Technology Profession

Program Description
The Rutgers, School of Health-Related Professions (SHRP) Nuclear Medicine program is a medical specialty that uses radioactive materials for the diagnosis and treatment of disease. It is a field that has grown phenomenally over its relatively short existence. Recent advances in the field include monoclonal antibody and peptide imaging, positron emission tomography (PET) fused with CT, and expanded use of therapeutic procedures. Nuclear Medicine Technologists are highly skilled professionals whose knowledge in patient care techniques and the biological and physical sciences enable them to work hand-in-hand with physicians and other allied health professionals to provide care, comfort and an accurate diagnostic and treatment plan for each patient. They are specifically trained in radiation safety, laboratory techniques, imaging procedures and the use of highly specialized equipment to assure the efficient daily operation of their facility.

Technologists can find employment opportunities in hospitals, private imaging centers, and laboratories. Additional, career opportunities exist with technical and radiopharmaceutical companies in product sales and technical support. All career opportunities offer competitive salaries and attractive benefits.

The academic curriculum and the clinical training facilities have been selected to provide a program that is educational and comprehensive in its methods and is capable of thoroughly training students in the principles, ethics and practices of Nuclear Medicine Technology.

The Nuclear Medicine Technology Program is full time for a duration of fifteen months. During these fifteen months, students study nuclear medicine from its roots to present day technology, then explore its future potential in diagnostic and therapeutic medicine. This is done through a combination of didactic classroom work and hands on clinical time in the hospital setting. Students are expected to maintain a grade average of at least 80% to remain in the program.

The program has certificate, and Bachelor Degree options, all program options prepare the student for examination by the Nuclear Medicine Technology Certification Board and/or American Registry of Radiologic Technologists. The program is approved by the New Jersey Commission of Radiation Protection and accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology.

Major Professional Practice Affiliates
Clinical sites are located throughout New Jersey.
- Holy Name Hospital - Teaneck
- Palisades General Hospital – North Bergen
- Advanced Medical Imaging – Old Bridge
- Cardinal Health Radio Pharmacy - Kenilworth
- Robert Wood Johnson University Hospital – Rahway
- Robert Wood Johnson University Hospital – New Brunswick
- St. Peter’s University Hospital – New Brunswick
Full-time and part-time status

This is a full-time program. We currently have no provisions for part-time enrollment.

Learning Goals

- Students will know and be able to perform useful calculations associated with radiation and radioactivity, including decay equations and unit conversions.
- Students will have a working knowledge of and be able to operate gamma cameras and ancillary equipment for radiation measurement and radiation safety.
- Students will be experienced in practical patient care including basic pharmacology, infection control, venipuncture, body mechanics, and patient assessment and interaction.
- Students will understand the effects of radiation on microscopic and macroscopic living systems.
- Students will have a working knowledge of radiation safety procedures and applicable state and federal regulations.
- Students will have a minimum of 1450 hours of hands on experience in nuclear medicine imaging and non-imaging procedures.
- Students will have a working knowledge of human anatomy especially as it pertains to clinical nuclear medicine.
- Students will have a working knowledge and hands on experience in nuclear medicine quality control procedures and protocols.
- Students will achieve a passing grade in a mock registry exam.

Additional Program Information

For more detailed information on the profession, requirements, curriculum please visit the program’s website: http://shrp.rutgers.edu/dept/med_imaging/nuclear/index.html

Curriculum

See database for program requirements and course descriptions: http://coursecatalog.shrp.rutgers.edu

Admission to Program

OPTION 1: Certificate in Nuclear Medicine Technology Applicants for this program must have successfully completed at least two years of college and the following post secondary course work from an accredited institution in higher education. Prior completion of an Allied Health Care program may meet these requirements. Applicants must have current certification in Basic Life Support (BLS) or must complete a BLS course on their own before the end of the first semester.

- 2 semesters of Human Anatomy and Physiology with laboratory
- 1 semester of Biology with laboratory
- 1 semester of Introduction to Chemistry with laboratory
- 1 semester of College Algebra or Pre-Calculus (3 cr.)
- 2 semesters of Oral/Written Communications
- 1 semester of General Physics

Accreditation

Joint Review Committee on Educational Programs in Nuclear Medicine
PMB 418, #1 2nd Ave East, Suite C
Polson, MT 59860-2107
P: (406) 883-0003
Contact: Jan Winn
Accreditation Status: Program is currently but on probation

For more info

For additional information about the Nuclear Medicine Technology Program, contact SHRP Admissions:
Admissions
E. shrpadm@shrp.rutgers.edu
P. 973-972-5336

School of Health Related Professions Rutgers, The State University of New Jersey shrp.rutgers.edu
• 1 semester of Social Sciences
• 1 semester of Humanities
• Medical terminology

Minimum G.P.A. requirement is 2.85

Minimum grade of B- in Anatomy and Physiology Courses

OPTION 2: Bachelor of Science in Medical Imaging Science: Applicants must have completed the required liberal study courses at the partner institution with a minimum G.P.A. of 2.85. For more information please refer to the section on Bachelor of Science in Medical Imaging Science.

Applicants must have current certification in Basic Life Support (BLS) or must complete a BLS course on their own before the end of the first semester.

OPTION 3: Second Bachelor of Science Degree: This option is for applicants that 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. Applicants must also have completed the specific prerequisite courses listed below. Minimum GPA requirement is 2.85 with a minimum of grade of “B-” in Anatomy and Physiology Courses. Applicants must have current certification in Basic Life Support or must complete a BLS course on their own before the end of the first semester.

• 2 semesters of Human Anatomy and Physiology with laboratory
• 1 semester of Biology with laboratory
• 1 semester of Introduction to Chemistry with laboratory
• 1 semester of College Algebra or Pre-Calculus (3 cr.)
• 2 semesters of Oral/Written Communications
• 1 semester of General Physics
• 1 semester of Social Sciences
• 1 semester of Humanities
• Medical terminology

For all program options, foreign educated students must submit the following: TOEFL scores (minimum TOEFL score of 90 on the Internet-based exam with minimum individual element scores as follows: Reading 20, Listening 20, Speaking 26, and Writing 24. The Computer-Based exam minimum score is 233) and WES translation of foreign transcripts. Interested applicants can contact the Office of Admissions at (973) 972-5336.
Coordinated Program in Nutrition and Dietetics

Degree Options

- Bachelor of Science (in Nutrition and Dietetics)
- Second Bachelor of Science (in Nutrition and Dietetics)

Nutrition and Dietetics Profession

The Coordinated Program in Nutrition and Dietetics provides career advancement for individuals credentialed as a Dietetic Technician Registered (DTR) that builds on and previous education. The program combines a broad background in related science, nutrition and dietetics courses, and supervised practice rotations. Graduates have critical thinking and scientific skills needed for clinical dietetics practice, management, and leadership to meet the challenges of the 21st century, and will be eligible to take the registration exam for Registered Dietitians (RD) administered by the Commission on Dietetic Registration (CDR). The faculty members serve as role models in dietetics education, practice, and research, along with leadership and service to the profession.

Program Description

The Coordinated Program in Nutrition and Dietetics within the Department of Nutritional Sciences is a unique and flexible distance education program designed specifically for the Registered Dietetic Technician (DTR). The program consists of didactic course work and clinical supervised practice rotations. All courses are taught using the Moodle distance learning platform. Supervised practice rotations occur in the student's locale in clinical sites where Rutgers SHRP has a clinical contract. Upon completion of the program, the student receives a Bachelor of Science in Nutrition and Dietetics degree and will be eligible to take the registration exam for Registered Dietitians administered by the Commision on Dietetic Registration (CDR).

Overview

The Coordinated Program in Nutrition and Dietetics has three tracks:
A Joint Bachelor Degree Program Option

The Bachelor of Nutrition and Dietetics (BSND) Joint Degree Option (offered with Thomas Edison State College (TESC)) is designed for the Dietetic Technician Registered (DTR), who has an Associate Degree from an ACEND accredited DTR Program and a current DTR credential. Students complete 122 credits (including associate degree credits transferred into TESC), with a minimum of 61 credits from Rutgers-SHRP and 12 credits from TESC. TESC credit requirements will vary and are determined by the TESC academic evaluation conducted upon admission to the program. Some students may be eligible for a solo Rutgers degree and will be evaluated for this option by the Office of Admissions.

The Second Bachelor Degree Program Option

This option is for students who possess a bachelor’s degree in any discipline from an accredited college/university, a degree from an ACEND accredited DTR program, and a current DTR credential. Students complete 58 credits from Rutgers-SHRP.

For more info

For additional information about the Bachelor of Science in the Nutrition and Dietetics Program, contact SHRP Admissions:
Admissions
E. shrpadm@shrp.rutgers.edu
P. 973-972-5336

Academic Affiliates

Academic institutions with partnership programs at the Rutgers School of Health Related Professions.
- Thomas Edison State College

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 2011 - 2021

Primary Campus Location

- Online: Web-based program

Faculty

Please see the faculty listing online under Nutritional Sciences Department (Newark campus).
The Second Bachelor Degree Program for NDTR (DTR with DPD Verification Statement) Option

This option is for students who possess a bachelor’s degree from a Didactic Program in Dietetics (DPD), an ACEND verification statement and a current DTR credential. Students complete 42 credits from Rutgers-SHRP.

Student Expectations

As a web-based program, students work using technology and distance learning tools to fulfill their requirements. Enrolled students are required to have access to a computer with Internet services and word processing software, Web browsing capability, scanning and email capacity, and are required to use a Rutgers email account.

Full-time and Part-time status

The BSND Coordinated Program is a part time (6-11 credits per semester) or full time (12 or more credits per semester) program.

Learning Goals

There are core knowledge and competencies for RD preparation. The Coordinated Program in Nutrition and Dietetics covers all the core knowledge and competencies required by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®). Examples of demonstrable learning competencies include:

CRD 1.2. Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy’s Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.

CRD 1.3. Justify programs, products, services and care using appropriate evidence or data

CRD 2.2. Demonstrate professional writing skills in preparing professional communications.

CRD 2.3. Design, implement and evaluate presentations to a target audience.

CRD3.1. Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings

- Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered
- Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements
- Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention
- Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis
- Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by
CRD3.3. Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.

CRD4.5. Use current informatics technology to develop, store, retrieve and disseminate information and data.

CRD4.10. Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.

**Additional Program Information**

The nutrition courses may also be counted as Continuing Professional Education courses for the DTR credential.

**Time in Program** - Students in the Joint BSND Degree Option may take up to 4 years to complete the program. Students in the 2nd Degree BSND Degree Program may take up to 3 years to complete the program.

**Program Website** - [http://shrp.rutgers.edu/dept/nutr/BSND/index.html](http://shrp.rutgers.edu/dept/nutr/BSND/index.html)

**Department Website** - [http://shrp.rutgers.edu/dept/nutr/index.html](http://shrp.rutgers.edu/dept/nutr/index.html)

**Curriculum**

See database for program requirements and course descriptions:
[http://coursecatalog.shrp.rutgers.edu](http://coursecatalog.shrp.rutgers.edu)

**Admission to Program**

A complete application and all supporting documents must be received by February 1 for the following fall term. Applications must include:

- RBHS-SHRP Application
- $75 Application fee
- Official Transcript(s) from all institutions
- Copy of Dietetic Technician Registration card
- Resume

School of Health Related Professions Rutgers, The State University of New Jersey
shrp.rutgers.edu

- Statement of academic and professional goals
- Two letters of recommendation

The Coordinated Program in Nutrition and Dietetics faculty will interview eligible applicants prior to acceptance into the program. For more information, please see the admissions website.

**3.0 G.P.A. minimum requirement/credentialing requirement:** Applicant must be a registered Dietician Technician to enter the program. For more information about admissions, please contact the Office of Admissions:
shrpadm@shrp.rutgers.edu or 973-972-5336.
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 Related 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 page).

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

Major Clinical Affiliates

Clinical sites are located throughout New Jersey.

- Alaris Health
- Atlantic Health System
- Bergen County Special Services
- Burlington County Special Services
- 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
- Raritan Valley Community College
- Salem Community College
- Sussex County Community College
- Thomas Edison State College
- Warren County Community College
- Alaris Health
- Atlantic Health System
- Bergen County Special Services
- Burlington County Special Services
- 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
- Raritan Valley Community College
- Salem Community College
- Sussex County Community College
- Thomas Edison State College
- Warren County Community College
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

Overview

The 74-credit joint Associate of Science Degree Program in Occupational Therapy Assistant (OTA) is offered in collaboration with many Rutgers Partner Colleges.

Students complete 32 general education credits at a Partner College as pre-requisite to the 42 credits of professional coursework at Rutgers.

Graduates of the Rutgers OTA program are eligible to sit for the National Certification Examination for the Certified Occupational Therapy Assistant (COTA) administered by the National Board for Certification in Occupational Therapy (NBCOT). Successful completion of this exam enables graduates to apply for a license to practice as an Occupational Therapy Assistant in New Jersey and most other states.

Student Expectations

The Occupational Therapy Assistant Program faculty assume that each student enrolled in the program is interested in exploring and developing skills in occupational therapy, and that the life of each student will be shaped by the process of education and professional socialization.

Students are expected to assume responsibility for study and practice, while the faculty provides developmentally appropriate content, mentorship, and opportunities for the student to master key competencies.

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 Rutgers, School of Health-Related Professions Occupational Therapy Assistant Program is committed to preparing Occupational Therapy Assistants as professionals who will contribute to the health and well-being of individuals, groups, and populations in New Jersey and beyond.

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.

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

Additional Program Information

For more detailed information on the profession, requirements, curriculum please visit the program’s website:
http://shrpadm@shrp.rutgers.edu/dept/psyr/programs/asdota/index.html

Curriculum

See database for program requirements and course descriptions:
http://coursecatalog.shrp.rutgers.edu

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 Related 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:

http://shrpadm@shrp.rutgers.edu/dept/psyr/programs/asdota/index.html

All materials must be sent to the Scotch Plains Campus.

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.

Accreditation

The Occupational Therapy Assistant (OTA) 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

For more info

For additional information about the Occupational Therapy Assistant Program, please refer to the program website http://shrpadm@shrp.rutgers.edu/dept/psyr/programs/asdota/index.html.

For information about admissions, contact SHRP Admissions:

Admissions
E. shrpadm@shrp.rutgers.edu
P. 973-972-5336
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 College (TESC) where they will complete 6 credits of coursework on-line and secure TESC as their partner program.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy and Physiology I with lab</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy and Physiology II with lab</td>
<td>4</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology (lifespan)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>College Math, Algebra, or Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Ethics or Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Diversity Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

**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 US or have not completed a sufficient number of 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
G.P.A. minimum requirement/credentialing requirement

The Admissions Committee considers the cumulative grade point average for the prerequisite coursework (32 credits). A cumulative G.P.A. of 2.5 in these courses 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 grade of “C” (2.0) in each prerequisite course.

For more information about admissions, please contact the Office of Admissions: shrpadm@shrp.rutgers.edu or 973-972-5336.
Psychiatric Rehabilitation and Psychology Program

Degree Options
- Bachelor of Science in Psychiatric Rehabilitation and Psychology
- Bachelor of Science in Health Sciences – Psychiatric Rehabilitation track

Psychiatric Rehabilitation Professions

Psychiatric rehabilitation, promotes recovery, full 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 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.

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 him/her to conduct rehabilitation assessments and 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 Bachelor of Science in Psychiatric Rehabilitation and Psychology is a joint degree program with Kean University, Georgian Court University, Felician College, and Rutgers Newark College of Arts and Sciences. 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. Students are also prepared to pursue a variety of graduate degree options. 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.

The Bachelor of Science program can be the first or second step of the career ladder in psychiatric rehabilitation education offered by Rutgers, The State University of New Jersey - School of Health Related Professions (SHRP). Students who enter the program with an Associate of Science Degree in Psychosocial Rehabilitation and Treatment (ASPSRT) continue their education at SHRP with a core course in Case Management and a minimum of 12 credits of upper level psychiatric rehabilitation courses that focus on topics such as vocational rehabilitation, independent living, family support and intervention strategies for individuals with co-occurring disorders. At the partner school they complete the requirements for a psychology major and finish general education requirements for a total of 120-135 credits.
The number of required credits depends on the partner school’s requirements, for example the joint program with Kean University requires a total of 124 credits.

Students who do not have the ASPSRT degree enter the program during their sophomore or junior year at the partner school. At SHRP, they complete core courses (21 credits) in psychiatric rehabilitation, a 12 credit practicum sequence, and a minimum of 12 credits of electives in upper level psychiatric rehabilitation courses. At the partner school they complete their psychology and general education requirements for a total of 120 -142 credits.

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. Graduates can become employed at the community mental health settings described above and can also continue their education in a variety of graduate level programs related to human services.

To gain admission to this 120-127 credit program, applicants must possess an associate’s of science degree in a related allied health profession (such as human services) from an accredited institution. The exact number of credits required depends on the courses that students are transferring in from their associate’s degree. Students may have to take additional general education courses if they do not already have all of the SHRP core curriculum requirements.

All students in the BSHS Psychiatric Rehabilitation Track take 15 credits of core interdisciplinary studies (IDST) courses and an IDST 4 credit practicum course, at a psychiatric rehabilitation setting chosen in conjunction with a faculty adviser. Students coming into the program with an AS Degree in human services, or a related field, also take 45 credits of psychiatric rehabilitation coursework, including a 12 credit clinical practicum sequence in psychiatric rehabilitation. Students entering the BSHS Psychiatric Rehabilitation Track Program with SHRP’s ASPSRT degree take 15 additional credits of psychiatric rehabilitation coursework. In addition they choose an 18-21 credit IDST composite Track in one of three areas: Aging, Health Advocacy or Health Services Management and Education. ASPSRT graduates can complete all of the BSHS requirements online. Currently those with other associate degrees take many of their courses online, however some are offered on either the Scotch Plains or Stratford 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

- Demonstrate competencies needed to work effectively with people who have psychiatric disabilities as outlined by the Psychiatric Rehabilitation Association.
- Apply the goals, values, and principles of the field of psychiatric rehabilitation in practice settings.
- 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
http://shrp.rutgers.edu/dept/psyr/programs/bachelors.html

Curriculum

See database for program requirements and course descriptions:
http://coursecatalog.shrp.rutgers.edu

Admission to Program

• An overall G.P.A. of 2.5 A G.P.A. of 3.0 in psychology courses (and any PSRT courses taken prior to admission)
• Two letters of reference
• Written essay related to 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 Georgian Court University, Felician College, and Rutgers NCAS: 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 related Allied Health discipline, such as Human Services, from an accredited institution

G.P.A. minimum requirement/credentialing requirement

Students must maintain a minimum G.P.A. 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:

Kean University
1000 Morris Avenue
Union, NJ 07083
P. 908-737-7100
E. admitme@kean.edu

Georgian Court University
900 Lakewood Avenue
Lakewood, NJ 08701
P. 800-458-8422
E. admissions@georgian.edu

Felician College
262 South Main Street
Lodi, NJ 07644
P. 201-355-1465
E. admissions@felician.edu

Rutgers NCAS
Office of Admissions
140 University Avenue
Englehard Hall, Room 101
Newark, NJ 07102
P. 973-353-5205
E. newarkadmissions@ugadm.rutgers.edu
For more information about admissions, please contact the SHRP Office of Admissions: shrpadm@shrp.rutgers.edu or 973-972-5336.
Psychosocial Rehabilitation and Treatment

Degree Options

- Associate of Science

Psychosocial Rehabilitation Profession

Psychosocial rehabilitation, also known as psychiatric rehabilitation, promotes recovery, full 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 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.

There are ample career opportunities for psychiatric rehabilitation practitioners in a variety of rehabilitation programs and community and hospital based mental health settings. The knowledge and skills of the psychiatric rehabilitation practitioner qualify him/her to provide supportive counseling, case management services, and vocational rehabilitation interventions. The practitioner is also prepared to facilitate skills training groups as well as illness management and support groups.

Program Description

The program provides students with the knowledge, skills and rehabilitation techniques needed to begin a career as a mental health practitioner. Lectures, interactive classroom activities and the required clinical practicum experience ensure that students are well prepared to provide supportive services to individuals living with serious mental illnesses.

The A.S. degree program at Rutgers, School of Health-Related Professions (SHRP) 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. It is currently offered in collaboration with 10 affiliate schools.

A total of 61-68 credits are required. The 31-38 credits of general education courses are provided by the affiliated community college. Some of them will accept credits transferred from other schools. In order to apply for admission to the professional phase of the program, students must have successfully completed between 18-38 credits of general education (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 Related Professions.

The Psychosocial Rehabilitation and Treatment courses include 12-15 credits of traditional classroom instruction, 3-6 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.

Primary Campus Location

- Scotch Plains
- Stratford

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

Faculty

Please see the faculty listing online under Psychiatric Rehab & Counseling Professions Department (Scotch Plains campus).

Academic Affiliates

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

- Burlington County College
- Camden County College
- Cumberland County College
- Middlesex County College
- Ocean County College
- Passaic County College
- Raritan Valley County College
- Sussex County Community College
- Union County College
- Warren County Community College

Major Professional Practice Affiliates

Clinical sites are located throughout New Jersey.

- Alternatives Inc. - Raritan
- Bridgeway Rehabilitation Services - Elizabeth
- Collaborative Support Programs of NJ – Eatontown; Freehold; Clifton
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

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. Apply the goals, values, and principles of the field of psychiatric rehabilitation in practice settings
3. Utilize communication techniques in a professional capacity with individuals, families, team members, and people in the community.
4. Develop skills needed to effectively facilitate rehabilitation groups.
5. Work effectively as a team member to provide wellness and recovery focused rehabilitation services.
6. Complete documentation requirements to meet state and federal insurance regulations.
7. Provide psychiatric rehabilitation interventions which promote skill development and resource acquisition
8. Describe and utilize evidence based psychiatric rehabilitation practices.

