



Swedish Institute
College of Health Sciences

**Where healthy
careers begin**

Academic Catalog 2024

Swedish Institute

College of Health Sciences

Catalog 2024 - 2025

PROGRAMS

Clinical and Administrative Medical Assistant (HEGIS Code: 5214.00)

Clinical Medical Assistant (HEGIS Code: 5214.00)

Massage Therapy (HEGIS Code: 5299.00)

Medical Billing and Coding (HEGIS Code: 5214.00)

Nursing (HEGIS Code: 5208.00)

Surgical Technologist (HEGIS Code: 5211.00)

Central Service Processing Technician (HEGIS Code: 5211.00)



Notice: The policies, requirements, course offerings, schedules, activities, tuition, fees, calendar of Swedish Institute and other information contained in this Catalog are subject to change.

Publication date: January 1, 2024

Catalog published January 1, 2021. First published May 2012. Revised August 2012, February 2013, July 2013, October 18, 2013, May 14, 2014, October 20, 2014, June 29, 2015, October 10, 2016, January 23, 2017, March 9, 2018, July 23, 2018, October 15, 2018, January 1, 2019, July 1, 2019, January 2, 2020, May 1, 2020, July 20, 2020, December 9, 2020, May 15, 2021, January 1, 2022., May 1, 2022, August 1, 2022, June 1, 2023, January 1, 2024

Swedish Institute

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Cover by Brin Azzarello.

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Letter from the President

On behalf of our faculty, staff, fellow students, and alumnae, I warmly welcome you to Swedish Institute! This is an exciting time in your life, as you take an important step forward acquiring the knowledge and skill sets that will enhance your journey in achieving career growth and success.

Swedish Institute is one of the oldest institutions of its kind, founded in 1916. We operate under a specific vision for our organization, a set of values we try to incorporate into our daily lives, and a purpose for you as a student. Our vision, values, and purpose are designed to provide our students with the tools needed to provide a positive and fulfilling educational experience.

As President, I am passionate about ensuring that our faculty and students remain engaged and continue to flourish, and that our school remains dynamic, strong, and held in the very highest regard. With that in mind, the core ideology behind our vision, values, and purpose will never change. In short, we care deeply about your future and are here to help you achieve personal, educational, and professional success.

There are many things that make Swedish Institute different from other colleges, but one of the largest differences is our commitment to continually enhancing and improving our curriculum and its delivery. We constantly review and update our teachings to ensure we remain relevant and cutting edge in our style and technique. We also focus on preparing students for the best quality employment opportunities available in their chosen field. Students are actively involved in their education and taught the course information by applying what they are learning through guided group discussions and practical real-world assignments. Through these educational and communal experiences, students develop and acquire the practical proficiencies required for graduation and eventual success in the workplace.

Thank you for choosing Swedish Institute. We look forward to helping you become instruments of powerful change and improvement in the world of healthcare. Your input and support are essential as we embark on this exciting and fulfilling journey together.

Sincerely,

Michael S. Bottrill, President and CEO
Swedish Institute
College of Health Sciences

About Swedish Institute

History

Swedish Institute was founded in 1916 as the Swedish Institute of Physiotherapy and is the oldest continuously operating massage therapy institution in the country. The founder of the school, Theodore Melander, had a vision of massage therapy as an aspect of a holistic approach to wellness generally and he developed a unique curriculum that included medical gymnastics, dietetics, exercise techniques and physiotherapy. Graduates of the program received a diploma in Physiotherapy and practiced in hospitals, clinics and in private practice as Physiotherapists.

In 1954, Lillian Phillips, then director and owner, focused the curriculum exclusively on massage therapy, which was increasingly becoming a recognized profession. At that time the title “massage therapist” was unheard of and graduates were known as masseuse and masseur. The City of New York required the masseuse/masseur to register and they were granted a city license to practice. Ultimately, licensure and curriculum regulations were incorporated into the New York State Education Department Office of the Professions. In 1998, the Institute was awarded authorization to grant an Associate in Occupational Studies (AOS) degree to graduates of the Massage Therapy program.

In 1996, the Institute moved deeper into the world of holistic and integrative medicine by opening an Acupuncture program with a focus on Classical Chinese Medicine. In 2003, the Institute received approval from the State Education Department to award the Master of Science Degree (MS) in this field. The Acupuncture Program has since been integrated into the curriculum of Swedish Institute’s sister school, the New York City campus of Pacific College of Oriental Medicine.

The past 20 years have seen the Institute grow from a well-known school of Massage Therapy offering a 692 clock-hour certificate program into a multi-purpose institution with authority from the New York State Education Department to grant degrees at the associate, baccalaureate and master’s levels. The college continues to offer its long-standing program in Massage Therapy and has since added degree programs in Advanced Personal Training (inactive effective August 2020), Clinical and Administrative Medical Assistant, Surgical Technologist, and Nursing. In addition, the college now offers certificate programs in Medical Billing and Coding, Clinical Medical Assistant., and Central Service Processing Technician (added in 2022).

Mission

Swedish Institute educates students to become skilled, ethical, culturally competent and compassionate massage therapists, nurses, and allied health professionals serving the diverse communities of the Greater New York Metropolitan Area.

Vision

Swedish Institute will be recognized as a premier multi-specialty health educational institution, using its over 100-year tradition of excellence in the education of massage therapists to inform education and training in diverse areas of health practice. Its students will benefit from programs that are based on a holistic and integrative approach to health and wellness and yet meet or exceed our rigorous requirements, including high graduate pass rates on licensure and certification exams. Expert faculty and staff will shape an inclusive learning environment where students experience the best in teaching practices and the support and guidance needed to succeed in the classroom and on the job.

Values

At Swedish Institute we value:

- a **learning** environment where we challenge ourselves and our students to think critically, seek mastery and serve consciously.
- an **ethical** environment where we nurture a compassionate, holistic and collaborative approach to patient care.
- a **collegial** environment that promotes fairness, respect, honesty, integrity and critical reflection.
- a **collaborative** environment in which we partner with traditional and non-traditional healthcare practitioners and institutions to advance evidence-based research and develop models of integrative care.
- a **results-oriented** environment where we work to achieve the best in learning and program outcomes.

Accreditation and Approvals

Swedish Institute is authorized by the Board of Regents of the University of the State of New York to confer the Associate in Occupational Studies (AOS) degree, the Associate in Applied Science (AAS) degree, the Bachelor of Professional Studies (BPS) degree and the Master of Science (MS) degree to graduates of programs registered with the State of New York.

Swedish Institute is also nationally accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). ACCSC is a national accrediting body recognized by the U.S. Secretary of Education. Institutional accreditation by this agency enables institutions to participate in federal student financial assistance programs administered by the U. S. Department of Education under Title IV of the Higher Education Act of 1965, as amended. Information about ACCSC can be found at www.accsc.org.



Accrediting Commission of Career Schools and Colleges
2101 Wilson Boulevard, Suite 302
Arlington, Virginia 22201; Phone 703.247. 4212.
www.accsc.org

The Surgical Technologist Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARCST/SA).



Commission on Accreditation of Allied Health Education Programs
9355 113th St, N # 7709 Seminole, FL 33775
727-210-2350
<http://www.caahep.org>

The Clinical and Administrative Medical Assistant and Clinical Medical Assistant programs have been chosen to be a part of the American Medical Technologists' School Recognition Program.



Note: Swedish Institute continuing education courses are currently outside the scope of ACCSC accreditation.

Information on the procedures by which documents describing the accrediting, approval, licensing and recognition is available by contacting the school President.

Our Campus

Swedish Institute is conveniently located in the Chelsea section of Manhattan, one of the most exciting cities in the world. The stimulating and vibrant environment of New York City makes attending college more than just a classroom experience. Swedish Institute's campus is located on West 26th Street in Manhattan, between 6th and 8th Avenues. Classrooms and administrative offices are located at 151 W. 26th Street (current mailing address).

Classrooms are equipped with instructional resources, as required by the specialized courses they serve, and include, but are not limited to, massage tables, shiatsu mats, anatomical models, charts, overhead projectors, internet access, phlebotomy equipment, electrocardiography equipment, patient beds, and computers.

Specialized equipment and instructional space for the various programs include a nursing skills lab with a Laerdal Patient Simulation System; a simulated operating room; a bioscience laboratory; a fully equipped computer laboratory for programs requiring computer skills; and, finally, a busy massage therapy public clinic.

Admissions and Financial Aid are located at 151 West 26th Street, on the first floor. A nursing skills lab, simulated operating room, bioscience lab, computer laboratory, and library are also located at 151 West 26th Street. The Career Services department is located at 151 West 26th St. on the fourth floor. Administrative offices are located at both the 226 and 151 buildings. The Accounting offices and the bookstore are located at 151 West 26th Street and other administrative offices, such as the Registrar's Office.

When visiting our campus, Reception is conveniently located at 151 W. 26th Street on the first floor for Admissions. All visitors need to check in with Reception upon arrival.

Lecture classrooms at Swedish Institute can generally accommodate 25 to 35 students. Clinical and techniques classrooms can accommodate between 16 and 24 students, depending on the program and course.

The Lillian F. Phillips Library

The library is located at 151 West 26th Street on the 4th floor and includes specialty resources for all of the school's academic programs. The Library is equipped with computer terminals as well as a printer/copier. All students and instructors have access to a 190,000+ volume online collection through E-book Central, which supports all programs and includes robust general education content in the social sciences, humanities, English, mathematics and natural sciences. Students can access full-text items through a virtual bookshelf and use study/research tools including web links, highlighters and bibliography and footnote formatting templates. The college also subscribes to Nursing & Allied Health, a multimedia database put out by ProQuest. Here members of the campus community can access peer reviewed journal, magazine and newsletter articles. Swedish Institute is a member of the Metropolitan New York Library Council. Through METRO, students can access collections on-site at other METRO member libraries with several libraries offering borrowing privileges. METRO includes a number of nearby medical collections. A library cooperation agreement also exists with

our sister school, nearby Pacific College of Oriental Medicine.

Continuing Education

Swedish Institute offers an extensive selection of continuing education courses that introduce licensed practitioners to new tools and techniques that will expand their skills and enhance their practice. Our workshops and trainings focus on hands-on practice and personal interaction with expert instructors and experienced clinicians who specialize in their respective fields.

Swedish Institute is an approved provider of continuing education courses that meet state and professional associations' criteria for licensed professionals who need to fulfill specified CEU requirements to maintain licensure. Being an approved provider demonstrates Swedish Institute's commitment to providing the highest quality education and ongoing professional development of licensed healthcare professionals.

Visit www.swedishce.com to view the most up-to-date course offerings, instructor biographies, complete course details, and to register online.

Alumni Services

Alumni Services serves to support our graduates and keep our alumni connected both to the College as well as to each other. Our purpose is to cultivate a strong network of support and communication through our Alumni Network website, practitioner directory, social media groups, community events, informational forums, reunions and celebrations.

Visit us at www.swedishgrad.com to learn more and stay connected.

Disclaimer

Swedish Institute reserves the right to change any provisions in this publication without prior notice. Students are responsible for knowing the information contained in this catalog. Failure to read the catalog does not excuse students from the requirements and regulations contained herein.

Statement of Non-Discrimination

It is the policy of Swedish Institute to provide access to educational programs, services, and benefits to all students and clients without regard to age, ancestry, color, disability, gender, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status including veterans of the Vietnam era. Swedish Institute is an equal opportunity employer.

Diversity, Equity, and Inclusion Statement

At Swedish Institute, we are dedicated to fostering a college community that is diverse and inclusive by providing our students and staff with opportunities to learn and engage in scholarly knowledge that recognizes the contributions of all people.

We are committed to taking a proactive approach to the principles of diversity, equity, and inclusion through providing education that encourages civic engagement and intentionally prepares our students to be responsible members of the diverse societies that they will serve as health and wellness professionals.

Admissions

New York City is an international city and the Swedish Institute student population reflects New York's racial, ethnic and cultural diversity. What unifies students at the College is their commitment to caring for others in a compassionate, ethical and humane manner. They seek an understanding of how mind and body connect to create conditions for health and wellness in themselves and others. Swedish Institute encourages the enrollment of students who see their future careers as a path to self-fulfillment.

Application Process

Swedish Institute operates on a rolling admissions basis, processing applications as they are submitted. Prospective students are encouraged to submit an application well before their intended start date so they have time to gather required documents and apply for financial aid, if applicable. If all admission requirements (see below) have been met, an enrollment agreement covering the terms and conditions of enrollment including program choice, start term, tuition and fees and cancellation and refund policies is signed. Students who postpone their start date must complete a form requesting a start status change, and may be subject to any changes to admission requirements, tuition, fees and any other program modifications.

Please Note: *Submitting an application does not guarantee a seat in a class in an upcoming term.* A student is not considered enrolled until admission requirements have been met and an enrollment agreement is signed by the student and the Swedish Institute.

Admission Requirements

To be considered for admission an applicant must:

- Be at least 18 years of age at the time the practicum or externship portion of the program begins.
- Be a high school graduate or General Equivalency Diploma (GED) holder as evidenced by a copy of a high school diploma or an official communication from either the educational institution, Department of Education, State Board of Education or Department of Defense. Possess a degree from an accredited institution wherein requirements for entry include a high school diploma or GED (transcript required). Foreign diplomas must be translated into English, if necessary, and affirmed as equivalent to a U.S. diploma by a recognized credentialing organization.
- Be a U. S. citizen, an alien lawfully admitted for permanent residence in the United States or a foreign national eligible for a student visa.
- Demonstrate an understanding of, and interest in, the selected program of study through an admissions interview and written responses to an admissions survey/personal statement. The applicant must also demonstrate maturity, self-awareness, integrity, good judgment and professionalism.
- Be in good health and physically able to carry out any techniques or procedures that are essential to the selected program of study and career.

- Score at an acceptable level on any required pre-admission test.
- Be proficient in the English language as determined by the Director of Education or designee.
- Provide a completed reference form if required by the program of study.

Note: Students entering with advanced standing and who will take a clinical course in the first term of study must complete prerequisite requirements for clinical placement. This includes proof of physical examination, medical history, tuberculin testing (PPD), Hepatitis B & Tdap vaccination, titers or waiver and any other documentation as specified by clinical placement facilities. Students with incomplete medical documentation required for clinical placement may have enrollment deferred to the following term.

Following completion of these steps, an enrollment agreement is signed and a student may register for classes. A parent or guardian must co-sign the enrollment agreement if the applicant is under 18 years of age.

Admissions Requirements for the Nursing Program

Effective Date: Fall Semester 2023

There is a multi-step process to be accepted into the Nursing Program at Swedish Institute. Other than the requirements below, there are no program prerequisites.

Step 1: Meet with an Admissions Representative

Step 2: Pass the NLN PAX exam with a score of 116 or above, or the TEAS exam with a score of 70% or above within one (1) year. Applicants with the TEAS exam score of 65% to 69% will be waitlisted and be offered to retest and a possible interview with the director(s) of the nursing program.

Standardized Exam	Minimum Acceptable Score	Dated
NLN PAX	116	Within one (1) year
TEAS	70%	Within one (1) year

*All exam scores are valid for one (1) year from the date the exam was taken.

Step 3: Complete the following items to be considered for an interview with the Dean of Nursing

1. Submit an application fee of \$50.00
2. Submit all transcripts* (official or unofficial) from all attended schools including:
 1. High School/GED
 2. Undergraduate – University/College
 3. Graduate
3. References** (2)
4. Essay**
5. Plan for Success**

6. Transfer Credit Request Form (if applicable)
7. Copy of Licensed Practical Nursing (LPN) license (if applicable)

Step 4: Interview with the Dean/Directors of Nursing

At this interview, the Dean/Directors of Nursing will use a rubric to determine your standing. The rubric includes points for:

1. NLN PAX Score or TEAS score
2. Biographical Essay/Interview
3. Academic History
4. Professionalism

*Unofficial transcripts can be submitted prior to the interview with the Dean/Directors of Nursing. However, official transcripts are preferred. Official transcripts are required within 60 days of the first term start date per the college catalog.

**Your Admissions Representative will provide you with more detail during your Admissions meeting.

Admission Procedures

Individuals interested in pursuing admission to Swedish Institute will:

- Be interviewed and provided with a tour of the college by an admissions representative.
- Take any required pre-admission test.
- Be interviewed by the program dean or a designee upon successful completion of pre-admission testing, if required by the program.
- Complete an Application for Admission and pay any required application fee.
- Complete written responses to an admissions survey/personal statement.
- Provide an acceptable proof of high school graduation, GED certificate or equivalent by the end of the add/drop period.
- Complete any required criminal background check.
- Apply for financial aid, if applicable.
- Attest to the completion of the MMR*, meningitis and hepatitis B immunization requirements (see below). The meningitis and hepatitis B requirements may be declined in writing.
- Complete and acknowledge the general health assessment to determine if there are any limitations or restrictions that may preclude the student from successfully completing the program

Immunization Requirements

- MMR immunization: New York State Department of Health, Bureau of Immunization law section 2165 requires that all students born after January 1, 1957 be immunized against measles, mumps and rubella. Applicants must show proof of immunity. Proof of immunity consists of documentation of either two doses of live measles vaccine and one dose each of live mumps and live rubella, or documentation of two combined MMR vaccine, or a blood test showing immunity. Note: An honorable discharge from the armed services within 10 years of the application date qualifies as proof of immunization requirements, pending receipt of records from the armed services.
- Meningococcal Meningitis immunization: New York State Public Health Law 2167 requires that all colleges maintain for each student either a record of meningococcal meningitis immunization within the last ten years or an acknowledgement of meningococcal disease risks and refusal of immunization signed by the student.
- Hepatitis B Vaccination: Nursing, Clinical and Administrative Medical Assistant, Clinical Medical Assistant, Surgical Technologist and Central Service Processing Technician students are expected to:
 - have completed hepatitis B vaccinations before starting any course with exposure to blood-borne pathogens, OR
 - provide a copy of hepatitis B blood titers OR
 - complete and sign a refusal of further immunization statement.

Note: Students will have 90 days from the start of the first term to provide the Meningococcal Meningitis immunization documentation

Criminal Background Check

The Nursing and Surgical Technologist programs require applicants to undergo a criminal background check. Applicants for Nursing and Surgical Technologist programs must complete criminal background check prior to clinicals. For all programs, students must acknowledge in writing that they are aware that employers may conduct background checks and may refuse employment or externship/clinical placement based upon an applicant's criminal history. Applicants are urged to discuss any prior convictions with the Program Dean or Chief Academic Officer.

Drug Screening (Urine Toxicology)

Students in some programs may be required* to undergo a urine toxicology screening prior to the start of the clinical component of the program, and may be required to repeat the screening prior to the beginning of each term.

*Nursing and Surgical Technology students will be screened in accordance with the clinical placement contracts.

Students with positive toxicology screening results will be dismissed from all courses that include a clinical component, and may also be dismissed from other courses, and ultimately dismissed from Swedish Institute under the college's Drug-Free Schools and Campuses Act.

Students dismissed as a result of a positive toxicology report, or for failing to complete the process within the published timeline, are subject to the college's Reinstatement policy and procedure.

Requirements for Externships, Clinical Placements and Employment

Healthcare employers may restrict access to externships, clinical placements and graduate employment based on the health status of the student or graduate as well as prior criminal history. Applicants are required to sign an acknowledgment to this effect upon enrollment.

There are a number of requirements that are common for externships and clinical placements in hospitals (Nursing, Surgical Technologist, Clinical and Administrative Medical Assistant, Clinical Medical Assistant, Massage Therapy, Central Service Processing Technician). These requirements should be completed well in advance of the term in which the clinical portion of the curriculum begins and typically include:

- Medical clearance form from a physician.
- PPD screening and chest x-ray, if needed.
- Tdap (Tetanus) booster.
- Criminal background check (if applicable).
- Urine toxicology screening (if applicable).
- Influenza vaccination "Flu Shot" (if applicable).

Hospitals and other clinical facilities have strict requirements for student's on-site clinical training. Prior to enrollment in a course that includes a clinical component student may be required to undergo further health screening and/or vaccinations. In addition, Swedish Institute cannot guarantee that externship and clinical sites will be convenient for all students in terms of time and location. While every effort will be made to find sites that are convenient, students are expected to take any site within a 60-mile radius of the Swedish Institute, provided the student can get there within a 90-minute commute at a reasonable expense.

International Applicants

International students are welcomed at the Swedish Institute. The college is authorized under Federal law to enroll non-immigrant alien students. An I-20 will be issued by the Swedish Institute to allow the student to apply for an F-1 visa from his/her country of origin. I-20s are issued after an applicant has been granted admission and has enrolled/registered and has paid a non-refundable deposit of \$1,500 toward tuition for the first semester or quarter.

International applicants must submit an up-to-date proof confirming the availability of sufficient funds for tuition, related school costs, and living expenses while attending Swedish Institute.

All applicants who have been educated outside the United States must submit official high school or college transcripts with a translation (if applicable) and an evaluation by a recognized credentialing organization to show equivalency to United States educational standards. There is a fee for this evaluation, payable directly to the agency.

Applicants whose first language is not English may be asked to take the Test of English as a Foreign Language (TOEFL) if there is a possibility that their language skills might be a barrier to success in the classroom. Applicants must score at least 72 on the Internet-based Test of English as a Foreign Language (TOEFL iBT) with the following minimums in each subject area: 16 in Listening, 14 in Writing, 19 in Reading, and 19 in Speaking.

A list of test centers may be obtained from www.ets.org or through the Educational Testing Service office: ETS Corporate Headquarters Rosedale Road, Princeton, NJ 08451. Phone: 609-921-9000.

It is important to note that while foreign students may take the New York State licensure exam, to receive a license to practice massage therapy one must be either a United States citizen or an eligible non-citizen.

For information on foreign student applications, contact the Admissions Department.

Requests for Reasonable Accommodation-

Updated July 2021

Swedish Institute is committed to providing qualified students with disabilities an opportunity to access the benefits, rights and privileges of school services, programs and activities in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Accommodations for classroom, laboratory or clinical settings will be considered according to reasonableness. Any accommodations that would compromise patient care, cause an unsafe condition to arise, or fundamentally alter the nature of the program or activity are not considered reasonable.

Applicants who believe they are in need of accommodation should contact the Director of Student Services to discuss their needs and to file a formal request by submitting the application and supplying the appropriate documentation. Verification must be dated within the three years preceding the student's date of enrollment. Information pertaining to an applicant's or student's disability will be shared only among those officials who have an educational interest in that information. Once the application has been completed, a meeting will be arranged with the appropriate Dean and Student Services to establish a plan to accommodate the applicant's request. It is the responsibility of the applicant to

review the request for accommodations in the preceding terms to determine any need to adjust the requested accommodations. This information will be shared with the appropriate faculty from the Dean at the start of the new term.

The College cannot assure that any accommodation will be immediately available for an applicant who fails to disclose an identified disability during the enrollment process or fails to provide reliable documentation of that disability. Except in the case of a visible or otherwise obvious disability, it is the responsibility of the applicant or student who requires accommodation to identify himself or herself as an individual with a disability and to provide current medical, psychological, educational, or other professional verification of the disability that describes the nature of the disability, the resulting functional limitations, and the need for special accommodations as these would apply in a collegiate educational environment.

Applicants are encouraged to request accommodations at least 30 days in advance of the start of classes in order to provide ample time for the request and all supporting documentation to be submitted, and reviewed, (Any appeals of a decision are made to the President of the Swedish Institute.)

It is the College's policy to provide reasonable accommodation to a student who has an identified disability and is otherwise qualified to fulfill the requirements of his or her program. "Otherwise qualified" means that the applicant or student has the ability to meet the specific program performance and technical standards for the desired program outlined in this policy. Please refer to the performance standards for the desired program for more information.

Housing Accommodations Referrals

Swedish Institute is able to recommend various resources to assist our students with housing accommodations while pursuing their education in New York City.

Educational Housing Services (EHS) is a non-profit company that provides student housing in several areas of New York City. EHS staff members live in each building and are available to assist student residents. Single, double and triple rooms are available in a dormitory style. All residences are located throughout Manhattan and Brooklyn and each offers full-time security, laundry facilities, a fitness center, lounges and elevators. All are either within walking distance or close to mass transit.

Midtown Manhattan

New Yorker Residence (34th St and 8th Ave) - approximately a 5 minute walk from the campus. The Residence is steps away from Times Square, Broadway, Madison Square Garden, Macy's flagship store and the Empire State Building. When you want to relax, you can sit in the shade and people watch in Horace Greeley Park. Each room has a private bathroom and a refrigerator. The building offers full-time security, large kitchen, laundry facilities, fitness center, lounges, game room and elevators Amenities such as internet, premium cable, and utilities are included.

Upper East Side

1760 Third Avenue - is easily accessible to mass transit (Lexington subway line 4,5,6), and is located in a quiet neighborhood full of shops and restaurants. The residence features double and triple rooms, each with its own bathroom; there is 24-hour security and a concierge service. Each room is equipped with a refrigerator, microwave oven, and 26-inch DVD-equipped flat-screen TV. There is free cable, free local and national phone service, and free high-speed internet. Rooms come fully furnished and the facility has common rooms, study rooms, a fully equipped gym, a game room, a laundry room, and computer kiosks.

Brooklyn

Brooklyn Heights - is a premier neighborhood in the city. This residence includes three towers: St. George Studio, St. George Weller, and St. George Clark. All are connected by a lobby and student community center.

The historic Brooklyn Heights location of the St. George has much to offer, including close proximity to the Brooklyn Promenade, a popular walkway on the East River with great views of the Statue of Liberty, lower Manhattan, and the Brooklyn Bridge. Brooklyn Bridge Park, one of the city's newest and largest park areas, is also accessible near the St. George. The area around the St. George has everything to meet students' day-to-day needs, including restaurants, cafés, pharmacies, grocery stores, and banks. Multiple subway lines (2, 3, 4, 5, N, R, A, C, E) are within walking distance, so getting anywhere in the city is easy.

For more information on student housing, please go to the EHS website www.studenthousing.org for a complete description of all housing features and amenities and photos of each location.

In addition to these dormitory style residences, students can find other housing options on: www.collegerentals.com, www.NYhabitat.com, www.roomorama.com, www.homeaway.com, www.loftstel.com, www.nylofthostel.com and www.craigslist.com.

Financial Aid

Federal Financial Aid Programs

Swedish Institute participates in Title IV Federal Student Financial Assistance programs. Students who are U.S. citizens or permanent residents may qualify for one or more of the following financial assistance programs. To apply for financial aid, students must complete the "Free Application for Federal Student Aid" (FAFSA) which is available online at www.fafsa.ed.gov. To access the site, students must acquire a FSA ID at www.fsaed.gov to sign the FAFSA electronically. Swedish Institute's Federal School Code, needed to complete the FAFSA, is 016904.

Grants

Federal Pell Grant Program

The Federal Pell Grant program provides funding toward tuition, fees and other costs for students whose income is below levels set by the U.S. Congress. Pell grants do not have to be repaid. The Financial Aid Office can provide an estimate of grant awards based upon the information submitted on the FAFSA.

Federal Supplemental Educational Opportunity Grant

The Federal Supplemental Educational Opportunity Grant (FSEOG) is a type of federal grant that is awarded to undergraduate college students in need of financial aid, and it does not need to be repaid.

Federal Work Study

The Federal Work-Study program (also known as FWS or simply Work-Study) is a federally funded program in the United States that assists students with the costs of post-secondary education. The Federal Work-Study program helps students earn financial funding through part-time work.

Federal Work-Study funds are awarded to selected eligible applicants who have a valid completed FAFSA, have a financial need, and indicate an interest in Federal Work-Study on their FAFSA (Question #31 on the FAFSA).

To be eligible students must be enrolled at least half time, have a minimum GPA of 2.5, and successfully have completed their first semester or quarter at the Swedish Institute.

New York State Tuition Assistance Program (TAP)

Swedish Institute participates in the New York State Tuition Assistance Program (TAP) coordinated by the New York State Higher Education Services Corporation (HESC). TAP grants are income-based and the amount of the grant is determined by income level, dependent or independent status and other factors. They do not have to be repaid. Information about applying for TAP is available in the Financial Aid Office.

The TAP program is only available to students carrying a full-time course load and continuing eligibility requires that a student maintain satisfactory academic progress (see section on Academic Standards and Financial Aid, below). Further information is available at www.hesc.com.

Other New York State Programs*

Swedish Institute participates in various scholarship and workforce training grant programs * including the New York State Regents Professional Scholarship and grants sponsored by New York State Commission for the Blind and Visually Handicapped and the New York State Office of Adult Career and Continuing Education Services (ACCES). Information about these programs is available at the Financial Aid Office.

*Check with Financial Aid about funding availability for "Other New York State Programs."

Loans

Federal Direct Loans

Federal Direct Loans are low-interest loans made to students attending school at least half-time. Direct Loans, unlike grants, are borrowed money that must be repaid, with interest, and payments normally begin six months after leaving school. The amount of each payment depends on the size of the debt and the ability to pay.

Students can qualify for a Direct Loan based upon financial need as determined by the FAFSA. The need-based loan (known as “subsidized”) offers in-school interest subsidies by the federal government. In addition, students may qualify for non-need-based Direct loans (known as “unsubsidized”). These loans do not offer interest subsidies. It is possible for students to have both subsidized and unsubsidized Direct loans.

First Year Loan Limits: Independent undergraduate students (and dependent students whose parents are unable to obtain a PLUS loan) (see Federal Financial Aid Program section) can borrow up to \$3,500 in subsidized, and up to \$6,000 in unsubsidized, loans in the first academic year.

Dependent undergraduate students can borrow up to \$3,500 subsidized, and up to \$2,000 unsubsidized, in the first academic year.

Repayment of subsidized loans begins six months after ceasing enrollment. Repayment on unsubsidized loans, including interest, is the same, but interest begins accruing at time of first disbursement.

*All borrowers are required to participate in an Entrance and Exit Interview to ensure a full understanding of their rights and responsibilities. **Please note:** Students may be required to participate in additional Financial Literacy workshops and activities.*

Federal Direct Parent Loans for Undergraduate Students (PLUS)

Federal Direct PLUS Loans are for parents who want to borrow to help pay for a child’s education. These loans enable parents with good credit history to borrow for each dependent. Unlike other financial aid programs, a family financial analysis is not required to be eligible for a Direct PLUS Loan. PLUS Loans must be repaid. Repayment generally begins 60 days after the loan is fully disbursed.

The following web sites contain further information about federal student financial aid programs:

- www.studentaid.ed.gov
- http://www.nasfaa.org/students/About_Financial_Aid.aspx
- www.finaid.org

To reach the Federal Student Loan Ombudsman’s Office:

Via e-mail:	fsaombudsmanoffice@ed.gov
Via on-line assistance:	www.ombudsman.ed.gov
Via telephone:	Toll free: 877.557.2575; 202.377.3800
Via fax:	202.275.0549
Via mail:	U.S. Department of Education FSA Ombudsman,

Veterans Benefits

Qualified veterans and their dependents are eligible for educational benefits while attending programs at Swedish Institute. Contact the Financial Aid office for detailed information about applying for VA benefits. Further information is also available at the Veteran's Administration website, <http://www.vba.va.gov/VBA/>.