Additional Program Information

Additional programmatic information is available online on the program’s website http://shrp.rutgers.edu/dept/psyr/programs/associates.html

Curriculum

See database for program requirements and course descriptions: http://coursecatalog.shrp.rutgers.edu

Admission to Program

- High school graduation or equivalent diploma (GED)
- English as a Second Language (ESL) placement test if required and completion of ESL courses if necessary
- Completion of any necessary remedial courses as determined by the New Jersey Basic Skills Test
- Minimum GPA of 2.5
- 18-38 credits of general education requirements, including 3 credits of English composition (Note: the number of credits needed for admission depends on affiliate)

For further information and an application for admission, please contact the community college of your choice:

- Middlesex County College  732-548-6000
- Union County College  908-709-7596
- Warren County Community College  908-835-9222
- Cumberland County College  856-691-8600
- Camden County College  856-227-7200

For more info

For additional information about the Psychosocial Rehabilitation and Treatment Program, contact SHRP Admissions:

Admissions
E. shrpadm@shrp.rutgers.edu
P. 973-972-5336
G.P.A. minimum requirement/credentialing requirement

Students must maintain a minimum G.P.A. of 2.5

For more information about admissions, please contact the Office of Admissions: shrpadm@shrp.rutgers.edu or 973-972-5336.
Respiratory Care Program

Degree Options

- Associate of Science
- Bachelor of Science (in Allied Health Technologies – Respiratory Care track)
- Second Bachelor of Science (in Allied Health Technologies – Respiratory Care track)

Respiratory Care Professions

Respiratory Therapists are health care specialists who participate in the diagnosis, treatment, management, education, and preventive care of patients with disorders of the cardiopulmonary system. Some of their primary responsibilities include oxygen therapy, humidification and aerosol therapy, drug administration, bronchial hygiene, cardiopulmonary resuscitation, maintenance of artificial airways, and ventilator management. Their care extends to patients in hospitals on medical and surgical wards, emergency rooms, neonatal, adult and cardiac intensive care units, and outpatient departments. Respiratory therapy may also be provided in patient’s homes, in rehabilitative centers, in nursing homes, as well as other health care facilities such as long-term acute care units (LTACs). Job opportunities are also available in education, research, hospital administration and medical equipment management.

Program Information

There are three routes of entry into the program, depending upon student educational background and affiliation with a partner institution; these routes include, Associate of Science, Bachelor of Science in Allied Health Technology and Second Bachelor of Science (BS) option. The Second BS option does not require an affiliation with a partner institution.

The Respiratory Care curriculum is identical in all three options with an additional (3) courses in both BS options.

All degree options offer both full-time and part-time tracks.

Students with substantial personal obligations are encouraged to select the part-time track.

The applicant, in all options, must provide documentation of prerequisite courses in anatomy and physiology, microbiology, chemistry, and college level algebra.

Online courses are a required part of the curriculum. The respiratory therapy portion of the curriculum is quite rigorous. Success in this program is achieved through intensive studying, a high level of motivation and minimal distractions.

Graduates are eligible to take credentialing examinations offered by the National Board of Respiratory Care (NBRC) and to apply for Licensing in New Jersey and other states.
Second Bachelor of Science Degree Option

Students eligible for this degree option have previously completed their Bachelor of Science degree from a regionally accredited U.S. College or University, and apply directly to Rutgers, School of Health-Related Professions (SHRP) for admission into the program. BS degrees from foreign educational institutions are accepted from accredited foreign universities. Students must have their transcripts evaluated through an appropriate agency. *Note: This bachelors’ degree option is not intended for those who have already obtained an Associate of Science degree in respiratory care at an accredited US college/university.

Competencies/Outcomes

The Program mission is to prepare students as competent, safe, advanced-level Respiratory Therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains as defined and described by the National Board of Respiratory Care, (NBRC) the American Association of Respiratory Care, (AARC) and the Committee on Accreditation for Respiratory Care (CoARC).

Learning Goals

- Upon completion of the Program, graduates will demonstrate the ability to comprehend, apply and evaluate clinical information relevant to their role as advanced-level respiratory therapist (cognitive domain).
- Upon completion of the Program, graduates will demonstrate technical proficiency in all skills necessary to fulfill the role of a respiratory therapist (psychomotor domain).
- Upon completion of the Program, graduates will demonstrate personal behaviors consistent with professional and employer expectations for respiratory therapists (affective domain).

Additional Program Information

Contact Information:

Program Director – Kathleen Smith-Wenning
E. smithwka@shrp.rutgers.edu
P. 973-972-5503
URL: http://shrp.rutgers.edu/dept/primary_care/rspt/index.html

Curriculum

See database for program requirements and course descriptions:
http://coursecatalog.shrp.rutgers.edu

Admission to Program

Eligible candidates in all options must apply directly to Rutgers-School of Health Related Professions.

Eligible candidates must notify their affiliate school of their intention to apply to the program before December 31st of each year. Applicants must complete initial paperwork at their affiliate school. All applications must be received by February 15th.
**Associate Degree (AS) Option**

Applicants must be attending one of the co-sponsoring institutions and have completed at least 37-44 pre-professional general education credits, with a minimum GPA of 2.75 and a minimum grade of “C” in the health science courses.

**Bachelor of Science in Allied Health Technology (BSAHT) Option**

Applicants must be attending one of the co-sponsoring institutions and have completed at least 90-100 pre-professional general education credits, with a minimum GPA of 2.75 and a minimum grade of “C” in the health science courses. Graduates of the program receive a joint Bachelor’s Degree in Allied Health Technologies from Rutgers and their college or university.

**Second Bachelor of Science Option**

Second BS candidates must have previously completed their Bachelor’s Degree from an accredited college or university. Graduates receive a Bachelor of Science degree from Rutgers School of Health Related Professions.

**G.P.A. minimum requirement/credentialing requirement**

For more information about admissions, please contact the Office of Admissions: shrpadm@shr.rutgers.edu or 973-972-5336.
Respiratory Therapy Program

Degree Options
- Associate in Applied Sciences
- Second Bachelor of Science (in Allied Health Technologies – Respiratory Therapy)

Respiratory Care Professions
Respiratory Care is a health specialty involving the treatment, management, control, diagnostic evaluation, and care of patients with deficiencies and abnormalities of the cardiopulmonary system. Respiratory therapists are licensed to provide direct patient care services in the newborn ICU nursery, pediatric and adult surgical and medical units, the emergency department, the outpatient department, pediatric and adult intensive and critical care units. Outside the hospital RTs are employed as flight therapists, extended care and skilled nursing facilities, and at a patient’s home.

A Respiratory Therapist is a member of the health care team, especially emergency teams providing cardiopulmonary resuscitation, inserting artificial airways, and initiating, operating and monitoring patient life support machines. RTs use sophisticated equipment and techniques to measure and diagnose patient’s lungs and circulatory disorders and recommend treatment methods. They are experts of oxygen and oxygen mixtures, aerosol medications, and other selective therapeutic modalities to assist the distressed or chronically diseased patient. RTs may also provide pulmonary rehabilitation and help educate patients, family members and the public at large regarding treatment and prevention of lung disease, smoking cessation, management of asthma and other chronic lung diseases.

Program Description

Overview
Rutgers School of Health Related Professions offers two programs for Respiratory Therapy in New Jersey, one based in Newark and one based in Stratford, each with its own academic affiliates and clinical sites. The Respiratory Therapy Program in Stratford, NJ is a one year program encompassing the professional phase of the curriculum. The Stratford Campus Program is a joint venture with seven community colleges in Southern New Jersey.

The general education and science requirements for the program are completed at the enrolling college. The curriculum is designed to permit the student to enroll for general education and science courses at his/her respective college. Selected students enroll for the second year of the program on the University’s Stratford Campus.

Students matriculate on a full-time basis. Some courses are delivered via the Internet. A second bachelor’s degree is also available. Contact the program director for details.
Full-time and part-time status

Students can complete this program in two years on a full-time basis or over a longer time-frame on a part-time basis. See the program curriculum for more details at the link listed below.

Competencies/Outcomes

Graduates are expected to achieve professional competencies as currently defined by the Commission on Accreditation for Respiratory Care (CoARC) which includes passing the credentialing examination, Therapist Multiple-Choice Examination (TMC) at a rate to become registry eligible and earn the Registered Respiratory Therapist (RRT) certification or equivalent specialty credentials in pulmonary function technology, or neonatal-pediatrics.

The expected OUTCOMES of the undergraduate major in Respiratory Therapy include graduates:

1. Earn the credentials of Certified Respiratory Care Practitioner and Registered Respiratory Therapist (RRT)
2. Provide positive responses on New Graduate Satisfaction Surveys
3. Obtain respiratory therapy related position
4. Receive positive responses on Employer Satisfaction Surveys

Learning Goals

Graduates will demonstrate the ability to comprehend, apply and evaluate clinical information relevant to their role as respiratory therapist (cognitive domain); demonstrate technical proficiency in all skills necessary to fulfill the role of a respiratory therapist (psychomotor domain); demonstrate personal behaviors consistent with professional and employer expectations for respiratory therapists (affective domain).

1. Assess patients’ need for respiratory therapy by reviewing existing clinical data and recommending the collection of additional pertinent data
2. Perform cardiopulmonary diagnostic procedures, calculate test results, determine reliability, perform quality control, and evaluate implications of test results
3. Evaluate all clinical data to determine the appropriateness of the prescribed respiratory care, to participate in the development of the respiratory care plan, and to provide care using clinical patient care protocols
4. Select, assemble, and check for proper function, operation, and cleanliness of all equipment used in providing respiratory care
5. Initiate and conduct therapeutic procedures, evaluate treatment efficacy, and modify prescribed therapeutic procedures to achieve one or more specific objectives in acute care, intensive care & life support, continuing care, and rehabilitation settings
6. Demonstrate professional attributes of a member of the health care team including appropriate levels of confidence, cooperation, empathy, independence, initiative, judgment, maturity, organizational skills, ethics, and dependability

Accreditation

The Commission on Accreditation for Respiratory Care (CoARC). Graduates are eligible to take the Therapist Multilevel examination offered by the National Board for Respiratory Care (NBRC). This examination will determine licensure at CRT entry level or the advanced, RRT eligible level. Becoming RRT eligible will allow the practitioner to take the 2nd NBRC examination to become a RRT.

Status: Reaccredited in 2009 through 2019

For more info

For additional information about the Associate degree in the Respiratory Care (South) Program, contact the program directly.
E. RTSouth@shrprutgers.edu
P. 856-566-2891
7. Respect and obey all pertinent laws and regulations and abide by the Code of Ethics

8. Maintain confidentiality and accuracy of patient records and communicate relevant information to other members of the health care team

9. Project a professional and healthful image, including: appearance, courtesy, respect, self-control, honesty, punctuality, and responsibility

10. Contribute to the health care team’s knowledge and understanding of the science of respiratory care by promoting evidence based medicine, research, and clinical practice guidelines

Additional Program Information

Additional programmatic information is available online:
http://shrp.rutgers.edu/dept/primary_care/rspt/index.html

Curriculum

See database for program requirements and course descriptions:
http://coursecatalog.shrp.rutgers.edu

Additional Program Information

Students desiring admissions to the program apply directly to the program upon completing general education classes at their county/community college. Applicants must hold a high school diploma or GED certificate and meet all admission requirements of the community college which they apply from. Students seeking admission to the program with a baccalaureate degree should contact the program director for further information.

Because enrollment in the program is limited, admission to the professional course sequence is competitive. Deadline for applications is May 15th.

For further information and an application for admission, please contact the program directly at 856-566-2891.

G.P.A. minimum requirement/credentialing requirement

To be eligible for the professional course sequence, a student must complete at least 34 credits of course work at their community college, including the English and mathematics requirements, and all science courses. In addition, the student should be Science GPA 3.0 and overall GPA 2.75 prior to admission. Matriculates are selected by the program from those meeting these minimum standards.

For more information about admissions, please contact the Office of Admissions: shrpadm@shrp.rutgers.edu or 973-972-5336.
Vascular Sonography Program

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

Vascular Sonography Profession

Vascular sonography (also known as vascular technology) is the use of ultrasound imaging to view the vascular anatomy in a non-invasive and pain free examination. This safe and convenient method of diagnosis allows the physician to assess the flow of blood through the arteries and veins in a dynamic way. Vascular sonographers are specially trained professionals who are an integral part of the cardiovascular medical and surgical management team in today’s health care environment. They use sophisticated equipment that acquires two-dimensional images of the blood vessels (sometimes called vasculature) and Doppler spectral tracings of blood flow to provide an accurate assessment of the patient’s condition. Vascular Sonographers provide 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 Vascular Sonography Program is fifteen months long, covering didactic and clinical instruction on the non-invasive diagnosis of vascular diseases. It includes courses in vascular anatomy, physiology, pathophysiology, physics of ultrasound, medical instrumentation, and surgical and medical therapeutics for vascular diseases.

Techniques in diagnostic testing are taught in the classroom but require extensive clinical practice. Technical skills are only developed through direct patient testing. Our view is that this clinical phase is critical to the success of our graduates. It is a large and very important component of our instruction, reinforced by experienced vascular sonographers and technologists in active hospital and private practice vascular laboratories affiliated with the program.

Overview

Vascular technologists are highly skilled professionals, who perform non-invasive tests to determine the presence or absence of arterial or venous disease. Technologists perform examinations at the request of and under the direction of physicians. While principally relying upon ultrasound to examine patients, they may incorporate a wide variety of instruments in the disease detection process. Patients with significant vascular problems are often candidates for surgery and the skills of the vascular technologist are important to determining the need. These same skills are essential to evaluating the success of surgery and the need for further intervention.
Technologists usually work under the direction of a Vascular Surgeon or Vascular Medicine Specialist. They are most often employed by hospitals but may be in private free-standing surgical practices or private industry. The tremendous growth in technology and the increasing trend toward non-invasive diagnostics are pushing the need for highly educated vascular technologists, possessing good analytical and technical skills. Continual interaction with referring physicians and patients makes effective communication skills important.

Throughout the country, the lack of educational programs has restricted entry into this relatively young field of study. Locally and nationally, career opportunities for Vascular Technologists are excellent because of a very real need for well-trained professionals.

**Student Expectations**

Students can expect to have approximately 40 hours of active commitment per week in classroom, clinical, and travel. They must have a car to commute between classes and clinical sites. Hospital affiliates are not closely spaced and one hour of travel may be required. Part-time work may be possible but difficult for a student to manage. Work cannot interfere with the required program hours.

Didactic expectations of the student while in the program are the maintenance of a minimum of 80% average grade as passing, satisfactory attendance, satisfactory completion of assignments within allotted time frames, compliance with all Rutgers rules and regulations as set forth in the Student Handbook, and adherence to Rutgers academic integrity guidelines.

Clinical expectations of the student while in the program include the following:
- Completion of the course clinical objectives as noted in the syllabus. It is the students’ responsibility to familiarize themselves with the total department operation and all personnel they will be interacting with for the rotation period.

During the course of each semester students are responsible for the completion of Clinical Projects administered to them.

The student is expected to report to the clinical affiliate as scheduled for their designated rotation and training. Consistent attendance is a requirement for course completion. Two or more unexcused absences is considered excessive and unless the time is made up to the satisfaction of the affiliate and program faculty, the student will receive an F for the course. Tardiness is considered a form of unexcused absence.

It is the students’ responsibility to notify both the department supervisor or clinical instructor and the program office if they will be unable to attend clinic on a specific day.

**Full-time and part-time status**

This is a full time program.

**Learning Goals**

Students are assessed on the following learning goals:

- Understanding of the physical principles of ultrasound imaging and Doppler ultrasound blood flow velocity measurements.
- Recognition of the sonographic and Doppler ultrasound features of normal cardiovascular and vascular specific anatomy, physiology, and pathophysiology.

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**Accreditation**

Full Accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through:
- Joint Review Committee on Education in Cardiovascular Technology (JRC-CVT)
  6 Pine Knoll Drive
  Beverly, MA 01915
  P. 774-855-4100
  Contact: William W. Godding
  Executive Director

**For more info**

For additional information about the Vascular Sonography Program, contact SHRP Admissions:
- Admissions
  E. shrpadm@shrprutgers.edu
  P. 973-972-5336
• Appropriate documentation of the above and reporting of such to an appropriate medical authority.
• Techniques of patient care appropriate to those in the performance of diagnostic cardiac sonography.
• Behavior commensurate with the expectations of the medical professions.

Furthermore, graduates of the Rutgers SHRP Vascular Sonography program are provided with didactic and clinical experiences designed to learn:
• the physical principles of sonographic image formation and blood flow velocity measurements.
• instrument settings required to obtain an optimal images.
• normal cardiovascular anatomy.
• pathologic changes in vascular anatomy due to peripheral arterial and venous disease.
• fluid dynamics of normal blood flow.
• pathological changes in blood flow due to vascular disease.
• patient care principles and techniques appropriate to the performance of sonographic examinations.

Additional Program Information

Additional programmatic information is available online:
http://shrp.rutgers.edu/dept/med_imaging/vascular/index.html

Curriculum

See database for program requirements and course descriptions:
http://coursecatalog.shrp.rutgers.edu

Admission to Program

The Program is an upper division undergraduate program. Certificate candidates must have an Associate’s degree from an accredited institution of higher education. Credits include:

• Human Anatomy and Physiology with laboratory (6-8 credits)
• College Algebra (3 credits)
• Medical Terminology
• English Composition (3 credits)
• Physics (2-4 credits)

Foreign educated applicants must submit a TOEFL score with a minimum score of 600, official transcripts from foreign institutions, and an acceptable translation of foreign transcripts.

OPTION 1: Certificate in Vascular Sonography: Applicants must have previously completed an Associate’s degree from an accredited institution of higher learning. Applicants must also have completed the specific prerequisite courses listed below.

OPTION 2: Bachelor of Science in Medical Imaging Sciences: Applicants must have completed the required liberal study courses, and pre-requisite courses (see below), at the partner institution with a minimum G.P.A. of 2.85. For more information please refer to the section on Bachelor of Science in Medical Imaging Technologies. See Academic Affiliates in the above right side column.
OPTION 3: Second Bachelor of Science Degree: This option is for applicants that 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. Applicants must also have completed the specific prerequisite courses listed below.

Specific Prerequisite Courses: Option 1 and 3 applicants must have completed the following college course prerequisites or their equivalent: *Human Anatomy & Physiology (6-8 credits), College Math, Algebra or Statistics (3 credits), General Physics (2-4 credits) or Physics for the Diagnostic Imaging Professional offered through the Department of Medical Imaging Sciences, English (3 credits) and *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: Introduction to Computers, 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.

G.P.A. minimum requirement/credentialing requirement

A minimum of 2.85 is required.

For more information about admissions, please contact the Office of Admissions: shrpadm@shr.rutgers.edu or 973-972-5336.
Graduate Programs

The School of Health Related Professions offers a wide-range of graduate programs for students interested in developing a career in the allied health fields. Depending on the program of study, a student may pursue a graduate Certificate, Master’s, Clinical doctorate or Ph.D. degree.
Healthcare Informatics Program

Degree Options

- Certificate (in Healthcare Informatics)
- Master of Science
- Ph.D.

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 Health Care Informatics from Rutgers, the State University of New Jersey- School of Health Related Professions (SHRP). 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 time.

Academic Affiliates

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

- Noorul Islam University, Kerala, India

For more info

For additional information about the Certificate in the Healthcare Informatics Program, contact SHRP Admissions:
E. shrpadm@shrp.rutgers.edu
P. 973-972-5336
Learning Goals

The Certificate in Health 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.

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 http://shrp.rutgers.edu/dept/informatics/certificate.html

Curriculum

See database for program requirements and course descriptions: http://coursecatalog.shrp.rutgers.edu

Admission to Program

Applicant for admission must hold a bachelor’s degree from an accredited institution in the US 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-SHRP.

These requirements include:

• Completed applications form with the SHRP 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 G.P.A. requirement is 3.0.

For more information about admissions, please contact the Office of Admissions: shrpadm@shrp.rutgers.edu or 973-972-5336.
Biomedical Informatics Program

Master of Science

Degree Options

- Certificate (in Healthcare Informatics)
- Master of Science
- 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:

- 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.
- Developing new medical applications for the methods of 3-D visualization.
- Designing large databases of digitized medical images for use in medical decision-making, teleradiology, or teleconsultation.
- Improving research designs and outcomes of clinical trials, epidemiological studies and health services research.
- Developing computing systems and solutions that will help design more effective and more informative clinical trials.
- Utilizing computational approaches and modern computer-based techniques in drug design, molecular genetics.
- Designing and managing clinical, pharmacy, radiology, laboratory or hospital information systems.
- Designing and implementing a health system that will delegate some information handling and processing tasks to computers.
- Designing a computer simulation suitable for analyzing medical and health care problems.
- Performing quality assurance activities, in-service, patient education software development, etc.
• Designing and implementing educational/training systems for intelligent tutoring, self-paced learning, staff development, or improving clinical decision-making on selected topics.

• Designing and implementing enterprise wide web based solutions for patient education, administering questionnaires and as health information portals.

Program Description

The Master of Science program in Biomedical Informatics began in 1993. The student body consists of 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:

• 18 credit hours of core courses
• Six credit hours in an area of emphasis/specialization
• Six credit hours of electives
• Six credit hours of directed thesis or project

In addition to core courses, electives and directed research projects, the student can pursue an in-depth study in one of the following tracks:

• Bioinformatics
• Nanomedicine and Clinical Informatics
• Consumer/Patient Care Informatics
• Hospital/Health Care Management Informatics

Students successfully completing the program are granted the Master of Science degree in Biomedical Informatics. Full-time students may complete the Program in 18 months, but will usually require two years. Part-time students may take three to five years to complete the Program.