Scholarship Programs

Overview

Swedish Institute offers numerous scholarships. Some are designed to help students as they begin their college careers; others are awarded as they progress in their program. Most of our scholarships honor individuals who are no longer with us and who made outstanding contributions to the development of the institution or whose lives exemplified the ideals of education in today's world. Following is a description of all scholarships offered at Swedish Institute.

Institutional:

- ***Patricia J. Eckardt Scholarship*** - This scholarship honors the memory of "Mrs. E" who was a former President and Director of the Institute, a remarkable woman and a great humanitarian who dedicated herself to the Swedish Institute and the field of Massage Therapy for more than 30 years. Open to any undergraduate student enrolled in one of the college's degree programs. (\$1,000 per award year.)
- ***President's Scholarship*** - This scholarship recognizes academic achievement in matriculating students enrolled in any one of the college's Certificate programs. (\$500 per award year.)

Departmental:

- ***Jennifer A. Plumhoff Scholarship*** - This scholarship honors the memory of Jennifer Plumhoff, a long-time faculty member who was instrumental in the development of the Off-Site Internship component of the Massage Therapy program. She was dedicated to bringing the benefits of massage therapy to the community. Open to students enrolled in the Massage Therapy degree program. (\$1,000 renewable in subsequent academic year/s providing criteria is met.)
- ***Richard G. Gilbert Scholarship*** - A long-time friend and benefactor of the Swedish Institute, Mr. Gilbert, former president of Denoyer-Geppert Science Company, devoted over 40 years to the field of education. Open to students enrolled in the Surgical Technologist degree program. (\$1,000 renewable in subsequent academic year/s providing criteria are met.)
- ***Nursing Scholarship*** - This scholarship is open to students enrolled in the Nursing degree program. (\$1,000 renewable in subsequent academic year/s providing

criteria are met.)

- **Marissa Alp Scholarship** - This honors the memory of Marissa Alp, a young woman who died suddenly of an undiagnosed heart condition. Marissa was a dedicated English teacher at the prestigious Celia Cruz Bronx High School of Music with a passion for education, who developed a creative approach to teaching that enabled her to connect deeply with her students and inspire them to learn in ways they never thought possible. Open to students in the Clinical and Administrative Medical Assistant degree program. (\$1,000 renewable in subsequent academic year/s providing criteria is met.)

Alumni

- **Swedish Gymnastics Scholarship:**
 1. Open to graduates of the Swedish Institute Massage Therapy Degree program.
 - a. \$3,000 scholarship to be administered in equal amounts per semester for active students in good standing. Award not to exceed \$3,000.
 2. Criteria:
 - a. Must be a graduate of the Massage Therapy Degree program at Swedish Institute who has fulfilled all obligations to the college.
- **Swedish Institute Massage Therapy Scholarship:**
 1. Open to graduates of the Swedish Institute Advanced Personal Training Degree or Personal Training Certificate programs.
 - a. \$3,000 scholarship to be administered in equal amounts per semester for active students in good standing. Award not to exceed \$3000.
 2. Criteria:
 - a. Must be a graduate of the Advanced Personal Training Degree or
Personal Training Certificate programs at Swedish Institute who has fulfilled all obligations to the college.
- **Swedish Institute Clinical and Administrative Medical Assistant Scholarship:**
 1. Open to graduates of the Swedish Institute Medical Billing and Coding or Clinical Medical Assistant Certificate Programs.
 - a. \$3,000 scholarship to be administered in equal amounts per quarter for active students in good standing. Award not to exceed \$3,000.
 2. Criteria:
 - a. Must be a graduate of the Medical Billing and Coding or Clinical Medical Assistant Certificate program at Swedish institute who has fulfilled all obligations to the college.

Professional:

- **Swedish Institute Medical Billing and Coding Scholarship:**
 1. Open to applicants to the program who have earned a Bachelors or

- Master Degree at an accredited institution.
 - a. \$5000 scholarship to be administered in equal amounts per quarter for active students in good standing. Award not to exceed \$5000.
 - 2. Criteria:
 - a. Must possess an earned Bachelors or Master's Degree from an accredited institution.
- ***Clinical Medical Assistant (Certificate Program) Scholarship:***
 - 1. Open to applicants to the program who have earned a Bachelors or Master's Degree at an accredited institution.
 - a. \$5000 scholarship to be administered in equal amounts per quarter for active students in good standing. Award not to exceed \$5,000.
 - 2. Criteria:
 - a. Must possess an earned Bachelors or Master's Degree from an accredited institution.
- ***Massage Therapy Scholarship:***
 - 1. Open to applicants to the program who have earned a Bachelors or Master's Degree at an accredited institution.
 - a. \$5000 scholarship to be administered in equal amounts per semester for active students in good standing. Award not to exceed \$5,000.
 - 2. Criteria:
 - a. Must possess an earned Bachelors or Master's Degree from an accredited institution.
 - b. This scholarship may be combined with the Massage Therapy Scholarship for Evening open to applicants who have earned a Bachelors or Master's Degree at an accredited institution.
- ***Atelier Esthetique Scholarship:***
 - 1. Open to graduates of the Atelier Esthetique 600-hour Esthetician program who enroll in a Swedish Institute program.
 - a. \$5,000 scholarship to be administered in equal amounts per semester for active students in good standing enrolled in the Massage Therapy, Surgical Technologist or Nursing program. Award not to exceed \$5,000.
 - b. \$3,000 scholarship to be administered in equal amounts for students enrolled in the Clinical and Administrative Medical Assistant program.
 - c. \$1500 scholarship to be administered in equal amounts for students enrolled in Clinical Medical Assistant or Medical Billing & Coding.
 - 2. Criteria:
 - a. Must be a graduate of the Atelier Esthetique 600-hour Esthetician program who have fulfilled all obligations to Atelier Esthetique Institute of Esthetics.
 - 3. This scholarship may be combined with the Massage Therapy (Professional) Scholarship open to applicants who have earned a Bachelor's or Master's degree at an accredited institution or the

Massage Therapy Scholarship for Evening Class Schedule. Candidate can only qualify for a maximum scholarship of \$10,000 administered in equal amounts spread over the anticipated length of the program, to be paid per semester for active students in good academic standing.

Entrance Assessment:

- **Quarter Program Entrance Assessment Scholarships:**
 1. Open to any student enrolling in the Surgical Technologist, Clinical and Administrative Medical Assistant (CAMA), Clinical Medical Assistant (CMA) or Medical Billing and Coding (MBC) who achieves a minimum score on the entrance assessment. This scholarship will be applied across the duration of the program.
 2. Criteria:
 - a. The entrance assessment scores and scholarship amounts are as follows.
 - i. **Surgical Technologist (Associate's Degree):** Applicants with a score of 19 or over would receive a \$1,000 scholarship to be spread across the duration of the program.
 - ii. **CAMA (Associate's Degree):** Applicants with a score of 15 or over would receive a \$1,000 scholarship to be spread across the duration of the program.
 - iii. **CMA (Certificate):** Applicants with a score of 15 or over would receive a \$500 scholarship to be spread across the duration of the program. In the event the student wants to continue to CAMA, s/he would be eligible for an additional \$500 scholarship.
 - iv. **MBC (Certificate):** Applicants with a score of 15 or over would receive a \$500 scholarship to be spread across the duration of the program. In the event the student wants to continue to CAMA, s/he would be eligible for an additional \$500 scholarship.
- **Massage Therapy Entrance Assessment Scholarship:**
 1. Open to any student enrolling in the Massage Therapy Program who achieves a minimum score on the entrance assessment. This scholarship will be applied across the duration of the program.
 2. Criteria:
 - a. Applicants with the score of 17 or over would receive a \$2,500 scholarship to be spread across the duration of the program.

Amount:

Institutional and Departmental Scholarships have an award of \$1,000 which will be divided by the remaining number of terms in that academic year and the amount will be applied to the tuition due for each of the remaining terms. The scholarship will be renewed in the following academic year providing student maintains the required GPA and any other academic requirements of the scholarship are met. Maximum total award for any one scholarship will be \$2,000.

The President's scholarship will award a maximum of \$500 to one student enrolled in any

eligible Certificate program. Award procedure is the same as for the degree: award will be divided by the remaining number of terms in the academic year and the amount will be applied to the tuition due for each of the remaining terms. The scholarship will be renewed in the following academic year providing the student maintains the required GPA and any other academic requirements of the scholarship are met.

Institutional and Departmental Scholarship awards are made by a scholarship committee. More detailed information concerning eligibility, GPA requirements, Essay Topics and procedures is available on the Scholarship Application Form when published. Please see the Financial Aid Office for details.

Alumni Scholarships are awarded based upon successful completion of the Swedish Institute's Medical Billing and Coding, Clinical Medical Assistant certificate programs, and Massage Therapy programs. More detailed information may be obtained from the Admissions Department. The scholarship award will be divided by the number of terms in the academic program. The amount will be applied to the tuition due for each term. Alumni Scholarships will not exceed the original awarded amount. Alumni Scholarships must be applied for prior to the start of the program.

Professional Scholarships: Information on the Swedish Institute Medical Billing and Coding Scholarship, Clinical Medical Assistant Certificate programs, Massage Therapy, Massage Therapy Evening, Surgical Technologist, and Atelier Esthetique Scholarship may be obtained from the Admissions Department. The scholarship award will be divided by the number of terms in the academic program. The amount will be applied to the tuition due for each term the student is enrolled in. Professional scholarships will not exceed the original awarded amount. Professional Scholarships must be applied for prior to the start of the program.

Eligibility Requirements for all Scholarships:

- All scholarships are subject to availability of funding.
- With the exception of the Entrance Assessment Scholarship, applicant must complete a scholarship application to be considered for a scholarship award.
- The Professional Scholarship for Massage Therapy, Massage Therapy Evening, and Atelier Esthetique Scholarship may be combined but the maximum award from all these scholarships combined may not exceed \$7,500 towards tuition or fees.
 - All other scholarships from either the "Professional" or "Alumni" category cannot be combined towards tuition and fees.
- Applicant may use the scholarship to cover tuition and fees which remain after all available financial aid has been disbursed. The scholarship funds will not cover non-tuition charges and fees. Any portion of scholarships which have contributed to a credit balance on the student account ledger card will be returned to the institution's scholarship fund at the end of the current academic period.

- Applicant must fulfill all admission, academic, and financial aid obligations and be in good standing with his/her cash payment plan or private loan funding prior to scholarship disbursement.
- If the amount of the scholarship is included as estimated financial assistance in the Student Funding Plan, it is the **student's responsibility** to complete and return the scholarship application. A scholarship is not considered awarded until officially approved, confirmed by the Director of Financial Aid.
- Scholarships are awarded based upon student status and credits scheduled for the upcoming academic year. The institution will prorate the award for those students who change their enrollment level, reducing credits attempted. This includes, but is not limited to: transfer from day to evening classes, withdrawal from class (no attendance), withdrawal from school, schedule gap, and leave of absence.
- At the time of award disbursement, the student must be actively attending class. The student forfeits any undisbursed awards. The institution will not accelerate funds scheduled for future disbursement for students withdrawing from the institution.
- Recipients are expected to maintain satisfactory academic progress as outlined in the institution's catalog.
- Recipients are expected to maintain their approved scholarship's eligibility requirements throughout the academic year. Awards will be revoked or prorated at the time a student no longer meets the scholarship's requirements for eligibility.

Academic Standards and Financial Aid

To maintain eligibility for financial aid, students must be making satisfactory academic progress (SAP) as defined by federal, state and Swedish Institute policy. SAP is defined qualitatively as maintaining an acceptable grade point average. It is defined quantitatively as pursuing the program at a sufficient pace. Courses that students attempt but fail to complete either through academic failure or withdrawal, count against the quantitative standard. Students may lose financial aid eligibility if they fail to complete the program after attempting 150% of the program credits.

Federal and New York State satisfactory progress standards are explained in detail in the Academic Policies section of this catalog.

Cancellation and Refund Policy

Cancellation

A student may cancel the Enrollment Agreement, notifying Swedish Institute via certified mail, or in person at the Admissions Office, at any point *from the day the Enrollment Agreement is signed until the first day of class* and receive a full refund of all monies paid.

Swedish Institute reserves the right to change/modify or cancel the programs of study prior to the scheduled class start date. In such an event, this enrollment is null and void, the student will be notified, and given the opportunity to re-enroll or receive a full refund of monies paid.

Drop-Add Period

The first two calendar weeks of classes in a term is considered the “Drop-Add Period”. During this time, students may drop a scheduled class without financial or academic penalty. If a class is dropped after this period, tuition for the class is billed according to the regular tuition and refund policy (see Refund Policy). Credits for the course will be considered “attempted” and a grade of “W” or “WF” received. Attempted credits become part of the review for Satisfactory Academic Progress (see section on Academic Policies). Classes may be added during this period.

Withdrawal Policy

Students who discontinue attending all classes in a term are considered to have withdrawn from the college. A student who notifies Swedish Institute is considered an *Official Withdrawal* and the date of notification is considered the date of determination for refund calculation purposes (see Refund Policy below). A student who stops attending all classes but does not notify Swedish Institute is considered an *Unofficial Withdrawal* if the student does not contact the Swedish Institute by the 14th calendar day after the last date of attendance. The 15th calendar date is considered the date of determination for refund calculation purposes (See Refund Policy). Withdrawn students will be required to petition for reinstatement in order to return to college (See Reinstatement Policy).

Surgical Technologist Students: Surgical Technologist students who fail a course are not guaranteed a seat in the next quarter to repeat a course. If there is not a seat available in next quarter, students will be withdrawn from the program and will need to apply for re-entry.

Leave of Absence (LOA)

Should a student need to suspend attendance during a term, or skip the next term of study, due to exigent circumstances, he or she should submit a formal request for a *Leave of Absence (LOA)* to the program Dean. The request will be approved if it meets the following conditions:

- The LOA can be for no longer than 180 days in any 365-day period.
- There must be extenuating external circumstances causing the need for a leave. These may include a serious medical condition for self or a family member, death in the family, loss of housing, court proceedings, incarceration, military service, etc. The student must present documentation supporting the nature of the extenuating circumstances, as determined by the Dean of the program.
- There must be a reasonable expectation that the cause of the interruption will no longer exist by the time of return.

A LOA allows a student to maintain existing financial aid eligibility and ensure the same tuition

rate as before. It also ensures that a student can continue in the program although there can be no guarantee that every class will be available upon return. The administration will make every effort to offer a similar schedule and with the most appropriate courses, but students must be prepared for change. Failure to return from an LOA by the designated date will result in withdrawal from Swedish Institute.

If a student commences a Leave of Absence during a term, it is the policy of the college to process a refund using the last date of attendance as the basis for the refund. Upon return, financial aid will be re-established.

Refund Policy

Tuition obligation for students who withdraw after the "Drop-Add" period but before the 60% point of the term, based on calendar days, is determined on a *pro-rata* basis using the last date of attendance. Students who withdraw after the 60% point are obligated for the full term tuition.

When an Official or Unofficial Withdrawal, or a Leave of Absence, is determined, Swedish Institute conducts a refund calculation based upon tuition obligation and financial aid eligibility as of the last date of attendance. If a refund is due to the student or a financial aid agency, payment will be made within 60 days of the last day of attendance.

Order of refund for financial aid: financial aid is returned first for unsubsidized federal student loans followed by subsidized loans, PLUS loans, Pell Grant funds and then other scholarships and state/local funding sources.

Refund Policy (effective for students starting classes after January 1, 2019)

Although it is assumed the student will attend Swedish Institute for the full term, in the event that withdrawal or dismissal becomes necessary, tuition will be refunded according to the schedule below. The student's official withdrawal date is based on the date the college receives official notice from the student of the intent to withdraw. It is recommended that the student go to Student Services to complete the Change of Status form in person, but a telephone call, letter, e-mail, or fax notification to any administrator (preferably Student Services or the Program Dean) is acceptable, and confirmation will be sent to the student.

Withdrawal prior to or during the first two weeks of classes 100% tuition refund
Withdrawal during the third week of classes 50% tuition refund
Withdrawal during the fourth week of classes 25% tuition refund
Withdrawal after the fourth week of classes no refund

Non-refundable charges (Application Fee, Registration fee), other fees, books and supplies are not included in above calculations. A student who withdraws or is administratively withdrawn from the college is liable for any balance outstanding, including a balance resulting from recalculation of awards.

When an Official or Unofficial Withdrawal, Dismissal or a Leave of Absence is determined, Swedish Institute conducts a refund calculation based upon tuition obligation and financial aid eligibility as of the last date of attendance. If a refund is due to the student or a financial aid agency, payment will be made within 60 days of the last date of attendance, except for Title IV where any aid to be returned will be done no later than 45 days from the date of determination.

Order of refund for financial aid: Financial aid is returned first for unsubsidized federal student loans followed by subsidized loans, PLUS loans, Pell Grant funds and then other scholarships and state/local funding sources.

Reinstatement

Withdrawn or dismissed students may petition the college for reinstatement. The petition should be made in advance of the start of the term selected for reinstatement, and must be approved by the program Dean or designee. Students who were dismissed for violation of the Code of Conduct may be allowed to return only after having been out of school for at least one full term, and the petition must be approved by the President.

Students accepted for reinstatements in less than one year will continue the program from where they left off unless the Dean or designee determines that prior passed courses must be repeated due to the loss of knowledge or skill. Such course repetition may be covered by financial aid, but students must check with the Financial Aid Office concerning eligibility. Students who were on Academic Probation before withdrawal or dismissal will continue in that status for one additional term and must achieve the necessary grades during that term to be removed from probation status.

Students who seek reinstatement one year or longer after the last term of attendance are treated as new enrollments. They must be readmitted according to current requirements and accept current program requirements and tuition charges. If reinstatement occurs after one-year, past study will be evaluated for possible transfer credit and passed course work may be repeated using financial aid.

Nursing Reinstatement

Failed courses must be repeated. Second failure of the same course will result in dismissal from the program. Dismissed students may apply for reinstatement as described in the previous section. *Failure of four courses within the nursing curriculum will result in a non-appealable dismissal from the program and the student will be ineligible for reinstatement to the nursing program.*

Student Services

Swedish Institute encourages every student to complete their program, get licensed or certified and successfully launch his or her new career. To further assist our students Swedish Institute provides a variety of support services:

Academic Advisement and Tutoring

The academic administration carefully tracks student attendance and grades and acts

quickly to help students keep pace with their course work. Should a student start experiencing academic difficulties, the following options are available:

Academic advisement: Instructors are ready to provide extra assistance upon request. In addition, each program has a Dean and/or one or more department chairs, lead instructors and coordinators. These administrators have time available to advise students from all courses in their areas of expertise. The Director of Massage Therapy Academic Support Services is also available for direct advisement.

Tutoring: The Director of Student Services coordinates a program of group and individual tutoring that provides assistance to students.

Massage Therapy faculty tutorials and make-up work: To meet New York Massage Therapy Board attendance requirements, students may need to make up individual lessons. This can be done by sitting in on the same class at a different time or by arranging a tutorial with a faculty member. The Director of Student Services and the Massage Therapy Retention Coordinator oversee the sit-in and tutorial program. Fees apply for faculty tutorials and make-ups (see section on Tuition and Fees).

Licensing and certification exam preparation: All technical program courses are designed to prepare students to take licensure or certification exams upon graduation. Courses in the last semester may include practice examinations to enhance preparation. In addition, some programs provide additional workshops and/or computer tutorials and the college library has “test prep” handbooks for most programs. Individual program Deans should be consulted for more information.

Study Skills Course: Self-guided course helping students with time management, test-taking, learning styles, and study skills are offered periodically. Dates and times will be posted.

Personal Advisement

Personal circumstances may interfere with student academic progress. These may include job loss, personal or family illness, death in a family and any number of problems associated with daycare, finances, housing, child or spousal abuse, substance abuse, legal problems and psychological issues. Students are encouraged to seek assistance through the Director of Student Services as soon as problems develop. Referrals can be provided to community service organizations, government agencies, social workers or counselors who can help the student navigate such problems. The Director of Student Services can also work with instructors to provide homework assignments and other assistance in an effort to keep students on track.

Students also have access to Student Resource Services, a private company which provides immediate telephone access to counselors 24 hours a day, 7 days a week. These counselors can provide telephone counseling and coaching, as well as assistance with daily living needs, including coordination of local resources and financial/legal consultation. This service is provided without cost to Swedish Institute students.

The Financial Aid Office can provide guidance as to additional financial resources that may be available to assist students experiencing financial problems and the Career Services office occasionally posts part-time job opportunities that may be suitable for

students.

Library Services

All students receive an orientation to library services including E-book Central, Nursing & Allied Health and other electronic databases. Other library workshops cover topics such as research paper and presentation design, APA format, database navigation, and online search strategies. The librarian is always available either live in-person or remotely to assist students with their research projects and literature searches, and to direct them toward appropriate career guides to aid in their professional transition.

Books from the general collection circulate for one week, while Reference and Reserve materials can only be used in the library. A nominal fee is assessed, per calendar day, for all overdue items. Lost items and items not returned within 30-days of due date will have their full replacement cost billed to the student's account.

Career Services

Career Services provide students/graduates with job readiness training that will enable them to effectively communicate their skills and credentials to potential employers. Job readiness skills include but are not limited to interviewing techniques, job search, resume writing and professional networking strategies.

Career Services hosts career workshops, job fairs, and meet with students/ graduates individually for career advisement. In addition, the department guides students through industry specific licensure and certification processes. Career Services also maintains an extensive alumni online network that provides graduates with job listings, referral services, office rental information, and general information related to their professions.

Student Advisory Council

Swedish Institute encourages input from students and regularly surveys students for their opinion of instruction and services. In addition, a Student Advisory Council representing all programs meets to develop constructive suggestions for improvement. The Director of Student Services serves as the coordinator for the Council.

Student Handbooks

Each program publishes a Student Handbook that provides information about services, policies and procedures related to the specific program. The Handbook also provides further information about how to access school services. Student Handbooks are available by accessing Canvas Orientation Section.

It is each student's responsibility to read, understand and abide by all rules and procedures outlined in the handbook.

Student Rights and Responsibilities

Swedish Institute is a community built on cooperation and respect. Faculty, staff and students are all focused on the college mission and work as a team to ensure success. To

guide this effort, the college has established ethical principles, conduct guidelines and procedures aimed at maintaining proper boundaries, resolving grievances and creating a positive environment for learning. Relevant federal, state and local law and regulations form a part of these guidelines and procedures.

Student Rights “FERPA”

Swedish Institute students retain certain rights while engaged in their educational programs:

- The right to complain without retaliation;
- The right to review their student file;
- The right to appeal grades to the program Dean or Chair and receive an unbiased review;
- The right to confidentiality when consulting with an advisor;
- The right to reasonable assistance from the instructional staff concerning academic problems, including advisement.

Students also retain specific rights under the federal *Family Educational Rights and Privacy Act (FERPA)* as follows:

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Eligible students have the right to inspect their education records maintained by the Swedish Institute. Upon written request, the student will be provided an opportunity to review his/her educational records. Eligible students have the right to request the college to correct records that they believe to be inaccurate or misleading. If Swedish Institute decides not to amend the record, the eligible student or a guardian then has the right to a formal hearing. After the hearing, if Swedish Institute still decides not to amend the record, the student or a guardian has the right to place a statement with the record, setting forth his or her view about the contested information.

Generally, colleges must have written permission from the eligible student in order to release any information from that student’s education record. However, under certain conditions FERPA allows colleges to disclose those records, without consent. The following are some examples of parties or conditions under which unauthorized disclosure is permitted (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for, or on behalf of, Swedish Institute;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Under FERPA schools may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, degrees, honors and awards, and dates of attendance. However, schools are required to notify eligible students or guardians about directory information and allow them a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Enrolled students can amend their educational records such as address, phone and other contact information by completing a form through the Registrar’s office. Similarly, eligible students and/or guardians can request the school not to disclose directory information by completing a form through the Registrar’s office within one week prior to the disclosure of the information.

Swedish Institute Standards of Conduct for Academic integrity

- Students must appear neat and well-groomed at all times. Uniforms must be worn as prescribed by the program of study.
- Usage of electronic devices in the classroom is prohibited, unless permission is granted by the instructor.
- Video Recording is strictly prohibited, unless required for class participation by the instructor.
- Audio recordings are permitted with permission from the instructor or the program dean/director.
- Smoking is prohibited throughout school facilities.
- Eating and drinking is not permitted in classrooms, labs or Libraries, with the exception of water in non-breakable containers – IN THE CLASSROOM ONLY.
- Students must safeguard personal property. Swedish Institute cannot be responsible for the loss of personal property.
- Except for emergencies, personal calls cannot be received and transmitted by the Swedish Institute receptionist.
- Visitors are restricted to the reception areas unless escorted by an administrator.
- Children of enrolled students are not permitted in the facility. Accompanied children may be allowed in administrative offices only.
- Loud voices, inappropriate physical contact, and offensive language will not be permitted at the Swedish Institute.
- Students may not threaten the safety of students or staff in any manner including

(but not limited to) engaging in sexual harassment, physical violence or threats thereof.

- Students may not use or possess drugs, alcohol, or weapons, or engage in any threat thereof.
- Defacing or intentionally damaging school property, stealing or engaging in fraud or the threat thereof will not be tolerated.
- Students are expected to meet financial obligations as specified in the enrollment agreement and/or payment plan.
- Persistent tardiness, early leave, or lateness returning from break is not permitted.
- Violation of academic policies, including cheating, plagiarism and fraudulent claims as well as behavior in and out of Swedish Institute that may compromise the integrity of the educational process at school or its affiliates will not be tolerated.
- Students must abide by the standards of practice of the profession.
- Students must adhere to all safety precautions as directed.
- Swedish Institute will not tolerate discriminatory behavior of any kind.
- Swedish Institute prohibits any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization. This rule governs the conduct of students, faculty and other staff as well as visitors and other licensees and invitees on our campus or property.
- Specific dress codes and additional conduct rules may appear in program student handbooks.
- The health and safety of every student at Swedish Institute is of utmost importance. Swedish Institute recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. Swedish Institute strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to institution officials, including, but not limited to, the Title IX Coordinator (at Swedish, this is the Director of Student Services). A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to Swedish Institute's officials or law enforcement will not be subject to Swedish Institute's code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault.
- For crimes of violence, the college shall make a notation on the transcript of

students found responsible after a conduct process that they were “suspended after a finding of responsibility for a code of conduct violation” or “expelled after a finding of responsibility for a code of conduct violation.” For the respondent who withdraws from the institution while such conduct charges are pending, and who declines to complete the disciplinary process, the institution shall make a notation on the transcript of such students that they “withdrew with conduct charges pending.”

- Swedish Institute reserves the right to take disciplinary action up to and including dismissal of any student who is involved in any illegal activity or who violates any provision of these Standards of Conduct.

Student Bill of Rights

As regards reporting of sexual assault, dating violence, domestic violence, and stalking, the college has adopted the following Student Bill of Rights:

All students have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by Swedish Institute;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from Swedish Institute courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by Swedish Institute, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the Swedish Institute;
9. Access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and

11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of Swedish Institute.

Affirmative Consent to Sexual Activity

Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.

- a. Consent to any sexual act or prior consensual activity between or with any party does not necessarily constitute consent to any other sexual act.
- b. Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
- c. Consent may be initially given but withdrawn at any time.
- d. Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual cannot otherwise consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.
- e. Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.
- f. When consent is withdrawn or can no longer be given, sexual activity must stop.

Student Rights

1. The right to request that student conduct charges be filed against the accused in proceedings governed by this article and the procedures established by the institution's rules.
2. The right to a process in all student judicial or conduct cases, where a student is accused of sexual assault, domestic violence, dating violence, stalking, or sexual activity that may otherwise violate the institution's code of conduct, that includes, at a minimum: (i) notice to a respondent describing the date, time, location and factual allegations concerning the violation, a reference to the specific code of conduct provisions alleged to have been violated, and possible sanctions; (ii) an opportunity to offer evidence during an investigation, and to present evidence and testimony at a hearing, where appropriate, and have access to a full and fair record of any such hearing, which shall be preserved and maintained for at least five years from such a hearing and may include a transcript, recording or other appropriate record; and (iii) access to at least one level of appeal of a determination before a panel, which may include one or more students, that is fair and impartial and does not include individuals with a conflict of interest. In order to effectuate an appeal, a respondent and reporting individual in such cases shall receive written notice of the findings of fact, the decision and the sanction, if any, as well as the rationale for the decision and sanction. In such cases, any rights provided to a reporting individual must be similarly provided to a respondent and

any rights provided to a respondent must be similarly provided to a reporting individual.

Campus Climate Assessment

Every two years the college will conduct a campus climate assessment to ascertain general awareness and knowledge of the provisions of Article 129-B, including student experience with knowledge of reporting and college adjudicatory processes.

Student Disciplinary Procedures

Conduct violations may lead to discipline up to, and including, dismissal depending on circumstances. Warnings and suspensions shall be made in writing to the student and students are expected to acknowledge that they are aware of the effect of continued violations.

Students who are to be dismissed from school shall be notified in writing. The student shall have the right to appeal a decision to dismiss by requesting an appeals hearing, in writing. The request must be made to the campus President within 15 days from the date of notification of dismissal. Summary dismissals based on behavior constituting a significant threat to the safety of individuals or the integrity of the Swedish Institute (see Standard of Conduct) are not appealable.

Drug-Free Schools and Campuses Act

It is the policy of Swedish Institute that any person found to be in possession of, under the influence of, using, selling, offering for sale, or trading drugs or alcohol (whether or not for monetary gain) on our campus or at a school function may be subject to disciplinary action up to, and including, dismissal from school. Written policies are provided to students which outline campus drug abuse policy, legal sanctions, health risks, disciplinary sanctions and information on drug and alcohol counseling, treatment or rehabilitation services available locally can be obtained from the Director of Student Services.

Campus Security and Crime Report

Swedish Institute is committed to maintaining a safe and secure environment and promoting transparency and ongoing communication about campus crimes and other threats to health and safety. Likewise, it empowers its community to take a more active role in its own safety and security.

Pursuant to Federal Public Law 102-26, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act"), every October 1 of each year, Swedish Institute distributes and makes available to current and prospective students and employees its annual security report that includes security policies and procedures specifically addressing topics such as sexual assault prevention, drugs and alcohol abuse prevention, and emergency response and evacuation. Additionally, the school discloses its crime statistics for the last 3 consecutive calendar years for specific incidents that occurred on or near the campus. These statistics are available to the public at the school's website: <http://swedishinstitute.edu> or at the US DOE's website: <http://ope.ed.gov/security>. A hardcopy of the annual report may be requested from the

Sexual Harassment Policy

Under Title II of the Civil Rights Act and Title IX of the Education Amendments Act of 1972, Swedish Institute strictly prohibits and takes very seriously sexual harassment of any form. It has policies and procedures covering student-student, student-employee, and employee-employee situations. The school faculty and employee handbook discusses the topic as an aspect of the terms and conditions of employment for faculty and administrative staff. Under Title IX guidelines, sexual harassment is defined to include any of three types of misconduct on the basis of sex, all of which jeopardize the equal access to education that Title IX is designed to protect:

- Any instance of quid pro quo harassment by a school's employee;
- Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access;
- Any instance of sexual assault (as defined in the Cleary Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

Swedish Institute's policy on sexual harassment prohibits the following kinds of conduct:

- Unwelcome sexual flirtations, advances or propositions;
- Unwelcome actions, words or comments based on an individual's gender;
- Sexually suggestive or offensive personal references about an individual;
- Subtle pressure or requests for dates or sexual activities;
- Unwanted physical conduct or contact, including touching, pinching, brushing the body, and impeding or blocking one's movement;
- Sexually explicit or offensive jokes and references, pictures and photographs, suggestive objects, verbal comments, leering or whistling.

Swedish Institute encourages persons experiencing alleged sexual harassment to come forward. Swedish Institute provides several channels of communication for formal or informal complaint resolution. Persons who feel they are being harassed or are uncertain as to whether what they are experiencing is sexual harassment, are encouraged to talk with instructors or directly to the Title IX Coordinator.

The Title IX coordinator can be reached through phone at 212-924-5900 ext. 255 or through email at Student_services@swedishinstitute.edu.

Student Complaint and Appeals Process

Policy and Procedures of Handling Student Complaints/Concerns and Appeals Process

Updated July 2022

Swedish Institute is committed to protecting the interests of all students. Students are entitled to be treated with fairness and respect in accordance with the College's policies and procedures. The College does not condone unfair treatment of students by administration, faculty and staff.

POLICY STATEMENT

Any student with a complaint who feels they have been treated unfairly will have the right to be heard promptly and fairly. The college recognizes that disputes may sometimes arise and requires the parties involved to resolve the conflict informally whenever possible. If resolution cannot be reached, a formal complaint process will be provided to assure impartial and equitable resolution for those conflicts.

This complaint process may not be invoked for matters that have independent appeal processes established. Examples of these include but are not limited to Academic Grades and Title IX. Matters which are not grievable include the following:

- Federal and State Laws
- Employment and Personnel Decisions
- Admission and Records Appeal

I. General Student Complaint Information

The complaint process is divided into an informal and formal process. This process is initiated by the student who will receive support and information during each of the three steps that may be involved. A complaint may be resolved at various stages of the process. Complaints should be filed as soon as possible and no more than 30 days after the incident occurs, unless approved by the Director of Student Services due to extenuating circumstances.

II. Process for Filing a Complaint

A. Informal Complaint

Step One: Swedish Institute requires that you first make every effort to informally resolve a complaint or concern. It is important that you talk directly with the staff, faculty or administrator with whom you have a complaint in order for them to have an opportunity to hear your concerns and work with you towards a resolution for the issue. Contacting the Director of Student Services at studentservices@swedishinstitute.edu is a vital next step as they will be able to provide advice on how to proceed a better understanding of the complaint policy, and assistance with mediation. The student is encouraged to complete a Student Complaint Form and provide the following information:

1. Student's Name, contact information, and Swedish Institute Email address
2. Full description of the complaint, providing relevant dates of events including the names of all parties involved.
3. A statement describing the attempt(s) to resolve the issue informally

Concerns should be expressed as soon as possible to allow for early resolution. Any deadline extension shall be mutually agreed upon in writing via email.

Complaints that potentially fall under two different administrative rules or resolution processes will run concurrently.

If your complaint or concern has not been resolved to your satisfaction, you may move into the Formal Complaint Process listed below. If you have questions or would like

assistance with this process, please contact: Studentservices@swedishinstitute.edu .

B. Formal Complaint

Step Two: You may utilize the formal complaint process after exhausting the informal complaint process. If you chose not to file an informal complaint, please ensure you have contacted the Director of Student Services at Studentservices@swedishinstitute.edu. To submit a formal complaint, you must use the Swedish Institute Student Complaint Form, which can be accessed online at their student portal. This form can be submitted online using the provided link or it can be printed and completed in writing; if you choose to print the form, please submit it via email at Studentservices@swedishinstitute.edu. The information that must be provided includes:

1. Student's Name, contact information, and Swedish Institute Email address
2. Full description of the complaint, providing relevant dates of events including the names of all parties involved.
3. A statement describing the attempt(s) to resolve the issue informally

After your Student Formal Complaint Form has been submitted, you will receive notification via your Swedish Institute email account that has been provided during enrollment; this notification will occur within two (2) business days. The supervisor will review the document(s), conduct interviews with the complainant, respondent, and any witnesses. Both the complainant and respondent will receive a copy of the initial complaint. You will be provided information regarding the next steps in the process and may be asked for additional information, if necessary. The respondent will be given five (5) business days to respond in writing to the complaint. The supervisor will form a committee that will render a decision within ten (10) business days from the receipt of the written complaint. Should additional time be needed due to the nature of the complaint, an estimated extended time frame of resolution will be provided within those ten (10) business days. A student whose concerns are resolved may withdraw a formal complaint at any point in the process by contacting Studentservices@swedishinstitute.edu.

If your complaint or concern has not been resolved to your satisfaction, you may appeal the decision made by the Committee by continuing the complaint process into the Step Three listed below.

III. Appeal Process

Step Three: To appeal a decision made by the Committee with whom you worked to resolve your complaint or concern, you need to submit an email within ten (10) business days of the proposed resolution to the College President stating your desire to appeal the current decision and provide the following information:

1. Brief outline of the steps you have taken toward resolving the issue
2. Decision made by the Committee
3. Reason for appealing the decision
4. Possible solution(s) you see to the issue
5. Contact information (phone, email, etc.)

After your email requesting an appeal has been submitted to the College President, you

will receive notification via your Swedish Institute email account; this notification will occur within five (5) business days.

The College President will conduct a review and, if needed, will create a newly appointed appeals committee to render the final decision. Any additional information provided to the appeals committee will be taken into consideration.

Within this step of the process, the College President will meet individually with the complainant, respondent, and the appropriate college personnel to discuss. A decision will be made within ten (10) business days of the receipt of the appeal by the President of Swedish Institute and provided to the student in writing via their Swedish Institute email account. Decisions made by the President are final and cannot be appealed.

If still unsatisfied, a student may direct their complaint to one of the following:

New York State Education Department (NYSED)

NYSED's website provides instructions for filing a complaint at <http://www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html>

ACCSC Complaint Review Process Form

The following notice must be published in the school's catalog:

ACCSC STUDENT COMPLAINT PROCEDURE

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form and should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

Accrediting Commission of Career Schools & Colleges
2101 Wilson Boulevard, Suite 302
Arlington, VA 22201
(703) 247-4212
www.accsc.org | complaints@accsc.org

A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting complaints@accsc.org or at <https://www.accsc.org/StudentCorner/Complaints.aspx>.

The Surgical Technologist Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARCST/SA). The CAAHEP website provides instructions for filing a complaint.

Commission on Accreditation of Allied Health Education Programs
9355 113th St, N # 7709 Seminole, FL 33775
727-210-2350
<http://www.caahep.org>

If you have any questions or would like assistance with any portion of this process, please contact StudentComplaints@swedishinstitute.edu.

IV. *Freedom from Retaliation*

College employees shall not retaliate against any student for bringing a concern, complaint, or appeal.

V. *Documentation*

All formal complaints are documented in the College's Official conduct software.

VI. *Terminology*

- **Business Days** – Weekdays (Monday through Fridays; excluding holidays and college closures).
- **Student Complaint Form** – Official Form that must be used to submit a FORMAL concern or complaint
- **Notice to Students** – Swedish Institute shall inform students of this policy through appropriate college publications.
- **Filing** – Complaint forms and appeal notices may be filed in person or through a Swedish Institute issued email address.
- **Scheduling Meetings/Conferences** – Swedish Institute shall make reasonable attempts to schedule meetings at a mutually agreeable time Failure of student to appear or respond does not halt the complaint process.
- **Supervisor** – The manager assigned to the complaint to render a non-biased, competent resolution

Copyright Law

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. Swedish Institute urges

Faculty and students to familiarize themselves with “fair use” guidelines and reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law. For further information, please refer to the US Copyright Office website at: <https://www.copyright.gov/fair-use/more-info.html>

SUMMARY OF CIVIL AND CRIMINAL PENALTIES FOR VIOLATION OF FEDERAL COPYRIGHT LAWS

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at (www.copyright.gov).

All students, faculty, and staff are expected to read, understand, and abide by all applicable copyright laws that indicates the understanding of the legal ramifications of violating copyright law, the penalties associated with it, and Swedish Institute’s specific policies with regard to copyrights.

COPYRIGHT INFORMATION

Intellectual honesty is the foundation of our society. Original thought and proper credit for others' work is central to learning and teaching. Like plagiarism, violation of copyright is a serious breach of the commitment to intellectual integrity expected of all members of the college community.

Swedish Institute students have access to the Internet and computer labs which the college hopes will be properly utilized to complete classwork, homework, and to help with securing employment. Students who use Swedish Institute’s IT resources are responsible for what they do on the school’s computers, including complying with copyright law. Students using the Web to read, share files, or publish pages must ensure that they take appropriate steps to prevent any copyright violations. File-sharing programs automatically distribute files. Please be aware that certain programs automatically turn on sharing when installed. If you use such programs, please ensure that you are not violating copyright by default (by sharing music or other media files or software you have loaded on your computer). Even unintentional infringement violates the law.

All Swedish network users must comply with federal copyright law. Violations of copyright law are also violations of college policy. For more information on copyright law see the sites listed below:

- U S Copyright Office
- Brad Templeton's 10 Copyright Myths (Clarinet News Publisher)

The Digital Millennium Act of 1998 stipulates that the college must take appropriate action if it receives notice of copyright infringement. If the college is notified that an infringement has occurred, the College is obligated by law to ensure that the infringing activity ceases. Swedish will act accordingly to sanction all involved in the infringement. Actions may include disconnecting a network port, shutting down an e-mail account, and a report to the College President for disciplinary action. In the event of second or repeat infringement, Swedish Institute is required under the law to take away the individual's computer account and terminate all access to the college network. In addition to any college action, the copyright owner may also take further legal action against the individual involved.

Academic Policies

Definition of a Credit

A credit is a measure of academic effort in a postsecondary institution. Semester credits are awarded in programs that have 15-week terms (Nursing, Massage Therapy) and quarter-credits are awarded in programs with 11-week terms (Surgical Technologist, Clinical and Administrative Medical Assistant, Clinical Medical Assistant, and Medical Billing and Coding). There are three kinds of credit at Swedish Institute: lecture credit, laboratory credit and off-site clinical or externship credit. Courses may incorporate one or more of these types, which are measured as follows:

Lecture credit: a minimum of 15 semester hours or 10 quarter hours.

Laboratory credit: a minimum of 30 semester hours* or 20 quarter hours.

*45 semester hours for the Nursing program.

Clinical or externship credit: a minimum of 45 semester hours or 30 quarter hours.

An “hour” is defined as a minimum of 50 minutes of instruction. Program syllabi include a breakdown of hours applicable to each definition.

In addition to class work, institutions of higher education expect students to spend time outside of class reading textbooks, preparing for lessons and exams, engaging in research and writing, practicing skills and completing homework assignments. Lecture credits typically involve about two hours of outside academic work for every hour of classroom work. Laboratory credits typically involve up to one hour of outside academic work for every two hours of laboratory work. Clinical and externship credits conducted at an off-site location involve no additional outside work.

Course syllabi provide guidance as to the scope and extent of outside work expected. A full-time student averaging 15 credits per term should be prepared to engage in an average total weekly academic effort of 40-50 hours, including time in class.

The Central Service Processing Technician is a 900- clock hour certificate program that runs in a quarter 11 week- term.

Program and Course Descriptions

This catalog contains descriptions for individual courses in each program of study along with a chart that shows the typical sequence of courses for full- and part-time program variations. The sequence is based on progressing from foundational courses (100-level) to advanced or capstone courses that are the basis for career readiness (200-level). Individual course descriptions may identify courses that are prerequisites or co-requisites for the course described, as follows:

Prerequisite: The prerequisite course must be successfully completed before registering for the course described.

Co-requisite: The co-requisite course must be completed before, or along with, the course described. Some courses may be co-requisites of each other, which mean that they must be taken in the same term.

Transfer Credit Policy

An applicant accepted into a Swedish Institute program may be eligible to transfer credits from a post-secondary institution accredited by an agency recognized by the US Department of Education. Requests for transfer credit should be submitted in advance of the start of the program. Transfer credit may be granted if the following criteria have been met:

- The coursework is not older than 5 years (technical courses) or 7 years (general education courses) from the applicant's program start date at Swedish Institute.
- Coursework in English and Psychology older than 7 years may be considered by the Program Dean for transfer of credit when the applicant has earned a Bachelor's Degree or higher in English or Psychology.
- The course is comparable in length and content to a course offered at Swedish Institute.
- The course was passed with at least a "C" (2.0) grade as indicated on an official transcript. Transfer credit in the Nursing program requires a minimum "B-" (2.67 or higher). Nursing students requesting transfer credit for Bioscience courses will be required to demonstrate currency of knowledge with successful completion of a challenge exam
- A maximum of 50% of overall course work necessary for graduation from the program in which the student is enrolled at the Swedish Institute may be accepted for transfer. Transfer credit for Massage Therapy courses cannot exceed the equivalent of 250 Hours.

Program Deans reserve the right to request that students seeking transfer credit show adequate knowledge or skills through demonstration, interview, or written examination.

Note: Transfer credit may be evaluated based on an unofficial transcript, but credit will be awarded only based on an official transcript, which is the students' responsibility to provide to the Swedish Institute.

Note: New applicants who have a previously earned Bachelor's degree or higher, are eligible to waive the Freshman Student Success (FSS-100) course from their schedule. Students with a degree may enroll in the Freshman Student Success (FSS) course. Once enrolled, the student has to complete the course, and cannot "opt out" after the Add/Drop period.

Transfer Credit from One Program in Swedish Institute to Another

Students who previously completed (after meeting all the graduation requirements) one program at Swedish Institute may be granted transfer credit, at the sole discretion of the College. Courses taken from the previous program will be determined by the accepting program to be sufficiently equivalent to courses offered at the time of enrollment. Only passing grades will be considered for transfer credit. The courses that are approved as transfer credits will show a grade of "TC" or "T" on the Swedish Institute transcript.

However, for courses that have been completed more than five years (technical courses) or seven years (general education courses) ago a further evaluation may be required. This will be performed at the discretion of the dean or program director after an interview. The applicant may be required to take an academic challenge test and/or other form of assessment. Students seeking to transfer credit are responsible for having official transcripts forwarded within 60 days of the first term start date. Failure to provide or deliver an official transcript to Swedish Institute by that date will result in denial of transfer credit. Awarding of credits will take place before the course begins. For the Nursing program, the requirements are different. Please contact the dean of the program.

Students who receive transfer credit will have the program tuition charge prorated based upon the remaining number of credits the student must earn to graduate.

Advanced Standing applies only when the transfer credit evaluation is made and approved by the designated program official.

Prerequisite or Co-requisite

It is the intent of Swedish Institute to guide students into courses in which they will have the greatest chance for academic success. Therefore, students will find courses which have prerequisite and co-requisite requirements in the description. Following are the definitions for prerequisites and co-requisites:

“Prerequisite” is a course requirement that a student must meet in order to demonstrate current readiness for enrollment in a course or educational program. Successful completion of the prerequisite course is required prior to enrolling in the course.

“Co-requisite” means a course that a student is required to simultaneously take in order to enroll in another course.

In certain situations including when a student requested a transfer of credit based on the previous college coursework, but failed to successfully pass the challenge exam, the Dean of the program or Director of Education may waive the prerequisite requirement for the following course, and allow the student to take it simultaneously as a co-requisite.

Attendance and Punctuality

Good attendance and punctuality are important for programs that prepare students for immediate employment or licensure. It is especially important in courses that expect students to practice and demonstrate hands-on clinical skills. Punctuality is also important for mastering the academic program and is especially important for success at off-site clinical and externships and for securing employment and advancing in the field. (Persistent absences and tardiness are considered a violation of the student conduct code and could result in suspension or dismissal independent of a student’s academic performance.)

Course syllabi spell out the impact that absences, tardiness and early departure have on academic grades. Details are also available in the student handbooks published for individual programs. Poor attendance in courses that require extensive student participation and demonstration of skills will impact the final grade based on the grading system as defined in the syllabus. In addition, absences beyond an established maximum

will result in automatic failure regardless of grades on exams or homework. Some clinical courses require that 100% of course hours be attended. Other courses may allow absences, generally no more than 20%. Failed courses must be repeated.

Make-up Work for Missed Classes

Students are responsible for all work missed and are expected to hand in all homework assignments and pass quizzes and examinations. If a student has reached the limit for absences in a given course, additional absences may be made up, but within limits. Depending on the course and program, this could mean attending the same missed lesson at another time slot, attending a make-up tutorial given by an instructor, or completing an assignment that incorporates the missed material. Make-up options are limited and students must consult their instructor and/or dean to make arrangements based on policies in the program student handbook or syllabus. Some tutorial options may involve a fee (see section on Tuition and Fees).

Grade Scale

Swedish Institute uses the following grade scale:

Grade	Grade Scale	GPA
A	95-100	4.0
A-	90-94	3.67
B+	87-89	3.33
B	84-86	3.0
B-	80-83	2.67
C+	75-79	2.33
C	70-74	2.0
C-	65-69	1.67
P	Pass	—
F	Failure	0.0
W	Withdrawal	—
WF	Withdrawal with Academic Failure	0.0
I	Incomplete	—
T	Transfer Credit	—
P (W)	Pass (waive)	—
C+*NC	75-79	2.33

C*NC	70-74	2.0
C-*NC	65-69	1.67

"C" (2.0) is the lowest passing grade for core technical courses in a program of study except for Nursing and Surgical Technologist courses. In Nursing, the minimum passing grade is B- (2.67). Nursing students achieving a grade below B-, will be awarded a grade in accordance with the Swedish Institute grading scale with no credit granted for that course. For Surgical Technologist students, the minimum passing grade for all core ST courses (with CST course codes) is C + (achieving a minimum final grade score of 75 and above) effective Spring 2019. "C-" (1.67) is considered passing for non-bioscience general education courses in the Clinical and Administrative Medical Assistant, Surgical Technologist, Medical Billing and Coding, and Clinical Medical Assistant certificate and degree programs. These include the Business and Technical Writing, Technical Mathematics, Information Literacy, Principles of Psychology and Health Psychology courses.

"F" (0.0) grades, and for the Nursing program any grade below B, must be repeated. If the "F" is in a prerequisite course, a student cannot move to the next course in the sequence until the "F" is removed. A "P" or "F" grade system is used for certain practicum and one-credit or non-credit courses. The "W" grade is used to indicate that a student has withdrawn from the course after the Drop-Add registration period but before the midpoint of the course. It is a non-punitive grade. The "WF" grade indicates withdrawal after the midpoint and has the same value as an "F" (0.0). A "W" after the midpoint may be used in situations involving leaves of absence or other extraordinary circumstances as determined by the program dean.

A "PW" is used to indicate that a student's enrollment in the class/course has been waived and has the same value as a "P" (0.0).

Incomplete Grade (I)

The Incomplete grade (I) may be granted by the instructor if a final examination has been missed or an assignment is outstanding due to extenuating circumstances. Students requesting an Incomplete grade must be passing the course at the time or be capable of passing the course. Students are responsible for explaining and documenting the circumstances to the instructor and making arrangements for handing in the completed work and/or taking the exam. If the instructor denies the request, the student may appeal to the program dean. Work for a prerequisite course must be completed by the end of the Drop-Add period after course registration or the grade automatically becomes an "F" and the course must be repeated before proceeding to the next level of study. Students may start the next level of study while completing the work, but will be removed from the course if the final grade becomes an "F". *Due to the COVID-19 pandemic, some flexibilities may apply upon the discretion of the program dean and chief academic officer.*

Work for non-prerequisite courses should be completed as soon as possible. Under no circumstances can an Incomplete grade be maintained for more than one term, with the exception of Pass/Fail courses which must be completed before graduation.

Pending Graduates and Incomplete Grades

Policy for all Massage Therapy students in their last semester of training: All final semester courses and all Make Ups must be completed no later than the end of the add/drop period of the semester following your last semester. The add/drop period ends exactly two weeks (14 days) into the following semester. For any course (PD, etc.) that you have not completed by the end of the add/drop period following your last semester, the Incomplete grade will be converted to a failing grade, and the entire course will need to be repeated, at full tuition. The school does NOT maintain Incomplete grades beyond the add/drop period following your last semester. Due to the COVID-19 pandemic, some flexibilities may apply upon the discretion of the program dean, program director and director of education.

Note to Massage Therapy Students: Failure to complete all coursework needed for graduation by the last day of your final semester in school may result in your being ineligible to take the next scheduled State Board Exam, with the loss of a substantial portion of the fees that were paid with your application. ***Even if you are not scheduled to take the State Board soon after your final semester ends, you MUST complete all your coursework as described above.***

Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)

At the end of each term a Grade Point Average (GPA) is computed for that term and included in a grade report to the student. GPA is a weighted average based on the credit value of a course. The following is an illustration:

Course A at 3 credits receives an "A" grade, or 4.0
Course B at 4 credits receives a "B" grade, or 3.0
Course C at 3 credits receives a "C" grade, or 2.0

The weighting value is determined by multiplying the grade times the credits:

Course A = $3 \times 4 = 12$ value points
Course B = $4 \times 3 = 12$ value points
Course C = $3 \times 2 = 6$ value points

The GPA is the total value points divided by the total credits:

Total value points = 30 divided by 10 credits = 3.0 Grade Point Average

A Cumulative GPA (CGPA) is also computed after each term corresponding to the GPA for all coursework completed up to that point. The CGPA is used to determine if a student is making Satisfactory Academic Progress (See next section).

Courses with "F" grades (0.0) must be repeated. Upon successful completion, the new grade replaces the "F" grade in the CGPA calculation.

Standards of Satisfactory Academic Progress (SAP)

In order to remain in good standing at Swedish Institute, a student must progress in his or her program. Progress means maintaining satisfactory grades and also means pursuing the program at a sufficient pace. Meeting both these standards is also needed to maintain access to Federal and State financial aid.

Satisfactory Academic Progress (Grades): The following chart indicates what the CGPA must be at various stages of the program, based on the number of credits achieved. The CGPA is measured each term and students falling below the standard in any term will be placed on Academic Warning or Academic Probation (see tables that follow).

For the Massage Therapy program:

Semester Credits Attempted	Pursuit of Program	Minimum CGPA
1-15.5	30%	1.0
16-31.5	38%	1.5
32-60	60%	2.0
61 and over	67%	2.0

For the Nursing program:

Semester Credits Attempted	Pursuit of Program	Minimum CGPA
1-15.5	30%	1.5
16-31.5	38%	2.0
32-60	60%	2.0
61 and over	67%	2.0

For the Surgical Technologist, Clinical and Administrative Medical Assistant, Clinical Medical Assistant, and Medical Billing and Coding programs:

Quarter Credits Attempted	Pursuit of Program	Minimum CGPA
0-18	30%	1.0
19-45	38%	1.5
46 and over	67%	2.0

For the Central Service Processing Technician program:

Quarter Clock Hours Attempted	Pursuit of Program	Minimum CGPA
0 – 300 hours	30%	1.0
301- 600 hours	38%	1.5
601 and over	67%	2.0

Satisfactory Progress Standards for New York State Tuition Assistance Program (TAP)

The New York State Tuition Assistance Program uses its own satisfactory progress benchmarks for grades and program pursuit.

For semester based full-time certificate or associate degree programs:

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th
A Student Must Have Accrued at Least This Many Credits	0	6	15	27	39	51
With at Least This Grade Point Average	0	1.3	1.5	1.8	2.0	2.0

For quarter based full-time certificate or associate degree programs:

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th
A Student Must Have Accrued at Least This Many Credits	0	4	8	15	21	39	51	63	75
With at Least This Grade Point Average	0	.5	1.0	1.3	1.5	1.8	2.0	2.0	2.0

Students falling below any benchmark will not receive a TAP award in the following semester unless they exercise their right to a one-time waiver of these standards. To receive a waiver, the student must demonstrate to their program Dean that 1- poor performance was due to extenuating circumstances (e.g., medical procedure) and 2- that

these circumstances are no longer an issue. If the Dean determines that, but for the circumstances, the student would have reached the benchmark, the waiver will be exercised.

If a waiver does not apply, the student may remain in school, without a TAP award, for the next term. TAP may be re-instated once the standards have been met. Alternatively, the student may elect to drop from Swedish Institute and return at least one year later. TAP can be reinstated upon re-entry with program standards applicable going forward.

Academic Warning

SAP is assessed every term and students falling below grade or pursuit of program standards are placed on SAP Academic Warning. Students in this status must meet with Dean of the program or designated school official for academic advising to meet the standard by the end of the following one or two terms, as determined by the program dean. This usually requires repeating failed classes and may sometimes require reducing the course load to allow the student to focus on areas of weakness.

While on Academic Warning a student is considered an active, current student and financial aid eligibility continues.

If a student does not meet standards by the end of the next term, he or she is placed on Academic Probation.

Academic Probation

Students on SAP Academic Probation are required to meet with the program dean or designated school official. In order to remain in the program, the student must complete a SAP Academic Advising Form which explains the failure to achieve satisfactory progress caused by extenuating circumstances. The student is provided an opportunity to repeat the failed course(s) and an academic advising must be in place.

While on Academic Probation, a student is considered an active, current student and financial aid eligibility continues.

If a student does not meet standards by the end of the next term, the student is placed on Academic Dismissal.

Academic Dismissal

Students who fail to meet the satisfactory academic progress under the terms required in the SAP Academic Advising are placed on SAP Academic Dismissed from Swedish Institute. A student who is on SAP Academic Dismissal status may file a petition to the program dean by completing and submitting the SAP Appeals Form. If the appeal is approved based on reasonable and extenuating circumstances, then the student needs to complete the SAP Academic Plan and may be allowed to continue in the program for another term (s), as determined by the program dan. If the student fails to meet satisfactory academic progress, the student is dismissed and may file for reinstatement after one full term. Please refer to the Reinstatement policy.

Failing a Course Twice

Failed courses must be repeated. Second failure of the same course results in dismissal from the program. Dismissed students may apply for re-entry as described in the previous section. Program Deans may allow a 3rd try if mitigating circumstances exist and the student is otherwise in good academic standing.

Graduation Requirement Standards and Transcripts

Students are eligible for graduation if all courses have been passed, meet all financial obligations, attendance, and academic requirements, and the CGPA is at 2.0 or better. Receipt of a graduation diploma requires that all student accounts are current. Graduates receive an official copy of their final transcript. Additional official transcripts may be requested by a school or employer and involves a fee to the student (see section on Tuition and Fees). Swedish Institute will send the transcript directly to the school or employer upon request.

For the Surgical Technologist program, in order to meet the graduation requirement, students are required to complete 120 clinical cases as specified in the ST Student Handbook.

For all programs that require registration, certification or licensing examination, the graduate may be required to participate in review classes or requisite exam preparation.

Honors

Academic Honors

At the end of each grading period, students who have a term (quarter or semester) grade point average (GPA) of 3.0 and above will receive academic honors. Each student must successfully complete a minimum of 6 credit hours.

<i>Term Academic Honors</i>	<i>Term GPA</i>
President's List	4.00
Dean's List	3.50 to 3.99
Honor Roll	3.00 to 3.49

Graduation Honors

Students in degree programs may graduate with Latin Honors if they achieve the following cumulative grade point average (cGPA).

<i>Honors Type</i>	<i>Cumulative GPA</i>
Summa Cum Laude	3.90 to 4.00
Magna Cum Laude	3.75 to 3.89
Cum Laude	3.50 to 3.74

Students in Certificate programs may graduate with honors if they achieve the following cumulative grade point average (cGPA).

<i>Honors Type</i>	<i>Cumulative GPA</i>
With honors	3.50 and above

Transferability of Swedish Institute Credits

Transferability of credits cannot be guaranteed unless the receiving college has a written articulation agreement with the Swedish Institute. Otherwise, the decision to accept credits is at the discretion of the receiving college. Students are advised to contact colleges well in advance if there is an interest in transferring credits.

Swedish Institute's iPad Program

Swedish Institute educates students to become skilled, ethical, culturally competent, and compassionate professionals serving the diverse communities of the Greater New York Metropolitan Area. Effective January 15, 2015 all new incoming matriculating students will receive an iPad in order to enhance the learning experience and facilitate productivity.

The Swedish Institute iPad will offer 24-hour access to digital textbooks and course materials, enhance note-taking capabilities, and provide dynamic content applications to improve students' understanding of the material. Use of the iPad will help students connect with their instructors, collaborate with peers, and gain technological skills needed in today's careers. Additionally, digital course materials on the iPad may offer savings in textbook costs and reduce the environmental impact and cost of printing.

The College retains all ownership rights to the iPad during the student's matriculation at the College, and it must be returned in the event the student withdraws, requests a leave of absence, or is dismissed/suspended from the Swedish Institute. Failure to return the iPad may result in financial penalties and/or judicial action at the discretion of the Swedish Institute. Students will be held financially responsible for any loss, damage or theft of the iPad which is not covered by the AppleCare+ plan provided by the Swedish Institute. Upon graduation from the Swedish Institute the ownership of the iPad will be transferred to the student.

Programs of Study

Swedish Institute is authorized by the New York State Board of Regents to award two associate degrees, the Associate in Occupational Studies (AOS) and Associate in Applied Science (AAS).

Associate in Occupational Studies Degree Programs (AOS)

The Associate in Occupational Studies degree was developed by New York State for terminal programs with a specific occupational goal. General education courses are typically of an applied nature and most coursework focuses on technical studies in preparation for employment.

Swedish Institute's AOS programs include:

- Clinical and Administrative Medical Assistant (HEGIS Code: 5214.00)
- Massage Therapy (HEGIS Code: 5299.00)
- Surgical Technologist (HEGIS Code: 5211.00)

Associate in Applied Science Degree Program (AAS)

The Associate in Applied Science degree is also occupationally oriented and most graduates with such a degree seek immediate employment. However, these fields of study may also link to further higher education and graduates may seek to transfer some credits to four-year programs (although transferability cannot be guaranteed). General education courses are usually not of an applied nature and are offered to improve knowledge and skills related to communication, writing, critical thinking, information literacy, quantitative reasoning and/or arts and sciences.

The Swedish Institute's AAS program is:

- Nursing (HEGIS Code: 5208.00)

Certificate

Swedish Institute offers a certificate program in Medical Billing and Coding which can be completed full-time in nine months. Students completing the certificate program may later elect to enroll into the Clinical and Administrative Medical Assistant AOS degree program.

Swedish Institute offers a certificate program in Clinical Medical Assistant which can be completed full-time in twelve months. Students completing the certificate program may later elect to enroll in the Clinical and Administrative Medical Assistant AOS program.