All students will complete at least 36 credits hours and must submit three copies of a completed thesis/project in required format.

Program retention: Retention in the graduate programs is based on the following criteria:

• Maintenance of G.P.A. at 3.0 or better;
• Obtain no more than one course failure for the duration of the program;
• Retake a failed course only once and attain a C or better grade; and
• Adherence to the policies of the Rutgers-SHRP and affiliating institutions and health care agencies.

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 Biomedical 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 student develops a thorough knowledge and understanding of the theoretical foundations and the current range of applications of biomedical informatics within contemporary health sciences, and health care delivery systems. The curriculum contents focus on biomedical information in relation to structures, algorithms and design of efficient logic necessary to organize, store, retrieve and analyze data to produce new body of knowledge, techniques, and computational solutions. Such techniques, computational solutions, and discoveries in understanding biomedical information are vital for management of health care/hospital systems, clinical decision making, research in biomedical and pharmaceutical systems, and design and development of new drugs.

Graduates of this program have the knowledge, skills and credentials needed for a rapidly growing market. Program completion provides for a wide range of career opportunities as managers, specialists, scientists, researchers and educators in various health care settings including: hospitals and health care facilities, laboratories, pharmaceutical companies, insurance and private and governmental agencies, and colleges of medical, dental, nursing and health professions in the nation - which must utilize modern information technologies. With the necessary academic preparations and informatics experiences, these careers can lead to positions as chief information officers (CIOs), scientists and directors of research, managers of hospital and laboratory information systems, and faculty members in various health sciences educational institutions.

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.
- 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 or please call Office of Admissions at (973) 972-5336 or via e-mail or by visiting the website at: http://shrp.rutgers.edu/dept/informatics/masters.html
Curriculum

See database for program requirements and course descriptions:
http://coursecatalog.shrp.rutgers.edu

Admission to Program

General Requirements: Applicant for admission must hold a bachelors degree from an accredited institution in the US 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 apply to the Rutgers, School of Health Related Professions to satisfy all entrance requirements.

These requirements include:

- Completed applications form with the SHRP’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 M.S 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: shrpadm@shrp.rutgers.edu or 973-972-5336.
Biomedical Informatics Program

Ph.D.

Degree Options

- Certificate (in Healthcare Informatics)
- Master of Science
- 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:

- 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.
- Developing new medical applications for the methods of 3-D visualization.
- Designing large databases of digitized medical images for use in medical decision-making, teleradiology, or teleconsultation.
- Improving research designs and outcomes of clinical trials, epidemiological studies and health services research.
- Developing computing systems and solutions that will help design more effective and more informative clinical trials.
- Utilizing computational approaches and modern computer-based techniques in drug design, molecular genetics.
- Designing and managing clinical, pharmacy, radiology, laboratory or hospital information systems.
- Designing and implementing a health system that will delegate some information handling and processing tasks to computers.
- Designing a computer simulation suitable for analyzing medical and health care problems.
- Performing quality assurance activities, in-service, patient education software development, etc.,
• Designing and implementing educational/training systems for intelligent tutoring, self-paced learning, staff development, or improving clinical decision-making on selected topics.
• Designing and implementing enterprise wide web based solutions for patient education, administering questionnaires and as health information portals.

Program Description

Biomedical Informatics Ph.D. program is an interdisciplinary science that involves both the conceptual and practical tools from these 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.

Examples of Biomedical Informatics Applications Include: Reducing diagnostic uncertainties and improving clinical decision-making by using computing techniques and information technologies (e.g., develop clinical decision making tools for determining the probability that an ER patient with chest pain actually has acute cardiac ischemia or should be admitted to rule out myocardial infarction).

Designing interactive consultation system to treat patients more efficiently and cost effectively by using national databases referencing to a broad range of clinical experiences and pertinent variables.
• Developing transportable software systems for image reconstruction and for 3-D visualization and analysis of medical image data
• Developing new medical applications for the methods of 3-D visualization and analysis for improved diagnosis, treatment, understanding and education of abnormalities in internal structures and in their function
• Designing large databases of digitized medical images for use in medical decision-making, tele-radiology, or tele-consultation
• Improving research designs and outcomes of clinical trials, epidemiological studies and health services research
• Developing computing systems and solutions that will help design more effective and more informative clinical trials to cut years out of drug development process
• Utilizing computational approaches and modern computer-based techniques in drug design, molecular genetics and cellular genetics to solve complex clinical problems
• Designing and managing clinical, pharmacy, radiology, laboratory or hospital information systems
• Designing and implementing a system that will emancipate more time for healthcare providers to spend on important aspects of patient care through delegation of some information handling and processing tasks to computers
• Designing a computer simulation suitable for analyzing medical and health care problems for constructing solutions to optimize decisions concerned with efficacy of information transfer, productivity & resource utilization in a health care facility
• Performing quality assurance activities, in-service, patient education software development, etc., in a health care facility at that facility’s request
• Designing and implementing computer-based multimedia educational/training systems for intelligent tutoring, self-paced learning, staff development, or improving clinical decision-making on selected topics
• Designing and implementing ontologies and enterprise wide solutions for the semantic web and as health information portals

Overview
Computing systems and technologies have become increasingly essential for modern practice of medicine, pharmaceutical and clinical research, efficient and effective management of health care, and health professions education. To address an increasing demand for well-trained researchers, educators, and managers in the expanding field of biomedical informatics, and a growing critical need for informatics training. The Rutgers, School of Health-Related Professions (Rutgers-SHRP) offers a comprehensive curriculum leading to Ph.D. in Biomedical Informatics, M.S. in Biomedical Informatics, and a post-baccalaureate level Certificate in Health Care Informatics.

As a field of study, biomedical informatics incorporates the knowledge of the health sciences (medicine, dentistry, pharmacy, nursing and allied health sciences) with computer science, engineering, management information science, biostatistics and mathematics. The course work includes the theoretical foundations and the current range of applications of biomedical informatics within contemporary health sciences, and health care delivery systems.

The curriculum contents focus on biomedical information in relation to structures, algorithms and design of efficient logic necessary to organize, store, retrieve and analyze data to produce new body of knowledge, techniques, and computational solutions. Such techniques, computational solutions, and discoveries in understanding biomedical information are vital for management of health care/hospital systems, clinical decision making, research in biomedical and pharmaceutical systems, and design and development of new drugs. Besides, core courses, electives and directed research projects, students can pursue an in-depth study in various areas of specialization.

Student Expectations
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 an 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
• Nanomedicine & Clinical Informatics
• Public Health Informatics
• Hospital/Health Care Management Informatics

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 the area of 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 in 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*

Upon completion of this program, the student have attained knowledge generation competency in one of the five specialization tracks of Biomedical Informatics. 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. Thus, expanding and advancing the science and methods of biomedical informatics.

As the health care systems continue to become technology based, the demand for graduates of Biomedical Informatics (professionals who understand both the health care environment and computing systems and technologies) will only continue to grow significantly. The curriculum provides in-depth training in biomedical informatics, computer science, health care management systems, and research methods.
Graduates of this program will have knowledge, skills and credentials needed for a rapidly growing market. Program completion will provide for a wide range of career opportunities as managers, specialists, scientists, researchers and educators in various health care settings including: hospitals and health care facilities, laboratories, pharmaceutical companies, insurance and private and governmental agencies, and colleges of medical, dental, nursing and health professions in the nation - which must utilize modern information technologies.

With the necessary academic preparations and informatics experiences, these careers can lead to positions as chief information officers (CIOs), scientists and directors of research, managers of hospital and laboratory information systems, and faculty members in various health sciences educational institutions.

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 Services or please call Office of Admissions at (973) 972-5336 or via e-mail or by visiting the website at:
http://shrp.rutgers.edu/dept/informatics/phd.html

Curriculum

See database for program requirements and course descriptions:
http://coursecatalog.shrp.rutgers.edu

Admission to Program

General Requirements: Applicant for admission to the Graduate Programs in Biomedical Informatics must hold a Masters degree from an accredited institution in the US 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-SHRP.
These requirements include:

- Completed applications form with the SHRP'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: shrpadm@shrp.rutgers.edu or 973-972-5336.
Clinical Laboratory Sciences Program

Degree Options

- Master of Science in Clinical Laboratory Science
- Graduate Certificate in Clinical Laboratory Science
- Graduate Certificate in Molecular Diagnostics
- Doctorate in Clinical Laboratory Sciences

Clinical Laboratory Sciences Professions

Clinical Laboratory Sciences includes several professions that span the continuum from high school through doctoral educated professionals requiring specialized education, training, skills and certification. Medical Laboratory Scientists are highly skilled professionals who use state-of-the-art instruments and biochemical, microscopic, molecular and immunological techniques to analyze blood, tissues and other medical specimens. In a medical laboratory, they use their knowledge and skills in science, biotechnology and laboratory medicine to provide essential information to physicians and other health care professionals about the presence, extent, or absence of disease, as well as effectiveness of treatment.

Working in a laboratory requires excellent technical skills as well as problem solving, data analysis, computer skills and good oral and written communication. Clinical laboratory tests are extremely valuable: up to 70% of physician’s decisions regarding patient diagnosis and therapy are based on clinical laboratory test results. The practice of modern medicine would be impossible without the tests performed by medical laboratory scientists.

Rutgers Biomedical Health Sciences, Department of Clinical Laboratory Sciences offers several programs that span the continuum of practice including a post-high school Certificate in Phlebotomy, Bachelor of Science in Medical Laboratory Science (MLS), and a Bachelor of Science in Cytotechnology. Post-professional advanced degree programs offered are the Master of Science in Clinical Laboratory Science (MS-CLS), the Doctorate in Clinical Laboratory Science (DCLS), and two certificate programs, the Graduate Certificate in Clinical Laboratory Science, and the Graduate Certificate in Molecular Diagnostics.

Program Description

The Rutgers, School of Health-Related Professions (SHRP) Master of Sciences in Clinical Laboratory Science (MS-CLS) is an online post-professional course of study for medical laboratory scientists who hold a baccalaureate degree and are certified to practice in medical laboratory science in the US. It develops an individual's ability to systematically evaluate and apply scientific knowledge in clinical laboratory science to solve problems and improve the delivery of clinical laboratory and health care services. 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.

The benefits of the program are numerous. 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.

For more info

For additional information about the Master's degree in the Clinical Laboratory Sciences Program, contact SHRP Admissions:
Admissions
E. shrpadm@shrp.rutgers.edu
P. 973-972-5336
In addition, students have an opportunity to:

- Learn anywhere, anytime, on a part-time or full-time basis, via online courses (access to the Internet required)
- Study relevant coursework that can be applied directly to the CLS work environment
- Plan a course of study to meet individual professional needs and interests

The program requires a minimum of 30 credits beyond the baccalaureate degree. The program culminates in a 3-credit self-directed, faculty-guided graduate project designed to address a practical problem or issue in clinical laboratory science.

**Student Expectations**

**Academic:**

Student must maintain a “B” average (GPA 3.0). Students are expected to continually maintain matriculation while enrolled in the program. Should a student choose not to register for a course during a fall or spring semester, the student must complete a Maintaining Matriculation/Leave of Absence Form indicating Matriculation Continued and submit the form to Enrollment Services. Failure to do so may result in dismissal from the program.

**Internet Access:**

The Program makes extensive use of information technologies, and all students are required to have and maintain remote (off-campus) access to Internet services, to include, at the minimum, Web browsing capability and an e-mail client. The University does not provide these services, but does provide all students with an e-mail address and access to its network, including the Rutgers Virtual Library with full-text research databases, and the student Bannerweb system. MS-WORD is required for all written assignments, unless otherwise indicated. Select courses may require the use of Excel, Power Point, and statistical software (i.e. SPSS).

**Full-time and part-time status**

Full time and part time options are available.

A graduate student is considered full-time if he/she enrolls in a minimum of nine (9) credits per semester. Generally, a student registers for 3-6 credits (1-2 courses) each semester and, therefore, is considered a part-time student. It typically takes a part-time student 3 – 5 years to complete the program. Students must complete the program within 6 years (12 terms/semesters) of enrollment.

**Curriculum**

See database for program requirements and course descriptions:

http://coursecatalog.shrp.rutgers.edu

**Campus Location**

The MS-CLS is fully web-based, with all courses offered online. On-campus sessions are not required.
Program Mission

The mission of the MS-CLS is to prepare graduates for advanced roles in clinical laboratory science within a variety of professional settings including hospitals, out-reach clinics/laboratories, physician office laboratories, and industry. The MS-CLS emphasizes the importance of the inter-professional team approach to health care, and increases skills in advanced science and management related to the practice of medical laboratory science.

Learning Goals

The MS-CLS promotes the general competencies/outcomes established for graduate students of Rutgers-SHRP. In addition, the graduate of the Rutgers MS-CLS Program will be able to:

- Apply the advanced knowledge and technical skills needed to serve as active contributors and/or leaders in the delivery of clinical laboratory services;
- Use computer and information technologies to address both theoretical and practical problems, enhance communication and disseminate knowledge;
- Critically review, appraise and synthesize the health sciences literature;
- Apply current knowledge to evaluate or design more effective or efficient approaches to the delivery of clinical laboratory services;
- Synthesize new concepts, models and theories of practice through the appropriate application of empirical knowledge and the scientific method;
- Demonstrate proficiency in both oral and written modes of communication, using both scholarly and technical formats;
- Work collaboratively with others to advance the scientific bases of knowledge in the health professions via ongoing scholarship;
- Integrate basic principles of ethics and cultural sensitivity within all interpersonal and professional activities.

Additional Program Information

Additional program information is available on the Dept. of CLS website at: http://shrp.rutgers.edu/dept/CLS/MSCLS/index.html

Admission to Program

Application Dates:

March 1 for Fall term
September 1 for Spring Term

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

Requirements:

- Current professional certification as a Medical Laboratory Scientist from the American Society for Clinical Pathology-Board of Certification, MLS(ASCP) CM or Medical Laboratory Technician (MLT (ASCP)CM with a Bachelor degree. Note: MLS-ASCPi (ASCLS International Credential) will be considered on an individual basis.
• A minimum of a baccalaureate degree from a regionally accredited college or university in the United States, preferable in CLS or related science field.

• Overall minimum GPA: 3.0, with a cumulative GPA of 3.0 in science courses.

• Official transcripts of undergraduate and graduate coursework from ALL institutions attended.

• Two (2) letters of recommendation from individuals who have the knowledge to evaluate the applicant’s academic and professional performance (supervisors/pathologists/laboratory manager/administrator, college professor.)

• Personal statement/essay addressing career goals and reasons for pursuing the MS-CLS degree

• Personal interview via conference call.

• Proficiency in written communication to successfully complete frequent writing assignments, exams, and papers required in online courses, and a professional written report of the graduate project or alternative, such as a professional manuscript for publication in a peer-reviewed journal.

Applicants who have earned a degree from a non-US accredited institution must comply with the applicable University and School guidelines:

• Official copy of foreign transcripts sent directly to Rutgers.

• Official World Education Services (WES) Evaluation of transcripts sent directly to Rutgers. Only WES evaluation is accepted for the MS-CLS.

• TOEFL: Achieving a minimum score of 79/80 on the Internet-based Test of English as a Foreign Language TOEFL exam (or a score of 213 on the computer-based, or 550 on the paper-based exam).

Selection Process:

Selection of applicants for admission is a competitive process that is the responsibility of the program faculty. Decisions are based upon a composite of the overall academic ability (as documented in academic transcripts, undergraduate and graduate from all institutions attended, GRE score) and professional aptitude and work experiences (as described in the resume and letters of recommendation), and the interview. Rutgers 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.

G.P.A. minimum requirement/credentialing requirement

Achievement of an overall grade point average of 3.0 is required, and a cumulative GPA of 3.0 in science courses.

Current professional certification as a Medical Laboratory Scientist from the American Society for Clinical Pathology-Board of Certification, MLS(ASCP) CM or Medical Laboratory Technician (MLT (ASCP)CM with a Bachelor degree. Note: MLS-ASCPi (ASCLS International Credential) will be considered on an individual basis.

For more information about admissions, please contact the Office of Admissions: shrpadm@shrp.rutgers.edu or 973-972-5336.
Graduate Certificates

Graduate Certificate in Clinical Laboratory Science
Graduate Certificate in Molecular Diagnostics

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 or the Graduate Certificate in Molecular Diagnostics.

Graduate Certificate in CLS

This is an on-line 12 credit (4 courses) post-professional course of study for medical laboratory professionals who hold a baccalaureate degree and are certified practice medical laboratory science in the US. It is designed for practicing professionals seeking 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. Individuals enrolled in the program are required to complete two core courses and two elective courses. Completion of the 12 credits results in a Graduate Certificate in Clinical Laboratory Science.

Graduate Certificate in Molecular Diagnostics

Molecular Diagnostics is a rapidly expanding area in clinical laboratory science and these procedures are high complexity techniques requiring specialized knowledge and training. This is a 9-credit post-professional course of study for medical laboratory professionals who hold a baccalaureate degree and are certified to practice medical laboratory science in the US. It is designed for practicing professionals seeking to advance their knowledge and skills in molecular diagnostics as applied to clinical laboratory science, and develop new proficiencies needed to meet the challenges of changing laboratory science diagnostic tests emphasizing molecular technologies. Individuals enrolled in the program are required to complete three (3) core courses. Two theoretical courses are web-based, and the last course is a clinical practice course. Completion of the 9 credits results in a Graduate Certificate in Molecular Diagnostics.

Students will participate in a clinical practicum (last course of the program) and are required to complete/submit the following prior to placement at a clinical affiliate site: medical evaluation/immunization record, criminal background check, drug screening and liability insurance. Students must be deemed compliant before placement at a clinical site. The student is responsible for the cost related to all of the above. The Criminal Background Check can only be conducted by the University’s approved agency.

Some advantages to earning the Graduate Certificates:

- A short course of study which provides an excellent way to determine if online courses are an effective mode of learning for you;
- If you already possess a master’s degree and wish to pursue additional advanced coursework in clinical laboratory sciences without committing to another master’s, the Certificate programs are an excellent option;
- The academic credits may be applied to graduate degree programs offered by SHRP, including the Master of Science in Clinical Laboratory Science (MS-CLS), as long as the student meets the admissions requirements for the program and course work is within 5 years of application to the MS-CLS.
Students accepted into a certificate program are enroll as a non-matriculated student. Completion of the Graduate Certificate in CLS and/or the Graduate Certificate in Molecular Diagnostics does not guarantee acceptance into other degree programs offered by The Dept. of Clinical Laboratory Sciences or other programs offered by Rutgers.

**Academic:**

Student must maintain a “B” average (GPA 3.0).

**Internet Access:**

The Program makes extensive use of information technologies, and all students are required to have and maintain remote (off-campus) access to Internet services, to include, at the minimum, Web browsing capability and an e-mail client. The University does not provide these services, but does provide all students with an e-mail address and access to its network, including the Rutgers Virtual Library with full-text research databases, and the student Bannerweb system. MS-WORD is required for all written assignments, unless otherwise indicated. Select courses may require the use of Excel, Power Point, and statistical software (i.e. SPSS).

**Full time and part time options are available.**

Students in a certificate program are usually part-time taking 1-2 courses a semester. A student is considered full-time if he/she enrolls in a minimum of nine (9) credits per semester. Generally, a student registers for 3-6 credits (1-2 courses) each semester and, therefore, is considered a part-time student. It typically takes a part-time student 1-2 years to complete the certificate program. Students must complete the program within 3 years (6 terms/semesters) of enrollment.

**Admission Requirements**

**Application Dates:**

March 1 for Fall term  
September 1 for Spring Term

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

**Requirements:**

- Current professional certification as a Medical Laboratory Scientist from the American Society for Clinical Pathology-Board of Certification, MLS (ASCP) CM or Medical Laboratory Technician (MLT (ASCP)CM with a Bachelor degree. Note: MLS-ASCPi (ASCLS International Credential) will be considered on an individual basis.
- A minimum of a baccalaureate degree from a regionally accredited college or university in the United States, preferable in CLS or related science field.
- Overall minimum GPA: 3.0, with a cumulative GPA of 3.0 in science courses.
- Official transcripts of undergraduate and graduate coursework from ALL institutions attended.
• Curriculum vitae/resume
• Personal statement/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-US accredited institution must comply with the applicable University and School guidelines:

• Official transcripts sent from the non-US institution directly to Rutgers-SHRP Enrollment Services
• Transcript evaluation (course by course with grades) by World Education Services (WES) sent from the WES directly to Rutgers-SHRP Enrollment Services. Only WES evaluation is accepted for the Graduate Certificate in CLS.
• Applicants with a degree from a non-U.S. institution must submit TOEFL

For additional information refer to the website:
http://shrp.rutgers.edu/dept/CLS/GCLS/index.html

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. Information about registering for courses as a non-matriculated student, can be found on the website at:
http://shrp.rutgers.edu/dept/cace/

Additional Information

For additional information about the application process, contact the Office of Admissions at (973) 972-5336 or via e-mail.
Clinical Laboratory Sciences includes several professions that span the continuum from high school through doctoral educated professionals requiring specialized education, training, skills and certification. Medical Laboratory Scientists are highly skilled professionals who use state-of-the-art instruments and biochemical, microscopic, molecular and immunological techniques to analyze blood, tissues and other medical specimens. In a medical laboratory, they use their knowledge and skills in science, biotechnology and laboratory medicine to provide essential information to physicians and other health care professionals about the presence, extent, or absence of disease, as well as effectiveness of treatment.

Working in a laboratory requires excellent technical skills as well as problem solving, data analysis, computer skills and good oral and written communication. Clinical laboratory tests are extremely valuable: up to 70% of physician’s decisions regarding patient diagnosis and therapy are based on clinical laboratory test results. The practice of modern medicine would be impossible without the tests performed by medical laboratory scientists.