Swedish Institute's Certificate Programs include:

- Medical Billing and Coding (HEGIS Code: 5214.00)
- Clinical Medical Assistant (HEGIS Code: 5214.00)

- Central Service Processing Technician (HEGIS Code: 5211.00)

Semester Terms, Quarter Terms, Academic Year

Associate degree programs are normally completed in two academic years if taken on a full-time basis. Full-time is defined as a term credit load of at least 12 credits. An academic year consists of two semester terms (15-16 weeks) or three-quarter terms (10-12 weeks) and is about 8-9 months in length. Due to the greater term length, semester programs typically consist of approximately 60 semester credits while quarter term programs consist of approximately 90 quarter-credits. At Swedish Institute, the Nursing, and Massage Therapy programs operate on a semester-term basis. Clinical and Administrative Medical Assistant, Surgical Technologist, Medical Billing and Coding, Clinical Medical Assistant, and Central Service Processing Technician programs operate on a quarter-term basis.

Swedish Institute's programs can be completed in two academic years with the exception of Nursing and Massage Therapy. Nursing requires more credits than usual and one additional semester due to the nature of the program and Nursing Board curriculum requirements. Full-time students in other programs taking fewer than 15 credits per term, on average, may also need an additional term to complete the program.

Students who pursue the program on a part-time basis (fewer than 12 credits) will require additional semester-terms or quarter-terms to complete.

The following pages provide program descriptions, occupational objectives, educational objectives, program outlines and course descriptions for Swedish Institute degree and certificate offerings.

Clinical and Administrative Medical Assistant

Associate in Occupational Studies Degree 90 Quarter-credits

The Clinical and Administrative Medical Assistant program focuses on the clinical and administrative skills needed to assist physicians and nurses in physician offices and other healthcare settings. Students learn patient vital signs, standard examinations, phlebotomy/hematology techniques, laboratory procedures, 12-lead electrocardiography (ECG), basic pharmacology and the ethics of patient care. Students also learn medical office administration including reception, patient scheduling, billing, insurance and electronic health records management. General education courses in psychology, information literacy and communications prepare a well-rounded graduate capable of career advancement and lifelong learning. Graduates typically work as medical assistants or medical office assistants in single or multi-physician practices, outpatient centers and hospitals. (HEGIS Code: 5214.00)

Program Description:

Graduates receive an Associate in Occupational Studies degree as authorized by the New York State Board of Regents



The Clinical and Administrative Medical Assistant program has been chosen to be a part of the American Medical Technologists' School Recognition Program. Graduates are eligible to sit for the Medical Assistant Certification examination (RMA).

Educational Objectives

Graduates will be able to:

- Apply knowledge of bioscience, clinical procedures, diagnostic techniques and medical office administration to the entry-level practice of clinical and/or administrative medical assisting in a variety of healthcare settings;
- Practice within legal, ethical and professional standards as defined by the governing bodies for professional practice;
- Understand and respect principles of privacy and patient rights in handling medical records;
- Work collaboratively and communicate effectively with physicians, nurses, the healthcare team, patients and their families;

- Apply critical thinking and ethical reasoning skills in decision-making situations;
- Promote wellness practices and a healthy lifestyle for patients and engage in effective self-care to promote health and career longevity.

Performance and Technical Standards

Medical Assisting is a practice discipline with cognitive, sensory, affective and psychomotor performance requirements. The profession's scope of practice requires demonstration of responsibilities and accountability within the role and competencies expected of as a medical assistant.

The Medical Assisting Program at Swedish is an entry-level profession designed to prepare and educate students to perform in the role of a medical assistant in the front office, in the clinical area, as well as in the back office. It is important to note that the profession is one that is physically, mentally, and emotionally demanding. Indicated below are several examples of the scope of practice, roles, and competencies that will be encountered. Patient safety is dependent on the student's ability to meet the following Performance and Technical Standards.

These standards are a part of each course. It is important that every applicant meet these standards to ensure the confidentiality and safety of patients, fellow candidates, faculty and other healthcare providers.

Cognitive

- Possess the ability to be oriented to time, place, and person.
- Organizational skills when filling and completing forms, and entering codes.
- Able to quickly read and comprehend extensive written material. He or she must also be able to evaluate and apply information and engage in critical thinking.
- Able to maintain consistent mental alertness for periods greater than 8 hours.
- Able to learn and perform quickly with or without repetition of instruction.

Motor and Other Senses

- Able to sit for long periods of time in one location with minimum/no breaks.
- Participate in care in emergency and nonemergency situations.
- Have gross and fine motor abilities sufficient to provide safe, effective and skilled care.
- Have the ability to utilize computers and other software applications
- Have auditory ability sufficient to be able take and receive phone calls.
- Be able to react/respond to signals, alarms and other displays indicating immediate needs.
- Be able to hear team member communication.
- Have visual ability sufficient for observation and assessment of the needs of the healthcare team.
- Demonstrate sufficient visual ability to perform data entry in a computer.
- Be able to perform required skills for participation in the training.
- Be able to withstand minimal invasive procedures such as venipuncture or finger sticks.
- Be willing to volunteer for practice during clinical skills training such as during

phlebotomy, EKG, and other laboratory testing.

Critical Thinking

- Possess critical thinking ability sufficient for performance of administrative duties.
- Demonstrate critical thinking ability sufficient to make appropriate sound judgment decisions.
- Identify cause-effect relationships in complicated situations, analyze and develop a plan of activity within an allotted time frame.
- Demonstrate calm and effective responses, especially in emergency situations

Communication

- Communicate and understand fluent English both verbally and in writing.
- Demonstrate communication abilities sufficient for accurate and efficient interpretation and communication with others.
- Explain office procedures, responding to health care provide inquiries, write legibly and correctly.
- Use a computer and phone and be able to communicate effectively
- Be able to communicate effectively and sensitively with other students, faculty, staff, patients, family and other professionals.
- Be able to express his or her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback
- Possess and demonstrate interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural, religious and intellectual backgrounds.
- Student to handle constructive criticism.

Stress in a healthcare facility such as a doctor's office is very common. Tension runs high many days and it can affect an individual's ability to cope with the environment and others in the environment.

At high risk for exposure to blood and body fluids resulting in exposure to communicable disease, toxic substances, medical preparations, and chemical sterilization practices at all times, therefore standard precautions are to be practiced at ALL times.

All students completing the Medical Assisting program must be able to successfully demonstrate the ability to meet all performance and technical standards. Determination is made on an individual basis as to whether or not necessary accommodations or modifications can be made reasonably while assuring patient safety.

SAMPLE QUARTER COURSE SEQUENCE (18 MONTHS)

OFFERED: DAY

Term		Credits
QUARTER I		
BIO-101	Anatomy and Physiology I	4.5
CMA-105	Introduction to Clinical Procedures	4.5
FSS-100	Freshman Student Success	0
ENG-102	Business and Technical Writing	4.5
MED-102	Medical Terminology	3
Credits Quarter I		16.5
QUARTER II		
BIO-102	Anatomy and Physiology II	4.5
CMA-106	Medical Techniques and Procedures I	5
CMA-107	Phlebotomy/Laboratory Procedures I	5
CMA-110	Medical Office Procedures I	3
Credits Quarter II		17.5
QUARTER III		
BIO-201	Physiology of Disease	4.5
CMA-206	Medical Techniques and Procedures II	4
CMA-112	Billing and Insurance	3
PSY-101	Principles of Psychology	4.5
Credits Quarter III		16
QUARTER IV		
CMA-207	Phlebotomy/Laboratory Procedures II	4
CMA-210	Medical Office Procedures II	3
INF-101	Information Literacy	2
MED-110	Ethical and Legal Aspects of Patient Care	3
MED-105	Medical Emergencies and Disaster Response	2
Credits Quarter IV		14
QUARTER V		
CMA-208	Pharmacology for the Medical Assistant	4
CMA-211	Electronic Health Records	3
PCD-201	Professional Career Development	2
PSY-205	Health Psychology	4.5
Credits Quarter V		13.5

QUARTER VI

CMA-213	Medical Coding	2
CMA-233	Comprehensive Applications	4
CMA-299	Medical Assisting Practicum	6.5

Credits Quarter VI **12.5**

TOTAL PROGRAM CREDITS **90**

SAMPLE QUARTER COURSE SEQUENCE (21 MONTHS)

OFFERED: DAY		Credits
Term		
QUARTER I		
MED-102	Medical Terminology	3
CMA-105	Introduction to Clinical Procedures	4.5
BIO-101	Anatomy and Physiology I	4.5
FSS-100	Freshman Student Success	0
Credits Quarter I		12.0
QUARTER II		
CMA-106	Medical Techniques and Procedures I	5
CMA-110	Medical Office Procedures I	3
BIO-102	Anatomy and Physiology II	4.5
Credits Quarter II		12.5
QUARTER III		
CMA-107	Phlebotomy/Lab Procedures I	5
ENG-102	Business and Technical Writing	4.5
CMA-112	Billing and Insurance	3
Credits Quarter III		12.5
QUARTER IV		
CMA-206	Medical Techniques & Procedures II	4
PSY-101	Principles of Psychology	4.5
INF-101	Information Literacy	2
MED-105	Medical Emergencies and Disaster Response	2
Credits Quarter IV		12.5
QUARTER V		
CMA-207	Phlebotomy/Lab Procedures II	4
CMA-210	Medical Office Procedures II	3
MED 110	Ethical and Legal Aspects of Patient Care	3
BIO-201	Physiology of Disease	4.5
Credits Quarter V		14.5
QUARTER VI		
PCD-201	Professional Career Development	2
CMA-208	Pharmacology for the Medical Assistant	4
PSY-205	Health Psychology	4.5
CMA-211	Electronic Health Records	3
Credits Quarter VI		13.5

QUARTER VII

CMA-299	Medical Assisting Practicum	6.5
CMA-213	Medical Coding	2
CMA-233	Comprehensive Applications	4

Credits Quarter VII **12.5**

TOTAL PROGRAM CREDITS **90**

SAMPLE QUARTER COURSE SEQUENCE (21 MONTHS)

OFFERED: EVENING

Credits

Term

QUARTER I

BIO-101	Anatomy and Physiology I	4.5
CMA-105	Introduction to Clinical Procedures	4.5
FSS-100	Freshman Student Success	0
MED-102	Medical Terminology	3

Credits Quarter I

12.0

Term

QUARTER II

BIO-102	Anatomy and Physiology II	4.5
CMA-112	Billing and Insurance	3
ENG-102	Business and Technical Writing	4.5

Credits Quarter II

12.0

QUARTER III

CMA-110	Medical Office Procedures I	3
CMA-211	Electronic Health Records	3
CMA-106	Medical Techniques and Procedures I	5
CMA-213	Medical Coding	2

Credits Quarter III

13.0

QUARTER IV

CMA-210	Medical Office Procedures II	3
INF-101	Information Literacy	2
CMA-107	Phlebotomy/Laboratory Procedures I	5
MED-110	Ethical & Legal Aspects of Patient Care	3
MED-105	Medical Emergencies and Disaster Responses	2

Credits Quarter IV

15.0

QUARTER V

BIO-201	Physiology of Disease	4.5
CMA-206	Medical Techniques and Procedures II	4
PSY-101	Principles of Psychology	4.5

Credits Quarter V

13.0

QUARTER VI

CMA-208	Pharmacology for the Medical Assistant	4
CMA-207	Phlebotomy/Laboratory Procedures II	4
PSY-205	Health Psychology	4.5

Credits Quarter VI

12.5

QUARTER VII

CMA-233	Comprehensive Applications	4
CMA-299	Medical Assisting Practicum	6.5

PCD-201	Professional Career Development	2
Credits Quarter VII		12.5
TOTAL PROGRAM CREDITS		90

Clinical and Administrative Medical Assistant Course Descriptions

BIO-101 Anatomy and Physiology I 4.5 credits

(45 lecture hours) This course is an introduction to human anatomy and physiology. It begins with a discussion of the levels of organization of the body and an overview of the major body systems, listing the organs and functions of each. It covers anatomical terminology, anatomical relationships, planes of section, body cavities and fluid spaces of the body. The course provides a brief introduction to the basic chemistry necessary to understand life processes, elementary cell anatomy and physiology, basic metabolism, the histology of epithelial, connective, and muscle tissue, and the physiology of skeletal muscle contraction. It also covers the integumentary, skeletal, muscular systems, and urinary systems. The course addresses homeostasis as an organizing principle for the study of anatomy and physiology. **Pre- or Co-requisite: MED-102 Medical Terminology.**

BIO-102 Anatomy and Physiology II 4.5 credits

(45 lecture hours) This course builds on the material covered in A & P I. It explores the major systems of the human body, the nervous system and special senses, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, and reproductive. The cells, tissues, and organs of each system are presented along with the basic normal physiology. There will be a discussion of the role of each system in maintaining homeostasis and health. **Pre- or Co-requisite: BIO-101 Anatomy and Physiology I.**

BIO-201 Physiology of Disease 4.5 credits

(45 lecture hours) Building on the Anatomy and Physiology I and II course sequence, students learn the disorders associated with body systems and the causes, symptoms, and treatments of diseases. **Prerequisites: MED-102 Medical Terminology**

CMA-105 Introduction to Clinical Procedures 4.5 credits

(33 lecture, 33 lab hours) This course introduces students to the clinical setting and to standard procedures they will perform independently or with the physician. Following an introduction to the infection process and immune function, students learn regulations and standard precautions for clinical safety and how to apply principles of medical asepsis, disinfection and sanitization in a clinical setting. Students are introduced to taking a medical history and obtaining vital signs and key measurements including body temperature, blood pressure, pulse, respiration, height and weight. **Prerequisite: None.**

CMA-106 Medical Techniques and Procedures I 5 credits

(33 lecture, 44 lab hours) This course provides skills for assisting physicians in conducting examinations and common procedures associated with obstetrics/gynecology, pediatrics, male reproduction, gerontology and basic diagnostic techniques for body systems. Students learn patient preparation, exam set-up, patient instruction and the role of the medical assistant in specialized examinations and procedures. **Prerequisites: CMA-105 Introduction to Clinical Procedures**

CMA-107 Phlebotomy/Laboratory Procedures I 5 credits

(33 lecture, 44 lab hours) This lab-based course provides an overview of the medical laboratory including OSHA and CLIA guidelines, requisitions and reports, specimen processing, and microscope usage and maintenance. Students learn techniques for

collecting urine and blood samples. Venipuncture and capillary puncture are practiced extensively in a laboratory setting. **Prerequisites:** CMA-105 Introduction to Clinical Procedures,

CMA-110 Medical Office Procedures I

3 credits

(22 lecture, 33 lab hours) Students become familiar with the set-up of a typical physician or clinic office and learn the essential front office tasks including telephone techniques, scheduling, new patient procedures, document management, daily cash transactions, medical records management, and office technology. Communication skills, professionalism and the importance of documentation are emphasized. **Prerequisite:** None.

CMA-112 Billing and Insurance

3 credits

(22 lecture, 33 lab hours) This course introduces the structure of the U.S. health insurance system, the various types of private policies and government-sponsored Medicare, Medicaid, Workers Compensation and related programs. The course focuses on skills related to health insurance billing, and reimbursement. Topics include insurance claims processes and forms, the proper methods of completing a variety of insurance forms, billing and collections for healthcare services, and strategies for interacting with public and private insurers. Electronic billing processes will be completed with the use of medical billing software. **Prerequisite:** None.

CMA-206 Medical Techniques and Procedures II

4 credits

(22 lecture, 55 lab hours) This course covers a range of technical knowledge and skills that relate to working in a physician's office, including preparation for minor surgery, instructing patients in therapeutic modalities including rehabilitative use of durable medical equipment, and basic 12-lead electrocardiography (ECG). The basics of nutrition are also covered and students learn the nature and purposes of diagnostic imaging. **Prerequisite:** CMA-106 Medical Techniques and Procedures I.

CMA-207 Phlebotomy/Laboratory Procedures II

4 credits

(33 lecture, 33 lab hours) This course develops laboratory skills needed to conduct a number of standard blood, urine, sputum, semen and microbiological tests. Students review the physiology and pathology of body systems involved and practice in a laboratory setting using standard equipment. **Prerequisite:** CMA-107 Phlebotomy/Laboratory Procedures I.

CMA-208 Pharmacology for the Medical Assistant

4 credits

(33 lecture, 22 lab hours) This course provides instruction in pharmacology concepts. Students will learn measurement systems and dosage calculations, drug classifications, the principles and procedures of medication administration, and the primary state and federal health and safety laws and regulations. Students will be able to identify the most commonly used medications and their actions, uses, contraindications, adverse reactions, dosage and route of administration. The role of the medical assistant in medication administration and patient education is covered. **Pre- or Co-requisite:** None.

CMA-210 Medical Office Procedures II

3 credits

(22 lecture, 33 lab hours) Students extend their administrative skills into basic office financial recordkeeping and accounting practices. The course also covers diagnostic coding principles and practices. Topics include medical coding reference manuals and

software matching procedures, evaluations, and assessments to numeric codes; E and V codes; insurance claims forms; and proper documentation. **Prerequisite:** CMA-110 Medical Office Procedures I.

CMA-211 Electronic Health Records 3 credits
(22 lecture, 33 lab hours) This course introduces the concepts and techniques underlying the current global transition from paper-based to electronic health records management systems aimed at providing universal, real-time access to patient records. Students practice EHR procedures in a simulated EHR environment. **Prerequisite:** MED-102 Medical Terminology.

CMA-213 Medical Coding 2 credits
(22 lecture, 11 lab hours) The course is designed to provide the background and skills needed for beginning CPT and HCPCS coding specific to out-patient care settings. It also covers procedural coding principles and practices. Topics include medical coding reference manuals and software, proper documentation of medical records, insurance claim forms, and the rules and regulations governing medical coding practices. **Pre- or Co-requisites:** CMA-112 Billing and Insurance.

CMA-233 Comprehensive Applications 4 credits
(33 lecture, 22 lab hours) The Comprehensive Applications course is designed to provide a comprehensive review of the medical assisting program covering areas of general knowledge, administrative, and clinical medical assisting. Faculty will evaluate what the students have learned in previous courses throughout the program and identify areas that a student is weak and in need of remediation. Simulation tests will be administered to assist in the evaluation. Upon completion of the course, a comprehensive exam will be given. This exam will be geared to preparing the student to sit for the certification exams. **Pre- or Co-requisites for CMA (AOS):** CMA-206 Medical Techniques and Procedures II; CMA-207 Phlebotomy/Laboratory Procedures II.; **Pre- or Co-requisites for CMA Certificate:** ALH-101 Assisting with Phlebotomy, Urinalysis, and Point-of-care Testing; ALH-102 Assisting with Medical Specialties, Nutrition and EKG.

CMA-299 Medical Assisting Practicum 6.5 credits
(200 clinical hours) An important aspect of training in the medical assisting field is actual experience, enabling the application of textbook and lab principles to an actual professional setting. Externships meet the need for practical experience and serve as a capstone. Students are placed in the outpatient/ambulatory healthcare setting and assigned to a clinical mentor. Students will complete 200 hours of supervised rotation, without remuneration, through all administrative and clinical areas.

The clinical site will allow students to rotate through a range of practical applications related to the specific competencies of their program and give students a chance to observed doctors, nurses, medical assistants and other health professionals engaged in routine healthcare practices. Mentors report weekly on student attendance, skills competencies, comportment and professionalism. The medical assistant student will practice in a doctor's office or other medical facility to gain work experience in the performance of medical assistant administrative and clinical duties.

This class requires that a student be available Monday-Friday, during daytime hours. **Pre- or Co-requisites:** PCD-201 Professional Career Development, CMA-233 Comprehensive Applications; **Prerequisite:** Satisfactory completion of all coursework.

ENG-102 Business and Technical Writing 4.5 credits
(45 lecture hours) This course presents the elements of clear, concise and effective writing and applies them in business and technical professional contexts. Following a review of basic grammar and style, students will produce a variety of writing products including letters, memoranda, summaries, analyses and reports, based on case studies, readings and research. Research procedures, editing techniques and presentation technologies will be covered. **Prerequisites:** None.

FSS-100 Freshman Student Success 0 credits
The course assists incoming students in their college transition, facilitates active learning, and helps to develop knowledge and skills important for attaining student success. In order to provide the students with an opportunity to develop personally, professionally, and academically, the course addresses the topics of learning styles, skills for academic success such as note taking, test-taking strategies, and time management, career exploration, college and academic policies and procedures and professionalism.

Students are encouraged to think critically, to develop an academic plan, to become financially responsible and to navigate the library learning resources. The class also promotes the development of a strong bond between students and their instructor as well as with the college community. **Prerequisite:** None.

INF-101 Information Literacy 2 credits
(22 lecture hours) This course provides students with the tools needed to create a professional online identity. It also teaches students how to use basic technology apps and programs as well as how to assess online information. Students will learn how to make professional decisions about their online presence, how to use social networking tools, and how to initiate and respond to emails in an appropriate manner. Additionally, students learn basic keyboarding skills and are introduced to a variety of computer software programs including Microsoft Word, Excel and PowerPoint. **Prerequisite:** None.

MED-102 Medical Terminology 3 credits
(33 lecture hours) This course provides the basics for understanding complex medical terms. Students learn the important prefixes, suffixes and roots of medical terms and the vocabulary associated with human body systems and their pathologies. Patient histories and medical reports are used to establish the healthcare context in which these terms are employed. **Prerequisite:** None.

MED-105 Medical Emergencies and Disaster Response 2 credits
(22 lecture, 11 lab hours) This course addresses employee and patient safety concerns in the healthcare environment. Students will learn how to apply quality control measures while following health and safety policies and procedures to prevent illness and injury. Medical office and OR emergencies, CPR, OSHA, MSDS, and personal protective equipment are among topics taught and practiced. Students will also learn how to identify the critical elements of an emergency plan for response to a natural disaster or other emergency and discuss the potential role (s) of the allied health professionals in emergency preparedness. **Prerequisite:** None.

MED-110 Ethical and Legal Aspects of Patient Care 3 credits
(33 lecture hours) This course introduces basic ethical and legal principles governing healthcare practice including privacy, safety, patient rights, malpractice and disclosure. Also covered are the sensitive issues that can arise when patients come from unique

personal, familial, linguistic and cultural environments and the special circumstances involved when treating children, the elderly, the disabled and the terminally ill. These topics are addressed from the point of view of different healthcare practices. **Prerequisite: None.**

PCD-201 Professional Career Development 2 credits
(22 lecture hours) This course prepares students for externship and job search success. Resumes are prepared and students learn interview and job search techniques. Important aspects of workplace dynamics are also covered, including attitude, timeliness, dress code, professionalism, employee rights and responsibilities, teamwork and protocols involved when interacting with co-workers, supervisors, doctors, nurses and other healthcare professionals. Professional associations and the value of certification and continuing education are also discussed. **Prerequisite: None.**

PSY-101 Principles of Psychology 4.5 credits
(45 lecture hours) This course is an introduction to fundamental concepts in psychology. Following an introduction to the history of psychology in the West and the major current schools of psychology, the course will provide an introduction to current psychological practice relating to human development, children and families, psychological illness, motivation, personality, learning and perception. **Prerequisite: None.**

PSY-205 Health Psychology 4.5 credits
(45 lecture hours) Research shows that illness can be caused or worsened by psychological conditions including depression, stress and anxiety and that illness can add to the psychological burden creating a cause-effect feedback loop. This course surveys issues in mind-body health and then discusses how health and wellness can be promoted and maintained through practices that promote a positive outlook and good habits. The positive psychological and health value of mindfulness, meditation, relaxation, relaxation techniques, exercise, healthy eating, good sleep habits and other essentials of self-care are described and students learn simple stress and anxiety reducing self-care techniques which can be easily transferred to patients, clients and others. **Pre- or Co-requisite: PSY-101 Principles of Psychology.**

Clinical Medical Assistant

Certificate Program

48.5 Quarter-credits

The Clinical Medical Assistant program focuses on the clinical skills needed to assist physicians and nurses in physician offices and other healthcare settings. Students learn patient vital signs, standard examinations, phlebotomy/hematology techniques, laboratory procedures, 12-lead electrocardiography (ECG), basic pharmacology and the ethics of patient care. Students also learn typical office administration including reception, patient scheduling, filling and record-keeping, customer service, and an introduction to electronic health records management.

Graduates receive a Certificate as authorized by the New York State Board of Regents. Students completing this program are eligible to enroll in the Swedish Institute Clinical and Medical Assistant degree program.

Graduates typically work as medical assistants or medical office assistants in single or multi-physician practices, outpatient centers and hospitals. (HEGIS Code: 5214.00)

Educational Objectives

Graduates will be able to:

- Apply knowledge of bioscience, clinical procedures, diagnostic techniques and typical office administration to the entry-level practice of clinical medical assisting in a variety of healthcare settings;
- Practice within legal, ethical and professional standards as defined governing bodies for professional practice;
- Understand and respect principles of privacy and patient rights in medical records,
- Work collaboratively and communicate effectively with physicians, nurses, the healthcare team, patients and their families;
- Apply critical thinking and ethical reasoning skills in decision-making situations;
- Promote wellness practices and a healthy lifestyle for patients and engage in effective self-care to promote health and career longevity.

Performance and Technical Standards

Medical Assisting is a practice discipline with cognitive, sensory, affective and psychomotor performance requirements. The profession's scope of practice requires demonstration of responsibilities and accountability within the role and competencies expected of as a medical assistant.

The Medical Assisting Program at Swedish is an entry-level profession designed to prepare and educate students to perform in the role of a medical assistant in the front office, in the clinical area, as well as in the back office. It is important to note that the profession is one that is physically, mentally, and emotionally demanding. Indicated below are several examples of the scope of practice, roles, and competencies that will be encountered. Patient safety is dependent on the student's ability to meet the following Performance and Technical Standards.

These standards are a part of each course. It is important that every applicant meet these standards to ensure the confidentiality and safety of patients, fellow candidates, faculty and other healthcare providers.

Cognitive

- Possess the ability to be oriented to time, place, and person.
- Organizational skills when filling and completing forms, and entering codes.
- Able to quickly read and comprehend extensive written material. He or she must also be able to evaluate and apply information and engage in critical thinking.
- Able to maintain consistent mental alertness for periods greater than 8 hours.
- Able to learn and perform quickly with or without repetition of instruction.

Motor and Other Senses

- Able to sit for long periods of time in one location with minimum/no breaks.
- Participate in care in emergency and nonemergency situations.
- Have gross and fine motor abilities sufficient to provide safe, effective and skilled care.
- Have the ability to utilize computers and other software applications
- Have auditory ability sufficient to be able take and receive phone calls.
- Be able to react/respond to signals, alarms and other displays indicating immediate needs.
- Be able to hear team member communication.
- Have visual ability sufficient for observation and assessment of the needs of the healthcare team.
- Demonstrate sufficient visual ability to perform data entry in a computer.
- Be able to perform required skills for participation in the training.
- Be able to withstand minimal invasive procedures such as venipuncture or finger sticks.
- Be willing to volunteer for practice during clinical skills training such as during phlebotomy, EKG, and other laboratory testing.

Critical Thinking

- Possess critical thinking ability sufficient for performance of administrative duties.
- Demonstrate critical thinking ability sufficient to make appropriate sound judgment decisions.
- Identify cause-effect relationships in complicated situations, analyze and develop a plan of activity within an allotted time frame.
- Demonstrate calm and effective responses, especially in emergency situations

Communication

- Communicate and understand fluent English both verbally and in writing.
- Demonstrate communication abilities sufficient for accurate and efficient interpretation and communication with others.
- Explain office procedures, responding to health care provide inquiries, write legibly and correctly.
- Use a computer and phone and be able to communicate effectively
- Be able to communicate effectively and sensitively with other students, faculty, staff, patients, family and other professionals.
- Be able to express his or her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback
- Possess and demonstrate interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural, religious and intellectual backgrounds.
- Student to handle constructive criticism.

Stress in a healthcare facility such as a doctor's office is very common. Tension runs high many days and it can affect an individual's ability to cope with the environment and others in the environment.

At high risk for exposure to blood and body fluids resulting in exposure to communicable disease, toxic substances, medical preparations, and chemical sterilization practices at all times, therefore standard precautions are to be practiced at ALL times.

All students completing the Medical Assisting program must be able to successfully demonstrate the ability to meet all performance and technical standards. Determination is made on an individual basis as to whether or not necessary accommodations or modifications can be made reasonably while assuring patient safety.

SAMPLE QUARTER COURSE SEQUENCE (12 MONTHS)

OFFERED: DAY/EVENING		Credits
Term		
QUARTER I		
FSS-100	Freshman Student Success	0
MED-102	Medical Terminology	3
CMA-105	Introduction to Clinical Procedures	4.5
ALH-100	The Human Body and Functions	4.5
Credits Quarter I		12
QUARTER II		
MED-110	Ethical and Legal Aspects of Patient Care	3
CMA-208	Pharmacology for the Medical Assistant	4
ALH-101	Assisting with Phlebotomy, Urinalysis and Point-of-Care Testing	5
Credits Quarter II		12
QUARTER III		
CMA-110	Medical Office Procedures I	3
CMA-211	Electronic Health Records	3
MED-105	Medical Emergencies and Disaster Response	2
ALH-102	Assisting with Medical Specialties, Nutrition and EKG	4
Credits Quarter III		12
QUARTER IV		
PCD-201	Professional Career Development	2
CMA-233	Comprehensive Applications	4
CMA-298	Medical Assisting Practicum	6.5
Credits Quarter IV		12.5
TOTAL PROGRAM CREDITS		48.5

Clinical Medical Assistant

Course Descriptions

FSS-100 Freshman Student Success

0 credits

The course assists incoming students in their college transition, facilitates active learning, and helps to develop knowledge and skills important for attaining student success. In order to provide the students with an opportunity to develop personally, professionally, and academically, the course addresses the topics of learning styles, skills for academic success such as note taking, test-taking strategies, and time management, career exploration, college and academic policies and procedures and professionalism.

Students are encouraged to think critically, to develop an academic plan, to become financially responsible and to navigate the library learning resources. The class also promotes the development of a strong bond between students and their instructor as well as with the college community. **Prerequisite: None.**

ALH-100 The Human Body and Functions

4.5 credits

(45 lecture hours) The course introduces the student to the human body and its functions. It begins with a discussion on the levels of body organization as well as an overview of the major body systems, listing the major organs and functions of each. It covers anatomical terminology and the relationships of body planes, cavities and fluid spaces. Briefly, it provides an introduction to the cell and tissue morphology. The major human body systems such as the integumentary, skeletal, muscular, nervous and sensory, cardiovascular and its related organs such as the blood and blood vessels, respiratory, digestive, endocrine, urinary, lymphatic, male and female reproductive systems are discussed.

Pre- or Co-requisite: MED-102 Medical Terminology

ALH-101 Assisting with Phlebotomy, Urinalysis and Point-of-Care Testing 5 credits

(33 lecture, 44 lab hours) This course introduces the student to the clinical (back office) laboratory. An overview of asepsis and laboratory safety including OSHA, Blood-borne Pathogens, and CLIA guidelines will be discussed. Also covered in this course are the various processes in the laboratory such as requisitions, lab reports, specimen collection, handling and transport, and usage, care, and maintenance of common clinical office laboratory equipment. Students then learn techniques for collecting blood, urine and throat swab samples. Venipuncture, capillary puncture, urinalysis, and common point-of-care testing are practiced in a laboratory setting. **Pre- or Co-requisite: ALH-100 The Human Body and Functions**

ALH-102 Assisting with Medical Specialties, Nutrition and EKG

4 credits

(22 lecture, 50 lab hours) This course provides skills for assisting physicians in conducting examinations in various medical specialties and common procedures associated with obstetrics/gynecology, pediatrics, male reproduction, gerontology, and basic diagnostic techniques for body systems. Students learn patient preparation, exam set-up, patient instruction and the role of the medical assistant in specialized examinations and procedures. In addition, this course covers a range of technical knowledge and skills that relate to working in a physician's office including, preparation for minor surgery, instructing patients in therapeutic modalities including rehabilitative use of durable medical equipment and basic 12-lead electrocardiography (EKG). The basics of nutrition are also covered as part of patient instruction and education. **Pre- or**

Co-requisite: ALH-100 The Human Body and Functions

CMA-105 Introduction to Clinical Procedures 4.5 credits

(33 lecture, 33 lab hours) This course introduces students to the clinical setting and to standard procedures they will perform independently or with the physician. Following an introduction to the infection process and immune function, students learn regulations and standard precautions for clinical safety and how to apply principles of medical asepsis, disinfection and sanitization in a clinical setting. Students are introduced to taking a medical history and obtaining vital signs and key measurements including body temperature, blood pressure, pulse, respiration, height and weight. **Prerequisite: None.**

CMA-110 Medical Office Procedures I 3 credits

(22 lecture, 33 lab hours) Students become familiar with the set-up of a typical physician or clinic office and learn the essential front office tasks including telephone techniques, scheduling, new patient procedures, document management, daily cash transactions, medical records management, and office technology. Communication skills, professionalism and the importance of documentation are emphasized. **Prerequisite: None.**

CMA-208 Pharmacology for the Medical Assistant 4 credits

(33 lecture, 22 lab hours) This course provides instruction in pharmacology concepts. Students will learn measurement systems and dosage calculations, drug classifications, the principles and procedures of medication administration, and the primary state and federal health and safety laws and regulations. Students will be able to identify the most commonly used medications and their actions, uses, contraindications, adverse reactions, dosage and route of administration. The role of the medical assistant in medication administration and patient education is covered. **Pre- or Co-requisite: None.**

CMA-211 Electronic Health Records 3 credits

(22 lecture, 33 lab hours) This course introduces the concepts and techniques underlying the current global transition from paper-based to electronic health records management systems aimed at providing universal, real-time access to patient records. Students practice EHR procedures in a simulated EHR environment. **Prerequisite: MED-102 Medical Terminology.**

CMA-233 Comprehensive Applications 4 credits

(33 lecture, 22 lab hours) The Comprehensive Applications course is designed to provide a comprehensive review of the medical assisting program covering areas of general knowledge, administrative, and clinical medical assisting. Faculty will evaluate what the students have learned in previous courses throughout the program and identify areas that a student is weak and in need of remediation. Simulation tests will be administered to assist in the evaluation. Upon completion of the course, a comprehensive exam will be given. This exam will be geared to preparing the student to sit for the certification exams. **Pre- or Co-requisites for CMA (AOS): CMA-206 Medical Techniques and Procedures II; CMA-207 Phlebotomy/Laboratory Procedures II; Pre- or Co-requisites for CMA certificate: ALH-101 Assisting with Phlebotomy, Urinalysis and Point-of-Care Testing; ALH-102 Assisting with Medical Specialties, Nutrition and EKG.**

CMA-298 Medical Assisting Practicum 6.5 credits

(200 clinical hours). An important aspect of training in the medical assisting field is actual experience, enabling the application of textbook and lab principles to an actual professional setting. Externships meet the need for practical experience and serve as a capstone. Students are placed in the outpatient/ambulatory healthcare setting and assigned to a clinical mentor.

Students will complete 200 hours of supervised rotation, without remuneration, through clinical areas.

The clinical site will allow students to rotate through a range of practical applications related to the specific competencies of their program and give students a chance to observe doctors, nurses, medical assistants and other health professionals engaged in routine healthcare practices. Mentors report weekly on student attendance, skills competencies, comportment and professionalism. The medical assistant student will practice in a doctor's office or other medical facility to gain work experience in the performance of medical assistant clinical duties.

This class requires that a student be available Monday-Friday, during daytime hours. **Pre- or Co-requisites:** PCD-201 Professional Career Development, CMA-233 Comprehensive Applications; **Prerequisite:** satisfactory completion of all technical coursework.

MED-102 Medical Terminology 3 credits
(33 lecture hours) This course provides the basics for understanding complex medical terms. Students learn the important prefixes, suffixes and roots of medical terms and the vocabulary associated with human body systems and their pathologies. Patient histories and medical reports are used to establish the healthcare context in which these terms are employed. **Prerequisite:** None.

MED-105 Medical Emergencies and Disaster Response 2 credits
(22 lecture, 11 lab hours) This course addresses employee and patient safety concerns in the healthcare environment. Students will learn how to apply quality control measures while following health and safety policies and procedures to prevent illness and injury. Medical office and OR emergencies, CPR, OSHA, MSDS, and personal protective equipment are among topics taught and practiced. Students will also learn how to identify the critical elements of an emergency plan for response to a natural disaster or other emergency and discuss the potential role (s) of the allied health professionals in emergency preparedness. **Prerequisite:** None.

MED-110 Ethical and Legal Aspects of Patient Care 3 credits
(33 lecture hours) This course introduces basic ethical and legal principles governing healthcare practice including privacy, safety, patient rights, malpractice and disclosure. Also covered are the sensitive issues that can arise when patients come from unique personal, familial, linguistic and cultural environments and the special circumstances involved when treating children, the elderly, the disabled and the terminally ill. These topics are addressed from the point of view of different healthcare practices. **Prerequisite:** None.

PCD-201 Professional Career Development 2 credits
(22 lecture hours) This course prepares students for externship and job search success. Resumes are prepared and students learn interview and job search techniques. Important aspects of workplace dynamics are also covered, including attitude, timeliness, dress code, professionalism, employee rights and responsibilities, teamwork and protocols involved when interacting with co-workers, supervisors, doctors, nurses and other healthcare professionals. Professional associations and the value of certification and continuing education are also discussed. **Prerequisite:** None.

Massage Therapy

Associate in Occupational Studies Degree Program

64 Semester credits

Massage Therapy is a licensed profession in New York State. The Massage Therapy degree program prepares students to take the New York State licensure exam, achieve licensure and enter the profession. Students use massage techniques to promote relaxation, reduce pain and treat a variety of medical conditions—all with a goal of wellness and healing.

We consider our integrated approach, involving both Western and Eastern theory and techniques, to be unique. Students learn classical Swedish massage and then add Five Element Shiatsu. They will learn advanced applications in Western techniques (such as sports massage, trigger point therapy and myofascial release) and will be introduced to complementary modalities such as Polarity, Tuina, and reflexology. In-depth preparation in anatomy and physiology, massage-related pathology, neurology, and kinesiology provide the foundation for effective client assessment and treatment. Coursework in the ethics of client care, communication skills and client safety ensure that practice will be at a high professional level.

Extensive practice in the college's stress reduction and therapeutic clinics and at community service externships prepares students for their future professional careers. Employment opportunities for licensed graduates are varied and include spas, health facilities, gyms, hospitals, corporate fitness centers, physical therapy clinics and chiropractic offices, or the option of establishing a private practice.

Graduates are awarded an Associate in Occupational Studies degree (AOS) as authorized by the New York State Board of Regents.

Educational Objectives

The objectives of Swedish Institute's Massage Therapy Program are to:

- Educate students to design and implement safe, effective individualized Western and Eastern massage therapy sessions to enhance wellness and relaxation, reduce pain and other symptoms, facilitate structural and energetic balance, and offer healing on many levels.
- Provide students with essential business skills, including marketing tools, use of technology, knowledge of legal, collegial, and ethical aspects of professional practice and the skills necessary to operate a successful practice in massage therapy.
- Facilitate development of effective communication skills, boundary setting skills and client-centered ethical decision-making, supported by knowledge of the professional responsibilities essential in the client/therapist relationship.

- Cultivate in students an awareness of efficient body mechanics, and a commitment to on-going self-care, to help ensure longevity and comfort in practice.
- Foster student confidence and development of clinical skills through the practice of therapeutic massage with different client populations in the Swedish Institute clinics and at community offsite experiences.
- Prepare students to take the New York State licensing examination as well as the MBLEX licensing examination, become licensed massage therapists in New York and/or other states, and stay informed about changes in regulations related to the profession.
- Provide students with the skills and motivation to continue learning throughout their lifetimes.

Performance and Technical Standards

Massage Therapy treats the muscles, joints and other soft tissues of the body to promote health and healing. It requires critical thinking, sense perception acuity, physical coordination and excellent interpersonal skills. Given the various modes of treatment that fall under the heading of Massage Therapy, students entering the program and the profession must be prepared with physical, mental, and emotional stamina to perform the work per state and industry standards.

These standards are part of each course within the curriculum and are required to ensure the health and safety of fellow students, faculty, clients and professional co-workers.

The Associates Degree in Occupational Studies in the Massage Therapy program at the Swedish Institute includes rigorous practical training in the theory and application of Western and Eastern massage therapy. This is combined with in-depth training in human anatomy, physiology, neurology, and pathologies required to provide appropriate care to clients.

The following is a summary of core competencies required within our scope of practice to participate in the program. Students must meet these standards to safely and effectively perform massage in the classroom and prepare for success in a range of employment settings.

Students should be able to:

Communication Standards

- Communicate and understand English both verbally and in writing.
- Communicate effectively and empathetically to build trust and rapport with other students, faculty, staff, clients and other professionals.
- Communicate effectively via tablet or computer with the ability to navigate a range of software applications
- Express their ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback.

Physical Standards

- Ambulate and maneuver in small spaces
- Stand for at least 2 hours.
- Use one or both hands to perform required hands-on work.
- Lift at least 30 lbs. to position and assist clients, and manage massage equipment
- Have comfortable, unrestricted movement of upper and lower extremities, back, and hips, with the ability to walk and stand for a significant part of the work day.

Critical Thinking and Decision-Making Standards

- Bring together and relate bioscience course concepts and massage practicum to provide safe and effective massage that is appropriate to each individual client
- Analyze client input to formulate an appropriate fact-based plan of care or referral.
- Stay informed of research and trends in Massage Therapy and make appropriate choices based on that information.

Other Professional and Ethical Standards

- Respect that they have access to client information such as medical histories. Therefore, they must be trustworthy and protect the privacy of their clients
- Comply with all Standard Precautions and safety requirements to ensure a hygienic classroom and working environment and minimize the risk of exposure to infection or disease for all participants
- Possess and demonstrate interpersonal abilities sufficient to interact with individuals from a variety of social, emotional, cultural, religious and intellectual backgrounds.
- Demonstrate the use of positive coping skills under stress.
- Manage time effectively both in school and in practice so that they can achieve their academic goals and help their clients achieve their therapeutic goals.

SAMPLE SEMESTER COURSE SEQUENCE (20 MONTHS)

OFFERED: MORNING, AFTERNOON, OR EVENING/SATURDAY

Term		Credits
SEMESTER I		
BIO-116	Anatomy and Physiology I	3.5
BIO-111	Myology and Kinesiology	4
BIO-117	Palpation	2
FSS-100	Freshman Student Success	0
MTH-100	Swedish Massage I	2.5
MTH-120	Professional Development and Ethics I	1
Credits Semester I		13
SEMESTER II		
MTH-102	Swedish Massage II	3
BIO-118	Anatomy and Physiology II	3.5
MTH-105	Tools of Assessment and Treatment	2
MTH-198	Clinical Internship I	0.5
MTH-110	Introduction to Eastern Bodywork and Theory	3
Credits Semester II		12
SEMESTER III		
BIO-113	Neurology	4
MTH-112	Shiatsu I	2.5
MTH-199	Off-Site Internship I	0
BIO-204	Pathology for the Massage Therapist I	3
BIO-222	Applied Topics in Anatomy and Physiology	2
MTH-121	Professional Development and Ethics II	1
MTH-222	Professional Development and Ethics III	0.5
Credits Semester III		13
SEMESTER IV		
BIO-205	Pathology for the Massage Therapist II	3
MTH-205	Assessment of Soft-Tissue Conditions	3
MTH-202	Advanced Western Techniques and their Clinical Applications	2.5
MTH-211	Shiatsu II and Eastern Evaluation	2.5
MTH-296	Clinical Internship II	0.5
MTH-297	Off-Site Internship II	0
MTH-223	Professional Development and Ethics IV	2
Credits Semester IV		13.5

SEMESTER V

MTH-213	Clinical Strategies: East and West	3.5
MTH-298	Clinical Internship III (includes CPR and First Aid)	4.0
MTH-299	Off-Site Internship III	0
MTH-240	Complementary Techniques	2.5
	Elective (MTH-277, MTH-278, MTH-279)	2.5
SSS 100-106	Senior Student Success	0

Credits Semester V**12.5****TOTAL PROGRAM CREDITS****64**

SAMPLE SEMESTER COURSE SEQUENCE (24 MONTHS)

OFFERED: MORNING, AFTERNOON, OR EVENING/SATURDAY-

Updated May 2022

Term		Credits
SEMESTER I		
FSS-100	Freshman Student Success	0
BIO-116	Anatomy and Physiology I	3.5
MTH-100	Swedish Massage I	2.5
MTH-120	Professional Development and Ethics I	1
Credits Semester I		7.0
SEMESTER II		
BIO-111	Myology and Kinesiology	4
BIO-117	Palpation	2
MTH 110	Introduction to Eastern Theory	3
Credits Semester II		9.0
SEMESTER III		
BIO-118	Anatomy and Physiology II	3.5
MTH-102	Swedish Massage II	3
MTH-112	Shiatsu I	2.5
MTH-198	Clinical Internship I	0.5
Credits Semester III		9.5
SEMESTER IV		
MTH-105	Tools of Assessment and Treatment	2
MTH-121	Professional Development and Ethics II	1
MTH-199	Off-Site Internship I	0
MTH-296	Clinical Internship II	0.5
MTH-222	Professional Development and Ethics III	0.5
BIO 113	Neurology	4
BIO 204	Pathology I	3
BIO 222	Applied Topics	2
Credits Semester IV		13.0
SEMESTER V		
BIO 205	Pathology II	3
MTH-205	Assessment of Soft-Tissue Conditions	3
MTH-202	Advanced Western Techniques and their Clinical Applications	2.5
MTH-211	Shiatsu II and Eastern Evaluation	2.5
MTH-297	Off-Site Internship II	0
MTH-223	Professional Development and Ethics IV	2
Credits Semester V		13.0

SEMESTER VI

MTH-213	Clinical Strategies: East and West	3.5
MTH-298	Clinical Internship III (includes CPR and First Aid)	4
MTH-299	Off-Site Internship III	0
MTH-240	Complementary Techniques	2.5
	Elective (MTH-277, MTH-278, MTH-279)	2.5
SSS 100-106	Senior Student Success	0
Credits Semester VI		12.5
TOTAL PROGRAM CREDITS		64

SAMPLE SEMESTER COURSE SEQUENCE (32 MONTHS)

OFFERED: MORNING, AFTERNOON, OR EVENING/SATURDAY

Term		Credits
SEMESTER I		
BIO-116	Anatomy and Physiology I	3.5
FSS-100	Freshman Student Success	0
MTH-100	Swedish Massage I	2.5
MTH-120	Professional Development and Ethics I	1
Credits Semester I		7.0
SEMESTER II		
BIO-111	Myology and Kinesiology	4
BIO-117	Palpation	2
MTH-110	Introduction to Eastern Bodywork and Theory	3
Credits Semester II		9.0
SEMESTER III		
BIO-118	Anatomy and Physiology II	3.5
MTH-102	Swedish Massage II	3
MTH-112	Shiatsu I	2.5
MTH-198	Clinical Internship I	0.5
Credits Semester III		9.5
SEMESTER IV		
BIO-113	Neurology	4
MTH-105	Tools of Assessment and Treatment	2
MTH-121	Professional Development and Ethics II	1
MTH-199	Off-Site Internship I	0
MTH-222	Professional Development and Ethics III	0.5
Credits Semester IV		7.5
SEMESTER V		
BIO-204	Pathology for the Massage Therapist I	3
BIO-205	Pathology for the Massage Therapist II	3
BIO-222	Applied Topics in Anatomy and Physiology	2
MTH-296	Clinical Internship II	0.5
MTH-297	Off-Site Internship II	0
Credits Semester V		8.5
SEMESTER VI		
MTH-205	Assessment of Soft-Tissue Conditions	3
MTH-202	Advanced Western Techniques and Their Clinical Applications	2.5
MTH-211	Shiatsu II and Eastern Evaluation	2.5
Credits Semester VI		8.0

SEMESTER VII

MTH-213	Clinical Strategies: East and West	3.5
MTH-298	Clinical Internship III (includes CPR and First Aid)	4
MTH-299	Off-Site Internship III	0
Credits Semester VII		7.5
SEMESTER VIII		
MTH-223	Professional Development and Ethics IV	2
MTH-240	Complementary Techniques	2.5
	Elective (MTH 277, MTH 278 or MTH 279)	2.5
SSS 100-106	Senior Student Success	0
Credits Semester VIII		7
TOTAL PROGRAM CREDITS		64

Massage Therapy

Course Descriptions

FSS-100 Freshman Student Success

0 credits

The course assists incoming students in their college transition, facilitates active learning, and helps to develop knowledge and skills important for attaining student success. In order to provide the students with an opportunity to develop personally, professionally, and academically, the course addresses the topics of learning styles, skills for academic success such as note taking, test-taking strategies, and time management, career exploration, college and academic policies and procedures and professionalism.

Students are encouraged to think critically, to develop an academic plan, to become financially responsible and to navigate the library learning resources. The class also promotes the development of a strong bond between students and their instructor as well as with the college community. **Prerequisite:** None. **Co-requisite:** BIO-116 Anatomy and Physiology I (MTH).

SSS 100-106 Senior Student Success

0 credits

Senior Student Success is a course designed to help graduating students prepare for the New York State Licensing Examination in Massage Therapy, and to support graduating students in applying for NYS licensure in Massage Therapy. Over seven classes, students will review and take preparatory tests in all major subject areas covered during the Massage Therapy Program: Science, Massage Applications, Eastern Theory, and Law & Professionalism. In addition, students will receive guidance in completing all paperwork that needs to be submitted to New York State in application for Massage Therapy licensure. There will be opportunities to practice test-taking on quizzes in each subject area as well as on mock examinations designed to be similar in length and content to the licensing exam.

Science Department

BIO-116 Anatomy and Physiology I

3.5 credits

(67 lecture hours) This course is an introduction to human anatomy and physiology. It begins with a discussion of the levels of organization of the body and an overview of the major body systems, listing the organs and functions of each. It also covers anatomical terminology, anatomical relationships, planes of section, body cavities and the fluid spaces of the body. It addresses homeostasis as an organizing principle for the study of anatomy and physiology.

A major portion of the first section of the course is devoted to the study of the skeletal system, emphasizing its role in movement and posture. It examines the bony features that are involved in joints; serve as palpatory landmarks, and as sites of muscle and ligament attachment. In addition, it explores the structure of the major joints of the body and the movements performed at each joint.

The second portion of the course is a brief introduction to the basic chemistry necessary to understand life processes, elementary cell anatomy and physiology, basic metabolism, the histology of epithelial, connective, and muscle tissue, and the physiology of skeletal muscle contraction.

This course includes lecture format presentations, the examination of skeletons, video presentations of cadaver anatomy, and movement labs. **Prerequisite:** None.

BIO-111 Myology and Kinesiology 4 credits

(67 lecture hours) This course is a detailed exploration of the human muscular system. It covers all the major muscles of the axial and appendicular segments of the body. The location, origins, insertions, actions, postural considerations, and how to place on the slack and stretch, will be presented for each muscle. This course consists of lecture presentations plus a two-hour field trip to a relevant museum, exhibit or cadaver lab. In addition, there are in-class video presentations of cadaver prosections. **Prerequisite:** None.

BIO-113 Neurology 4 credits

(60 lecture hours) This course is an introduction to the nervous system. It begins with the study of the basic kinds of cells that comprise nerve tissue and the physiology of the nerve impulse, including the role of neurotransmitters in the transmission of impulses across the synapse. Following this introductory material, the anatomy of the spinal cord, spinal meninges, spinal nerves, spinal nerve plexuses, terminal nerve pathways and points of endangerment and entrapment are covered in depth.

The clinical applications of the spinal reflexes and their integration into massage therapy practice are discussed. The brain is considered next, emphasizing its role in movement control and re-education, general and special sensory processing, pain, proprioception, posture, and equilibrium control. The cranial nerves will also be addressed. Students will be instructed in the scientific method, research, evidence hierarchy, and concepts of evidence-based practice, the “wellness model”, and research literacy vs. research capacity as it relates to CAM and CAHC.

The course finishes with a presentation of the autonomic nervous system, considering its role in the regulation of visceral functions, and the relationship between visceral and somatic functions. **Prerequisites:** BIO-116 Anatomy and Physiology I and BIO-111 Myology and Kinesiology.

BIO-117 Palpation 2 credits

(16 lecture, 30 lab hours) In this course students learn to palpate structures studied in *Anatomy and Physiology I* and *Myology and Kinesiology*. Students study anatomy with their hands, an essential prerequisite for the effective practice of massage therapy. The course includes a series of exercises designed to awaken sensitivity in the hands, as well as the detailed palpation of all the bones, muscles, and ligaments studied in the *Anatomy and Physiology and Myology and Kinesiology* classes. The students also examine the characteristics of various structures such as skin, tendons, ligaments, fascia, and muscles. By the end of the course, the student should be able to perform basic palpation of all major muscles of the body.

The course consists of instructor demonstrations, in-class video demonstrations of the palpation material, palpation by the students, the use of overhead and slide projectors, and direct feedback from the instructors. The students will work in small groups to enhance peer instruction and learning. **Pre- or Co-requisites:** BIO-116 Anatomy and Physiology I and BIO-111 Myology and Kinesiology.

3.5 credits

(62 lecture hours) This course covers the endocrine, cardiovascular (including the blood, the heart, the blood vessels, and hemodynamics), lymphatic, digestive, respiratory, urinary, and reproductive systems. The cells, tissues, and organs of each system are presented along with the basic normal physiology. There will be a discussion of the role of each system in maintaining homeostasis and health.

Students will also learn how to find and interpret (read) research papers on massage therapy to determine the usefulness of their findings in treatment applications. A field trip to a related exhibit or cadaver lab is included. **Pre- or Co-requisite:** BIO-113 Neurology; **Prerequisites:** BIO-116 Anatomy and Physiology I and BIO-111 Myology and Kinesiology.

3 credits

(46 lecture hours) This course is an introduction to pathology. It begins with an introduction to medical terminology and the classifications of disease, a thorough overview of the processes of cellular adaptation and injury in response to cell stress, and a review of the physiological effects of treatment modalities used by massage therapists. The nature of inflammation and how it affects the tissue structures in acute, subacute, and chronic phases of injury recovery will be covered in detail.

Soft-tissue injuries, including muscle and joint injuries, whiplash, repetitive use disorders (e.g., tennis elbow, carpal tunnel syndrome, shin splints), intervertebral disc problems, dislocations, subluxations, and arthritis are discussed. The course also covers muscle disease, postural alignment, and myofascial pain syndromes. Indications and contraindications for massage are addressed throughout. **Prerequisites:** BIO-116 Anatomy and Physiology I, BIO-118 Anatomy and Physiology II, BIO-111 Myology and Kinesiology, BIO-117 Palpation and BIO-113 Neurology.

3 credits

(46 lecture hours) This course is a continuation of *Pathology for the Massage Therapist I*. It begins with a continuation of joint pathologies. This is followed by a discussion of infectious disease, HIV/AIDS, autoimmunity, and cancer. Special attention is paid to the role of the massage therapist in working with clients that have chronic debilitating disease. Next, the course considers selected dermatological conditions often encountered.

Neurological disorders of the central and peripheral nervous systems, including Parkinson's disease, cerebral palsy, multiple sclerosis, spinal cord injuries, entrapment neuropathies, and radiculopathies are covered. It also covers cardiovascular conditions such as inflammatory and degenerative heart disease, cerebrovascular accidents, and blood vessel pathologies such as atherosclerosis, varicose veins, vasculitis, and deep venous thrombosis. Selected conditions of the respiratory, urinary and digestive systems will be explored. This course also addresses the impact of lifestyle habits such as smoking, diet, exercise, and stress in health maintenance and the disease process. **Prerequisites:** BIO-116 Anatomy and Physiology I, BIO-118 Anatomy and Physiology II, BIO-111 Myology and Kinesiology, BIO-117 Palpation and BIO-113 Neurology.

2 credits

(30 lecture hours) This course covers advanced anatomy and physiology topics that are of

particular interest to health and wellness professionals. It covers basic pharmacology for massage therapists, emphasizing drugs used for musculoskeletal conditions and the actions and side effects of other commonly prescribed medications. It explores the relationship between stress and the autonomic nervous system, the endocrine system, and the immune system. Various techniques for managing stress are discussed.

The course examines research methods and critical assessment of research papers in order that massage therapists may base their treatment plans on the most current evidence available in the field. The course ends with a presentation of varying approaches to myofascial techniques. Recent journal articles and videos on scientific discoveries and research will serve as the evolving basis for course materials and the common types of research studies and the criteria involved in critically analyzing a research paper will be applied to selected studies chosen by the instructor and department. A field trip to a cadaver lab or an anatomical exhibit is included. **Prerequisites:** BIO-116 Anatomy and Physiology I, BIO-113 Neurology and BIO-118 Anatomy and Physiology II.

MTH-205 Assessment of Soft-Tissue Conditions 3 credits
(30 lecture, 30 lab hours) This course covers the basic principles of assessment of muscular, skeletal, neurological and joint dysfunctions commonly encountered in massage therapy. Students learn the basic principles of assessment; differentiation of acute, subacute and chronic stages of healing; how to evaluate progress of healing and the effectiveness of treatment. It also introduces assessment of the skin and superficial fascia for reflex disturbances, posture and postural deviations.

After general introductory topics are considered, the course introduces specific assessment tests used to distinguish, in a general way, between muscular, fascial, joint, neurological and visceral disturbances. The assessment results of common soft tissue conditions in different regions of the body are presented and the appropriateness of massage treatment and/or the need for referral are discussed. **Prerequisites:** MTH-105 Tools of Assessment and Treatment; Pre- or Co-requisites: BIO-204 Pathology for the Massage Therapist I and BIO-205 Pathology for the Massage Therapist II.

Eastern Studies Department

MTH-110 Introduction to Eastern Bodywork and Theory 3 credits
(30 lecture, 30 lab hours) This course provides an introduction to the history of, and theoretical basis for, Eastern medicine. Students are exposed to the fundamental concepts of the Tao, Yin and Yang, Five Element theory, Qi, Blood, Jing and Shen, and study the pathways of the 12 regular meridians, two of the eight extraordinary vessels and selected points on each. Analysis is undertaken of the physiology of each organ system as understood in Eastern medicine, along with the basic patterns of disharmony of the various organ systems. Students begin to develop the physical strength and flexibility necessary to perform Shiatsu. They also embark upon a self-cultivation journey that includes exercises to cultivate and palpate Qi, and to begin development of meditation skills. Pre- or Co-requisites: BIO-116 Anatomy and Physiology I, BIO-111 Myology and Kinesiology and BIO-117 Palpation.

MTH-112 Shiatsu I**2.5 credits**

(26 lecture, 30 lab hours) This course prepares the students to perform Kata I (a full body Shiatsu sequence working the Earth, Metal and Water meridians). Students study the fundamentals of body mechanics, proper placement of the body to access the meridians, as well as stretches, transitions and protocols for each element. Students also continue the Qi Gong and meditation practices begun in Introduction to Eastern Bodywork and Theory. For each element, students study the basic associations and patterns of disharmony and the relationships within the generation and control cycles which form the foundation of Five Element theory. Protocols for working in side-lying position are presented. Students become familiar with the order of infiltration and the evaluation areas of the Hara, the back zones and the Mu and Shu points. This technique class gives students ample in-class practice time in Kata I with much emphasis on technical and palpatory skills. **Prerequisites:** MTH-110 Introduction to Eastern Bodywork and Theory; **Pre- or Co-requisites:** BIO-116 Anatomy and Physiology I, BIO-111 Myology and Kinesiology and BIO-117 Palpation.

MTH-211 Shiatsu II and Eastern Evaluation**2.5 credits**

(26 lecture, 30 lab hours) This course prepares students to perform Kata II (a full-body sequence in the Water, Wood and Fire elements). Students study the elemental associations and patterns of disharmony and relationships within the generation and control cycle. Students are expected to further develop skills in regard to body mechanics, placement and stretches. Students also develop an individual Qi Gong practice to build Qi cultivation along with the knowledge of self-care and meditation exercises.

This course also introduces the study of Eastern assessment and evaluation within a Five Element framework. The course covers Bo Shin (looking), Bun Shin (listening, smelling), Mon Shin (asking) and Setsu Shin (touching), and marks the beginning of students' integrated practice of Shiatsu. Students learn how to design a treatment to meet the specific needs of each client and to view the assessment information, using the concepts of the Generation and Control cycles to create specific treatment strategies. Students are expected to assess the pattern presented by their clients and develop and perform a treatment protocol tailored to the client's needs, using the techniques gained in *Shiatsu I* and *II*. **Prerequisite:** MTH-112 Shiatsu I.

Western Massage Department**MTH-100 Swedish Massage I****2.5 credits**

(30 lecture, 30 lab hours) This course introduces the students to the strokes and hands-on skills that are the groundwork for massage techniques used throughout the Massage Therapy program. This course develops communication skills, presents draping and bolstering techniques, and reviews the benefits of, and contraindications for, massage. Students learn the basic strokes of compression, jostling, effleurage, petrissage, friction, vibration, tapotement and range-of-motion techniques. In order to reduce mechanical strain and potential for injury, students also study the fundamentals of body mechanics and correct wrist and hand alignment, as well as self-stretching, self-care and stretching exercises. Students will learn to perform a fluid one-hour, full-body relaxation massage incorporating basic range-of motion techniques. **Pre- or Co-requisites:** BIO-116 Anatomy and Physiology I, BIO-111 Myology and Kinesiology and BIO-117 Palpation.

MTH-102 Swedish Massage II**3 credits**

(30 lecture, 30 lab hours) Swedish Massage II builds upon the student's base of myology, palpation and *Swedish Massage I*. It also begins to introduce subjective and objective assessments that will help prepare students for future classes and clinics, which involve more therapeutic approaches. Students learn new techniques, including chair massage, muscle stripping and myofascial techniques. Students continue to develop their palpation skills and their understanding of the muscular layering of the body. Students then draw from their knowledge of anatomy to apply their massage techniques with increasing anatomical precision.

Through assigned reading and lecture, the students develop their understanding of the physiological effects of the new techniques, and add to their understanding of local and systemic cautions and contraindications for massage. **Prerequisites:** MTH-100 Swedish Massage I. **Pre- or Co-requisites:** BIO-113 Neurology and BIO-118 Anatomy and Physiology II.