Rutgers Biomedical Health Sciences, Department of Clinical Laboratory Sciences offers several programs that span the continuum of practice including a post-high school Certificate in Phlebotomy, Bachelor of Science in Medical Laboratory Science (MLS), and a Bachelor of Science in Cytotechnology. Post-professional advanced degree programs offered are the Master of Science in Clinical Laboratory Science (MS-CLS), the Doctorate in Clinical Laboratory Science (DCLS), and two certificate programs, the Graduate Certificate in Clinical Laboratory Science, and the Graduate Certificate in Molecular Diagnostics.

Program Description

The Doctorate in Clinical Laboratory Science (DCLS) program focuses on advanced clinical practice, which prepares medical laboratory scientists to assume expanded roles as integral members of the inter-professional healthcare team in a variety of practice settings. The DCLS offers an innovative educational experience utilizing a blended pedagogy, distance education technology, and clinical practice.

The curriculum includes interdisciplinary courses, which provides students the opportunity to interact with other healthcare professionals. The clinical practice component further enhances this interaction. The Rutgers, School of Health-Related Professions (SHRP) DCLS is designed for the certified medical laboratory scientist (MLS-ASCP CM) with an interest in advancing theoretical and clinical learning, practice, and research.
The program prepares the certified MLS for advanced practice opportunities with academic and clinical professional growth through:

- Advanced expert-knowledge and skills
- Critical thinking proficiency
- Interdisciplinary collaboration through a focused clinical residency
- Increased skills in evidence-based practice, and research methodologies
- Conduct translational/outcomes research in clinical laboratory science

The program is 80 credits beyond the baccalaureate degree. The theoretical portion of the program is web-based. The program requires completion of a one year, full time clinical practicum (residency) and a research project culminating in writing a manuscript for publication submission in a peer-reviewed journal.

**Student Expectations**

**Academic:**

Student must maintain a “B” average (GPA 3.0). Students are expected to continually maintain matriculation while enrolled in the program. Should a student choose not to register for a course during a fall or spring semester, the student must complete a Maintaining Matriculation/Leave of Absence Form indicating Matriculation Continued and submit the form to Enrollment Services. Failure to do so may result in dismissal from the program.

**Internet Access:**

The Program makes extensive use of information technologies, and all students are required to have and maintain remote (off-campus) access to Internet services, to include at the minimum, Web browsing capability and an e-mail client. The University does not provide these services, but does provide all students with an e-mail address and access to its network, including the Rutgers Virtual Library with full-text research databases and the student Bannerweb system. MS-WORD is required for all written assignments, unless otherwise indicated. Select courses may require the use of Excel, Power Point, and statistical software (i.e. SPSS).

**Full-time and part-time status**

Full time and part time options are available for the theoretical portion (web-based courses) of the program. In addition, the program requires completion of a one year, full time clinical residency at an affiliated institution and a research project.

A graduate student is considered full-time if he/she enrolls in a minimum of nine (9) credits per semester. Generally, a student registers for 3-6 credits (1-2 courses) each semester and, therefore, is considered a part-time student. A full time student can complete the program in 4 years. Students must complete the program within 10 years of enrollment.

**Curriculum**

The curriculum consists of courses in four core areas: Advanced Clinical Laboratory Science Core, Professional Core, Research Core, and Clinical Practice Core. For program requirements and course descriptions refer to the database by selecting your program.

See database for program requirements and course descriptions: [http://coursecatalog.shrp.rutgers.edu](http://coursecatalog.shrp.rutgers.edu)
Campus Location

The theoretical portion of the program is web-based, and the program culminates in a one-year full-time residency at an affiliated institution.

Program Mission

The mission of the DCLS is to prepare graduates for advanced practice in clinical laboratory science, instill the importance of the inter-professional team approach to health care, and increase skills in evidence-based practice and research methodologies to conduct translational research in clinical laboratory science.

Learning Goals

The DCLS promotes the general competencies established for graduate students of Rutgers-SHRP. In addition the Rutgers-SHRP DCLS program implements the competencies developed by the American Society for Clinical Laboratory Science (ASCLS) Professional Doctorate Task Force, and the Graduate Task Force of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). All general competencies stated shall be achieved in course experiences:

Patient Care

- Work effectively with all health care professionals to provide patient-centered care.
- Create and sustain a therapeutic and ethically sound relationship with patients.
- Appropriately adapt communication style and messages to the context of the individual patient interaction.
- Demonstrate caring and respectful behaviors when interacting with patients and their families.
- Gather essential and accurate information about their patients.
- Provide and coordinate patient and family centered health care services and education within inpatient, outpatient, and non-patient settings.
- Provide health care services and education aimed at preventing health problems or maintaining health.
- Obtain and apply information about the local/regional population of patients and the larger population from which their patients are drawn.
- Manage through ordering, interpretation, or supervision laboratory tests that monitor physiological function.

Interpersonal and Communication Skills

- Work effectively with all health care professionals as a member or leader of a health care team or other professional group.
- Apply an understanding of human behavior to interactions with all health care professionals.
- Demonstrate emotional resilience, flexibility, and tolerance of ambiguity.
- Accurately and adequately document and record information regarding the care process for medical, legal, quality, and financial purposes.
- Use information technology to support local, regional, and national healthcare decisions.
- Use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information.
Professionalism

- Explain the legal and regulatory requirements, as well as the appropriate role of a Doctor of Clinical Laboratory Science within all healthcare environments.
- Maintain professional relationships with physician and other health care providers.
- Be responsive and accountable to the needs of patients, society and the profession.
- Treat patients and co-workers with respect, compassion, and integrity.
- Abide by ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.
- Demonstrate sensitivity and responsiveness to patients' current medical status, culture, age, gender, and disabilities.
- Engage in self-reflection, critical curiosity, and initiative in the pursuit of professional improvement education.

Outreach

- Integrate research to promote evidence-based practice for patients with complex acute, critical, and chronic illnesses.
- Integrate the DCLS role into systems, processes, and decision making to function fully within the health care team.
- Serve as a knowledge resource in the design and development of laboratory services for the complex acute, critical, and chronically ill patients.

Continuous Practice Improvement

- Perform practice-based improvement (evidence based practice) activities alone or in concert with other members of the health care delivery team.
- Locate, appraise, and integrate evidence from scientific studies related to patients' health problems.
- Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information to maximize treatment decisions and patient outcomes using diagnostic and therapeutic laboratory procedures.
- Apply information technologies to manage information, access online medical information, and support personal continuing education.
- Recognize and appropriately address gender, cultural, cognitive, emotional, and other biases; gaps in medical knowledge; and physical limitations in themselves.
- Effectively interact with different types of medical practice and delivery systems.
- Practice cost-effective health care and resource allocation without compromise in quality of care.
- Partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes.
- Accept responsibility for promoting a safe environment for patient care.
- Recognize and correct systems-based factors that negatively impact patient care.
- Apply medical information and clinical data systems to provide more effective, efficient patient care.
• Utilize principles of case management when overseeing and directing health care services for complex acute, critical, and chronic illness.
• Promote efficient use of resources and provision of quality care to achieve optimal cost-effective outcomes.

Through theoretical and experiential learning, the graduate of the Rutgers DCLS Program, as an advanced practice professional, will be able to:

• Critically review, appraise and synthesize the health sciences literature
• Identify and systematically investigate research questions pertinent to clinical laboratory practice;
• 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;
• Apply the advanced knowledge and technical skills needed to serve as active contributors and/or leaders in the clinical laboratory science professions;
• Apply current knowledge to evaluate or design more effective ways to deliver clinical laboratory and health-related services;
• Use a variety of information technologies to address both theoretical and practical problems, enhance communication, and disseminate knowledge to applicable audiences and interest groups;
• Demonstrate proficiency in both oral and written communication, using both scholarly and technical formats;
• Work collaboratively with others to advance the scientific bases of knowledge in clinical laboratory science via ongoing scholarship;
• Integrate basic principles of ethics and cultural sensitivity within all interpersonal and professional activities.

Additional Program Information

Additional programmatic information is available on-line. For additional information: http://shrp.rutgers.edu/dept/CLS/DCLS/index.html

Admission to Program

Application Dates:

March 1 for Fall term

September 1 for Spring Term

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

Requirements:

• Completion of the Rutgers Master of Science in Clinical Laboratory Science degree (MS-CLS), or Rutgers Graduate Certificate in CLS. Completion of the Rutgers MS-CLS is preferred. Admission is competitive.
  • Some credits earned in the Rutgers MS-CLS or Graduate Certificate in CLS may be applied to meet the DCLS requirements, if obtained within 5 years of acceptance to the DCLS, and a grade of B or better is received.
• A minimum of a baccalaureate degree from a regionally accredited college or university in the United States.
• Overall minimum GPA: 3.5, with a cumulative GPA of 3.0 in science courses.
• Official transcripts of undergraduate and graduate coursework from ALL institutions attended.
• Professional certification as a generalist Medical Laboratory Scientist from the American Society for Clinical Pathology-Board of Certification, MLS(ASCP) CM with proof of continuing certification maintenance. Submission of ASCP Continuing Education Transcript required.
• Minimum of five years of clinical laboratory experience in the United States, preferably as a generalist medical laboratory scientist.
• Graduate Record Examination (GRE) General test scores taken within the last 5 years.
  • Graduate Record Examination General test scores forwarded by ETS to Rutgers-SHRP (institutional code: R3116). Notes: (a) according to ETS policy, GRE scores are only reportable for 5 years; (b) applicants should take the GRE early enough to ensure that their scores are received by the submission deadline; (c) because the GRE is one of many factors in the admission decision, we do not apply or set any minimum score or cut-off for either the test as a whole or its components.
• Curriculum vitae
• Three (3) letters of recommendation from individuals who have the knowledge to evaluate the applicant’s academic and professional performance (2 letters from professional supervisors/pathologists/laboratory manager, and one letter from a college professor.)
• Personal statement/essay addressing career goals and reasons for pursuing the DCLS degree
• Personal interview (on campus or by video-audio conference)
Applicants who have earned a degree from a non-US accredited institution must comply with the applicable University and School guidelines:
• Official copy of foreign transcripts sent directly to Rutgers
• Official World Education Services (WES) Evaluation of transcripts sent directly to Rutgers. Only WES evaluation is accepted.
• TOEFL: Achieving a minimum score of 79/80 on the Internet-based Test of English as a Foreign Language TOEFL exam (or a score of 213 on the computer-based, or 550 on the paper-based exam)

Selection Process
Selection of applicants for admission is a competitive process that is the responsibility of the program faculty. Decisions are based upon a composite of the overall academic ability as documented in academic transcripts, from all undergraduate and graduate institutions attended, GRE score, professional aptitude and work experiences as described in the resume and letters of recommendation, and the interview. Rutgers 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.
**G.P.A. minimum requirement/credentialing requirement**

Achievement of an overall grade point average of 3.5 is required, and a cumulative GPA of 3.0 in sciences courses.

Professional certification as a generalist Medical Laboratory Scientist from the American Society for Clinical Pathology-Board of Certification, MLS(ASCP)® with proof of continuing certification maintenance. Submission of ASCP Continuing Education Transcript required.

For more information about admissions, please contact the Office of Admissions: shrpadm@shrp.rutgers.edu or 973-972-5336.
Clinical Nutrition Programs

Degree Options

- Master of Science (MS) in Clinical Nutrition
- Doctor of Clinical Nutrition (DCN)

Clinical Nutrition Professions

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.

Program Description

The Rutgers, School of Health-Related Professions (SHRP) Master of Science in Clinical Nutrition is a 31-credit web-based graduate program designed for the RD seeking an advanced master’s degree in nutrition with a clinical emphasis. The program integrates knowledge and skill development through an in-depth study of nutrition and applied clinical research. The research experience includes the design and conduct of a research study under the guidance of faculty mentors. This is a web-based program with a thesis requirement; although the majority of students attend part-time, a full-time option is available. Students are required to come to New Jersey a minimum of two times during the course of their study.

Overview

The Graduate Programs in Clinical Nutrition (GPCN) include the Master of Science in Clinical Nutrition, the Doctor of Clinical Nutrition and the PhD in Health Sciences Nutrition Specialization. These programs are exclusively designed for Registered Dietitians (RDs) and are web based. The Master of Science in Clinical Nutrition (MSCN) and the Doctor of Clinical Nutrition (DCN) Programs are models for advanced-level graduate study in clinical nutrition. The programs utilize a web-based platform to educate a diverse group of RD professionals to service the state, nation and communities abroad. Graduates are prepared with critical thinking and scientific skills needed for advanced-level clinical practice, management, research, and leadership roles to respond to the challenges of the 21st century. Graduates are consumers of research and scholarship, able to design, conduct, analyze, and publish scientifically sound research and other peer reviewed papers on evidence-based dietetics practice. The program instills an appreciation for interdisciplinary collaboration and education, provides “upskilling” opportunities to achieve expanded roles in health promotion, disease prevention, and intervention for a multi-cultural society.

Full-time and part-time status

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

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.
- Become intelligent, critical consumers of research and scholarly work, able to 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 ‘upskilled’ practitioners.
- Become life-long 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.

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.

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.
Additional Program Information

The Department of Nutritional 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.

Non-Matriculated Status
Practitioners who may be considering enrollment, or who may 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 students website.

Additional programmatic information is available on-line at http://shrp.rutgers.edu/dept/nutr/programs/m_clinutr.html

Curriculum

See database for program requirements and course descriptions:
http://coursecatalog.shrp.rutgers.edu

Admission to Program

Prospective students must be Registered Dietitians. Application materials include the SHRP application, an official copy of the transcript for the highest nutrition degree earned, a copy of the RD card, a resume, one letter of recommendation, and a letter stating short and long term goals for completing the MSCN Program. A minimum GPA of 3.2 is required for admission; however, applicants with a lower GPA may be considered on an individual basis. Applicants that meet the admission criteria will be scheduled for an interview with select faculty in the Graduate Programs in Clinical Nutrition.

Graduates of the Rutgers - SHRP 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-SHRP 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 as long as 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.

Students may apply for admission to the fall or spring semesters and refer to deadlines.
**G.P.A. minimum requirement/credentialing requirement**

A Minimum G.P.A. 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: shrpadm@shrp.rutgers.edu or 973-972-5336.
Clinical Nutrition Programs

Degree Options
- Doctor of Clinical Nutrition (DCN)
- Master of Science

Clinical Nutrition Professions
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.

Program Description
The Doctor of Clinical Nutrition is the first advanced practice doctorate in clinical dietetics in the United States. The DCN is designed for the RD with an interest in advancing clinical learning, practice and research beyond the Masters degree. The 50-credit program enhances knowledge and skills through an in-depth study of clinical nutrition, emerging trends in dietetics, integrative care, 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, on a part-time or full-time basis. This is a web-based program; although the majority of students attend it part-time, a full-time option is available. Students are required to come to New Jersey three times during the course of their study.

Overview
The Graduate Programs in Clinical Nutrition (GPCN) include the Master of Science in Clinical Nutrition, the Doctor of Clinical Nutrition and the PhD in Health Sciences Nutrition Specialization. These programs are exclusively designed for Registered Dietitians (RDs) and are web based. The Master of Science in Clinical Nutrition (MSCN) and the Doctor of Clinical Nutrition (DCN) Programs are models for advanced-level graduate study in clinical nutrition. The programs utilize a webbased platform to educate a diverse group of RD professionals to service the state, nation and communities abroad. Graduates are prepared with critical thinking and scientific skills needed for advanced-level clinical practice, management, research, and leadership roles to respond to the challenges of the 21st century. Graduates are consumers of research and scholarship, able to design, conduct, analyze, and publish scientifically sound research and other peer reviewed papers on evidence-based dietetics practice. The program instills an appreciation for interdisciplinary collaboration and education, provides "upskilling" opportunities to achieve expanded roles in health promotion, disease prevention, and intervention for a multi-cultural society.

Full-time and part-time status
The 50 credit program taken on a full-time or part-time basis (9 to 15 credits/year) The DCN program generally takes approximately four to five years to complete, depending on semester credit loads.
Learning Goals

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 assessment 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 healthcare 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.

DCN Mission Statement

The Doctor of Clinical Nutrition (DCN) is dedicated to the pursuit of excellence through a clinically focused dietetics practice doctorate program. It prepares graduates with expert level knowledge and skills, critical thinking proficiency, and aptitude in scientific inquiry to foster the development of innovative, autonomous advanced dietetics practitioners and researchers. The program emphasizes interprofessional collaboration through coursework and a student focused clinical residency. The curriculum integrates evidence based practice in nutrition and dietetics which provides the foundation for graduates to complete a 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.

Additional Program Information

The Department of Nutritional 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 http://shrp.rutgers.edu/dept/nutr/programs/doc_clinnutr.html

Curriculum

See database for program requirements and course descriptions:
http://coursecatalog.shrp.rutgers.edu

Admission to Program

Prospective students must be Registered Dietitians, hold a master’s degree, preferably in nutrition or a health related field (with a minimum GPA of 3.4) and have at least three years of professional experience as a clinical RD. Applicants that meet the admission criteria will be scheduled for an interview with select faculty in the Rutgers Graduate Programs in Clinical Nutrition.

Application materials for submission include an SHRP application, a letter stating short and long term goals for completing the DCN, a copy of the RD card, a resume, one letter of recommendation and transcripts from the highest degree earned. If the highest degree is not in nutrition, the transcripts from the nutrition degree must be included. 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. Foreigntrained applicants who have completed a master’s degree in the U.S. are eligible for a waiver from this requirement.

Non-Matriculated Status

Master’s prepared RDs 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:
http://shrp.rutgers.edu/dept/nutr/programs/doc_clinnutr.html
G.P.A. minimum requirement/credentialing requirement

A Minimum G.P.A. 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: shrpadm@shrp.rutgers.edu or 973-972-5336.
Clinical Trials Sciences– Biopharma Program

Degree Options

- Master of Science
  - Regulatory Affairs track
  - Clinical Trial Monitoring track
  - Clinical Trial Informatics track
  - Drug Safety & Pharmacovigilance track
- Certificates

Clinical Trials 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 Trial Sciences (MSCTS) is a 36 credit online program consisting of a 9 credit core plus 27 credits of specialization courses and electives. Students select a track and develop a program plan in consultation with an academic advisor. Current specialization areas or tracks include the following:

- Regulatory Affairs
- Clinical Trial Management & Recruitment Sciences
- Clinical Trial Informatics
- Drug Safety & Pharmacovigilance

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

The Program culminates in a faculty-guided, self-directed graduate project or mentored fieldwork experience if qualify, designed to address a particular biopharma or clinical trial sciences issue or problem of interest to the student.

Overview

The Biopharma Program provides web-based graduate level education to those individuals who seek to gain expertise or advanced job skills in such fields as Regulatory Affairs Professional, Clinical Research Associate/Coordinator, Drug Safety Officer, or a Clinical Data Manager, within the pharmaceutical industry.
Student Expectations

Students are expected to maintain at least part-time status (3-6 credits minimally) each fall and spring semester. If for some reason the student is unable to do this he/she must complete a “Maintaining Matriculation/Leave of Absence Form and submit it to the Office of Enrollment Services. Failure to do so may result in dis-enrollment from the program. Students enrolled in the MS have 5 years to complete the program and those enrolled in the certificates may take up to 3 years to finish. Please check out program requirements listed on our website.

Since this is a web-based program students are required to meet the minimum hardware/software requirements and Internet access to include web-browsing capability. The University does not provide these services, but does provide student 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.

Full-time and part-time status

Students may attend either 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 goals and objectives of the program vary depending on track chosen but all students will be able to:

1. Describe the drug/device development process
2. Identify elements of a drug development protocol
3. Apply ethical principles to the development and conduct of clinical trials
4. Interpret and summarize major regulatory documents from US and abroad
5. Describe the clinical trial operations needed to bring drug to market
6. Outline principles of good clinical practice guidelines
7. Manage study and site activities

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 Clinical Trials Informatics
- Certificate in Drug Safety & Pharmacovigilance

Visit the program website at http://shrp.rutgers.edu/dept/biopharma/

Curriculum

See database for program requirements and course descriptions:
http://coursecatalog.shrp.rutgers.edu
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
- 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 Certificates
- 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-US 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.

G.P.A. minimum requirement/credentialing requirement

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

For more information about admissions, please contact the Office of Admissions: shrpadm@shrp.rutgers.edu or 973-972-5336.
Dietetic Internship Program

Certificate

Degree Options

- Certificate

Nutrition and Dietetics Professions

The Registered Dietitian is the professional member of the health care team who is responsible for the nutritional care of individuals and groups. Nutrition is a basic component of quality health care. Registered Dietitians function to assure quality nutrition care at all stages of the life span and in all conditions of health and disease. In hospitals, long-term care facilities, and federal, state and community agencies and in private practice, the dietitian assesses the nutritional needs of individuals and groups, and develops and implements plans for meeting these nutritional needs. Implementation of the nutrition care plan occurs through the provision of appropriate foods or other forms of nutritional support, individual client counseling or community education. In light of the increasing emphasis on preventive nutrition, registered dietitians can expect to encounter excellent and rewarding opportunities for employment and professional advancement in hospitals, clinics, businesses, private practice and other health agencies.

Program Description

The Dietetic Internship at the Rutgers, School of Health-Related Professions (SHRP) is housed within the Department of Nutritional Sciences. It is an intensive full time program providing a minimum of 1200 hours of supervised practice in nutrition and dietetics beyond the baccalaureate degree. A minimum of a Bachelor’s degree and completion of the Didactic Program in Dietetics (DPD) are required. The program provides learning experiences through which dietetic interns acquire the core professional competencies required for practice as registered dietitians as well as additional competencies to fulfill the concentration in medical nutrition therapy in clinical and community dietetics.