MTH-105 Tools of Assessment and Treatment**2 credits**

(32 lecture, 24 lab hours) This course continues training in self-care, presents the beginning steps of assessment and introduces many new treatment techniques. Students will learn to use Passive Range of Motion, Active Range of Motion and Muscle Length Tests to identify which muscles may be shortened or overstretched, enabling them to apply therapeutic techniques efficiently and effectively.

New therapeutic techniques students will learn include Body Mobilization Techniques (BMT) to help enhance flexibility, and Proprioceptive Neuromuscular Facilitation (PNF) techniques to help establish more length in shortened tissues. In the Introduction to Sports Massage unit, students will learn to combine stretching, BMT, PNF and additional techniques into pre-event and post-event massages. Some of the additional techniques include Reciprocal Inhibition, approximation and hydrotherapy. **Prerequisite:** MTH-100 Swedish Massage I. **Pre- or Co-requisites:** BIO-113 Neurology and BIO-118 Anatomy and Physiology II, and MTH 102 Swedish Massage II.

MTH-202 Advanced Western Techniques and their Clinical Applications 2.5 credits

(26 lecture, 30 lab hours) This course consists of applying Swedish massage, myofascial, trigger point and other advanced Western techniques to common conditions that massage therapists will likely encounter in practice. Students add to knowledge learned in *Pathology for the Massage Therapist I* and *Assessment of Soft Tissue Conditions* to design treatment plans that are safe, relevant, effective and thorough. Lessons progress regionally through the body to address common conditions, develop treatment strategies and apply detailed work to each area. **Prerequisites:** MTH-102 Swedish Massage II, MTH-105 Tools of Assessment and Treatment; **Pre- or Co-requisites:** MTH-205 Assessment of Soft Tissue Conditions, BIO-204 Pathology for the Massage Therapist I and BIO-205 Pathology for the Massage Therapist II.

Clinical Studies Department

MTH-198 Clinical Internship I**0.5 credits**

(15 lab hours) Students, under supervision, perform one-hour Swedish massage sessions on clients in Swedish Institute's Stress Reduction Clinic. **Prerequisites:** MTH-100 Swedish

Massage I, BIO-116 Anatomy and Physiology I, BIO-111 Myology and Kinesiology and BIO-117 Palpation.

MTH-213 Clinical Strategies: East and West 3.5 credits
(60 lecture hours) This course explores the application of Eastern and Western assessment models to a variety of conditions and patterns of disharmony. Students learn to work within the two traditions and to extract from each what might be most beneficial for their clients.

Each class presents a different condition and considers various Eastern and Western approaches of assessment and treatment. Class discussions include ways in which Eastern and Western approaches can be synthesized, used simultaneously or exclusively, as appropriate for each condition. Topics include chronic pain syndromes, digestive conditions, respiratory conditions, cardiovascular and Shen disorders, pregnancy, immune disorders, arthritis, repetitive use disorders, headache and cancer.

Students are each assigned to a group project: to present and critically evaluate a research article. Students are each assigned a condition to research. The student selects appropriate assessment methods for the condition and develops treatment protocols from both Eastern and Western disciplines. Students present findings in a written format and meet individually with a faculty member to discuss the approaches developed. **Prerequisites:** BIO-204 Pathology for the Massage Therapist I, BIO-205 Pathology for the Massage Therapist II, MTH-202 Advanced Western Techniques and their Clinical Applications and MTH-211 Shiatsu II and Eastern Evaluation. **Pre- or Co-requisite:** MTH-205 Assessment of Soft Tissue Conditions.

MTH-296 Clinical Internship II 0.5 credits
(15 lab hours) Students, under supervision, perform one-hour Shiatsu sessions on clients in the Swedish Institute's Stress Reduction Clinic. **Prerequisite:** MTH-112 Shiatsu I.

MTH-298 Clinical Internship III - CPR and First Aid 4 credits
(30 lecture, 58 lab hours) The Therapeutic Massage Clinic is a culminating experience for students as they treat clients with specific physical complaints and begin to put into practice all they have learned from Eastern and Western massage courses. Emphasis is placed on honing the skills necessary to become an effective practitioner. Under faculty supervision, students work directly with clients for 12 weeks and conduct intake interviews, perform assessments, research medical literature, create treatment plans, monitor client progress, maintain records and communicate in a meaningful way with clients. Supervision classes allow ample opportunity for discussion of issues of practice that arise during the process. CPR and First Aid training are also included. **Prerequisites:** MTH-198 Clinical Internship I, MTH-296 Clinical Internship II, BIO-204 Pathology for the Massage Therapist I, BIO-205 Pathology for the Massage Therapist II, MTH-205 Assessment of Soft Tissue Conditions, MTH-202 Advanced Western Techniques and their Clinical Applications and MTH-211 Shiatsu II and Eastern Evaluation; **Pre- or Co-requisite:** MTH-213 Clinical Strategies East and West.

Off-Site Internships 0 credits
(8 lab hours) Students, under supervision, provide Eastern and Western massage sessions to clients in a variety of community settings, such as hospitals, clinics, senior centers, hospices and at sporting events.

- **MTH-199 Off-Site Internship I**
Pre- or Co-requisite: MTH-102 Swedish Massage II.
- **MTH-297 Off-Site Internship II**
Prerequisite: MTH-105 Tools of Assessment and Treatment.
- **MTH-299 Off-Site Internship III**
Pre- or Co-requisite: MTH-298 Clinical Internship III.

Professional Studies Department

PROFESSIONAL DEVELOPMENT AND ETHICS I-IV

Students complete four levels of course work in Professional Development and Ethics: This series of courses is designed to help students recognize and anticipate some of the complex dynamics and issues encountered in the client/therapist relationship and develop the skills necessary to negotiate these interactions. Also included are business skills and strategies for becoming successful massage therapists.

MTH-120 Professional Development and Ethics I **1 credit**
(16 lecture hours) In PDE Level I students are introduced to the history of massage, recent developments in the profession, financial expectations and what it means to be a professional. Communication skills are introduced for giving & receiving constructive feedback in the classroom as well as developing reflective listening skills as an essential component in the client/therapist relationship. Guidelines for working with emotions that might arise during massage will be addressed.

MTH-121 Professional Development and Ethics II **1 credit**
(16 lecture hours) In PDE Level II students learn about various interpersonal dynamics that occur in the massage context. Issues of transference and counter-transference, the inherent power differential that exists with clients, and the importance of informed consent are explored. Students consider the benefits and potential risks involved in having a dual relationship with their clients, along with ethical & legal issues and scope of practice. Managing sexual issues in the massage context along with communication skills for dealing with the sexually provocative client will be covered. In addition, students create clear short and long-term goals for their future professional massage practice, and have the opportunity to hear a panel of LMT graduates discuss their current professional paths and experiences out in the field.

MTH-222 Professional Development and Ethics III **0.5 credits**
(8 lecture hours) PDE Level III students learn about the impact of trauma & abuse in a client's history and how it affects the work they do with their clients. Exploring boundary issues, understanding the stages of recovery and knowing when it's appropriate for a client to receive massage and when to refer to another practitioner, are some of the essential components to working effectively and safely with this population.

As the relationship deepens with a client, issues of transference & counter-transference can potentially escalate, particularly with clients with "difficult" behaviors. Students explore their responses and learn effective communication skills to help navigate a more

satisfying and collaborative approach, helping to build and maintain rapport with their client. Awareness of dealing with differences and stereotyping will also be examined

MTH-223 Professional Development and Ethics IV

2 credits

(32 lecture hours) In PDE Level IV students learn about the benefits of massage therapy when working with clients with chronic and/or terminal illness. Emotional issues that may arise and learning how to stay present with the client will be explored.

Students also learn about business practices designed to provide the skills and strategies for seeking and finding satisfying employment and for building and maintaining successful and ethical private practices as massage therapists. Included are how to identify target markets, develop strategies for networking and practice building, prepare a brochure and resume, perform in a job interview and present themselves and their work in effective ways. Students are introduced to the various professional organizations and to malpractice and liability insurance options.

In addition, the use of oils, creams, liniments, powders, paraffin and mechanical devices such as heat lamps are covered from a Western perspective, including indications and contraindications. The use of essential oils is introduced from an Eastern perspective, including the types of oils, their Five Element resonance, point combinations and protocols for some basic conditions.

MTH-240 Complementary Techniques

2.5 credits

(30 lecture, hours; 30 lab hours) The Complementary Techniques course consists of three 5-week modules, for a total of 15 weeks.

CTC-201 Introduction to Polarity:

Students study the basics of natural healing by giving attention to the human energy system. They learn the theories of Polarity work and a basic routine using the Polarity Energy model.

CTC-202 Introduction to Reflexology:

This module examines the basic theory and techniques of foot Reflexology. Topics will include the history of Reflexology, an overview of the reflexes and referral patterns of the feet, and zone therapy. The aim of the module is to provide students with basic techniques that can be incorporated into any style of bodywork they pursue. In addition, students will be provided with enough information about the benefits of Reflexology to be able to appropriately recommend it to clients, or discuss it knowledgeably with other health care professionals.

CTC-203 Introduction to Tui Na or EMC 212 Introduction to Thai

This module explores the approach of Tui Na, which is Chinese clinical massage. The focus is on theories of Eastern massage, basic hand techniques and how to apply the techniques in protocols for common conditions.

*Note: All modules in Complementary Techniques are introductory courses designed to give students a basic understanding of the theory and techniques of different modalities and to teach a variety of approaches to bodywork that can be incorporated into a massage. Completion of these short electives does not qualify one to advertise specialty

in these techniques. Students with interest in one of these areas can pursue it further through continuing education. **Prerequisite:** MTH-112 Shiatsu I.

Electives

For their elective, students may choose either the Western Elective (Integrative Therapeutic Massage and Self-Care), the Eastern Elective (Advanced Shiatsu and Self-Care) or a third option, the Mixed Elective. Elective offerings are subject to change on a semester by semester basis, and every elective may not be offered in every time slot.

MTH-277 Eastern Elective: Advanced Shiatsu and Self-Care 2.5 credits

(30 lecture, 30 lab hours) In this course, students will continue to develop and perform client-centered Shiatsu sessions, while bringing attention to body mechanics and self-care issues. Students will continue to develop the process of integrating theory into session planning and will have ample time to further develop their technique and theoretical understanding. There will be opportunities for giving and receiving feedback and for working on the instructor for feedback.

New topics will include Qi Gong to enhance posture and alignment in the work, and introductions to: tongue and pulse evaluation, the use of guasha, command-points, barefoot Shiatsu, the use of elbows and knees, and Chinese prenatal theory with side-lying work. **Prerequisite:** MTH-211 Shiatsu II and Eastern Evaluation.

MTH-278 Mixed Elective Modules

2.5 credits

(30 lecture, 30 lab hours) The Mixed Elective consists of the following three 5-week modules:

EMC-211 Introduction to Craniosacral Therapy

Introduction to the craniosacral system, its function in health maintenance and its relationship to the disease process. Students begin to develop palpation skills and to explore basic techniques and protocols for treatment of restrictions and imbalances within the system.

EMC-212 Introduction to Thai Massage

Covers the basic theories of Thai massage and analyzes how they compare and contrast with the theories of Shiatsu. Students study the basic body mechanics and positioning for this modality as well as many of the stretches and transitions of this fluid and dynamic style, with the client in both lying and seated positions.

EMC-213 Introduction to Lymphatic Drainage Massage

Covers basic anatomy of the superficial and some of the deeper lymphatics, including the theory supporting massage techniques to drain lymphatic fields. Students are introduced to basic techniques and how they are used in a focused sequence for a variety of conditions.

***Note:** All modules in the Mixed Elective are introductory courses designed to give students a basic understanding of the theory and techniques behind different modalities and to teach a variety of approaches to bodywork that can be incorporated into a massage. Completion of these short electives does not qualify one to advertise specialty in these techniques. It is our hope that students with interest in one of these areas will

pursue further continuing education. Prerequisites: BIO-118 Anatomy and Physiology II, MTH-100 Introduction to

Eastern Bodywork and Theory, MTH-100 Swedish Massage I; Pre- or Co-requisites: BIO-204 Pathology for the Massage Therapist I and BIO-205 Pathology for the Massage Therapist II.

MTH-279 Western Elective: Integrative Therapeutic Massage & Self-Care 2.5 credits (30 lecture, 30 lab hours) This is an important course to bring students to a high level of skill and confidence in their technique, professionalism and adaptability. It is very much like a lab class where there is time to hone and integrate skills and techniques under the guidance of a senior level instructor. Students will be supported throughout the semester in continuing to develop their quality of touch and overall session quality. Feedback from fellow students and instructors will be strongly emphasized throughout the entire course. The course work, the opportunity to work on the instructor and the final practical exam are all means to ensure that students are prepared to confidently enter the profession as effective, ethical and successful massage therapists.

Students will advance their skills to the next level by learning to adapt their intake, assessment, communication and hands-on skills to best meet the unique goals and needs of each client. Different potential work environments including spas, health clubs and private practice will be discussed. Students will practice adapting their sessions to different time frames including 50-minute sessions and half-hour, full-hour and hour-and-a-half therapeutic massages. There will also be lessons to reinforce and support the student's ability to integrate stretches and side-lying position into their sessions.

This course will continue to support the students in developing their self-care practices so they can work the hours necessary for a successful practice with comfort and ease. Students will practice self-massage and discuss emotional care and burnout issues. Common injuries of massage therapists and how to help prevent and treat them will be discussed. Topics will include conditioning, body mechanics, self-stretching and the use of massage tools to reduce stress on the hands. The Wellness Model will also be discussed in relation to relaxation massage and self-care. Prerequisites: MTH-205 Assessment of Soft Tissue Conditions and MTH-202 Advanced Western Techniques and their Clinical Applications.

Medical Billing and Coding

Certificate Program 48 Quarter-credits

The Medical Billing and Coding (MBC) program at Swedish Institute is designed to provide students with the appropriate didactic theory and skills required to begin a career in a billing office administration and management within a health care setting. The courses are grouped around knowledge and skills required for a medical biller and insurance claims specialist role in a medical practice. The program should also prepare students for responsibilities including insurance, coding, processing, medical administrative procedures and regulatory requirements of the health care delivery system. Courses are not necessarily offered in the sequences in which they appear in the catalog.

Graduates are awarded a certificate as authorized by the New York State Board of Regents. Students completing this program are eligible to enroll in the Swedish Institute Clinical and Administrative Medical Assistant degree program. At the completion of the program, graduates who have diligently attended class, studied, and practiced their skills should have the necessary skills to seek entry-level employment as a medical biller, an insurance claims specialist and in an office administrative role in a medical setting. (HEGIS Code: 5214.00)

Educational Objectives

Graduates will be able to:

- Describe the major roles and responsibilities of a medical biller and coder.
- Exhibit the knowledge of health care delivery systems.
- Explain the professional, ethical, legal responsibilities of a healthcare specialist
- Apply office management skills to healthcare facilities
- Demonstrate the ability to integrate office software applications in order to complete medical practice assignments
- Demonstrate the knowledge of the ICD-9-CM/ICD-10-CM manuals, V codes, E codes and CPT manual and coding guidelines.
- Demonstrate an understanding of payment posting and problem-solving techniques for insurance claims.
- Utilize electronic healthcare records, and maintain the confidentiality and security of patient information
- Utilize information technology to complete office scheduling, medical billing, and records management

- Perform routine office procedures in an efficient and professional manner
- Demonstrate basic knowledge and skill in diagnostic and procedure coding
- Demonstrate routine and specialized procedures used in billing and insurance processing in a variety of healthcare settings
- Communicate effectively, both verbally and nonverbally, and in an appropriate manner within the workplace.

Performance and Technical Standards

The profession's scope of practice requires demonstration of responsibilities and accountability within the role and competencies expected of as a biller and/or a coder.

The MBC Program at Swedish is designed to prepare and educate students to perform an entry-level profession in the role of an office and billing administration in a variety of healthcare settings. It is important to note that the profession is one that is physically, mentally, and emotionally demanding.

Indicated below are several examples of the scope of practice, roles, and competencies that will be encountered. Safety is dependent on the student's ability to meet the following Performance and Technical Standards. These standards are a part of each course. It is important that every applicant meet these standards to ensure the confidentiality and safety of patients, faculty, staff, and other healthcare providers.

Cognitive

- Possess the ability to be oriented to time, place, and person.
- Organizational skills when filling and completing forms, and entering codes.
- Able to quickly read and comprehend extensive written material. He or she must also be able to evaluate and apply information and engage in critical thinking.
- Able to maintain consistent mental alertness for periods greater than 8 hours.
- Able to learn and perform quickly with or without repetition of instruction.

Motor and Other Senses

- Able to sit for long periods of time in one location with minimum/no breaks.
- Participate in care in emergency and nonemergency situations.
- Have gross and fine motor abilities sufficient to provide safe, effective and skilled care.
- Have the ability to utilize computers and other software applications
- Have auditory ability sufficient to be able take and receive phone calls.
- Be able to react/respond to signals, alarms and other displays indicating immediate needs.
- Be able to hear team member communication.
- Have visual ability sufficient for observation and assessment of the needs of the healthcare team.
- Demonstrate sufficient visual ability to perform data entry in a computer.
- Be able to perform required skills for participation in the training.

Critical Thinking

- Possess critical thinking ability sufficient for performance of administrative duties.
- Demonstrate critical thinking ability sufficient to make appropriate sound judgment decisions.
- Identify cause-effect relationships in complicated situations, analyze and develop a plan of activity within an allotted time frame.
- Demonstrate calm and effective responses, especially in emergency situations

Communication

- Communicate and understand fluent English both verbally and in writing.
- Demonstrate communication abilities sufficient for accurate and efficient interpretation and communication with others.
- Explain office procedures, responding to health care provide inquiries, write legibly and correctly.
- Use a computer and phone and be able to communicate effectively
- Be able to communicate effectively and sensitively with other students, faculty, staff, patients, family and other professionals.
- Be able to express his or her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback
- Possess and demonstrate interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural, religious and intellectual backgrounds.
- Student to handle constructive criticism.

Stress in a healthcare facility such as a doctor's office is very common. Tension runs high many days and it can affect an individual's ability to cope with the environment and others in the environment.

All students completing the Medical Billing and Coding program must be able to successfully demonstrate the ability to meet all performance and technical standards. Determination is made on an individual basis as to whether or not necessary accommodations or modifications can be made reasonably while assuring patient safety.

SAMPLE QUARTER COURSE SEQUENCE (12 MONTHS)

OFFERED: DAY

Term		Credits
QUARTER I		
MED-102	Medical Terminology	3
BIO-101	Anatomy and Physiology I	4.5
CMA-105	Introduction to Clinical Procedures	4.5
FSS-100	Freshman Student Success	0
Credits Quarter I		12
QUARTER II		
BIO-102	Anatomy and Physiology II	4.5
CMA-110	Medical Office Procedures I	3
CMA-112	Billing and Insurance	3
CMA-213	Medical Coding	2
Credits Quarter II		12.5
QUARTER III		
ENG-102	Business and Technical Writing	4.5
INF-101	Information Literacy	2
CMA-210	Medical Office Procedures II	3
CMA-211	Electronic Health Records	3
Credits Quarter III		12.5
QUARTER IV		
MED-110	Ethical and Legal Aspects of Patient Care	3
MBC-201	Hospital Billing and Coding	4
MBC-202	Comprehensive Medical Billing and Coding Applications	4
Credits Quarter IV		11
TOTAL PROGRAM CREDITS		48

SAMPLE QUARTER COURSE SEQUENCE (12 MONTHS)

OFFERED: EVENING

Term		Credits
QUARTER I		
MED-102	Medical Terminology	3
BIO-101	Anatomy and Physiology I	4.5
CMA-105	Introduction to Clinical Procedures	4.5
FSS-100	Freshman Student Success	0
Credits Quarter I		12
QUARTER II		
BIO-102	Anatomy and Physiology II	4.5
CMA-112	Billing and Insurance	3
ENG-102	Business and Technical Writing	4.5
Credits Quarter II		12
QUARTER III		
CMA-110	Medical Office Procedures I	3
CMA- 211	Electronic Health Records	3
MBC-201	Hospital Billing and Coding	4
CMA-213	Medical Coding	2
Credits Quarter III		12
QUARTER IV		
CMA-210	Medical Office Procedures II	3
MED-110	Ethical & Legal Aspects of Patient Care	3
MBC-202	Comprehensive Medical Billing and Coding Applications	4
INF-101	Information Literacy	2
Credits Quarter IV		12
TOTAL PROGRAM CREDITS		48

SAMPLE QUARTER COURSE SEQUENCE (15 MONTHS)

OFFERED: EVENING

Term		Credits
QUARTER I		
MED-102	Medical Terminology	3
BIO-101	Anatomy and Physiology I	4.5
FSS-100	Freshman Student Success	0
Credits Quarter I		7.5
QUARTER II		
ENG-102	Business and Technical Writing	4.5
CMA-112	Billing and Insurance	3
BIO-102	Anatomy and Physiology II	4.5
Credits Quarter II		12
QUARTER III		
CMA-105	Introduction to Clinical Procedures	4.5
MED-110	Ethical and Legal Aspects of Patient Care	3
Credits Quarter III		7.5
QUARTER IV		
CMA-213	Medical Coding	2
CMA-110	Medical Office Procedures I	3
MBC-201	Hospital Billing and Coding	4
CMA-211	Electronic Health Records	3
Credits Quarter IV		12
QUARTER V		
INF-101	Information Literacy	2
MBC-202	Comprehensive Medical Billing and Coding Applications	4
CMA-210	Medical Office Procedures II	3
Credits Quarter V		9
TOTAL PROGRAM CREDITS		48

Medical Billing and Coding

Course Descriptions

BIO-101 Anatomy and Physiology I 4.5 credits

(45 lecture hours) This course is an introduction to human anatomy and physiology. It begins with a discussion of the levels of organization of the body and an overview of the major body systems, listing the organs and functions of each. It covers anatomical terminology, anatomical relationships, planes of section, body cavities and fluid spaces of the body. It provides a brief introduction to the basic chemistry necessary to understand life processes, elementary cell anatomy and physiology, basic metabolism, the histology of epithelial, connective, and muscle tissue, and the physiology of skeletal muscle contraction. It also covers the integumentary, skeletal, muscular systems, urinary systems. The course addresses homeostasis as an organizing principle for the study of anatomy and physiology. **Pre- or Co-requisite: MED-102 Medical Terminology.**

BIO-102 Anatomy and Physiology II 4.5 credits

(45 lecture hours) This course builds on the material covered in A & P I. It explores the major systems of the human body, the nervous system and special senses, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, and reproductive. The cells, tissues, and organs of each system are presented along with the basic normal physiology. There will be a discussion of the role of each system in maintaining homeostasis and health. **Pre- or Co-requisite: BIO-101 Anatomy and Physiology I.**

CMA-105 Introduction to Clinical Procedures 4.5 credits

Introduction to the craniosacral system, its function in health maintenance and its relationship to the disease process. Students begin to develop palpation skills and to explore basic techniques and protocols for treatment of restrictions and imbalances within the system. **Prerequisite: None**

CMA-110 Medical Office Procedures I 3 credits

(22 lecture, 33 lab hours) Students become familiar with the set-up of a typical physician or clinic office and learn the essential front office tasks including telephone techniques, scheduling, new patient procedures, document management, daily cash transactions, medical records management, and office technology. Communication skills, professionalism and the importance of documentation are emphasized. **Prerequisite: None.**

CMA-112 Billing and Insurance 3 credits

(22 lecture, 33 lab hours) This course introduces the structure of the U.S. health insurance system, the various types of private policies and government-sponsored Medicare, Medicaid, Workers Compensation and related programs. The course focuses on skills related to health insurance, billing, and reimbursement. Topics include insurance claims processes and forms, the proper methods of completing a variety of insurance forms, billing and collections for healthcare services, and strategies for interacting with public and private insurers. Electronic billing processes will be completed with the use of medical billing software. **Prerequisite: None.**

CMA-210 Medical Office Procedures II 3 credits

(22 lecture, 33 lab hours) Students extend their administrative skills into basic office financial recordkeeping and accounting practices. The course also covers diagnostic

coding principles and practices. Topics include medical coding reference manuals and software matching procedures, evaluations, and assessments to numeric codes; E and V codes; insurance claims forms; and proper documentation. **Prerequisite:** CMA-110 Medical Office Procedures I.

CMA-211 Electronic Health Records 3 credits
(22 lecture, 33 lab hours) This course introduces the concepts and techniques underlying the current global transition from paper-based to electronic health records management systems aimed at providing universal, real-time access to patient records. Students practice EHR procedures in a simulated EHR environment. **Prerequisite:** MED-102 Medical Terminology.

CMA-213 Medical Coding 2 credits
(22 lecture hours) This course is designed to provide the background and skills needed for beginning CPT and HCPCS coding specific to out-patient care settings. It also covers procedural coding principles and practices. Topics include medical coding reference manuals and software, proper documentation of medical records, insurance claim forms, and the rules and regulations governing medical coding practices. **Pre- or Co-requisite:** CMA-112 Billing and Insurance.

ENG-102 Business and Technical Writing 4.5 credits
(45 lecture hours) This course presents the elements of clear, concise and effective writing and applies them in business and technical professional contexts. Following a review of basic grammar and style, students will produce a variety of writing products including letters, memoranda, summaries, analyses and reports, based on case studies, readings and research.

Research procedures, editing techniques and presentation technologies will be covered.
Prerequisite: None.

FSS-100 Freshman Student Success 0 credits
The course assists incoming students in their college transition, facilitates active learning, and helps to develop knowledge and skills important for attaining student success. In order to provide the students with an opportunity to develop personally, professionally, and academically, the course addresses the topics of learning styles, skills for academic success such as note taking, test-taking strategies, and time management, career exploration, college and academic policies and procedures and professionalism.

Students are encouraged to think critically, to develop an academic plan, to become financially responsible and to navigate the library learning resources. The class also promotes the development of a strong bond between students and their instructor as well as with the college community. **Prerequisite:** None.

INF-101 Information Literacy 2 credits
(22 lecture hours) This course provides students with the tools needed to create a professional online identity. It also teaches students how to use basic technology apps and programs as well as how to assess online information. Students will learn how to make professional decisions about their online presence, how to use social networking tools, and how to initiate and respond to emails in an appropriate manner. Additionally, students learn basic keyboarding skills and are introduced to a variety of computer

software programs including Microsoft Word, Excel and PowerPoint. **Prerequisite:** None.

MBC-201 Hospital Billing and Coding 4 credits
(33 lecture, 22 lab hours) This course provides an overview of the hospital billing flow, basic coding and payment systems, data elements required to complete hospital billing form (UB-04) and the way in which form-completion requirements vary depending on the type of facility, the medical insurance plan and the inpatient/outpatient status. Job performance in compliance with HIPAA privacy and best practices regulations are also covered. **Pre- or Co-requisite:** CMA-112 Billing and Insurance; **Co-requisite:** CMA-210 Medical Office Procedures II.

MBC-202 Comprehensive Billing and Coding Applications 4 credits
(33 lecture, 22 lab hours) This course covers professional requirements, certification/registration opportunities, and successful career traits for healthcare professionals. Professional associations and the value of certification and continuing education are also discussed. Topics include resume preparation, interviewing techniques, job expectations, professional-skill building and career planning, certification preparation and review. **Prerequisites:** All core billing and coding courses; **Co-requisites:** CMA-210 Medical Office Procedures II; CMA-211 Electronic Health Records; MBC-201 Hospital Billing and Coding.

MED-102 Medical Terminology 3 credits
(33 lecture hours) This course provides the basics for understanding complex medical terms. Students learn the important prefixes, suffixes and roots of medical terms and the vocabulary associated with human body systems and their pathologies. Patient histories and medical reports are used to establish the healthcare context in which these terms are employed. **Prerequisite:** None.

MED-110 Ethical and Legal Aspects of Patient Care 3 credits
(33 lecture hours) This course introduces basic ethical and legal principles governing healthcare practice including privacy, safety, patient rights, malpractice and disclosure. Also covered are the sensitive issues that can arise when patients come from unique personal, familial, linguistic and cultural environments and the special circumstances involved when treating children, the elderly, the disabled and the terminally ill. These topics are addressed from the point of view of different healthcare practices. **Prerequisite:** None.

Nursing

Associate of Applied Science Degree Program 68 Semester Credits

The Nursing program provides the student with knowledge of the art and science of nursing in order to meet identified core competencies for safe patient-centered care. The curriculum integrates knowledge and principles of writing, oral communication, mathematics, and behavioral and biological sciences that inform nursing practice. Students learn to apply the nursing process as a critical thinking framework for decision-making. The program fosters teamwork and collaboration for practice in an interdisciplinary and multicultural work environment. Faculty and staff strive to offer quality student-centered learning in a supportive environment.

Graduates are prepared to take a licensure exam for practice as entry level registered nurses in a variety of community settings. They may be employed by hospitals, nursing homes, physicians, home healthcare services and private industry. Graduates who achieve registered nurse licensure are encouraged to pursue a baccalaureate degree in nursing completion program and embrace lifelong learning.

Graduates of the Nursing program are awarded an Associate of Applied Science degree (AAS) as authorized by the New York State Board of Regents. Graduates take the NCLEX-RN licensure examination in order to obtain a license to practice as a registered nurse (RN) and enter the career of nursing.

Effective March 24, 2023, the nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing.

This candidacy status expires on March 24, 2025.

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000
<http://www.acenursing.com/candidates/candidacy.asp>

Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation

Educational Objectives

Program graduates are expected to demonstrate nursing practice that reflects:

- Patient Centered Care: Provide holistic care that recognizes an individual's preferences, values, and needs and respects the patient or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe and effective care (NOFC).
- Safety: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance (QSEN).
- Evidence Based Practice (EBP): Identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patients' preferences, experience and values to make practice decisions (NOFC)
- Team Work and Collaboration: Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning, and development (NOFC).
- Quality Improvement (QI): Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems (QSEN).
- Informatics and Technology: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making (QSEN).
- Professionalism: Demonstrate accountability for practicing nursing within established moral, legal, ethical, regulatory and humanistic principles (NOFC).

(Source: (Source: Quality and Safety Education for Nurses Institute, Competencies, <http://qsen.org/competencies/prelicensure-ksas/>, Retrieved 8/27/13, Massachusetts Department of Higher Education Nurse of the Future Competency Committee (NOFC), Nurse of the Future Competency Committee (NOFC). (2010) Nurse of the Future Nursing Core Competencies. Boston: Massachusetts Department of Higher Education.)

Performance and Technical Standards

The Nursing program provides the student with knowledge of the art and science of nursing in order to meet identified core competencies for safe patient-centered care. The curriculum integrates knowledge and principles of writing, oral communication, mathematics, and behavioral and biological sciences that inform nursing practice. Students learn to apply the nursing process as a critical thinking framework for decision-making. The program fosters teamwork and collaboration for practice in an interdisciplinary and multicultural work environment. Faculty and staff strive to offer quality student-centered learning in a supportive environment.

Graduates are prepared to take a licensure exam for practice as entry level registered nurses in a variety of community settings. They may be employed by hospitals, nursing

homes, physicians, home healthcare services and private industry. Graduates who achieve registered nurse licensure are encouraged to pursue a baccalaureate degree in nursing completion program and embrace lifelong learning.