Concentration Description:

Medical Nutrition Therapy in Clinical and Community Dietetics.

The Rutgers Dietetic Internship Program builds on previously acquired knowledge of food, nutrition and biological sciences. Course instruction focuses on theory and techniques of nutritional evaluation, management and care, and the scientific principles upon which to plan medical nutrition therapy. Since many of the implementation strategies used by a dietitian require communication, counseling and educational skills, classroom instruction emphasizes these principles and techniques.
Dietetic interns have opportunities to work collaboratively with a variety of other health professionals and diverse learning experiences are provided in areas such as:

Acute clinical care including medical, surgical, renal, intensive care/nutrition support; ambulatory nutrition care; obstetric and pediatric rotations, rehabilitation, geriatrics, oral health, diabetes, community education and food access, management and delivery of community health promotion, multi-skilling, food service systems management, retail supermarket and specialty dietetics practice.

The dietetic interns have opportunities to observe and participate with dietitians who are practitioners who work directly with or serve as consultants to community agencies, school systems, physicians, nurses and other allied health professionals. Throughout the internship year, the interns plan and prepare teaching aids for use in patient instruction or community based health promotion and disease prevention programs, utilize a variety of current technologies and participate in research projects and inter-professional activities.

Graduates of the program are able to assess the nutritional needs of individuals and groups. Based upon this assessment, a nutrition care plan determines the type of nutrition therapy required, the treatment modality, intervention strategies, and educational needs. Implementation of the nutrition care plan occurs through the provision of appropriate foods or other forms of nutrition support, individual client counseling or community education, and follow-up evaluation.

The competencies for the concentration in Medical Nutrition Therapy in Clinical and Community Dietetics are:

1. Integrates pathophysiology, applies and interprets principles of medical nutrition therapy in patients with complicated disease states and conditions.
2. Conducts individualized comprehensive counseling and education sessions for patients/clients with diabetes and renal disease.
3. Develops, implements, and evaluates a comprehensive, interactive community-based food and nutrition education program targeting adolescents located in a school setting.

The program offers two tracks.

Track I: Dietetic Internship - A maximum of sixteen students (dietetic interns) are admitted into Track I on an annual basis and complete the program as Rutgers-SHRP students. The on-site requirements begin in late August and continue through late May of the following year. Graduates are awarded a certificate solely from Rutgers-SHRP attesting to their successful completion of the program, receive a Verification statement and they become eligible for active membership in the Academy of Nutrition and Dietetics and to take the Registration Examination with the Commission on Dietetic Registration.

Track 2: Certificate in Dietetic Internship through SHRP and completion of the M.S in Nutritional Sciences through the Graduate School-New Brunswick, Rutgers University (GSNB).

Students (dietetic interns) in Track II, the Combined Masters-Dietetic Internship Program are admitted as students into both schools and must comply with admissions requirements for both Schools. This track has a maximum enrollment of four students.
The first semester is spent at SHRP completing half of the required supervised practice hours. The next two semesters are dedicated to graduate courses and Master's thesis research in the Department of Nutritional Sciences, GSNB. Students return to SHRP in the spring of the second year to complete the second half of the supervised practice hours.

Upon completion of the supervised practice requirements, students are awarded a certificate from SHRP, receive a Verification Statement, are prepared to meet the requirements for active membership in the Academy of Nutrition and Dietetics and are eligible to take the Registration Examination with the Commission on Dietetic Registration. In the following summer, students return to the School of Environmental and Biological Sciences to complete the writing and defense of the Masters thesis. Fulfillment of the academic requirements for the Master of Science Degree are then completed with the conferral of the degree through the School of Environmental and Biological Sciences.

Once accepted to the program, students in both Track 1 and 2 complete an independent summer course prior to beginning supervised practice rotations.

**Overview**

**Mission**

The Dietetic Internship Program at SHRP has a unique mission that is consistent with the preparation of entry-level registered dietitians. The program is dedicated to the pursuit of excellence in Dietetics and Nutrition by providing the clinical and didactic education necessary to train competent, critically thinking and compassionate dietetic practitioners to apply a broad knowledge base of food, nutrient composition and the role of nutrition in the regulation of body processes. Graduates of the program are able to perform competently, work independently and collaboratively with other health professionals, educators and policy makers to promote health and positively impact the nutritional status of individuals within the community, state, national and global environments. They are well-rounded practitioners able to adapt with the evolving healthcare environment. The mission of the Dietetic Internship Program is compatible with the University, School and Department Mission statements.

**Full-time and part-time status**

This is a full time program.

**Learning Goals**

**Program Goals (Track I and II)**

The goals of the Dietetic Internship Program for both Tracks are:

- To provide clinical and didactic learning experiences reflecting the breadth of dietetic practice that allow dietetic students to become competent entry-level Registered Dietitians and graduates with the skills necessary to assume expanding roles in the health care environment.

- To expand the knowledge and skills needed to develop practitioners who are able to actively participate in the application and practice of research, public policy and legislative issues and development and implementation of public presentations.

**Accreditation**


Status: 2012 for 10 year period

**For more info**

For additional information about the Dietetic Internship Program, contact SHRP Admissions:

Admissions
E. shrpadm@shrp.rutgers.edu
P. 973-972-5336
To foster attitudes and behaviors consistent with ethical, professional practice that will instill a sense of commitment and involvement in the profession and life-long learning. Track II (DI/MS) has the additional goal: To provide students with the skills required for critically evaluating and actively conducting research in nutritional sciences through completion of the Master of Science Degree in Nutritional Sciences.

Program Outcomes

90% of the students who enroll in the DI program will complete the program requirements within 150% of the time planned for completion. (Expected completion is 10 months with a maximum completion of 15 months). 80% of graduates, over a 5 year period will successfully pass the Registration Examination for Dietitians on the 1st attempt. 90% of employers who respond to a graduate employer survey will rate the graduates performance as meeting or exceeding expectations.

50% or more of graduates will participate in one of the following activities: Public Policy/Legislative Issues, Public and Professional presentations.

25% of graduates who respond to an alumni survey will have enrolled in an advanced degree program and/or seek certification in a specialty practice area at 5 years or longer following graduation.

Additional Program Outcome (Track II):

90% of students enrolled in this track will complete the MS Degree Requirements within 4 years following completion of the supervised practice requirements.

The learning experiences of the internship program have been selected in accordance with our program mission, goals and outcomes. The program graduates dietitians dedicated to the principles of health promotion and disease prevention and trained to fulfill their professional role competently and skillfully at a level commensurate with their experience.

To prepare the student to assume the role of the dietitian, the program provides experiences with individuals of all ages both well and ill. Beginning in a supervised environment, the intern gradually acquires the knowledge, skills and attitudes necessary to fill the existing need for trained dietitians.

Lifelong Learning

With a strong commitment to lifelong learning, Rutgers-SHRP offers a Master of Science Degree in Clinical Nutrition exclusively for the Registered Dietitian. Graduates of the Dietetic Internship Program who maintain a 3.2 GPA or better are granted admission into this graduate program after submitting a complete application and interviewing with the program faculty. In addition, graduates of are granted six credits toward the M.S. Degree if they begin the Master’s program within 5 years of completing the Internship Program.

Additional Program Information

Students in Track Two complete the same Requirements for Graduation listed under the program “Dietetic Internship”. In addition they meet the requirements of the Master of Science in Nutritional Sciences Program at GSNB.

Additional programmatic information is available on-line at http://shrp.rutgers.edu/dept/nutr/dietetic/index.html
Admission to Program

Track 1 - Prospective students must have a minimum of a baccalaureate degree from an accredited college or university in nutrition, dietetics, or a related field, and must have fulfilled didactic requirements in dietetics as specified by the Accreditation Council on Education in Nutrition and Dietetics (ACEND), Academy of Nutrition and Dietetics. Application materials are submitted electronically and must comply with the Dietetic Internship Centralized Application System (DICAS) and Computer Matching procedures with D & D Digital Inc. Additionally, applicants must submit a statement on line as to why they are applying to the program and submit an SHRP application.

Applicants are interviewed either in person or via telephone.

Track 2 - Prospective students must meet all of the requirements for admissions to the Dietetic Internship program as outlined above under Track One. In addition, prospective students must meet the admissions requirements for admission to the Graduate Program in Nutritional Sciences at Rutgers and complete the GRE examination.

Selection of students for admission to the Dietetic Internship program is a competitive process and is the responsibility of the Dietetic Internship Admissions and Selection Committee. The decisions of the committee are based on a composite of the applicant's overall academic ability, with particular emphasis on aptitude and abilities in professional and science courses; the ability of the candidate to express self orally and in writing; professional goals; personal characteristics including leadership potential; and both life and work experiences.

G.P.A. minimum requirement/credentialing requirement

Track One: A minimum of a 3.0 G.P.A.
Track Two: A minimum of a 3.0 G.P.A and GRE Examination

For more information about admissions, please contact the Office of Admissions: shrpadm@shrp.rutgers.edu or 973-972-5336.
Health Care Management Program

Degree Options
- Master of Science

Health Care Management Program

Health care is a very complex industry with many different 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-Related Professions (SHRP) 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.

Program Description

The MSHM program is a 30-credit, on-line 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, 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 12 credits of core coursework, 15 credits of specialization coursework, and a 3-credit graduate project. Students develop their program plan in consultation with their advisor. The curriculum is intended for those working full-time in health care, seeking to obtain their MSHM on a part-time basis.

Overview

Health care professionals see changes in their environment almost daily. Additionally, today's health care environment requires health care professionals to assume higher levels of responsibility with a broader scope and more demands. Some of these responsibilities include managing in a variety of health care settings, health care systems, departments or units. Being able to manage and lead in such settings requires a variety of skills emphasized by the MSHM. Some of the major competencies covered within the MSHM program curriculum include the ability to anticipate changes in the health care environment, enhance quality of outcomes, and optimize the use of resources to facilitate achievement of organizational goals. For more information about the MSHM program please go to the program webpage of shrp.rutgers.edu.

For more info

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

Admissions
E. shrpadm@shrp.rutgers.edu
P. 973-972-5336
This program has a superb reputation for helping graduates be effective leaders in many facets of health care. This is made possible through the faculty’s content expertise and commitment to excellence in education. Coupled with affordability of state university tuition, and the convenience of on-line courses, this translates into an outstanding value for current health care professionals seeking to advance their careers.

Learning Goals

Program learning outcomes are aligned with the Generic Outcomes of the School of Health Related Professions, specifically focusing on:

- Quality Improvement: Graduates strive to optimize overall quality outcomes in health care.
- Professional Competencies: Graduates achieve professional competencies as currently defined by their respective profession.
- Communication: Graduates effectively communicate in oral, written, and technical formats.
- Collaboration: Graduates communicate and collaborate with health care team members and other stakeholders to facilitate the attainment of common goals.
- Information Utilization: Graduates effectively access, store, evaluate and apply scientific, health care and/or patient/client information (while respecting the ownership and privacy of sources) to help solve real-word challenges of health care organizations.

Competency in these areas will be demonstrated by students in the form 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 and graduate survey results.

Degree Tracks

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

Management & Leadership Track: This track is appropriate for a wide range of health professionals who are seeking to advance their careers and expand their career options. This track is especially suited for those seeking to broaden and deepen their health care management and administrative skill-set. The track offers ideal blend of structure and flexibility, combining foundational course requirements related to management, leadership, finance and strategic planning, as well as other related competencies.

Pharmaceutical Management with the Certified Medical Representative Institute (CMRI): The CRMI track is available exclusively to experienced pharmaceutical professionals. This track is intended to expand the skill-set needed for pharmaceutical professionals to advance their current careers within the management and leadership ranks of pharmaceutical organizations.

Health Care Informatics: Students seeking a combination of health care management with a concentration in informatics can select this track. This combination is ideal for individuals who would heavily utilize information systems in the management of their unit(s).
Curriculum

The curriculum is comprised of a 12-credit core required of all MSHM students three, up to 12 credits of track courses, 3 to 6 credits of electives and a 3-credit capstone graduate project. The graduate project is a prospectively planned and 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.

Student Expectations

To accommodate the individual needs of busy professionals, the MSHS Program offers maximum flexibility in both content and delivery. The specialization categories allow students to choose a plan of study to meet their personal needs and interests. The Program culminates in a faculty-guided, self-directed graduate project designed to address a particular health sciences issue or problem of interest to the student. To accommodate the individual needs of busy professionals, the MSHM Program offers maximum flexibility in both content and delivery. The specialization categories allow students to choose a plan of study to meet their personal needs and interests. The Program culminates in a faculty-guided, self-directed graduate project designed to address a particular health sciences issue or problem of interest to the student.

Courses are offered in the fall, spring, and summer semesters. Course content is enhanced through regular interaction with University faculty and with textbooks, scientific and professional articles, and Internet-based resources. The online course delivery mechanism allows students to learn anytime, anywhere. All one needs is a computer with Internet access and word processing and statistical analysis capabilities. Coupled with affordability of state university tuition, this translates into an outstanding value for health care professionals seeking to advance their career or education in the health sciences.

The graduate project requirement can be completed off-campus under faculty guidance. This means that most students can expect to complete all their Program requirements via the Internet.

Because the Program makes extensive use of information technologies, all matriculants are required to have and maintain remote (off-campus) access to Internet services, to include at least Web browsing capability and an e-mail client. 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 Bannerweb system.

Exclusively Offered for Part-time Students

The MSHM is geared towards students who are currently employed on a full-time basis in the health care industry seeking to expand their skills and aiming to attend the program on a part-time basis. Generally, MSHM students register for 3 – 6 credits each fall and spring semester. It typically takes student s 3 – 5 years to complete the program.

Program Partner: Certified Medical Representatives Institute
Admission to Program

- Completed program application and applicable fees;
- Official transcript from CMRI (for CMRI students only);
- Official transcript of bachelor’s degree;
- A current resume or curriculum vitae;
- Three 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 essay/statement of career interest and relevancy of MSHM program to achieving professional goals. Essays must address all of 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.

G.P.A. minimum requirement/credentialing requirement

Undergraduate cumulative G.P.A. 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: shrpadm@shrp.rutgers.edu or 973-972-5336.

For more information about the MSHM program, please contact Ms. Barbara Herbert at herberba@shrp.rutgers.edu or 973-972-8576.

Or visit the website at http://shrp.rutgers.edu/dept/IDS/mshm/program.html
**Health Sciences Program**

**Degree Options**

- Master of Science
  - Aging track
  - Integrative Health and Wellness track
  - Health Professional Education track
  - Disease Management track
- Ph.D.
  - Health Leadership track
  - Nutritional Sciences track
  - Rehabilitation and Movement Sciences track
  - Psychiatric Rehabilitation and Counseling Profession track

**Health Sciences 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.

The focus of the MSHS program is to provide specializations in the areas of Aging, Health Professions Education, Disease Management (with the CMR Institute) and Integrative Health and Wellness. These programs are all built on top of a solid framework of evidence based research.

**Program Description**

The Master of Science in Health Sciences (MSHS) is an online, 30 – 33 credit, graduate program. The goal of the program is to:

1. enhance the career and educational opportunities of health professionals, including preparing students to pursue doctoral education.
2. provide health professionals with a strong background in health sciences research enabling health professionals to understand, investigate, and apply evidence based research to their health care career.

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

- Aging
- Health Professions Education
- Integrative Health and Wellness

**Track Contacts**

Aging Track: Tracy Davis
856-566-2765
tracy.e.davis@shrp.rutgers.edu

**Primary Campus Location**

- Online: web-based program

**Faculty**

Please see the faculty listing online under the Interdisciplinary Studies Department.

**For more info**

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

Admissions
E. shrpadm@shrp.rutgers.edu
P. 973-972-5336
Overview

Students in the MSHS come from across the country and around the world. Regardless of a student’s chosen program, the benefits are numerous. While learning valuable new career enhancement skills, students have the opportunity to interact on a one-on-one basis with faculty and colleagues from all over the world. In addition to this global networking opportunity, students have the opportunity to:

- Participate in flexible programming and diverse opportunities to earn degrees;
- Apply coursework and course projects directly to the work environment;
- Enhance information technology skills;
- The online course delivery mechanism allows students to learn anytime, anywhere;
- Students may be able to complete the degree on a full-time or part-time basis.

This program has a superb reputation for helping graduates be effective leaders in many facets of health care. This is made possible through the faculty’s content expertise and commitment to excellence in education.

Student Expectations

To accommodate the individual needs of busy professionals, the MSHS Program offers maximum flexibility in both content and delivery. The specialization categories allow students to choose a plan of study to meet their personal needs and interests. The Program culminates in a faculty-guided, self-directed graduate project designed to address a particular health sciences issue or problem of interest to the student.

Courses are offered in the fall, spring, and summer semesters. Course content is enhanced through regular interaction with University faculty and with textbooks, scientific and professional articles, and Internet-based resources. The online course delivery mechanism allows students to learn anytime, anywhere. All one needs is a computer with Internet access and word processing and statistical analysis capabilities. Coupled with affordability of state university tuition, this translates into an outstanding value for health care professionals seeking to advance their career or education in the health sciences.

The graduate project requirement can be completed off-campus under faculty guidance. This means that most students can expect to complete all their Program requirements via the Internet.

Because the Program makes extensive use of information technologies, all matriculants are required to have and maintain remote (off-campus) access to Internet services, to include at least Web browsing capability and an e-mail client. 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.

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 Services. Failure to do so may result in dismissal from the program.
Learning Goals

Program Learning Goals

Program learning goals are aligned with the Generic Outcomes of the School of Health Related Professions, specifically focusing on:

- **Quality Improvement**: Graduates strive to optimize overall quality outcomes in health care.
- **Professional Competencies**: Graduates achieve professional competencies as currently defined by their respective profession.
- **Communication**: Graduates effectively communicate in oral, written, and technical formats.
- **Collaboration**: Graduates communicate and collaborate with health care team members and other stakeholders to facilitate the attainment of common goals.
- **Information Utilization**: Graduates effectively access, store, evaluate and use scientific, health care and/or patient/client information while respecting the ownership and privacy of sources.

**TRACK**

**Aging**

This track has been specifically designed to meet the needs of the working health care professional who desire to develop the skill set requisite to caring for our aging population. These skills include:

- Understanding the older adult from a biological, sociological, and psychological perspective
- Applying appropriate communication skills when providing care to older adults
- Understanding chronic and common geriatric diseases, conditions and syndromes, as well as an understanding of treatment strategies and resources for health promotion
- Utilizing appropriate healthcare and social services for older adults based on particular characteristics, for example residential status
- Understanding how social and health care policies impact older adults health and well-being
- Understanding the roles and responsibilities of different healthcare professionals who may interact with older adults and how interdisciplinary teams may best meet the needs of older adults
- Participating in geriatric assessment and health promotion programs

Developing these skills and providing opportunities to apply these skills is the hallmark of the Aging track.

**Capstone Graduate Project (3 credits)**

All students are required to complete a 3 –credit, capstone, graduate research project. The graduate project is a prospectively planned and 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.
Additional Program Information

Additional programmatic information is available on-line at http://shrp.rutgers.edu/dept/IDS/mshsciences/program.html

Curriculum

The curriculum is comprised of a 9 - 12-credit research core (depending upon the track): three, 12-15-credit tracks from which a student chooses one track to pursue; and 6 credits of additional core courses including a 3- credit capstone graduate project.

Research Core (9 - 12 credits)

The foundation of the program is its rigorous, 12-credit research core which is comprised of the following 3-credit courses:

- Healthcare Data Technologies for Research and Practice (IDST5000) (optional for select tracks – Required for Aging and Health Professions Education tracks)
- Data Analysis and Interpretation (IDST6121)
- Research Methods (IDST6200)
- Evidence Based Literature Review (IDST6400)

The research core provides students with the in-depth background needed to pursue one of the three tracks: Aging, Health Professions Education, or Integrative Health and Wellness.

Other Core Courses (6 credits)

- Health Services Issues and Trends (IDST5110) or Health Care Policy (IDST6120)
- Graduate Project (IDST6980)

Tracks (12 – 15 credits)

Refer to each of the catalog pages for information related to each track (Aging, Health Professions Education, and Integrative Health and Wellness).

See database for more specific program requirements and course descriptions: http://coursecatalog.shrp.rutgers.edu

Note: Program of Study Subject to Change, total credits varies by specialization track.

Admission to Program

Eligibility:
The program is designed for health-related professionals who have earned a bachelor’s degree with a minimum overall G.P.A. 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 June 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 nonmatriculant 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 MSHS course; 2. the applicant earned a B or greater in the course as a non-matriculant; 3. the course was completed within 5 years of acceptance into the program; and 4. the course content has not changed substantially since earning credit for the course. All applicants must submit the following:

- Completed Rutgers–SHRP 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 Services). 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 vita
- 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 Services that verifies US baccalaureate equivalency.

Selection:

- 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.

**G.P.A. 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: shrpadm@shrp.rutgers.edu or 973-972-5336.
Health Sciences Program

Degree Options

- Master of Science
  - Aging track
  - Integrative Health and Wellness track
  - Health Professional Education track
  - Disease Management track
- Ph.D.
  - Health Leadership track
  - Nutritional Sciences track
  - Rehabilitation and Movement Sciences track
  - Psychiatric Rehabilitation and Counseling Profession track

Health Sciences Professions

The health professions encompass well over 200 distinct health care professions. These professions range from entry level to advanced levels to direct patient care to supervisors to educators and leaders in the health professions. 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.

The focus of the Master of Science in Health Sciences (MSHS) program is to provide a strong foundation in statistics, research and evidence based practice while offering specializations in the areas of Aging, Health Professions Education, Disease Management (with the CMR Institute), and Integrative Health and Wellness.

Program Description

The Master of Science in Health Sciences (MSHS) is an online, 30 – 33 credit, graduate program. The goal of the program is to:

1. enhance the career and educational opportunities of health professionals, including preparing students to pursue doctoral education.
2. provide health professionals with a strong background in health sciences research enabling health professionals to understand, investigate, and apply evidence based research to their health care career.