These performance and technical standards are a part of each course. It is important that every applicant meet these standards to ensure the health and safety of patients, fellow candidates, faculty and other healthcare providers.

*Functional Ability Categories and Representative Activities/Attributes

Gross and Fine Motor Skills

- Move within confined spaces
- Sit, stand, and maintain balance
- Reach above shoulders (e.g. IV poles)
- Reach below waist (e.g. plug electrical appliances into wall outlets)
- Pick up objects with hands
- Grasp small objects with hands (e.g. tubing, pencil)
- Write with pen or pencil
- Key/type (e.g. use a computer)
- Pinch/pick or otherwise work with fingers (e.g. manipulate a syringe)
- Twist (e.g. turn objects/knobs using hands)
- Squeeze with finger (e.g. eye dropper)

Physical Endurance, Strength and Mobility

- Stand (e.g. at client side during surgical or therapeutic procedure)
- Sustain repetitive movements (e.g. CPR)
- Maintain physical tolerance (e.g. work entire shift)
- Push and pull 25 pounds (e.g. position patients)
- Support 25 pounds of weight (e.g., ambulate patient)
- Lift 25 pounds (e.g., pick up a child, transfer patient)
- Move light objects weighing up to 10 pounds (e.g., IV poles)
- Move heavy objects weighing from 11 to 50 pounds
- Defend self against combative patient
- Carry equipment/supplies
- Use upper body strength (e.g., perform CPR, physically restrain a patient)
- Squeeze with hands (e.g., operate fire extinguisher)
- Twist, Bend, Stoop/squat
- Move quickly (e.g., response to an emergency)
- Climb (e.g., ladders/stools/stairs)
- Walk

Sensory Senses (hearing, Visual, tactile, smell)

- Hear normal speaking level sounds (e.g., person-to-person report)
- Hear faint voices and faint body sounds (e.g., blood pressure sounds, assess placement of tubes)
- Hear in situations when not able to see lips (e.g., when masks are used)
- Hear auditory alarms (e.g., monitors, fire alarms, call bells)
- See objects up to 20 inches away (e.g., information on a computer screen, skin conditions)

- See objects up to 20 feet away (e.g., patient in a room)
- See objects more than 20 feet away (e.g., patient at end of hall)
- Use depth perception
- Use peripheral vision
- Distinguish color (e.g., color codes on supplies, charts, bed)
- Distinguish color intensity (e.g., flushed skin, skin paleness)
- Feel vibrations (e.g., palpate pulses)
- Detect temperature (e.g., skin, solutions)
- Feel differences in surface characteristics (e.g., skin turgor, rashes)
- Feel differences in sizes, shapes (e.g., palpate vein, identify body landmarks)
- Detect environmental temperature (e.g., check for drafts)
- Detect odors from patient (e.g., foul smelling drainage, alcohol breath, etc.)
- Detect smoke
- Detect gases or noxious smells

Cognitive Skills (reading and arithmetic)

- Read and understand written documents (e.g., policies, protocols)
- Read and understand columns of writing (flow sheet, charts)
- Read digital displays
- Read graphic printouts (e.g., EKG)
- Calibrate equipment
- Convert numbers to and/or from the Metric System
- Read graphs (e.g., vital sign sheets)
- Tell time
- Measure time (e.g., count duration of contractions, etc.)
- Count rates (e.g., drips/minute, pulse)
- Use measuring tools (e.g., thermometer)
- Read measurement marks (e.g., measurement tapes, scales, etc.)
- Add, subtract, multiply, and/or divide whole numbers
- Compute fractions (e.g., medication dosages)
- Use a calculator
- Write numbers in records

Emotional Stability

- Establish therapeutic boundaries
- Provide client with emotional support
- Adapt to changing environment/stress
- Deal with the unexpected (e.g., patient going bad, crisis)
- Focus attention on task
- Monitor own emotions
- Perform multiple responsibilities concurrently
- Handle strong emotions (e.g., grief)

Analytical and Critical Thinking

- Transfer knowledge from one situation to another
- Process information
- Evaluate outcomes
- Problem solving
- Prioritize tasks

- Use short-term and long-term memory
- Identify cause-effect relationships
- Plan/control activities for others
- Synthesize knowledge and skills
- Sequence information

Communication and Interpersonal Skills

- Negotiate interpersonal conflict
- Respect differences in patients
- Establish rapport with patients
- Establish rapport with co-workers
- Teach (e.g., patient/family about health care)
- Explain procedures
- Give oral reports (e.g., report on patient's condition to others)
- Interact with others (e.g., health care workers)
- Speak on the telephone
- Influence people
- Direct activities of others
- Convey information through writing (e.g., progress notes)

*Adapted from *the National Council of State Boards of Nursing, Inc., Chicago, IL.*

SAMPLE SEMESTER COURSE SEQUENCE (20 MONTHS)

OFFERED: DAY

Term		Credits
SEMESTER I		
BIO-161	Human Anatomy and Physiology I	3
BIO-171	Human Anatomy and Physiology I Laboratory	1
ENG-111	Composition I	3
MAT-105	College Mathematics	3
PSY-111	Introduction to Psychology	3
Credits Semester I		13
SEMESTER II		
BIO-162	Human Anatomy and Physiology II	3
BIO-172	Human Anatomy and Physiology II Laboratory	1
NUR-115	Pharmacology	3
NUR-140	Fundamentals of Nursing	7
Credits Semester II		14
SEMESTER III		
BIO-200	Microbiology	3
BIO-210	Microbiology Laboratory	1
NUR-141	Medical Surgical Nursing I	7
PSY-211	Developmental Psychology	3
Credits Semester III		14
SEMESTER IV		
COM-201	Oral Communications	3
NUR-200	Maternal and Child Nursing	5
NUR-241	Medical Surgical Nursing II	6
Credits Semester IV		14
SEMESTER V		
NUR-205	Mental Health Nursing	3
NUR-240	Management of Patient Care	2
NUR-242	Medical Surgical Nursing III	6
NUR-250	Trends	2
Credits Semester V		13
TOTAL PROGRAM CREDITS		68

Nursing

Course Descriptions

BIO-161 Human Anatomy and Physiology I 3 credits

(45 lecture hours) This is the first part of a two-part course sequence designed as an introduction to human anatomy and physiology. It begins with a discussion of the levels of organization of the body and an overview of the major body systems, listing the organs and functions of each. Anatomical terminology, anatomical relationships, planes of section, body cavities and fluid spaces of the body are covered. There is a brief introduction to the basic chemistry necessary to understand life processes, as well as elementary cell anatomy and physiology, basic metabolism, the histology of epithelial, connective, and muscle tissue, and the physiology of skeletal muscle contraction.

Throughout, the course addresses homeostasis as an organizing principle for the study of anatomy and physiology. The rest of the course is devoted to the study of the integumentary, skeletal, muscular, nervous and endocrine systems, emphasizing their roles in maintaining homeostasis, communication, movement and posture. The bones and joints of the body, the major axial and appendicular muscles, including the location, origins, insertions, actions, and innervations of each muscle are considered. **Prerequisite:** None; **Pre- or Co-requisite:** BIO-171 Human Anatomy and Physiology I Laboratory.

BIO-162 Human Anatomy and Physiology II 3 credits

(45 lecture hours) This course builds on the material covered in *Human Anatomy and Physiology I*. It explores the major systems of the human body including the cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive. The cells, tissues, and organs of each system are presented along with the normal physiology. There will be a discussion of the role of each system in maintaining homeostasis and health, and common examples of physiological disturbances for each system will be presented in order to highlight normal function. Fluid, electrolyte and acid/base balance and their clinical importance are covered. **Prerequisite:** BIO-161 Human Anatomy and Physiology I, BIO-171 Human Anatomy and Physiology I Laboratory; **Pre- or Co-requisite:** BIO-172 Human Anatomy and Physiology II Laboratory.

BIO-171 Human Anatomy and Physiology I Laboratory 1 credit

(30 lab hours) This laboratory course is designed as a “hands on” experience corresponding to the BIO-161 lecture course. Anatomical models, computer programs, charts, slides of microscopic tissue sections, physiological experiments and preserved specimens for dissection will be used to reemphasize principles and structures discussed in lecture. **Pre- or Co-requisite:** BIO-161 Human Anatomy and Physiology I.

BIO-172 Human Anatomy and Physiology II Laboratory 1 credit

(30 lab hours) This laboratory course is designed as a “hands on” experience corresponding to the BIO-162 lecture portion course. Anatomical models, computer programs, charts, slides of microscopic tissue sections, physiological experiments and preserved specimens for dissection will be used to reemphasize principles and structures discussed in lecture. **Prerequisite:** BIO-161 Human anatomy and Physiology I, BIO-171 Human anatomy and Physiology I Laboratory; **Co-requisite:** BIO-162 Human Anatomy and Physiology II.

BIO-200 Microbiology
credits

3

(45 lecture hours) This course studies micro-organisms pathogenic to humans: their characteristics, pathogenicity, modes of transmission, and treatment. It covers viruses, bacteria, fungi, protozoa, and helminthes that cause diseases of the digestive, respiratory, nervous, cardiovascular, and reproductive systems. **Prerequisite:** BIO-162 Anatomy and Physiology II, BIO-172 Anatomy and Physiology II Laboratory.

BIO-210 Microbiology Laboratory

1 credit

(30 lab hours) This course provides a “hands on” laboratory experience corresponding to the BIO-200 lecture course. It introduces basic laboratory procedures involving microbes, including culturing and staining technique and methods for identifying microorganisms, microbial metabolism, and microbial genetics. Sterile technique and procedures used in maintaining a sterile field are covered in detail. **Pre- or Co-requisite:** BIO-200 Microbiology.

COM-201 Oral Communications

3 credits

(45 lecture hours) This course presents elements of the oral communications process with emphasis in developing interpersonal, small group, and public speaking skills. Students will be responsible for informally debating and presenting information on several current social issues through interpersonal, group, and public speaking mediums. Students will be involved in activities, including personal narratives, presentations, and discussions, that provide opportunity for the understanding and improvement of their speaking and listening skills. The course is designed to increase the student’s ability to speak and listen effectively through the gathering, analyzing, and presenting of evidence and conclusions designed for specific purposes and audiences. **Prerequisite:** None.

ENG-111 Composition I

3 credits

(45 lecture hours) *Composition I* is a course in expository writing, emphasizing those methods which are most frequently used in analysis, evaluation, and argument. Though the course assumes competence in grammar, usage, and mechanics, appropriate review in these skills will be provided as the need arises. **Prerequisite:** None.

MAT-105 College Mathematics

3 credits

(45 lecture hours) The course is a study of basic mathematical, algebraic, and geometric concepts and applications. Topics covered include set theory and logic; fractions, decimals, and percents; ratio and proportion; basic linear and quadratic equation solving and graphing; consumer mathematics and financial management; metric and customary measurement; basic geometry; and probability and statistics. The course is designed to provide students with a background in fundamental college mathematics. These concepts and skills may be used in an occupation or professional setting and may serve as a foundation mathematics course for higher level mathematics study. **Prerequisite:** None.

NUR-115 Pharmacology

3 credits

(30 lecture, 45 lab hours) This course builds upon the foundation acquired in *Human Anatomy and Physiology I*, and the co-requisite course *Human Anatomy and Physiology II*. Topics addressed comprise major drug classifications in relation to therapeutic use as well as pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. **Prerequisite:** BIO-161 Human Anatomy and Physiology I, BIO-171 Human Anatomy and Physiology I Laboratory; **Pre- or Co-requisites:** BIO-162 Anatomy and Physiology II, MAT-105 College Mathematics.

NUR-140 Fundamentals of Nursing**7 credits**

(60 lecture, 45 lab, 90 clinical hours) This course introduces the art and science of nursing practice integrating the metaparadigms of human beings, the environment, health, and nursing. Nursing core competencies of patient-centered care, safety, teamwork and collaboration, evidenced-based practice, quality improvement, informatics and technology, and professionalism are introduced. Student-centered learning facilitates the acquisition of nursing knowledge by introducing concepts within the framework of safe and effective care environment, health promotion and maintenance, and physiological and psychosocial integrity. Students develop foundation nursing knowledge, skills, attitudes, and judgment in the application of the nursing process in order to meet the needs of a culturally diverse population across the wellness-illness continuum and throughout the lifespan. Prerequisites: BIO-161 Human Anatomy and Physiology I, BIO 171 Human Anatomy and Physiology I Laboratory; Pre- or Co-requisite: BIO-162 Human Anatomy and Physiology II, BIO-172 Human Anatomy and Physiology II Laboratory, NUR-115 Pharmacology

NUR-141 Medical Surgical Nursing I**7 credits**

(60 lecture, 45 lab, and 90 clinical hours) This course develops the student's knowledge and application of nursing core competencies of patient-centered care, safety, teamwork and collaboration, evidenced-based practice, quality improvement, informatics and technology, and professionalism, incorporating the metaparadigm concepts of human beings, the environment, health, and nursing. Student-centered learning focuses on concepts of physiological integrity and interrelated concepts applied to culturally diverse individuals across the lifespan in defined settings. Students develop nursing knowledge, skills, attitudes, and judgment in the application of the nursing process to the care of patients requiring simple acute care needs. Prerequisites: BIO-162 Human Anatomy and Physiology II, BIO-172 Human Anatomy and Physiology II Laboratory, NUR-115 Pharmacology, NUR-140 Fundamentals of Nursing, Pre- or Co-requisites: BIO-200 Microbiology, BIO-210 Microbiology Laboratory.

NUR-200 Maternal Child Nursing**5 credits**

(45 lecture, 30 lab, and 60 clinical hours) This course expands the student's knowledge and application of nursing core competencies of patient-centered care, safety, teamwork and collaboration, evidenced-based practice, quality improvement, informatics and technology, and professionalism, incorporating the metaparadigm concepts of human beings, the environment, health, and nursing. Student-centered learning further develops knowledge of health promotion and maintenance, and interrelated concepts applied to culturally diverse individuals and families across the lifespan in defined settings. Students develop nursing knowledge, skills, attitudes, and judgment in the application of the nursing process to the care of childbearing and childrearing families, infants and children. Prerequisites: BIO-200 Microbiology, BIO-210 Microbiology Laboratory, NUR-141 Medical Surgical Nursing I; Pre- or Co-requisite: PSY-211 Developmental Psychology.

NUR-205 Mental Health Nursing**3 credits**

(30 lecture, 15 lab, and 30 clinical hours) This course further expands the student's knowledge and application of nursing core competencies of patient-centered care, safety, teamwork and collaboration, evidenced-based practice, quality improvement, informatics and technology, and professionalism, incorporating the metaparadigm concepts of human beings, the environment, health, and nursing. Student-centered learning focuses on concepts of psychosocial integrity and interrelated concepts applied to culturally diverse

individuals, families, and groups across the lifespan in defined settings. Students develop nursing knowledge, skills, attitudes, and judgment in the application of the nursing process to the care of patients, families, and groups with psychosocial needs. **Prerequisites:** NUR-241 Medical Surgical Nursing II;

NUR-240 Management of Patient Care
credits

2

(30 lecture hours) This course provides a local and national perspective to the application of nursing core competencies of patient-centered care, safety, teamwork and collaboration, evidenced-based practice, quality improvement, informatics and technology, and professionalism. Student-centered learning focusses on concepts of management of care and interrelated concepts. **Prerequisites:** NUR-241 Medical Surgical Nursing II

NUR-241 Medical Surgical Nursing II

6 credits

(45 lecture, 30 lab, and 105 clinical hours) This course expands the student's knowledge and application of nursing core competencies of patient-centered care, safety, teamwork and collaboration, evidenced-based practice, quality improvement, informatics and technology, and professionalism, incorporating the metaparadigm concepts of human beings, the environment, health, and nursing. Student-centered learning further develops knowledge of physiological integrity and interrelated concepts applied to culturally diverse individuals and families across the lifespan in defined settings. Students develop nursing knowledge, skills, attitudes, and judgment in the application of the nursing process to the care of patients requiring acute and chronic care needs. **Prerequisites:** BIO-200 Microbiology, BIO-210 Microbiology Laboratory, NUR-141 Medical Surgical Nursing I

NUR-242 Medical Surgical Nursing III

6 credits

(45 lecture, 30 lab, and 105 clinical hours) This course further expands the student's knowledge and application of nursing core competencies of patient-centered care, safety, teamwork and collaboration, evidenced-based practice, quality improvement, informatics and technology, and professionalism, incorporating the metaparadigm concepts of human beings, the environment, health, and nursing. Student-centered learning focuses on concepts of physiological integrity and interrelated concepts applied to culturally diverse individuals, families, and groups across the lifespan in defined settings. Students develop nursing knowledge, skills, attitudes, and judgment in the application of the nursing process to the care of patients requiring complex acute and chronic care needs. **Prerequisites:** NUR-241 Medical Surgical Nursing II; **Pre- or Co-requisites:** NUR-200 Maternal and Child Nursing.

NUR-250 Trends
credits

2

(30 lecture hours) This course concentrates on the competencies of teamwork and collaboration, evidenced-based practice, and professionalism. Student-centered learning focusses on trends and issues that define the practice of nursing, and the transition to the professional role of the nurse as provider of care, manager of care, and member within the discipline of nursing. **Pre- or Co-requisites:** All courses in semesters 1-4. **Co-Requisites:** all courses in semester 5.

PSY-111 Introduction to Psychology

3 credits

(45 lecture hours) This course is an introduction to fundamental concepts in psychology. Following an introduction to the history of psychology in the West and the major current schools of psychology, the course will provide an introduction to current psychological

practice relating to human development, children and families, psychological illness, motivation, personality, learning and perception. **Prerequisite: None.**

PSY-211 Developmental Psychology
credits

3

(45 lecture hours) This is a survey course in developmental psychology which explores social, psychological, cognitive, and biological human development from conception to death. The course considers how age, gender, culture, socioeconomic status and ethnicity broaden our understanding of human development and inform health care interactions and delivery. Students will explore the elements of constancy and change throughout the human lifespan. Discussions will cover the history of the field, various theories, and relevant research from a cultural perspective. **Prerequisite: PSY-111 Introduction to Psychology.**

Surgical Technologist

Associate in Occupational Studies Degree Program 94.5 Quarter-credits

The Surgical Technologist degree program prepares students to become an integral part of the surgical team in a variety of perioperative settings. Students learn basic anatomy and physiology, aseptic techniques and infection control, and general and specialized surgical procedures. Laboratory classes in a simulated operating room provide an opportunity to practice what is learned in lecture classes, and clinical experiences in hospitals and surgery centers prepare students to enter this challenging career field. General education courses in psychology, communications, information literacy and the ethics of patient care provide students with the tools needed to perform with integrity and a high level of professionalism.

This program prepares students for entry-level employment. Surgical technologists work in a variety of settings, such as hospital surgical and sterile processing departments, outpatient surgical centers, physician and dentist offices, ambulatory surgical centers and in the private sector in medical sales, insurance, product development and education.

Graduates are awarded an Associate in Occupational Studies degree (AOS) as authorized by the New York State Board of Regents. (HEGIS Code: 5211.00)

The Surgical Technologist Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARCST/SA).



Commission on Accreditation of Allied Health Education Programs

9355 113th St. N # 7709 Seminole, FL 33775

727-210-2350 <http://www.caahep.org>

Educational Objectives

This program prepares competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Graduates will be able to:

- Demonstrate the principles of sterile techniques (scrubbing, gloving, gowning and instrumentation).
- Demonstrate the actions relevant to the surgical technologist's role in surgical procedures and techniques.
- Apply knowledge of bioscience and surgical procedures to the entry-level practice

- of surgical and sterile processing technology in a variety of perioperative settings;
- Practice within legal, ethical and professional standards as defined by the governing bodies for professional practice;
- Work collaboratively and communicate effectively with surgeons, nurses, the healthcare team, patients and their families;
- Apply critical thinking and ethical reasoning skills in decision-making situations;
- Promote wellness practices and a healthy lifestyle for patients and engage in effective self-care to promote health and career longevity.

Performance and Technical Standards

Surgical technology is a practice discipline with cognitive, sensory, affective and psychomotor performance requirements. The profession's scope of practice requires demonstration of responsibilities and accountability within the role and competencies expected of a Surgical Technologist.

The Surgical Technologist Program at Swedish is designed as an entry-level profession to prepare and educate students to perform in the role of Surgical Technologist in the operating room. It is important to note that the profession of Surgical Technologist is one that is physically, mentally, and emotionally demanding.

Indicated below are several examples of the scope of practice, roles, and competencies that will be encountered. Patient safety is dependent on the student's ability to meet the following Performance and Technical Standards.

These standards are a part of each course. It is important that every applicant meet these standards to ensure the health and safety of patients, fellow candidates, faculty and other healthcare providers.

Cognitive

- A Surgical Technology student shall possess the ability to be oriented to time, place, and person, organize responsibilities, and make quick appropriate decisions.
- For example: Students will need to quickly assess needs for surgical procedures, anticipate surgeon's needs, and act appropriately at all times.
- Organizational skills when setting up the instrument table and Mayo table allows the student to function in a more efficient manner.
- Able to measure, calculate, reason, analyze, integrate and synthesize in the context of undergraduate surgical technology study. The candidate must be able to quickly read and comprehend extensive written material. He or she must also be able to evaluate and apply information and engage in critical thinking in the classroom and clinical setting.
- Able to maintain consistent mental alertness for periods greater than 12-15 hours.
- Able to learn and perform quickly with or without repetition of instruction.

Mobility

- Ambulate from room to room, maneuver in small spaces (small OR), navigate stairwells, and bending to retrieve items.
- Able to stand, bend, and/or sit for long periods of time in one location with minimum/no breaks.

- Lift (at least 30 lbs), position and transport patients.
- Move efficiently to meet the needs of the patient and surgical team.
- Participate in care in emergency and nonemergency situations.
- Have full manual dexterity of the upper extremities, including the neck and shoulders, unrestricted movement of both lower extremities, back and hips and have the ability to touch the floor and to be able to sit, bend, reach, walk and stand for most of the work day.
- Be able to perform required skills for participation on the surgical field including manipulation of surgical needles, assembling complicated equipment.
- Possess tactile ability to sufficiently handle all the microscopic supplies, instruments, and equipment.

Critical Thinking

- Possess critical thinking ability sufficient for clinical judgment such as: bring together and relate the similarities of surgical procedures and situations in order to function on unfamiliar procedures
- Demonstrate critical thinking ability sufficient to make appropriate clinical judgment decisions.
- Identify cause-effect relationships in clinical situations, analyze and develop a plan of activity within an allotted time frame.
- Demonstrate calm and effective responses, especially in emergency situations.

Communication

- Communicate and understand fluent English both verbally and in writing.
- Demonstrate communication abilities sufficient for accurate and efficient interpretation and communication with others.
- Use a computer and be able to communicate via a computer
- Be able to express his or her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback.
- Possess and demonstrate interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural, religious and intellectual backgrounds.
- Demonstrate the use of positive coping skills under stress.
- Student to handle constructive criticism.
- Refrain from nourishment or restroom breaks for periods up to 6 hours.

Stress: Stress in the operating room is very common. Tension runs high many days and it can affect a student's ability to cope with the environment and others in the environment. Stress

A Surgical Technology student is at high risk for exposure to blood and body fluids resulting in exposure to communicable disease, toxic substances, medical preparations, and chemical sterilization practices at all times. Standard precautions are to be practiced at all times.

All students completing the Surgical Technology program must be able to successfully demonstrate the ability to meet all performance and technical standards. Determination is made on an individual basis as to whether or not necessary accommodations or modifications can be made reasonably while assuring patient safety.

SAMPLE QUARTER COURSE SEQUENCE (21 MONTHS)

OFFERED: DAY

Term		Credits
QUARTER I		
MED-102	Medical Terminology	3
BIO-101	Anatomy and Physiology I	4.5
CST-101	Introduction to Surgical Technology	3
FSS-100	Freshman Student Success	0
MED-110	Ethical and Legal Aspects of Patient Care	3
Credits Quarter I		13.5
QUARTER II		
CST-110	Microbiology and Infection Control	4
BIO-102	Anatomy and Physiology II	4.5
CST-102	Surgical Technology I	5
Credits Quarter II		13.5
QUARTER III		
PSY-101	Principles of Psychology	4.5
CST-103	Surgical Technology II	7
CST-111	Pharmacology for the Surgical Technologist	3
Credits Quarter III		14.5
QUARTER IV		
BIO-201	Physiology of Disease	4.5
INF-101	Information Literacy	2
ENG-102	Business and Technical Writing	4.5
CST-199	Surgical Technology Practicum I	2.5
Credits Quarter IV		13.5
QUARTER V		
CST-201	Surgical Procedures I	7
CST-297	Surgical Technology Practicum II	3
PSY-205	Health Psychology	4.5
Credits Quarter V		14.5
QUARTER VI		
PCD-201	Professional Career Development	2
CST-202	Surgical Procedures II	7
CST-298	Surgical Technology Practicum III	4
Credits Quarter VI		13
QUARTER VII		
CST-222	Comprehensive Applications	2
CST-299	Surgical Technology Practicum IV	10
Credits Quarter VII		12

Surgical Technologist

Course Descriptions

BIO-101 Anatomy and Physiology I 4.5 credits
(45 lecture hours) This course is an introduction to human anatomy and physiology. It begins with a discussion of the levels of organization of the body and an overview of the major body systems, listing the organs and functions of each. Covers anatomical terminology, anatomical relationships, planes of section, body cavities and fluid spaces of the body. It provides a brief introduction to the basic chemistry necessary to understand life processes, elementary cell anatomy and physiology, basic metabolism, the histology of epithelial, connective, and muscle tissue, and the physiology of skeletal muscle contraction. It also covers the integumentary, skeletal, muscular systems, urinary and nervous systems. It addresses homeostasis as an organizing principle for the study of anatomy and physiology. **Pre- or Co-requisite: MED-102 Medical Terminology.**

BIO-102 Anatomy and Physiology II 4.5 credits
(45 lecture hours) This course builds on the material covered in A & P I. It explores the major systems of the human body, the special senses, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, and reproductive. The cells, tissues, and organs of each system are presented along with the basic normal physiology. There will be a discussion of the role of each system in maintaining homeostasis and health. **Pre- or Co-requisite: BIO-101 Anatomy and Physiology I.**

BIO-201 Physiology of Disease 4.5 credits
(45 lecture hours) Building on the Anatomy and Physiology I and II course sequence, students learn the disorders associated with body systems and the causes, symptoms, and treatments of diseases. **Pre- or Co-requisites: MED-102 Medical Terminology**

CST-101 Introduction to Surgical Technology 3 credits
(33 lecture, 11 lab hours) This course introduces students to the field of surgical technology and its place within the healthcare field. Topics include the history and development of surgical technology, various institutional settings, communication, teamwork, professional roles, regulations governing perioperative services and emergency preparedness. At the end of the course students must pass the OSHA Fire Safety training for healthcare facilities. Surgical settings are presented, including the OR, along with the make-up of surgical teams, team member responsibilities and the importance of communication, teamwork and documentation. **Prerequisite: None.**

CST-102 Surgical Technology I 5 credits
(33 lecture, 44 lab hours) Aseptic and safety procedures are practiced in this course. Students gain the basic understanding of vital signs and catheterization. Students also learn how to recognize a medical emergency, initiate appropriate actions and what is their role in assisting in the treatment of the patient. At the end of the course students must obtain the Basic Life Support for Healthcare Provider certification through American Heart Association. Students continue to learn to don sterile gown and glove using aseptic technique, identifying surgical instruments and technologies including computers, laser,

electrosurgical unit, and robotics used in different types of surgical procedures. **Prerequisite:** CST-101 Introduction to Surgical Technology; **Pre- or Co-requisites:** BIO-102 Anatomy and Physiology I.

CST-103 Surgical Technology II 7 credits
(55 lecture, 55 lab hours) This course introduces the key elements of surgical technique and the role of the surgical technologist in the preoperative and intraoperative environment. Students learn the proper care and handling of sponges, instruments, specimens, and tissue, and techniques and procedures for wound drainage and dressings, sutures, surgical stapling and tissue adhesives. Preoperative procedures are covered including patient preparation, transferring, positioning, draping, skin preparation, and diagnostic procedures. **Prerequisite:** CST-102 Surgical Technology I.

CST-110 Microbiology and Infection Control 4 credits
(44 lecture, 11 lab hours) This course provides an introduction to the biology of microorganisms and an overview of medical microbiology. Special attention is paid to infectious diseases that are associated with the critical need to maintain a safe and clean facility in general healthcare environment, and the sterile procedures required in the surgical setting. **Pre- or Co-requisites:** MED-102 Medical Terminology and BIO-101 Anatomy and Physiology I.

CST-111 Pharmacology for the Surgical Technologist 3 credits
(33 lecture, 11 lab hours) A study of the use of medicines to treat or prevent disease with emphasis on the use of drugs in the perioperative setting. Topics covered include the classification of drugs, the principles of pain management, the use of medications in the surgical setting, anesthesia dosage calculations, techniques of medication administration, and post-anesthesia care unit. **Prerequisite:** BIO-102 Anatomy and Physiology II.

CST-199 Surgical Technology Practicum I 2.5 credits
(75 clinical hours) Students experience the surgical setting in an off-campus facility, observe surgical procedures in real time and demonstrate satisfactory knowledge of terminology, procedures, instruments and relevant biomedical science for the surgical technologist role. **Pre- or Co-requisite:** CST-102 Surgical Technology I.

CST-201 Surgical Procedures I 7 credits
(55 lecture, 55 lab hours) This is an orientation to specific surgical specialties including endoscopy and general surgery (including biliary, gastrointestinal, and breast surgery), as well as common gynecological, obstetrical, genitourinary, ophthalmic, ENT, and plastic/reconstruction procedures. Students study detailed anatomy, physiology and pathophysiology, diagnostic interventions, surgical interventions, postoperative patient care, prognosis, complications, and wound classification and management. Basic, intermediate, and advanced surgical procedures are covered. There are lecture and laboratory components to this course. **Prerequisite:** CST-103 Surgical Technology II.

CST- 202 Surgical Procedures II 7 credits
(55 lecture, 55 lab hours) This is an orientation to specific surgical specialties including Oral and Maxillofacial, Orthopedic, Cardiothoracic, Peripheral Vascular, and Neurosurgical procedures. Students study detailed anatomy, physiology and pathophysiology, diagnostic

interventions, surgical interventions, postoperative patient care, prognosis, complications, and wound classification and management. Basic, intermediate, and advanced surgical procedures are covered. There are lecture and laboratory components to this course. **Prerequisite:** CST-201 Surgical Procedures I.

CST-222 Comprehensive Applications
credits

2

(11 lecture, 33 lab hours) This course integrates clinical theory with practice and is designed to prepare students to analyze and synthesize advanced concepts of surgical procedures in different specialties. The Comprehensive Application course is designed to provide an environment through which the student practices and integrates what they have learned throughout the program. The course is a comprehensive review of the Surgical Technology program and it gives the students an opportunity to use their knowledge and skills. Faculty will evaluate what the students have learned in previous courses throughout the program. Any areas that a student is weak in will be remediated. Upon completion of the course, a comprehensive exam will be given. This exam will be geared to prepare the student to sit for the certification exams. **Prerequisites:** All core courses: **Co-requisite:** CST-299 Surgical Technology Practicum IV.