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

- Aging
- Health Professions Education
- Integrative Health and Wellness

Track Contacts

Integrative Health and Wellness:
Virginia S. Cowen
E: cowenvs@shrp.rutgers.edu
P: 973-972-8640

Primary Campus Location

- Online: web-based program

Faculty

Please see the faculty listing online under the Interdisciplinary Studies Department.

For more info

For additional information about the Health Sciences Program, contact SHRP Admissions:
Admissions
E. shrpadm@shrp.rutgers.edu
P. 973-972-5336
Overview

To meet the workforce needs of New Jersey, the programs of the Department have been created to meet the demands of the global workforce. Therefore, enrolled students come not only from New Jersey but from many regions of the United States. Regardless of a student’s chosen program, the benefits are numerous. While learning valuable new career enhancement skills, students have the opportunity to interact on a one-on-one basis with faculty and colleagues from all over the world. In addition to this global networking opportunity, students have the opportunity to:

- Participate in flexible programming and diverse opportunities to earn degrees
- Apply coursework and course projects directly to the work environment
- Enhance information technology skills

This program has a superb reputation for helping graduates be effective leaders in many facets of health care. This is made possible through the faculty’s content expertise and commitment to excellence in education.

Student Expectations

To accommodate the individual needs of busy professionals, the MSHS Program offers maximum flexibility in both content and delivery. The specialization categories allow students to choose a plan of study to meet their personal needs and interests. The Program culminates in a faculty-guided, self-directed graduate project designed to address a particular health sciences issue or problem of interest to the student.

Courses are offered in the fall, spring, and summer semesters. Course content is enhanced through regular interaction with University faculty and with textbooks, scientific and professional articles, and Internet-based resources. The online course delivery mechanism allows students to learn anytime, anywhere. All one needs is a computer with Internet access and word processing and statistical analysis capabilities. Coupled with affordability of state university tuition, this translates into an outstanding value for health care professionals seeking to advance their career or education in the health sciences.

The graduate project requirement can be completed off-campus under faculty guidance. This means that most students can expect to complete all their Program requirements via the Internet.

Because the Program makes extensive use of information technologies, all matriculants are required to have and maintain remote (off-campus) access to Internet services, to include at least Web browsing capability and an e-mail client.

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 Bannerweb system.

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 Services. Failure to do so may result in dismissal from the program.
Learning Goals

Program Learning Outcomes

Program learning outcomes are aligned with the Generic Outcomes of the School of Health Related Professions, specifically focusing on:

- Quality Improvement: Graduates strive to optimize overall quality outcomes in health care.
- Professional Competencies: Graduates achieve professional competencies as currently defined by their respective profession.
- Communication: Graduates effectively communicate in oral, written, and technical formats.
- Collaboration: Graduates communicate and collaborate with health care team members and other stakeholders to facilitate the attainment of common goals.
- Information Utilization: Graduates effectively access, store, evaluate and use scientific, health care and/or patient/client information while respecting the ownership and privacy of sources.

TRACK

Integrative Health and Wellness Track

The Integrative Health and Wellness track in the MSHS program is designed for healthcare professionals to learn about integrative medicine, in which complementary and alternative medicine (CAM) and health promotion play a central role. This is a career enhancement program for experienced healthcare professionals to aid them in implementing evidence-based integrative solutions in their own area of healthcare practice.

This Internet-based program offers the benefits of flexible learning in an interprofessional format that includes healthcare professionals from diverse backgrounds.

The Integrative Health and Wellness (IHW) program is a thirty (30) credit track in the Department of Interdisciplinary Studies MSHS program. The Health Sciences core courses provide a foundation in research skills. IHW students also complete a core of specialized courses and select one of three areas of concentration:

- Complementary and alternative medicine explores the theories and foundations of alternative medicine healing systems and techniques. Students examine health services and evidence-based integrative medicine (IM) relevant to health issues in their patient population. In this interprofessional program, students work to recognize implementable solutions within their own scope of practice as well as how to refer patients to other IM resources.
- Integrative medicine administration tackles sustainable integrative medicine business models. This is one of the biggest challenges facing integrative healthcare. Learning about leadership in healthcare, the role of IM in health promotion, and exploring IM business models prepares students to take a solutions-oriented approach to the delivery of IM in their own professional field or workplace.
- Integrative health coaching concentration builds on the student’s own clinical expertise to bring health coaching skills into practice. Knowledge of health promotion along with exploration of health behavior change prepares healthcare providers to empower patients towards achievement of optimal health outcomes.
The program is designed for experienced healthcare professionals in allied health, nursing, medicine, community health, public health, alternative medicine, and administration/management. Work experience and a bachelors degree from an academically accredited institution are required.

**Capstone Graduate Project (3 credits)**

All students are required to complete a 3-credit, capstone, graduate research project. The graduate project is a prospectively planned and 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.

**Additional Program Information**

Additional programmatic information is available on-line at [http://shrp.rutgers.edu/dept/primary_care/ICAM/education/masters.html](http://shrp.rutgers.edu/dept/primary_care/ICAM/education/masters.html)

**Curriculum**

The curriculum is comprised of a 9-12-credit research core (depending upon the track): three, 12-credit tracks from which a student chooses one track to pursue: and 6 credits of additional core courses including a 3-credit capstone graduate project.

**Research Core (9 - 12 credits)**

The foundation of the program is its rigorous, 12-credit research core which is comprised of the following 3-credit courses:

- Healthcare Data Technologies for Research and Practice (IDST5000) (optional for select tracks – Required for Aging and Health Professions Education tracks)
- Data Analysis and Interpretation (IDST6121)
- Research Methods (IDST6200)
- Evidence Based Literature Review (IDST6400) or Qualitative Research for the Integrative Health and Wellness Track

The research core provides students with the in-depth background needed to pursue one of the three tracks: Aging, Health Professions Education, or Integrative Health and Wellness.

**Other Core Courses (6 credits)**

- Health Services Issues and Trends (IDST5110) or Health Care Policy (IDST6120)
- Graduate Project (IDST6980)

**Tracks (12 – 15 credits)**

Refer to each of the catalog pages for information related to each track (Aging, Health Professions Education, and Integrative Health and Wellness).

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

Note: Program of Study Subject to Change, total credits varies by specialization track
Admission to Program

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

Application:
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**G.P.A. minimum requirement/credentialing requirement**

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shrpadm@shrp.rutgers.edu or 973-972-5336.
Health Sciences Program

Degree Options

- Master of Science
  - Aging track
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- Ph.D.
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Health Sciences Professions

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- Apply coursework and course projects directly to the work environment
- Enhance information technology skills
- The online course delivery mechanism allows students to learn anytime, anywhere
- Students may be able to complete the degree on a full-time or part-time basis

This program has a superb reputation for helping graduates be effective leaders in many facets of health care. This is made possible through the faculty’s' content expertise and commitment to excellence in education.

Student Expectations

To accommodate the individual needs of busy professionals, the MSHS Program offers maximum flexibility in both content and delivery. The specialization categories allow students to choose a plan of study to meet their personal needs and interests. The Program culminates in a faculty-guided, self-directed graduate project designed to address a particular health sciences issue or problem of interest to the student.

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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 Bannerweb system.

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 Services. Failure to do so may result in dismissal from the program.
Learning Goals

Program Learning Goals

Program learning goals are aligned with the Outcomes of the School of Health Related Professions, specifically focusing on:

- Quality Improvement: Graduates strive to optimize overall quality outcomes in health care.
- Professional Competencies: Graduates achieve professional competencies as currently defined by their respective profession.
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- Collaboration: Graduates communicate and collaborate with health care team members and other stakeholders to facilitate the attainment of common goals.
- Information Utilization: Graduates effectively access, store, evaluate and use scientific, health care and/or patient/client information while respecting the ownership and privacy of sources.

TRACK

Health Professions Education

Regardless of the setting: classroom, online, clinical, or community, teaching students to become health care professionals requires special skills for faculty. These skills include:

- Understanding the unique learning styles health professions students bring to the classroom
- Applying appropriate pedagogy based the audience, setting, and course content
- Utilizing appropriate direct and indirect measures to assess student learning
- Designing and managing health professions courses
- Utilizing the latest educational technologies
- Participating in development of health professions curricula
- Mentoring or precepting students through their didactic and clinical program

Developing these teaching skills and providing opportunities to apply these teaching skills is the hallmark of the Interprofessional Health Professions Education Program.

Capstone Graduate Project (3 credits)

All students are required to complete a 3 –credit, capstone, graduate research project. The graduate project is a prospectively planned and 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.

Additional Program Information

Additional programmatic information is available on-line at http://shrp.rutgers.edu/dept/IDS/mshsciences/program.html
Curriculum

The curriculum is comprised of a 9 - 12-credit research core (depending upon the track): three, 12-credit tracks from which a student chooses one track to pursue: and 6 credits of additional core courses including a 3- credit capstone graduate project.

Research Core (9 - 12 credits)

The foundation of the program is its rigorous, 12-credit research core which is comprised of the following 3-credit courses:

- Healthcare Data Technologies for Research and Practice (IDST5000)
  (optional for select tracks – Required for Aging and Health Professions Education tracks)
- Data Analysis and Interpretation (IDST6121)
- Research Methods (IDST6200)
- Evidence Based Literature Review (IDST6400)

The research core provides students with the in-depth background needed to pursue one of the three tracks: Aging, Health Professions Education, or Integrative Health and Wellness.

Other Core Courses (6 credits)

- Health Services Issues and Trends (IDST5110) or Health Care Policy (IDST6120)
- Graduate Project (IDST6980)

Tracks (12 – 15 credits)

Refer to each of the catalog pages for information related to each track (Aging, Health Professions Education, and Integrative Health and Wellness).

See database for more specific program requirements and course descriptions: http://coursecatalog.shrp.rutgers.edu

Note: Program of Study Subject to Change, total credits varies by specialization track

Admission to Program

Eligibility:
The program is designed for health-related professionals who have earned a bachelor’s degree with a minimum overall G.P.A. 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 June 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 nonmatriculant 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 MSHS course; 2. the applicant earned a B or greater in the course as a non-matriculant;
3. the course was completed within 5 years of acceptance into the program; and
4. the course content has not changed substantially since earning credit for the course. All applicants must submit the following:

- Completed Rutgers–SHRP 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 Services). 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 vita
- 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 Services that verifies US baccalaureate equivalency.

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- 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.

**G.P.A. 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: shrpadm@shrp.rutgers.edu or 973-972-5336.
Health Sciences Program

Degree Options
- Ph.D.
  - Health Leadership track (currently not accepting new students)
  - Nutritional Sciences track (currently not accepting new students)
  - Rehabilitation and Movement Sciences track
  - Psychiatric Rehabilitation and Counseling Profession track

Health Sciences Professions

Health Sciences is the discipline that uses scientific knowledge to produce interdisciplinary and inter-professional solutions in the problem domain of human health, the healthcare delivery system, and the health-related workforce education system.

Program Description

The Doctor of Philosophy (Ph.D.) in Health Sciences program is coordinated by the Rutgers, School of Health-Related Professions (SHRP), Department of Interdisciplinary Studies (IDST) in collaboration with other SHRP departments and other units of the University. The SHRP departments most involved in this collaboration are the: Department of Nutritional Sciences, Department of Rehabilitation and Movement Sciences, and the Department of Psychiatric Rehabilitation and Counseling Professions.

The Program emphasizes independent/directed study and research under the guidance of a faculty advisor. The distribution of required courses versus elective courses within the sixty (60) credit requirement varies by track. There are currently four major tracks within the Ph.D. in Health Sciences program: Interdisciplinary/Leadership track, Nutritional Sciences track, Psychiatric Rehabilitation and Counseling Professions track, and Rehabilitation and Movement Sciences track.

In collaboration with and the approval of the student’s advisor, a student can select the elective courses of the Program to meet individual research goals and career aspirations. The number of credits distributed between specialization/elective courses and dissertation courses is flexible and determined by the student and the student’s advisor. In addition, the Program provides several options for meeting course requirements, including independent study, transfer credits, pre-approved registration at other colleges or universities (including online courses), and portfolio assessment.

Complementing the Program’s flexibility is its innovative delivery approach and practical research and residency requirements. Most all courses are web-based providing students with significant control over when and where their learning
With advisor approval, research is most often conducted off-campus and students fulfill their residency requirement by defending their dissertation proposal and completed dissertation in-person (during IDST8121: Dissertation Seminar I and IDST8424: Dissertation Seminar IV, respectively) and meeting any additional residency requirements specified by the track.

Students can normally pursue a specialization/focus area in any area supported by an available full-time SHRP faculty research advisor having the applicable expertise (the student’s Dissertation Chairperson must be a full-time faculty member of SHRP). The student’s faculty research advisor is usually the student’s Dissertation Chairperson. Ph.D. research advisement is most commonly available in the following general areas:

- **Nutritional Sciences** – Research advisement in this area is provided by faculty in the Department of Nutritional Sciences and is available only to those students who hold the Registered Dietitian (RD) certification.
- **Rehabilitation and Movement Sciences** – Research advisement in this area is provided by faculty in the Department of Rehabilitation and Movement Sciences.
- **Psychiatric Rehabilitation and Counseling Professions** – Research advisement in this area is provided by faculty in the Department of Psychiatric Rehabilitation and Counseling Services.
- **Interdisciplinary Studies** – Research advisement in this area is provided primarily by faculty in the Department of Interdisciplinary Studies. This department is best able to support research in the following areas:
  - Aging
  - Health Leadership
  - Health Management and Administration
  - Health Professions Education

More detailed information about the department is available online at: [http://shrp.rutgers.edu/dept/IDS/phdhsciences/program.html](http://shrp.rutgers.edu/dept/IDS/phdhsciences/program.html)

**Overview**

The Doctor of Philosophy (Ph.D.) in Health Sciences Program prepares practicing health care professionals to assume leadership roles in health-related research, academic and/or clinical settings. To that end, the Program emphasizes the rigorous application of research and scholarship as the basis for identifying and addressing the many issues and questions arising in our complex health care delivery and education systems. The Program is an interdisciplinary and inter-professional program with students from many health-related disciplines. The Program requires a minimum of sixty (60) credits beyond the master’s degree.

**Student Expectations**

The Program promotes the general outcomes established for doctorally-prepared graduates of SHRP. Specific objectives targeted by the Program include graduates’ abilities to:

- Function in a leadership role in the research, academic, and/or clinical setting;
- Plan, conduct and defend original research that creates or tests new concepts, hypotheses, models and/or theories;
• Apply research findings in the design and/or evaluation of new methods or approaches to diagnostic or treatment services, healthcare delivery systems, or patient or health professions education;

• Work collaboratively with others to advance the scientific bases of knowledge in the health professions via ongoing research and scholarship;

• Critically review, appraise and synthesize the health sciences literature; Demonstrate competency in oral, written, and electronic modes of communication, using both scholarly and technical formats;

• Apply computer and information technologies to address both theoretical and practical problems, enhance communication and disseminate knowledge;

• Integrate basic principles of ethics and cultural sensitivity within all interpersonal and professional activities

**Full-time and part-time status**

The Program can be pursued on either a full or part-time basis, with up to ten (10) years allowed for completion. To maintain matriculation status, students must register for coursework (to include dissertation seminar/ advisement or pre-approved external courses) 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 Maintenance of Matriculation and submit the form to Enrollment Services. Failure to do so may result in administrative withdrawal from the program. A student who has been withdrawn from the program and wishes to continue must re-apply, and if admitted, must complete a minimum of 25% of the program requirements.

**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.

In addition to our allegiance to the goals of the school, the PhD program has these goals and objectives:

• Excel in a leadership role in the research, academic, and/or clinical setting;

• Optimize organizational outcomes within a variety of health care settings;

• Plan, conduct and defend original research that creates or tests new concepts, hypotheses, models and/or theories;

• Apply research findings in the design and/or evaluation of new methods or approaches to diagnostic or treatment services, healthcare delivery systems, or patient or health professions education;

• Work collaboratively with others to advance the scientific bases of knowledge in the health professions via ongoing research and scholarship;

• Critically review, appraise and synthesize the health sciences literature;

• Demonstrate competency in oral, written, and electronic modes of communication, using both scholarly and technical formats;
• Apply computer and information technologies to address both theoretical and practical problems, enhance communication and disseminate knowledge;
• Integrate basic principles of ethics and cultural sensitivity within all interpersonal and professional activities.

Additional Program Information

Because the Program makes extensive use of information technologies, all matriculants are required to have and maintain remote (off-campus) access to Internet services, to include at least Web browsing capability and an e-mail client. 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. For more information, visit the program’s website at http://shrp.rutgers.edu/dept/IDS/phdhsciences/program.html

Curriculum

See database for program requirements and course descriptions: http://coursecatalog.shrp.rutgers.edu

Admission to Program

Eligibility:
The Program is designed for health related professionals with training or experience in the application of scientific knowledge or methods in the delivery of health care or related services.

In addition, applicants must have earned at least a master’s degree with an overall GPA of at least 3.0, and, where applicable, be licensed or certified to practice in their field.

Applications:
The deadline for receipt of all admissions materials is March 1 each year, for Summer or Fall matriculation. Applicants may take up to 12 credits as a non-matriculant, which can be applied to fulfill the program requirements upon admission. However, taking these courses, even doing well in them does not guarantee admission to the program. Admission is a multi-faceted process of which ability to complete coursework is only one part. All applications will be reviewed for completeness. Only complete applications are forwarded to the Admissions Committee. A Complete application must include the following:
completed Rutgers–SHRP application + all applicable fees

• Official transcript of highest degree
• Graduate Record Examination General test scores forwarded by ETS (institutional code: R3116). The requirement for GRE scores is never waived. Notes: (a) according to ETS policy, GRE scores are only reportable for 5 years; (b) in cases where the GRE was taken more than 5 years ago, but the scores are contained on an official transcript submitted as part of the application, this may be considered an official score; and c) because the GRE is one of many factors in the admission decision, we do not apply or set any minimum score or cut-off for either the test as a whole or its components
• Three recommendations, preferably from professional colleagues/supervisors or from course instructors (using forms provided by and returned separately to the Office of Enrollment Services). Letters from relatives, friends or peers are not acceptable.
• Statement of research interests - where possible, applicants should provide more than one research interests and should not be so specific or detailed as to make it difficult to match with the expertise of faculty members who may serve as the applicant’s research advisor.

• Resume or curriculum vita

• Copy of one’s current state license and/or professional certification, if applicable (please note that some courses or activities 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 Services that verifies US baccalaureate equivalency.

**SELECTION:** Admission to the program involves the following three stages:

• The Admissions Committee reviews all complete applications and recommends the best qualified candidates for a general interview.

• The best qualified candidates are interviewed by a team of faculty.

• Candidates recommended for further consideration by the interview team normally are invited to schedule a one-on-one meeting with a faculty member identified as potential research advisor. Candidates who obtain the support of a faculty member willing to serve as their research advisor receive an offer of admission.

Matriculation as a student in the Program is contingent on return and receipt of all required materials, including the signed acceptance of admission, immunization and insurance forms, approval for background check, and any requisite fees.

For more information about admissions, please contact the Office of Admissions: shrpadm@shr.shrp.rutgers.edu or 973-972-5336.
Physical Therapy Program - Newark

Degree Options

- Doctor of Physical Therapy
  - At Health Sciences at Newark campus
  - At Stratford campus

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 impairment, functional limitation, disability, 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.

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, and private practices. 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 also 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

Applicants to the Doctorate of Physical Therapy Program in Newark must have a minimum of a Bachelors degree. The program also 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 Bachelors/DPT 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 clinician capable of practicing in an autonomous and ethical manner. The graduate’s have skills in differential diagnosis, as well as in advanced clinical and 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 has a joint DPT/PhD program in collaboration with the Graduate School of Biomedical Sciences. The physical therapy department has a rich tradition of academic excellence in education, research, patient care and community service. Our programs have been accredited by the Commission on Accreditation in Physical Therapy Education since 1980.

Overview

The Department offers two entry-level programs to prepare students to become physical therapists: they are both Doctoral Programs in Physical Therapy (DPT) one is located in Newark and the other in Stratford. See program description for the DPT-South program.

The Doctor of Physical Therapy (DPT) entry-level degree program is located on the Newark campus and the DPT – South program is located on the Stratford Campus. Both entry-level accredited programs affiliate with clinical facilities located throughout the United States. Both curricula are designed to be a student’s first degree in physical therapy. Both programs result in the DPT degree, however, applicants must apply to each program separately.

Mission

The Doctoral Program in Physical Therapy-North, in concert with the mission of Rutgers School of Health Related Professions, strives to graduate entry-level physical therapists who embody the core values of our profession (accountability, altruism, compassion, caring, excellence, integrity, professional duty and social responsibility) as well as the behaviors and skills to practice competently and collaboratively across clinical, educational, professional and community settings. Graduates will have the knowledge and skills as movement specialists to use best evidence to optimize function and promote wellness across the lifespan.

Vision

The Vision of the Rutgers University Doctor of Physical Therapy Program North is:

- To transform society by preparing physical therapists who will be leaders in best clinical practices, education, scholarship, and service.
- To achieve faculty recognition as worldwide leaders and innovators in physical therapist education, research, practice and service.
- To be an integral and valued component of the RBHS aspiration statement to be recognized as one of the best academic health centers in the United States.

For more info

For additional information about the Physical Therapy Program, contact SHRP Admissions:

Admissions
E. shrpadm@shrp.rutgers.edu
P. 973-972-5336
Learning Goals

The graduate of the Doctor of Physical Therapy Program North will:

1. Demonstrate professionalism by respectful communication, accountability, compassionate care, engagement with health related communities consistent with APTA core values
2. Demonstrate competent practice as movement specialists, through evidence based clinical decision making by comprehensive patient-centered management across the lifespan and continuum of care.
3. Demonstrate responsible practice guided by ethical, legal and regulatory principles
4. Demonstrate collaborative client management, consultation, education and advocacy across all health care delivery settings
5. Demonstrate skills to maintain currency in practice through reflection and self-evaluation

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 to start classes at the beginning of August. Students normally complete the degree requirements in three years.

The Program has over 400 contracts with clinical sites across the United States at which students complete their clinical experiences.

Additional Program Information

Rutgers also offers a track through Physical Therapy in the Ph.D. in Health Science through the Department of Interdisciplinary Studies. The PhD in Health Science is designed to prepare practicing health care professionals to assume leadership roles in the research, academic and/or clinical settings. The Program is coordinated by the Department of Interdisciplinary Studies in collaboration with other SHRP Departments, including the Department of Developmental and Rehabilitative Sciences, which supports a specialization in Movement Science. The program also has a joint DPT/PhD program with the Graduate School of Biomedical Sciences.

For more information on these degrees, please contact the Program by phone at (973) 972-9484 or via email at the contact listed below. You may visit the website at http://shrp.rutgers.edu/dept/PT/north/index.html

Curriculum

See database for program requirements and course descriptions:
http://courselist.shrp.rutgers.edu

Admission to Program

There are several routes of entry into the Rutgers program. College graduates with a bachelor’s degree may apply directly to Rutgers. High school seniors or transfer students may apply to one of the articulated state or private colleges (Fairleigh Dickinson University, Montclair State University, Ramapo College of New Jersey, New Jersey Institute of Technology (NJIT) William Paterson University, Felician College, Yeshiva University, St. Peter’s College). Up to fifty five full-time students are enrolled each year. 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
Psychology 3 credits
General Physics w/lab 8 credits
Statistics 3 credits
Math (precalculus, calculus, trig or geometry) 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 is 7636.
• 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. For Admissions information contact Denise Raney, Program Secretary Bergen Building Room 720 65 Bergen Street, Newark, NJ Phone: (973) 972-9484 email: raneyde@shr.rutgers.edu

**GPA minimum requirement/credentialing requirement**

Students should have a minimum G.P.A. 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 Office of Admissions: shrpadm@shr.rutgers.edu or 973-972-5336.
Physical Therapy Program - Stratford

Degree Options

- Doctor of Physical Therapy
  - At Stratford campus
  - At Health Sciences at Newark campus

Physical Therapy Professions

Physical therapy is a dynamic and ever changing field. Physical therapists are health professionals who examine, diagnose, and provide interventions for people with a variety of impairments, functional limitations, and disabilities. Physical therapists assess the musculoskeletal, neurological, integumentary, cardiopulmonary, and other systems of the body. In consultation with the patient or client, physical therapists develop goals based on examination findings and individual needs. Physical therapists screen patients for medical conditions and may refer patients to other health professionals. Physical therapists also work in wellness, health promotion, and disease prevention settings.

Physical therapy is a people-oriented profession. Physical therapists have many opportunities to improve the quality of their clients’ lives. Physical therapists must have excellent observational skills, psychomotor skills, cultural awareness, and clinical decision making abilities.

Physical therapists are involved with restoring function and independence at all levels. Physical therapists practice in a variety of settings, including hospitals, nursing homes, community health centers, private physical therapy offices, community health centers, sports facilities, rehabilitation centers, clients’ homes, schools, pediatric centers, and academic institutions. Physical therapists provide patient care, conduct research, teach, engage in scholarly work, and provide community service.

Physical therapists are valuable members of the interprofessional health care team. Patients come to physical therapists directly or by referral from physicians, podiatrists, or dentists depending upon the jurisdiction. New Jersey is one of the many states that allows for direct access to physical therapy services.

The American Physical Therapy Association is the professional organization for physical therapists. The APTA website (http://www.apta.org) is a valuable source of information about the profession of physical therapy.

The Federation of State Boards of Physical Therapy (http://www.fsbpt.org) is the professional organization that represents the individual jurisdictions that license physical therapists. This website is a valuable resource for physical therapy licensure.

Accreditation

The Doctor of Physical Therapy Program – South at Rutgers, the State University of New Jersey, Graduate School at Camden and School of Health Related Professions is accredited by:

Commission on Accreditation in Physical Therapy Education (CAPTE)
1111 N. Fairfax Street Alexandria, VA 22314 P: 703-706-3245 Email: accreditation@apta.org; website: http://www.capteonline.org

Questions regarding the physical therapy program’s accreditation should be directed to the Program Director, Dr. Marie Koval Nardone, or to the Commission on Accreditation in Physical Therapy Education (CAPTE). The process for an individual to file a complaint with CAPTE for any accredited physical therapy education program is available on the CAPTE website (http://www.capteonline.org/Complaints/)

Status: DPT program full accreditation 2006-2017
Program Description

The Doctor of Physical Therapy degree program is offered by Rutgers, School of Health-Related Professions (SHRP) and the Graduate School at Camden. The Physical Therapy degree program is located on the Stratford campus of Rowan University School of Osteopathic Medicine (SOM). All courses except Neuroscience are taught on the Stratford campus. The Neuroscience course meets on the Rutgers-Camden campus.

The Program’s primary mission is to educate students to become generalist physical therapists engaged in contemporary practice with faculty and students committed to humanistic principles through education, scholarship, service and practice.

The program is designed to prepare health professionals who function competently and creatively in a dynamic health care environment. The curriculum is designed to provide a student’s first degree in physical therapy. The curriculum builds upon liberal arts education and integrates the humanities, scientific theory and clinical experiences to provide entry level competence in patient care, management, health care programming, community education and service, and scientific inquiry.

Physical Therapy Program faculty members focus upon the growth and development of each individual student. They represent a broad spectrum of physical therapy practice. The faculty includes board-certified clinical specialists in the areas of hand, orthopedic, neurologic, pediatric, and cardiovascular and pulmonary rehabilitation. Students participate in a number of small group activities, including visits to local clinical facilities for patient observations and examination and intervention sessions under the direction of academic and clinical faculty. Students participate in community service projects, which provide learning experiences and the opportunity to make health care accessible to individuals who are often underserved.

Student Expectations

Physical therapy education is an academically rigorous experience. It is extremely difficult to maintain employment while matriculating in the Program. Students must comply with all program policies during the enrollment period and assume costs for scheduled clinical internships. Students must maintain an overall average of 3.0 while enrolled in the curriculum, may earn no more than 2 grades of C+ in the curriculum, and must earn a grade of 80 or better in all practical examinations of patient assessment skills. Students must complete a capstone project under the direction of a faculty advisor and perform satisfactorily on a comprehensive examination. Students must complete all scheduled clinical internships and required immunizations, criminal background checks, and medical examinations.

In general, students in the DPT Program are expected to complete the degree requirements in thirty-six months. The graduation rate (ratio of graduates to initially enrolled students) for the class of 2012 as reported to the Commission on Accreditation in Physical Therapy Education (CAPTE) in the 2014 Annual Accreditation Report (AAR) was 93.5%. Full-time clinical affiliations are scheduled at affiliated sites throughout the country.

In order to graduate from the program, students must earn an overall grade point average of 3.0 and complete all program requirements. Students who complete the requirements for graduation earn a Doctor of Physical Therapy Degree from Rutgers, The State University of New Jersey. Students must meet the requirements and complete the application process for licensure in the state of their choice in order to practice physical therapy.

For more info

For additional information about the Physical Therapy Program, contact the DPT-South Program:

E. dptgradm@shrp.rutgers.edu
P. 856 566 6456

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Physical Therapy Program, contact the
DPT- South Program:
E. dptgradm@shrp.rutgers.edu
P. 856 566 6456
Our program’s weighted average ultimate 3 year (2010-2012) pass rate on the licensure exam as reported by the Federation of State Boards of Physical Therapy (FSBPT) was 98.59% (downloaded from fsbpt.org on 1-12-15). Graduates of our program are employed in a variety of educational and practice settings throughout the country. One hundred percent (100%) of program graduates in the Class of 2014 who sought employment within six months of passing the licensure exam have found employment as a physical therapist.

**Full-time and part-time status**

This is a full-time, block-scheduled program. One class enters the program each year in May. Transfer and nonmatriculated students are generally not accepted into the program.

**Learning Goals**

DPT Learning Goals:

Graduates are independent learners who demonstrate the ability to teach others.

Graduates are consumers of the literature who are able to translate research into practice.

Graduates are able to plan, implement and critically review service opportunities.

Graduates demonstrate entry level competence in contemporary physical therapy practice.

**Additional Program Information**

The clinical education program for physical therapy students is designed to parallel and enrich coursework. It offers a practical, hands-on experience for graduate students to apply academic knowledge in the clinical environment and focuses on providing each student with supervised practice opportunities in a variety of clinical environments. Four full-time clinical experiences that total 38 weeks are required.

Clinical placement is based upon the students’ educational needs and the clinical experiences that are available. Clinical internships that are within 1.5 hours of the program are considered local. Clinical internships may also include sites that are out of state. Travel to clinical sites that are affiliated with the University is required and is the responsibility of the student. Physical therapy students are responsible for costs incurred during clinical affiliations, including travel and living expenses. For more information please visit the website at [http://shrp.rutgers.edu/dept/PT/south/index.html](http://shrp.rutgers.edu/dept/PT/south/index.html)

**Curriculum**

See database for program requirements and course descriptions:
[http://coursecatalog.shrp.rutgers.edu](http://coursecatalog.shrp.rutgers.edu)

**Admission to Program**

The admissions process is competitive. Applicants utilize the Physical Therapy Centralized Application Service ([http://www.PTCAS.org](http://www.PTCAS.org)) to apply. Submission of the online application, all supplemental materials, and responses to the school-specific questions are required. Once the application is complete, the admissions process is handled through the Graduate Admissions Office of Rutgers University, Camden Campus and the DPT Program. Qualified applicants will be invited for an interview with Program faculty as part of the admissions process.
GPA minimum requirement/credentialing requirement

A baccalaureate degree must be earned by the time of initial matriculation in May. An undergraduate grade point average (GPA) of at least 3.0 is recommended. The GRE test must be taken within five (5) years prior to the application date. Applicants must submit their official GRE scores using the Program code 6976 as instructed at the PTCAS website.

The program is open to any qualified applicant regardless of race, religion, color, age, gender, national origin, handicap or sexual preference. The nature of the curriculum and the profession of physical therapy necessitate the ability to perform skills that require physical strength and endurance and to demonstrate specific cognitive, professional behavioral and communication/interprofessional skills.

Applicants must be able to meet the SHRP General Essential Functions (http://shrp.rutgers.edu/prospective_students/documents/SHRPWideEssentialFunctions7-13.pdf) and (http://shrp.rutgers.edu/prospective_students/documents/DPTEF7-13.pdf) with reasonable accommodations.

For more information about admissions, please contact the DPT-South Program: dptgradm@shrp.rutgers.edu or 856 566 6456

Licensure:

Individuals who meet the requirements for graduation must meet the requirements for licensure in the jurisdiction to which the applicant applies. Information about the licensure process is available at: http://www.fsbpt.org
Physician Assistant Program

Degree Options
- Master of Science
- Master of Science/Master of Public Health

Physician Assistant Profession

The physician assistant, in collaboration with a physician supervisor, takes patient histories; performs physical examinations; performs and interprets diagnostic procedures and laboratory work; and provides medical treatment in private homes, hospitals, long-term care facilities, and private practitioners' offices.

Intelligence, the ability to relate to people, good judgment in emergency situations, and a genuine desire to help others are among the necessary qualities of a physician assistant. In light of the public's ever-increasing demand for high quality health care and the accepted concept of team medicine, the physician assistant can expect to find many challenging and varied employment opportunities, a high degree of professional mobility, and ample opportunity for advancement.

Program Description

The program is a three-year collegiate-based graduate program with two options for entry. Students may be admitted directly into the professional program after earning a baccalaureate degree and completing the prerequisite coursework or students may enter the BA/MS degree program articulated with Rutgers or affiliated universities. This option includes three years of undergraduate liberal arts and basic science education followed by three years of professional physician assistant education. Students who are accepted into the professional program begin this phase at the beginning of their senior year. At the end of the senior year these students receive a Bachelor of Arts or Science degree conferred by the affiliated university. After completion of the remaining two years of the Physician Assistant Program, graduates receive a Master of Science degree awarded by Rutgers. Direct entry students are awarded a Master of Science degree by Rutgers. Graduates are eligible to sit for the Physician Assistant National Certifying Examination.

In addition, The Rutgers, School of Health-Related Professions (SHRP) offers a dual degree MS/MPH option. This is offered by the Physician Assistant Program in conjunction with the Rutgers School of Public Health leading to a Master of Science and a Master of Public Health. The program allows physician assistant students to complete both their graduate Physician Assistant studies and MPH degree in four years (including summers). Application to this program is limited to students who have already been accepted to the Physician Assistant Program and have taken the GRE. Students accepted into this dual degree track would attend the Physician Assistant Program part time for two years while attending the MPH Program part time. Students may begin this Program in the summer prior to beginning the Physician Assistant Program or in the first fall semester.

Accreditation

Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)
12000 Findley Road, Suite 150
Johns Creek, Georgia 30097
Phone: 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.
During the third and fourth years of the Program, the student will attend the Physician Assistant Program full time and complete their fieldwork for the MS and MPH. Students may choose to study in one of the following divisions in the School of Public Health: Health Education and Behavioral Science; Environmental and Occupational Health; or Health Systems and Policy.

For more information about our MS/MPH option, please contact the PA Program Office at (732) 235-4445.

Overview

The Physician Assistant Program provides a comprehensive education in medical studies leading to a Master of Science degree. Students spend approximately one and one-half years in classroom studies followed by a one and one-half years in clinical studies. The didactic education includes basic science courses such as Anatomy and Physiology, Biochemistry, Cell Biology, Genetics, Histology, Neuroscience, Pathology and others. The preclinical courses are systems-based medical modules such as: Cardiology, Pulmonology, and Peripheral Vascular Medicine; Gastroenterology and Urology; Orthopedics, Rheumatology and Infectious Disease and others. After completing classroom studies, students will participate in clinical rotations, which take place in hospitals, private physician offices, clinics, and/or long-term care facilities and other medical settings. Clinical rotations include clerkships in Medicine, Surgery, Pediatrics, Obstetrics and Gynecology, Family Medicine, Psychiatry, Emergency Medicine, Intensive Care Medicine, and other areas of medicine.

Student Expectations

Physician assistant students will be expected to devote themselves to graduate level learning while in the Program. Classes are held during the day, 5 days/week. Clinical rotations may require students to spend evenings, overnights and/or weekends at a clinical site. Students must have a reliable vehicle for transportation when on clinical rotations.

Full-time and part-time status

The PA program is predominantly full-time; a part-time daytime curriculum is also offered where the first full time year can be completed over two years for a total Program length of four years.

Program 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

Additional Program Information

Additional programmatic information is available on-line at http://shrp.rutgers.edu/dept/primary_care/paweb/index.html
Curriculum

See database for program requirements and course descriptions:
http://coursecatalog.shrp.rutgers.edu

Admission to Program

Applicants must have a baccalaureate degree or be attending one of our affiliated Universities. The applicant must have completed the following prerequisite coursework with a grade of “C” or better: two semesters of general biology with laboratory; two semesters of general chemistry with laboratory; one semester of organic chemistry; one semester of statistics; two semesters of English (one semester must be composition); and one semester of general psychology.

The PA Program participates in CASPA (https://portal.caspaonline.org/). All applications with supporting documents must be submitted to CASPA by the PA Program deadline of September 1 prior to the academic year for which the application is made.

Note: The CASPA process DOES NOT APPLY TO BS/MS applicants who apply directly to the PA Program by June 1 of the sophomore year.

Applicants must submit the following credentials:

- Official transcript(s);
- Three letters of recommendation, including academic reference, character evaluation, and, if possible, employment evaluation
- Supplemental application

Interviews will be required of those applicants being considered for admission. Competition for available spaces in the Program is very keen. Meeting the minimum requirements does not guarantee an invitation for an interview.

For more information about admissions, please contact the Physician Assistant Program.

Services: pa-info@shrp.rutgers.edu or 732-235-4445
Psychiatric Rehabilitation Program

Degree Options

- Master of Science
  - Leadership track
- Ph.D.

Psychiatric Rehabilitation Professions

Professionals with expertise in Psychiatric Rehabilitation assist individuals with severe mental illness to pursue life goals of their choice with both success and satisfaction. Goals may relate to career, education, independent living or social roles in the community. Professionals with master’s degrees in psychiatric rehabilitation find employment in many settings that provide mental health services. Currently, professionals with graduate degrees in psychiatric rehabilitation are in high demand in New Jersey and the surrounding regions as well as nationally. Additionally, the curriculum for the M.S. in Psychiatric Rehabilitation includes the important knowledge and skill areas for seeking the Certified Psychiatric Rehabilitation Practitioner (CPRP) credential through the United States Psychiatric Rehabilitation Association (USPRA).

Program Description

The Leadership Track M.S. in Psychiatric Rehabilitation is a 36 credit degree. The course of study for the Leadership Track emphasizes the leadership skills needed for advancement to administrative and supervisory positions. This includes classes in management, supervision, organizational and program development as well as a firm background in the empirical basis of psychiatric rehabilitation including applied research. The major areas of study in this Track include the following:

1. Evidence-based and Promising Practices
2. Wellness and Recovery
3. Psychiatric Rehabilitation Theory and Skills
4. Supervision and Management Skills
5. Statistical Methods and Applied Research

As part of the curriculum, all students complete a Practicum, an Independent Study project or a thesis to integrate knowledge and skills learned in course work. With the permission of the Program Director for the Leadership Track and of the agency, students employed in relevant settings may complete these experiences at their job site.

Primary Campus Location

- Scotch Plains
- Online - Web based

Faculty

Please see the faculty listing online under the Psychiatric Rehabilitation and Counseling Professions Department.

For more info

For additional information about the Program, contact SHRP Admissions:

Admissions
E. shrpadm@shrp.rutgers.edu
P. 973-972-5336

Program Director: Amy Spagnolo
E. spagnoam@shrp.rutgers.edu
P. 908-889-2544
Overview

The M.S. degree program in Psychiatric Rehabilitation, Leadership Track is offered by the Department of Psychiatric Rehabilitation and Counseling Professions. The mission of this Track is to prepare experienced mental health and rehabilitation professionals to become supervisors, managers, trainers/educators, and applied researchers in psychiatric rehabilitation, roles that professionals with graduate degrees are often called upon to perform in the field. This degree is offered on-line via the Internet. The degree can be completed on either a part-time or full-time basis.

The field of psychiatric rehabilitation seeks to empower people with severe mental illness to pursue career, educational, social, and other life goals with success and satisfaction. As a leader in health professions education, Rutgers, The State University of New Jersey is ideally suited to provide this program in psychiatric rehabilitation.

Full-time and part-time status

Students admitted to the program may enroll either full-time or part-time. However, it is strongly suggested that students who work full time register for no more than two courses semester.

Additional Program Information

Additional programmatic information is available on-line at http://shrp.rutgers.edu/dept/psyr/programs/psyrehabo.html

Curriculum

See database for program requirements and course descriptions: http://coursecatalog.shrp.rutgers.edu

Admission to Program

- Bachelor’s degree from an accredited institution
- Two (2) letters of reference
- Personal statement outlining reason for pursuing this degree and future professional plans
- Personal interview

GPA minimum requirements/credentialing requirement

The minimum requirement is 3.0.

For more information about admissions, please contact the Office of Admissions: shrpadm@shrp.rutgers.edu or 973-972-5336.
Psychiatric Rehabilitation Program

Degree Options
- Ph.D. Psychiatric Rehabilitation

Psychiatric Rehabilitation Professions

Psychiatric Rehabilitation (PsyR) facilitates the recovery, community integration and improved quality of life of persons with serious psychiatric conditions. As the psychiatric rehabilitation knowledge base grows there is increasingly higher demand for professionals at the doctoral level to function as educators, researchers, scholars, higher level administrators and leaders.

Program Description

The curriculum consists of 76 credits from the areas of research, organizations and systems, PsyR 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 and at practicum settings. Students are required to carry out research/practicum 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 36 core credits prior to entering candidacy for the doctorate.

A sample of courses specific to the doctoral program include:


Overview

The Ph.D. program in PsyR is designed to prepare researchers, educators, scholars, and leaders in this field. This research based degree, unique in the country, is the first to offer the doctor of philosophy specifically in Psychiatric Rehabilitation. Successful candidates will have significant PsyR experience.

Each accepted student has an assigned advisor/mentor. Doctoral classes are scheduled in the evening, allowing students to remain professionally active. While many required courses may be taken over the Internet, courses comprising the doctoral core meet at Rutgers’ Scotch Plains campus.

For additional information about the Psychiatric Rehabilitation Program, contact SHRP Admissions:

Admissions
E. shrpadm@shrp.rutgers.edu
P. 973-972-5336
Student Expectations

In addition to being successful at graduate level course work, students are expected to possess the verbal and quantitative skills necessary to complete dissertation research that has meaning for the PsyR field. In addition students will demonstrate proficiency in teaching and instruction. With guidance from their assigned academic advisor, students are required to obtain faculty sponsorship for their dissertation project. The successful student is motivated, self-directed and dedicated to advancing the field of psychiatric rehabilitation.

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.

Competencies/Outcomes

The mission of the Ph.D. program in PsyR is the improvement of services for persons with serious psychiatric conditions. The 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.

Learning Goals

Students earning the PsyR PhD 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.

Additional Program Information

Additional programmatic information is available on-line at: http://shrp.rutgers.edu/dept/psyr/programs/PhDPSRCounEduSupTrk.html

Curriculum

See database for program requirements and course descriptions: http://coursecatalog.shrp.rutgers.edu

Admission to Program

- Bachelor’s degree from an accredited institution
- Significant Psychiatric Rehabilitation experience
- Current Resume
- Three (3) letters of reference
- Personal statement outlining reason for pursuing this degree and future professional plans
- 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: shrpadm@shrp.rutgers.edu or 973-972-5336.
Ph.D. Psychiatric Rehabilitation

Degree Options

- Ph.D. Psychiatric Rehabilitation
  - Counselor Education & Supervision track

Counseling Profession

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, leaders and advocates within the counseling field. The Track will prepare graduates to positively impact services provided for persons with psychiatric disabilities by fostering the development, implementation and evaluation of evidence-based and promising approaches to treatment and rehabilitation services and effectively supervising service providers. The curriculum is designed so that doctoral students will: 1) develop advanced counseling expertise in mental health services for individuals with severe mental illness; 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 36-52 credits (by advisement) combined with 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.

Students must complete a master’s degree in counseling from a CACREP accredited program which includes the courses listed below; or equivalent course work and completion of a specialization such as Clinical Mental Health Counseling, Rehabilitation Counseling, Addictions Counseling, or Community Counseling; or a master’s degree in counseling with equivalent course work; or a related master’s degree with equivalent course work. Equivalent course work is defined as completion of 60 credits at the master’s level with study in eight areas (i.e., Professional orientation and ethical practice, Social and cultural diversity, Human growth and development, Career development, Helping relationships, Group work, Assessment, Research and program evaluation), plus completion of a practicum and internship as well as completion of curricular requirements in a specialization. Students who have not met one or more of these requirements may be required to take additional prerequisite courses as part of their doctoral program.
Overview

The PhD in Counselor Education and Supervision is designed to prepare graduates to fill roles as counselor educators, supervisors, researchers and practitioners within higher education and the community. This track builds upon the Department’s M.S. in Rehabilitation Counseling, which has enjoyed Council on the Accreditation of Counseling and Related Educational Programs (CACREP) accreditation since 2010. Graduates of other counseling and related human services fields from other universities may also pursue admission.

Each accepted student has an assigned advisor/mentor. Doctoral classes are scheduled in the evening, allowing students to remain professionally active. While online courses may be available, courses comprising the doctoral core meet at Rutgers’ Scotch Plains campus.

Student Expectations

In addition to being successful at graduate level course work, students are expected to possess the verbal and quantitative skills necessary to complete dissertation research in the area of Counselor Education and Supervision. In addition students will demonstrate proficiency in teaching and instruction. With guidance from their assigned academic advisor, students are required to obtain faculty sponsorship for their dissertation project. The successful student is motivated, self-directed and dedicated to advancing the field of psychiatric rehabilitation.

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.

Competencies/Outcomes

The mission of the PhD program in Counselor Education and Supervision is to prepare educators of graduate level counseling, clinicians, clinical supervisors, researchers, scholars and leaders in the field of counseling and supervision.

Learning Goals

Students earning the PhD in Counseling Education and Supervision are expected to be leaders in the field. As such they will have a comprehensive understanding of counseling, counseling education and 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.

Competencies/Outcomes

Additional programmatic information is available on-line at: http://shrp.rutgers.edu/dept/psyr/programs/PhDPSRCounEduSupTrk.html

Curriculum

See database for program requirements and course descriptions: http://coursecatalog.shrp.rutgers.edu
Admission to Program

- Bachelor's degree from an accredited institution
- Significant Psychiatric Rehabilitation experience
- Current Resume
- Three (3) letters of reference
- Personal statement outlining reason for pursuing this degree and future professional plans
- 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: shrpadm@shrp.rutgers.edu or 973-972-5336.
Rehabilitation Counseling Program

Degree Options

- Master of Science in Rehabilitation Counseling
  - Clinical Mental Health Counseling track

Psychiatric Rehabilitation Counseling Professions

Why Select a Career in Counseling?

Counseling as a career is an excellent choice for high-energy people who want to make a very real difference in people’s lives. A career in counseling offers many exciting opportunities such as:

- Feeling the deep satisfaction of making an impact on the quality of many people’s lives, including your own.
- Working in a creative, compelling, professional environment infused with passion, idealism, and realism.
- Knowing that the goal of your work is empowerment and involves working with individuals and the community to facilitate the process of choosing, getting and keeping roles that your clients value in the community.
- Achieving your potential while empowering others to reach theirs.
- Enjoying long-term career growth potential with competitive salaries and benefits.
- Counseling is a career in high demand with growth expected to be faster than average over the next several years.

What is Mental Health Counseling?

Mental health counselors help people manage or overcome mental and emotional disorders and problems with relationships. Mental health counselors use a variety of techniques in their work with clients and typically provide a variety of services. Examples of what mental health counselors do include encouraging clients to discuss their experiences and process reactions to them in order 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. Our program emphasizes approaches based on cognitive behavioral counseling.

This goal-oriented approach focuses 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.

Primary Campus Location

- Scotch Plains
- Stratford

Faculty

Please see the faculty listing online under the Psychiatric Rehabilitation and Counseling Professions Department.

Major Clinical Affiliates

The program maintains clinical affiliations with over 50 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 on Rehabilitation Education (CORE) for an eight year term through the 2020-2021 academic year. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) in the area of Community Counseling. The Clinical Mental Health Counseling Track is currently accredited by CACREP under the 2001 standards for Community Counseling programs as a Community Counseling program.

This accreditation runs through March 31, 2018. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. We intend to seek accreditation for this track as a Clinical Mental Health Counseling program when it comes up for reaccreditation, per CACREP guidelines.
What is Rehabilitation Counseling?

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, career and social goals. Rehabilitation counseling is a specialization within the field of counseling that provides an effective process to assist individuals with disabilities to choose, get and keep roles they value in the community. Among the roles individuals are interested in attaining and maintaining are worker, student, independent community resident, and member of a social network.

Through the counseling process, individuals are assisted in the process of finding or renewing purpose and meaning in life as they gain or regain roles they prefer and value in the community. Rehabilitation counselors are prepared to help people of all ages with psychiatric, physical, or developmental disabilities to discover their potential as independent, self-sufficient citizens in the community. Rehabilitation counselors work as advocates for their clients and also within the community to bring about change.

Employment Opportunities in Counseling:

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 also frequently work with families of individuals seeking services. Counselors with a specialization in rehabilitation counseling work with individuals who may have psychiatric, physical, or developmental disabilities. Currently, there is high demand in New Jersey, the surrounding regions and nationally for master’s level rehabilitation counselors.

This high demand is due to a number of factors. Some 20% of Americans have one or more disabilities, and 70% of people with disabilities are unemployed. This creates a great demand for counselors who can help in preparing for career and other life goals.

Additionally, many of the social and physical barriers that once restricted people with disabilities have been overcome. Technology has provided a wealth of new options. More professional services including counseling are needed so that people with disabilities can take advantage of these opportunities.

Program Description

This program is offered by the Department of Psychiatric Rehabilitation and Counseling Professions in the Rutgers School of Health Related Professions (SHRP). Degree studies focus on educating students 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 disabilities are empowered to pursue career and other personally important goals with success and satisfaction.

The 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. Highly qualified personnel are needed to provide counseling services to individuals with psychiatric and other disabilities in community settings. Professionals with graduate degrees in this area are in high demand in New Jersey and the surrounding region as well as nationally. Employment settings include community-based agencies, state and federal government agencies, the insurance industry, and private practice.

For more info

For additional information about the Rehabilitation Counseling Program, contact SHRP Admissions:

Admissions
E. shrpadm@shrp.rutgers.edu
P. 973-972-5336
Overview

This is a 60-credit degree. Students complete a counseling core of 13 courses (39 credits). This course work provides students with a strong 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 internship of at least 600 hours including 240 hours of direct service. The practicum and internship are completed in agency settings consistent with the student’s choice of specialization. These clinical experiences total 9 credits. Students complete 4 courses (12 credits) for the Clinical Mental Health Counseling Track.

Faculty members seek to promote an open environment for the consideration and discussion of a wide variety of theories and points of view. As part of this orientation, information and methodology from a range of disciplines are presented and discussed. In promoting understanding of the complexity of human behavior, all the behavioral and social sciences need to be considered. In teaching counseling skills, many faculty members have training and experience in cognitive and behavioral counseling approaches such as the Choose-Get-Keep approach for assisting clients to select and accomplish goals of their choice in the community. Key tenets in this approach include active involvement of clients in planning and goal setting, behavioral improvement in the environment of need in the community as a critical client outcome, and a primary focus on improving client competency to assume community-based roles. The uniqueness of the individual is also emphasized with choice, empowerment and growth identified as core values.

Services are individualized for the needs and preferences of each client as part of the counseling relationship with a focus on the identification and use of client personal strengths. Among the roles individuals are interested in attaining and maintaining are worker, student, independent community resident, and member of a social network. Through professional practice, the process of finding or renewing purpose and meaning in life is enhanced as clients gain or regain roles that they prefer and value in the community.

As part of assisting individuals to attain and maintain valued roles, wellness and recovery approaches are also addressed. In planning the curriculum, faculty emphasize learning about 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.

All Department faculty strive to create an environment rich in opportunities, experiences, and knowledge that enhances the education of our students. We are committed to the highest standards of excellence in preparing the professionals of tomorrow. We seek out the latest research to inform our academic and professional practice, and share our knowledge in a stimulating, friendly and professional atmosphere.

Student Expectations

To maintain good academic standing, students must maintain a GPA of 3.0 each semester as well as overall in the program. Students must be able to form effective counseling 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. As part of preparation to become counseling professionals, students must be open to self-examination and to personal as well as professional self-development. Students also must have basic technological competence and computer literacy.
This includes knowledge of and proficiency in word processing, using email, and conducting Internet searches. 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. The program follows SHRP Essential Functions for Participation in Courses available at http://shrp.rutgers.edu, select Prospective Students, Admissions Office, and scroll down to Essential Functions.

The faculty encourages 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.

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 may start in any semester, but are encouraged to start in the fall or spring semester.

Learning Goals

At the conclusion of degree studies, program graduates are expected to have the skill set of an entry level counseling professional. Program graduates are prepared to work in a variety of settings including community agencies, government agencies, and other community based services, and must have 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. 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. It is recognized that interaction between these elements is essential.

Counselors have extensive contact with other helping professionals, paraprofessionals, self-help groups, community leaders, and other members of the community. The faculty is committed to the development of program graduates who can work competently, creatively and collaboratively with individuals from a variety of backgrounds. As part of accomplishing this, students are encouraged to learn about existing community resources and make maximum use of them in their counseling as well as assess needs for resource creation or modification to meet identified community needs.

Program graduates are also prepared to work with the wider environment as consultants, advocates and change agents. Besides proficiency in working with clients to modify their behavior to accomplish goals, proficiency is developed to interact with the environment to negotiate and, if needed, modify the environment in the interest of providing high quality services to clients.
Additional Program Information

Janice Oursler, Ph.D., NCC, CRC, Program Director
Telephone: (908) 889-2462 or email: ourslejd@shrp.rutgers.edu

Rutgers, The State University of New Jersey
School of Health Related Professions
Department of Psychiatric Rehabilitation and Counseling Professions
1776 Raritan Road, Scotch Plains, New Jersey 07076
http://shrp.rutgers.edu/dept/psyr/programs/msrehab.html

Curriculum

See database for program requirements and course descriptions:
http://coursecatalog.shrp.rutgers.edu

Admission to Program

The Department of Psychiatric Rehabilitation and Counseling Professions seeks candidates who have both strong academic potential and commitment to working in the community and with individuals with disabilities. Related employment or volunteer experience is desirable but not an admission requirement. Admission decisions are based on a review of all materials submitted with the application and take into account all aspects of the applicant including career goals, occupational background, relevant personal experiences, and academic performance and potential. Applications from individuals with diverse backgrounds who are interested in studying for a counseling degree are encouraged.

Scores on standardized tests such as the GRE are not required for admission. Deadlines for application are April 15 for Summer, June 15 for Fall, and November 15 for Spring. It is important to submit your application for admission to the program as early as possible so that there is adequate time for processing the application, arranging a personal interview, and reaching an admissions decision before the start of the semester when you would like to begin your studies.

Students may attend on a part-time or full-time basis. Students can begin study in any semester. Students are encouraged to begin in the Fall or Spring semester. Completion of the degree requires attendance in the summer as certain required courses are offered only in this semester.

Admission decision recommendations are made by the program’s selection committee. Academic background, experience whether volunteer or paid in the human services field, and ability to perform essential functions are considered in assessing potential for success in the program and making admission decisions. The Office of Enrollment Services notifies applicants of admission decisions.

All application materials to apply for the degree are submitted to the:

Office of Admissions
Rutgers, The State University of New Jersey
School of Health Related Professions
Stanley S. Bergen, Jr. Building
65 Bergen Street, Room 149
It is important to contact the Office of Enrollment Services periodically at (973) 972-5366 or by email at shrpadm@shrp.rutgers.edu to check if all application materials have been received. Applicants with incomplete applications are not scheduled for an admissions interview with the Department.

Requirements for admission include:

- Completed Application for Admission form with application fee. This form may be downloaded at http://shrp.rutgers.edu and select Prospective Students, or you can apply online.
- Bachelor’s degree from an accredited institution. Official Transcripts for the degree must be submitted. Those who would like to apply in the final year of their Bachelor’s degree are encouraged to submit an application. These applicants may submit unofficial transcripts initially but must provide official transcripts indicating degree completion if offered admission to the program.
- Written statement describing career goals, personal goals, and experiences as related to the M.S. in Rehabilitation Counseling, Clinical Mental Health Counseling Track.
- Two letters of recommendation. Letters of recommendation must be on the letterhead of the person making the recommendation.
- 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 SHRP Essential Functions for Participation in Courses available at http://shrp.rutgers.edu, select Prospective Students, then Admissions Office, and scroll down to 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.

As part of preparation to become counseling professionals, students must be open to self-examination and to personal as well as professional self-development. Students also must have basic technological competence and computer literacy. This includes knowledge of and proficiency in word processing, using email, and conducting Internet searches.

Accepted students receive an admission packet including an acceptance letter, requirements for graduation form, and directions to access the Admissions Checklist at http://shrp.rutgers.edu, select Prospective Students, then Admissions Office and Items Required for Recently Accepted Students. The Admissions Checklist outlines what is required to enroll in the program plus directions to download needed forms. It is essential to review the Admissions Checklist and follow directions for submitting the tuition deposit to reserve your place in the program and to obtain a Rutgers email account and PIN number to register online for classes. It is also essential complete the required physical examination and immunizations and submit documentation to Student Health Services of meeting these requirements.

Accepted students who have questions should contact the Office of Enrollment Services Center at (973) 972-5336 or by email at shrpadm@shrp.rutgers.edu and Dr. Janice Oursler, Program Director, at 908-889-2462 or by email at ourslejd@shrp.rutgers.edu
Information for military and veterans is available at http://shrp.rutgers.edu, select Prospective Students and Military/Veterans. For any questions or concerns regarding your SHRP VA Certification contact Jamaal Johnson, SHRP Assistant Registrar, at (973)-972-5764 or by email at johnsojs@shrp.rutgers.edu

Applicants whose baccalaureate degree is not from the United States must submit an official copy of a transcript evaluation. Information about arranging an evaluation is available from the World Education Services, Inc. at www.wes.org. Contact the Office of Enrollment Services at (973) 972-5336 or by email at shrpadm@shrp.rutgers.edu to learn about other acceptable agencies for transcript evaluation.

Applicants with a baccalaureate degree whose native language is not English are required to submit the results of the Test of English as a Foreign Language (TOEFL). Information about TOEFL may be obtained at www.ets.org/toefl.

Information for international students is available at http://shrp.rutgers.edu, select Prospective Students and International Services. Information about the RBHS Office of International Services is available at http://rbhs.rutgers.edu/internationalservices/j_1

For more information about admissions, please contact the Office of Admissions: shrpadm@shrp.rutgers.edu or 973-972-5336.
Radiologist Assistant Program

Degree Options

- Master of Science

Radiologist Assistant Professions

A radiologist assistant is an advanced-role for experienced diagnostic radiologic technologist who are already competent in radiologic procedures. The radiologist assistant functions as a radiology extender, supplementing and supporting the work of radiologists. His or her duties might include patient assessment, patient education, image evaluation, ordering follow-up images, and performing routine fluoroscopic and selected interventional procedures. In performing these duties, the radiologist assistant allows the radiologist to focus on interpretation, diagnosis and treatment.

Program Description

The radiologist assistant is a new level of imaging technologist. The registered radiologist assistant (R.R.A.) is an advanced-level radiographer who works under the supervision of a radiologist to promote high standards of patient care by assisting radiologists in the diagnostic imaging environment. The R.R.A. under radiologist supervision, the R.R.A. will enhances patient care by extending the capacity of the radiologist in the diagnostic imaging environment by performing patient assessment, patient management, fluoroscopy and other radiology procedures. Although, the Radiologist Assistant will not take the place of a radiologist, the assistant will allow the radiologist to focus more time on interpretation rather than on procedures. A radiologist assistant will have completed an advanced academic program encompassing a nationally recognized curriculum and a radiologist-directed clinical preceptorship.

Overview

Entering a Master of Science Degree as a Radiologist Assistant is a commitment that requires sacrificing personal time while balancing the demands of your professional and personal lives. As a graduate student your accomplishment will be will be with you the rest of your life, and the critical thinking skills you acquire will serve you every day. As a radiologist assistant student you will be responsible for working toward completion of their degree programs in a timely fashion. It is expected that as an radiologist assistant student you will gain expertise, expand your knowledge by working closely with radiologist and other members of the health care team. As professionals-in-training, the radiologist assistant student learn will how to impart clinical knowledge through appropriate forms of communication.
**Student Expectations**

As a graduate student your accomplishment will be with you the rest of your life, and the critical thinking skills you acquire will serve you every day. As a radiologist assistant student you will be responsible for working toward completion of their degree programs in a timely fashion. It is expected that as an radiologist assistant student you will gain expertise, expand your knowledge by working closely with radiologist and other members of the health care team. As professionals-in-training, the radiologist assistant student learn how to impart clinical knowledge through appropriate forms of communication.

**Full-time and part-time status**

In general, the Radiologist Assistant program at Rutgers, School of Health Related Professions (SHRP) is designed to meet the needs of working diagnostic radiographers. The 44 credit program can be accomplished on a part-time basis. The part time option is designed to be completed 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. Upon successful completion of the program, graduates will be:

- Competent, effective radiologist assistants with skills necessary to practice as an integral team member in a radiology practice.
- Able to apply core competencies learned to function as a successful Radiologist Assistants in the field of imaging sciences
- Demonstrate the breadth and depth of the educational preparation through the successful completion of the programs mock registry examination
- Demonstrate an understanding of leadership, ethical and economic issues as they pertain to the graduate's professional field
- Have the necessary preparation to pass national certification examinations
- Demonstrate a commitment to continued competency through lifelong learning

**Additional Information**

Additional programmatic information is available on-line.
http://shrp.rutgers.edu/dept/med_imaging/radiologist/index.html

**Curriculum**

See database for program requirements and course descriptions:
http://coursecatalog.shrp.rutgers.edu
Admission to Program

In order to qualify for admission, applicants must meet the following requirements:

- Graduated from a Joint Review Committee on Education in Radiologic Technology 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 and current registration by the American Registry of Radiologic Technologists (to determine NJ state license eligibility contact the Department of Environmental Protection Bureau of Radiological health at (609) 984-5890)
- 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 (two from a radiologist) provide personal statement
- Provide proof of current Basic Cardiac life Support Certification (BCLS)
- Prerequisite course: Introduction to Pathophysiology, Human Disease or an equivalent. The program does offer an Introduction to Pathophysiology course every Spring/Summer semester online.

Selection for admissions is a competitive process that 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: shrpadm@shrprutgers.edu or 973-972-5336.
Academic Affiliates

Academic Affiliations are partnerships that the School of Health Related Professions has formed with other higher education institutions to provide students with the best education possible. SHRP offers all of the health-related courses and affiliates offer general education, basic sciences, and liberal arts courses. In some programs, students start coursework within the affiliate school before taking classes in SHRP on one of the Rutgers campuses.

Students may earn a joint degree from Rutgers and the affiliate, or a degree from an affiliate and a certificate of degree from Rutgers. Ultimately, the degree earned is determined based upon the selected program. Unless indicated otherwise, all the academic affiliates are joint degree programs or articulated programs.

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<th>Atlantic Cape Community College</th>
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For more information about which programs are jointly offered with our academic affiliates, please visit the following website:

http://shrp.rutgers.edu/affiliates/index.html
Academic Policies
School of Health Related Professions Academic Policies

The following Academic Policies are specific to students within the School of Health Related Professions.

http://apps.shrp.rutgers.edu/projects/shrpweb-cf/policies/index_new.cfm

RBHS Academic Policies

Although University policies apply to all members of the Rutgers community, including students, faculty and staff, some additional policies were adopted specifically for Rutgers Biomedical and Health Sciences (RBHS). Please refer to the RBHS Policy Library at

http://academicaffairs.rutgers.edu/additional-resources.rbhs-policies

for those policies that apply only to students, faculty, and staff within legacy UMDNJ schools (Robert Wood Johnson Medical School, New Jersey Medical School, School of Nursing (formerly UMDNJ School of Nursing), School of Health Related Professions, School of Public Health, Graduate School of Biomedical Science, and Rutgers School of Dental Medicine (formerly New Jersey Dental School).

Rutgers University-wide Policies

Additional policy information can be found on the Rutgers Office of Institutional Research and Academic Planning website

http://oirap.rutgers.edu/disclosure.html

http://policies.rutgers.edu