CST-297 Surgical Technology Practicum II

3 credits

(90 clinical hours) Students continue to gain experience in different surgical settings in the operating room at an off-campus facility. Students will observe and carry out various surgical procedures in real time, demonstrating satisfactory knowledge and acceptable skills in the peri-operative setting. Students are expected to acclimate to the surgical environment and learn the routines and duties of the surgical team while under the supervision of preceptors and have the opportunity to observe surgical procedures and assist as directed. **Prerequisites:** CST-103 Surgical Technology II; CST-199 Surgical Technology Practicum I.

CST-298 Surgical Technology Practicum III

4 credits

(120 clinical hours) Students are expected to take on a more independent role by actively participating in the peri-operative stage of surgery while continuing to perform pre-operative and post-operative duties with the supervision of the clinical instructor/preceptor. During the clinical rotation, students will be in the first scrub role/second scrub role assisting intra-op, demonstrating satisfactory knowledge and acceptable skills in general to specialty surgical procedures. Teamwork skills, professionalism, communication, and documentation skills are evaluated. **Pre- or Co-requisites:** CST-202 Surgical Procedures II; **Prerequisite:** CST-297 Surgical Technology Practicum II.

CST-299 Surgical Technology Practicum IV

10 credits

(300 clinical hours) Students are expected to take on a more independent role by actively participating in the peri-operative stage of surgery while continuing to perform pre-operative and post-operative duties with the supervision of the clinical instructor/preceptor. During the clinical rotation, students will be in the first scrub role/second scrub role assisting intra-op, demonstrating satisfactory knowledge and acceptable skills in general to specialty surgical procedures. Teamwork skills, professionalism, communication, and documentation skills are evaluated. **Pre- or Co-requisite:** CST-222 Comprehensive Applications; **Prerequisite:** CST-298 Surgical Technology Practicum III.

- ENG-102 Business and Technical Writing 4.5 credits**
 (45 lecture hours) This course presents the elements of clear, concise and effective writing and applies them in business and technical professional contexts. Following a review of basic grammar and style, students will produce a variety of writing products including letters, memoranda, summaries, analyses and reports, based on case studies, readings and research. Research procedures, editing techniques and presentation technologies will be covered. **Prerequisite: None.**
- FSS-100 Freshman Student Success 0 credits**
 The course assists incoming students in their college transition, facilitates active learning, and helps to develop knowledge and skills important for attaining student success. In order to provide the students with an opportunity to develop personally, professionally, and academically, the course addresses the topics of learning styles, skills for academic success such as note taking, test-taking strategies, and time management, career exploration, college and academic policies and procedures and professionalism.
- Students are encouraged to think critically, to develop an academic plan, to become financially responsible and to navigate the library learning resources. The class also promotes the development of a strong bond between students and their instructor as well as with the college community. **Prerequisite: None.**
- INF-101 Information Literacy 2 credits**
 (22 lecture hours) This course provides students with the tools needed to create a professional online identity. It also teaches students how to use basic technology apps and programs as well as how to assess online information. Students will learn how to make professional decisions about their online presence, how to use social networking tools, and how to initiate and respond to emails in an appropriate manner. Additionally, students learn basic keyboarding skills and are introduced to a variety of computer software programs including Microsoft Word, Excel and PowerPoint. **Prerequisite: None.**
- MED-102 Medical Terminology 3 credits**
 (33 lecture hours) This course provides the basics for understanding complex medical terms. Students learn the important prefixes, suffixes and roots of medical terms and the vocabulary associated with human body systems and their pathologies. Patient histories and medical reports are used to establish the healthcare context in which these terms are employed. **Prerequisite: None.**
- MED-110 Ethical and Legal Aspects of Patient Care 3 credits**
 (33 lecture hours) This course introduces basic ethical and legal principles governing healthcare practice including privacy, safety, patient rights, malpractice and disclosure. Also covered are the sensitive issues that can arise when patients come from unique personal, familial, linguistic and cultural environments and the special circumstances involved when treating children, the elderly, the disabled and the terminally ill. These topics are addressed from the point of view of different healthcare practices. **Prerequisite: None.**
- PCD-201 Professional Career Development 2 credits**

(22 lecture hours) This course prepares students for externship and job search success. Resumes are prepared and students learn interview and job search techniques. Important aspects of workplace dynamics are also covered, including attitude, timeliness, dress code, professionalism, employee rights and responsibilities, teamwork and protocols involved when interacting with co-workers, supervisors, doctors, nurses and other healthcare professionals. Professional associations and the value of certification and continuing education are also discussed. **Prerequisite: None.**

PSY-101 Principles of Psychology

4.5 credits

(45 lecture hours) This course is an introduction to fundamental concepts in psychology. Following an introduction to the history of psychology in the West and the major current schools of psychology, the course will provide an introduction to current psychological practice relating to human development, children and families, psychological illness, motivation, personality, learning and perception. **Prerequisite: None.**

PSY-205 Health Psychology

4.5 credits

(45 lecture hours) Research shows that illness can be caused or worsened by psychological conditions including depression, stress and anxiety and that illness can add to the psychological burden creating a cause-effect feedback loop. This course surveys issues in mind-body health and then discusses how health and wellness can be promoted and maintained through practices that promote a positive outlook and good habits. The positive psychological and health value of mindfulness, meditation, relaxation, relaxation techniques, exercise, healthy eating, good sleep habits and other essentials of self-care are described and students learn simple stress and anxiety reducing self-care techniques which can be easily transferred to patients, clients and others. **Pre- or Co-requisite: PSY-101 Principles of Psychology.**

Central Service Processing Technician

Certificate Program

900 Clock Hours

The Central Service Processing Technician or CSPT Certificate Program prepares students to become a vital member of any hospital, medical, or surgical center central services and sterile processing team. Medical facilities or clinics seek central service or sterile processing technicians with skill sets that include approved practices for decontamination and sterilization of medical supplies, instruments, and equipment, the proper ways to transport equipment, documentation and record maintenance, storage and inventory management, and quality assurance.

The curriculum is designed to prepare the students for the field of Central Service Supply and Sterile Processing. Students will develop skills necessary to properly disinfect, decontaminate, prepare, process, store, issue both sterile and nonsterile supplies and equipment for patient care. A central service and sterile processing education focused on job skills essential to the maintenance, storage, distribution and sterilization of medical and surgical instruments should lead the graduates to sit to certification.

The Swedish Institute Central Service Processing Technician program meets the requirements of the International Association of Healthcare Central Service Materiel Management (IAHCSMM) now known as Healthcare Sterile Processing Association (HSPA). As a result, graduates of the Central Service Processing Technician program are eligible to sit for the Certified Registered Central Service Technician (CRCST) examination. Passing this examination is required to work as a Central Service Processing Technician in some states, including New York and New Jersey.

Successful completion of the didactic and laboratory courses coupled with the mandatory clinical 420-hour externship, the graduate is eligible to sit for the certification examination as Certified Registered Central Service Technician or CRCST issued by the International Association of Healthcare Central Sterile Material Management (IAHCSMM) or now known as Healthcare Sterile Processing Association (HSPA).

Eligibility requirements for the CRCST credential are solely determined by IAHCSMM or now known as HSPA, and are subject to change at any time. HSPA is an independent organization. Swedish Institute does not guarantee certification/registry exam eligibility.

Graduates are awarded with a Certificate as authorized by the New York State Board of Regents.

Graduates typically work as a central service technician, sterile processing technician, sterile processing and distribution technician, sterile technician, central sterile supply technician, surgical supply and processing technician, instrument technician and materials management as medical equipment or medical material preparer in any hospital, medical facilities or clinics, surgical center central services and sterile processing team. Other opportunities are available in the operating room setting, hospitals, ambulatory surgery centers, infection control setting, endoscopy and colonoscopy clinics. (HEGIS Code: 5211.00)

Educational Objectives

This program prepares competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

- Employ aseptic and sterilization techniques, decontamination, sterile processing practices such as assembly, packaging, storage, transport, recordkeeping, inventory, risk management and emergency procedures, HIPAA, OSHA, Standard Precautions and other infection control measures in the healthcare setting to ensure safe patient care.
- Prepare and assemble instruments for distribution, and to process supplies and equipment from operating rooms, surgical and ambulatory centers, and nursing units throughout the healthcare facility.
- Prepare for successful completion of the Certified Registered Central Service Technician (CRCST) Exam, administered by the International Association of Healthcare Central Service Material Management (IAHCSMM).
- Demonstrate integrity by providing safe and ethical care to a diverse population of patients.
- Develop teamwork, effective communication and collaboration skills to provide care that integrates best current evidence with clinical expertise and values including cultural sensitivity and competence for delivery of optimal health care.
- Adapt to a learning environment that facilitates a life-long commitment to personal and professional growth and valuing of the professional attributes of the Sterile Processing Technician.
- Respect the diversity of others including but not limited to socio-cultural, socio-economic, and spiritual and lifestyle choices.

Performance and Technical Standards

Central Service Processing Technician is a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements. The profession's scope of practice requires demonstration of responsibilities and accountability within the role and competencies expected of

a central service sterile processing technician.

Students must have the aptitude and abilities in areas such as sensory ability; fine and gross motor skills; strength, mobility, and physical endurance; the ability to communicate, comprehend, read, and write in English; behavioral stability; and cognitive ability and critical thinking skills. The program will consider any applicant who demonstrates the ability to learn to perform all the performance and technical standards listed and does not present any safety hazard towards self or recipient of care.

SAMPLE QUARTER COURSE SEQUENCE (9 MONTHS)

OFFERED: EVENING

Term		Credits
QUARTER I		
FSS 100	Freshman Student Success	10
SPT 100	Terminology and Anatomy for SPT	45
SPT 101	Introduction to Central Service, Regulations, Legal and Ethical Standards to Patient Care	55
SPT 102	Infection Control, Prevention and Microbiology for SPT and Principles of Asepsis (Cleaning, Decontamination, and Disinfection)	85
Credits Quarter I		195
QUARTER II		
SPT 103	Surgical Instrumentation and Principles	85
SPT 104	Sterilization Techniques and Sterile Processing (Assembly, Packaging, Storage, Transport and Recordkeeping)	85
SPT 200	Sterile Processing Technician Practicum I	120
Credits Quarter II		290
QUARTER III		
SPT 105	Quality Assurance, Safety, Inventory and High-Risk Management	45
SPT 106	Comprehensive Applications for CRCST	50
PCD 201	Professional Career Development	20
SPT 201	Sterile Processing Technician Practicum II	300
Credits Quarter III		415
TOTAL PROGRAM CLOCK HOURS		900

Central Service Processing Technician

Course Descriptions

FSS-100 Freshman Student Success

(10 lecture hours). The course assists incoming students in their college transition, facilitates active learning, and helps to develop knowledge and skills important for attaining student success. In order to provide the students with an opportunity to develop personally, professionally, and academically, the course addresses the topics of learning styles, skills for academic success such as note taking, test-taking strategies, and time management, career exploration, college and academic policies and procedures and professionalism.

Students are encouraged to think critically, to develop an academic plan, to become financially responsible and to navigate the library learning resources. The class also promotes the development of a strong bond between students and their instructor as well as with the college community. *Prerequisite: None.*

PCD-201 Professional Career Development

(20 lecture hours) This course prepares students for externship and job search success. Resumes are prepared and students learn interview and job search techniques. Important aspects of workplace dynamics are also covered, including attitude, timeliness, dress code, professionalism, employee rights and responsibilities, teamwork and protocols involved when interacting with co-workers, supervisors, doctors, nurses and other healthcare professionals. Professional associations and the value of certification and continuing education are also discussed. *Prerequisite: None*

SPT 100 Terminology and Anatomy for SPT

(45 lecture hours) This course provides a solid foundation and understanding of the medical language through the introduction and combination of medical word parts including prefixes, suffixes, and combining forms. Emphasis is placed on word building, analysis of word parts, spelling, special endings, plural forms, correct pronunciation of terminology related to procedures, and diseases of the various body systems. Commonly used abbreviations and symbols will also be introduced. The special terminology used to describe parts of the body, diseases, instruments and surgical procedures will be addressed.

Additionally, this course introduces the student to the human body and its functions. It begins with a discussion on the levels of body organization, an overview of the major body systems, listing the major organs and functions of each. The major human body systems such as the skeletal, muscular, nervous, endocrine, reproductive, urinary and excretory, respiratory, digestive and circulatory systems are discussed. *Prerequisite: None*

SPT 101 Introduction to Central Service, Regulations, Legal and Ethical Standards to Patient Care

(45 lecture hours and 10 lab hours). This course will introduce the important role of the Central Service department, the central service workflow, the processing cycle, basic job knowledge, skills, and responsibilities of central service. An introduction to the principles of regulatory laws and standards will be discussed. Government and state regulations and standards, OSHA, professional associations pertaining to Central Service profession will be addressed. Students will also learn the ethical standards and issues as related to patient care. *Prerequisite: None*

SPT 102 Infection Control, Prevention and Microbiology for SPT and Principles of Asepsis (Cleaning, Decontamination and Disinfection)

(45 lecture hours and 40 lab hours). This course provides an overview of microbiology and its importance for Central Service professionals. The morphology and function of microorganisms, especially viruses and bacteria, are studied. Infection Control and Prevention, in particular the prevention of healthcare-associated surgical infections, the bloodborne pathogens, the chain of infection, and the principles of asepsis will be discussed.

This course will also explore the recommended protocols, requirements, and goals of point-of-use preparation procedures, and safety guidelines in the transport of soiled items. It will examine the cleaning and decontamination process- from the tools required to perform cleaning to the basic steps necessary to carry out a successful process. Lastly, it will also provide basic information on disinfectants and disinfecting processes that are frequently use in the Central Service. departments. *Pre-Co-requisite: SPT 100, Terminology and Anatomy for SPT*

SPT 103 Surgical Instrumentation and Principles

(45 lecture hours and 40 lab hours). Examines the role of Central Service in instrument care and handling, lists the basic categories and classification of surgical instruments (simple to complex), and addresses the basic information about some of the complex instruments such as powered-electrical instruments or equipment, endoscopic and robotic instrumentation, and loaner instrumentation that may cause processing concerns for Central Service technicians. *Prerequisite: SPT 102, Infection Control, Prevention and Microbiology for SPT and Principles of Asepsis (Cleaning, Decontamination and Disinfection)*

SPT 104 Sterilization Techniques and Sterile Processing (Assembly, Packaging, Storage, Transport and Recordkeeping)

(45 lecture hours and 40 lab hours). Introduces the Central Service technician to the work assembly area known as the preparation and packaging (pep and pack) area. It will discuss the basic packaging procedures, materials, methods and packaging concepts. Included in this course is the description and requirements of point -of-use sterile processing.

Emphasis will be on sterilization techniques, the high and low-temperature sterilization, its anatomy, effectiveness, types, advantages, limitations and how it impacts quality outcomes and patient safety.

This course will also examine the strategies to help keep items sterile and safe until use.

It will discuss basic storage guidelines and transport concerns. Information about recordkeeping requirements, and methods used to monitor and document conditions and processes to meet established requirements for central service will be discussed. *Prerequisite: SPT 102, Infection Control, Prevention and Microbiology for SPT and Principles of Asepsis (Cleaning, Decontamination and Disinfection)*

SPT 105 Quality Assurance, Safety, Inventory and High-Risk Management

(45 lecture hours). This course will discuss the several established quality indicators to assist in monitoring quality within the central service departments. The ultimate goal is to achieve high quality patient care. Critical to patient care and safety is inventory management and distribution in the healthcare facility which will be addressed in this course.

It will also focus on common support services provided by the central service departments through effective communication and coordination. The role of information technology in central service will be discussed. Manual and computerized tracking information systems that enhance central service operations will be reviewed.

Lastly, this course will identify common risks found in the central service work areas and discuss ways to minimize the risk of injury. Safety and risk management for central service departments will be reviewed. *Prerequisite: None*

SPT 106 Comprehensive Applications for CRCST

(50 lecture hours). This course entails a comprehensive application of all the courses taken in the program in preparation for the certification examination. Focuses on integrating the knowledge and skills learned throughout the program with the work experience while also participating in focused discussions and special projects. It also stresses the entry-level job requirements, upward career paths, the effective use of communication and human relations skills and the practice of professionalism. Current and new industry trends will also be discussed *Prerequisite: None*

SPT 200 Sterile Processing Technician Practicum I

(120 externship hours). Offers supervised practical work experience in a sterile processing environment, which provides students with hands-on experience. Didactic and laboratory skills acquired in the program are applied in the clinical setting. *Prerequisite: Departmental permission, Co-Prerequisite: SPT 103, Surgical Instrumentation and Principles and SPT 104, Quality Assurance, Safety, Inventory and High-Risk Management*

SPT 201 Sterile Processing Technician Practicum II

(300 externship hours). Continuation of clinical practicum. Offers supervised practical work experience in a sterile processing environment, which provides students with hands-on experience. Didactic and laboratory skills acquired in the program are applied in the clinical setting. *Prerequisite: Departmental permission, Co-Prerequisite: SPT 103, Surgical Instrumentation and Principles and SPT 104, Quality Assurance, Safety, Inventory and High-Risk Management*

Online Education

Introduction to Online Education at Swedish Institute

Without the Internet and distance education we would not have been able to meet the educational challenges presented by the COVID-19 pandemic. What we have now is a robust Learning Management System that gives us the opportunity to offer courses in a variety of educational formats: completely online, hybrid (online and on campus), and on campus (with online support).

Every course, whether online, hybrid, or on campus, offered at Swedish Institute has a course page in the Canvas/Instructure Learning Management System. These Canvas courses contain content including syllabi, lecture materials, PowerPoint and Keynote files, assignments, grade books, quizzes, links to third party providers, and discussion boards. Each student enrolled at Swedish Institute has access to the Canvas platform using an iPad received upon becoming an active student. Students also have access to the Canvas platform using personal computers, computer lab computers while on campus, or their smart phones. All Canvas courses were designed to allow access to all materials using any of these devices. These courses undergo ongoing review and improvements based on standards for online course design as addressed by Quality Matters' (QM) higher education rubric.

The educational outcomes of the online courses are identical to those offered on campus and are designed to accomplish the same course and program objectives. Online courses are prepared, designed, and taught by Swedish Institute faculty and are delivered over the course of a quarter or semester. To become familiarized with the technology and requirements of the online learning environment, students are required to complete an assessment of their readiness for online education and an orientation to online courses and the iPad prior to beginning their first online course.

Programs with Online Course Offerings

The following programs have been approved by our accrediting body to offer selected courses in an exclusively online format. The remaining courses in the programs are offered in a hybrid format or as on-the-ground courses. Those lectures in the exclusively online courses are virtual classroom meetings using either Microsoft Teams or Zoom software. These lectures are supplemented by the Canvas course materials, emails, assignments, discussion boards, videoconferencing, and assessments. The hybrid courses typically combine didactic online learning activities with on-campus lectures and skills labs. Final examinations are administered in a secure online setting or on campus.

Program Offerings	Credential Awarded	Total credits	Quarter
Clinical and Administrative Medical Assistant	AOS	90 credits	
Clinical Medical Assistant	Certificate	48.5 credits	
Medical Billing and Coding	Certificate	48 credits	
Surgical Technologist	AOS	94.5 credits	

*Please Note: Due to the COVID-19 pandemic, the New York State Education Department has provided New York State Colleges and Universities provisional authority to offer online courses in all programs until the end of the Spring/Summer Semester, 2023. It may be possible that in the winter term and spring terms of 2023, the Massage Therapy and Nursing Programs students may be enrolled in selected lecture courses that are offered substantially online. This provisional authority will end at the end of the Spring semester, 2023.

Online Learning Management System or LMS

The Canvas Learning Management System allows content for all courses to be available online, with syllabi, course content, calendars, assignments, quizzes, homework assignments, eBooks, iBooks, and several learning applications integrated in the course framework. It also provides around-the-clock help desk assistance in the use of the system.

Online Technology Requirements

iPads are distributed to all students in all programs. The iPads provide internet access to the Canvas courses, with adequate wifi connection, whether at home, in wifi-enabled public spaces, and when on campus. Course materials can be downloaded to the iPad for access while offline. The iPads are also set up with selected educational applications and eBooks that the student purchases through our bookstore. Course materials can also be accessed using computers and smart phones. Courses on Canvas were designed so that access is possible from any of these devices.

For students choosing to purchase a computer, the following basic specifications should be sufficient for online distance learning. Computer labs and library computers that meet the minimum requirements are available on campus.

- 80 GB hard drive or higher
- 2 GB RAM or higher
- 2.0 GHz Intel or AMD processor
- Windows XP or Windows 7 or later/ OS 10.6 or later
- Soundcard
- MS Office 2007 or later, Office 2008 (for MAC) or later
- Internet Explorer 8.0 or later, Firefox 3.6 or later, Google Chrome 7.0 or later
- Safari 5.0 or later
- Adobe Acrobat Reader 9.0 or later
- Anti-virus program (updated regularly)
- Computer microphone and speakers (head phones with microphone is best)

- Web Camera
- High-speed Wi-Fi connection obtained either at home (preferred for the best study setting) or via an outside source, such as the library, a quiet restaurant, etc.

Online Course Enrollment Requirements

For those programs with exclusively online courses, access to an online course requires that the student:

- has completed the orientation to online courses such as the CANVAS Learning Management System Orientation
- has reliable access to computer, iPad, smart phone, and the internet
- has completed the Smarter Measures Assessment

Students who will be scheduled in online courses will complete Smarter Measure, a web-based assessment tool that indicates the degree to which an individual student possesses the attributes, skills and knowledge that contribute to success. Part of the onboarding process, this assessment is given to help the institution identify areas for improvement for the student and to provide resources to help the student in those areas of opportunity.

Each student who takes Smarter Measure receives feedback in the form of an individualized report that shows his or her score for each of the various sections of the assessment. Swedish plans to develop a customized remedial resources section to connect students with student services and learning assistance (library) support services provided by the college.

Online Attendance Requirements

Online students are expected to regularly and actively participate in each online course. The majority of lectures are conducted synchronously, with some asynchronous class activities. Students are expected to participate each week and complete assignments by the due dates, as instructed. Attendance in synchronous presentations is recorded as it is in on-ground courses; for asynchronous activities the completion of related assignments in a timely fashion will constitute attendance.

Activities within each course that constitute active participation typically include:

- making a substantial and relevant initial posting in an academic discussion forum;
- responding to another student's posts in an academic discussion forum;
- submitting assignment in a timely fashion;
- and completing a quiz, examination, exercise or other activity required by the instructor.

Online delivery normally includes such methods as prerecorded and live-streamed online lectures, simulations, case studies, multimedia presentations, threaded discussions, text presentations, collaborative learning, research, and problem solving. These methods will vary from course to course. Online courses demand strong reading, writing, and reasoning skills.

All college policies and procedures pertaining to curriculum, instruction, evaluation, attendance, and conduct apply to courses offered in the online format.

Online Identity Authentication, Verification and Protection

Swedish Institute is committed to protecting the integrity of all students' education and the security of their identity in the online learning environment. This commitment is demonstrated through careful methods and processes from the application for admission through graduation. These processes include, but are not limited to, secure transmission of application information and individual logins to our portal and learning management system.

1. All new returning students will receive unique login credentials to access our secure sites, including the portal and virtual classrooms. It is recommended that each student change their password immediately and use one that is unique and meets minimum length and standard complexity requirements.
2. It is expected that students will keep their login information confidential and not share it with anyone. The transmission of login credentials is secured using appropriate encryption technology when used at any of the College's online resources.
3. Online faculty design courses and activities that employ assignments and evaluations unique to the course and that support academic integrity.
4. Students receive the academic integrity policy at the beginning of every course and are required to acknowledge acceptance of what constitutes academic integrity and the consequences for violating the policy.
5. Students are not charged additional fees to cover the cost of identity verification.
6. Access to restricted materials will be available only to students enrolled in the course and available only through the course platform.

These are the main steps in the authentication and verification process:

1. Student enrolls in program.
2. Student is issued an ID number.
3. ID number is attached to student's name in the cohort in database.
4. Student provides a photo ID. This photo ID becomes part of the student's security profile.
5. At orientation the student is issued an email address and password, so student ID, email, and password are linked.
6. After attendance is verified in the course, the student iPad is provided to the student. Student's iPad is registered with the student Apple ID and password. This ID will allow the student to access the Learning Management System courses, and all tests administered through the Canvas platform.
7. Email is sent to student with verification notification. Student is encouraged to reset the password and verify the ID.
8. Student is encouraged to reset the password and acknowledge receipt of email.
9. A picture of the student is entered for each student. Student can update the profile but the photo ID will be used for authentication when taking exams.

10. Student is enrolled in the course and the course section rosters are uploaded into the LMS.
11. A user name and password are necessary to gain access to the LMS home page, and is further necessary to gain access to the contents of the course on the first day of classes. Students have to supply user name and password each time they return to the platform or attempt to gain access to roster and grade book for the course.
12. Assignments must be submitted through the LMS system. Separate authentications may be provided for access to restricted materials.
13. Quizzes and exams that are available online will have separate access codes and passwords in order for the students to take the test.
14. Quizzes and exams will be administered synchronously with all students present in class at the same time. Video cameras and audio will be on for all students, but the student will not actively use video or audio during test. The student's iPad or computer may be locked down during the test.

Swedish Institute takes the following steps to protect the identity of its students:

- Student directory information, financial aid information, and data on academic progress are stored in a system separate from the portal and the virtual classrooms.
- The College messaging system provides the means for contacting students and employees by name without accessing any personal information. Students may choose to block messages from other students in the learning management system.

Online Learning Assistance Services

Swedish Institute Library and Learning Resources System, Student Services, and each individual academic program offer tutoring and study support services to all students, whether on-ground or online. Instructors, program deans, the Director of Library and Learning Resources System and the Director of Student Services will remain in contact with students throughout the term to ensure that they are receiving the support they need to successfully complete their courses.

In cases where the Directors are unable to directly provide the necessary support because of specialized subject matter, they will identify an appropriate subject matter expert from among the faculty to assist the student. During the first and second week of each quarter, the Director will visit the Freshman Student Success or FSS course to provide guidance on study skills, techniques and strategies.

Additional tutoring for online students is offered through the Virtual Study Hall or Rooms, which are available to students taking online courses. For technical support issues, the IT Help Desk and Canvas LMS provide technical assistance to both students and faculty twenty-four hours a day, seven days a week.

Tuition and Fees

Semester-Term Programs

Nursing (68 semester credits)

\$652 per credit

Massage Therapy (64 semester credits)

\$560 per credit

Quarter-Term Programs

Clinical and Administrative Medical Assistant (90 quarter-credits)

Winter 2020: \$370 per credit

Spring/Summer/Fall 2020 and beyond: \$381 per credit

Clinical Medical Assistant (48.5 quarter-credits)

Winter 2020: \$370 per credit

Spring/Summer/Fall 2020 and beyond: \$381 per credit

Surgical Technologist (94.5 quarter-credits)

Winter 2020: \$428 per credit

Spring/Summer/Fall 2020 and beyond: \$439 per credit

Medical Billing and Coding (48 quarter-credits)

Winter 2020: \$370 per credit

Spring/Summer/Fall 2020 and beyond: \$381 per credit

Central Service Processing Technician is a clock hour program (900 clock hours)

Spring 2022: \$13.33 per clock hour for 900 clock hours.

Full tuition prior to any approved transfer of credit, loans, grants or scholarship:

Nursing: \$44,336

Massage Therapy: \$35,840

Clinical and Administrative Medical Assistant: \$33,300 (Winter 2020)

Clinical and Administrative Medical Assistant: \$34,290 (Spring/Summer/Fall 2020)

Clinical Medical Assistant: \$17,945 (Winter 2020)

Clinical Medical Assistant: \$18,480 (Spring/Summer/Fall 2020)

Surgical Technologist: \$40,446 (Winter 2020)

Surgical Technologist: \$41,486 (Spring/Summer/Fall 2020)

Medical Billing and Coding: \$17,760 (Winter 2020)

Medical Billing and Coding: \$18,288 (Spring/Summer/Fall 2020)

Central Service Processing Technician: \$11,995 (Spring 2022)

Fees

Clinical, Laboratory, Examination, Certification, Licensing fees

Fees are assessed each term in every program.

Nursing: \$730 per term

Surgical Technologist (Seven term option): \$348.28 per term

Clinical and Administrative Medical Assistant (Six term option): \$345.66 per term

Clinical and Administrative Medical Assistant (Seven term option): \$300.85 per term

Clinical Medical Assistant (Four term option): \$333 per term

Medical Billing and Coding (Three term option): \$333 per term

Medical Billing and Coding (Four term option): \$260 per term

Medical Billing and Coding (Five term option): \$260 per term

Massage Therapy (Five semester option): \$271 per term

Massage Therapy (Six semester option): \$271 per term

Massage Therapy (Eight semester option): \$212 per term

Central Service Processing Technician (900 clock hours): \$444 per term

Other Required Fees

Registration (one-time): \$100

Completion Fee (one-time): \$100

Technology Fees for every program (First term): \$650

Total Technology Fee for each program's remaining terms are listed below:

Nursing: \$244 per term

Surgical Technologist (Seven term option): \$99 per term

Clinical and Administrative Medical Assistant (Six term option): \$96 per term

Clinical and Administrative Medical Assistant (Seven term option): \$80 per term

Clinical Medical Assistant (Four term option): \$150 per term

Medical Billing and Coding (Three term option): \$150 per term

Medical Billing and Coding (Four term option): \$102 per term

Medical Billing and Coding (Five term option): \$102 per term

Massage Therapy (Five semester option): \$169 per term

Massage Therapy (Six semester option): \$146 per term

Massage Therapy (Eight semester option): \$99 per term

Central Service Processing Technician: \$225 per term

App Fee: (Note: App fees are assessed each term to cover the required Apps for that term.

Total App fees for each program are listed below.)

Nursing: \$57

Surgical Technologist: \$360

Clinical and Administrative Medical Assistant (Degree Program): \$86

Clinical Medical Assistant (Certificate Program): \$92

Medical Billing and Coding: \$195

Massage Therapy (including iBooks): \$1,027 (Note: Massage Therapy App fees are assessed each term to cover the required Apps/iBooks for that term. Total App fees/iBooks for the entire program are \$1,027.)

Non-Matric Fee: \$100 per term

Massage Therapy (linen): Effective Winter 2021 - \$75 per term for Term 2 to graduation

Central Service Processing Technician: \$ 92

Book Fees

Required textbooks and supplies are an integral part of the educational experience. Students should be prepared to purchase their materials at the beginning of the term. The cost of text books varies by course and program of study. Students who are approved for financial aid may be able to use a portion of their aid to make purchases in the Swedish Institute Bookstore under the college's Book Voucher program. Book lists for each term are listed on the college's website: swedishinstitute.edu.

Non-mandatory Fees

Course audit (current students, required or optional): \$200 per course

Transfer credit transcript review: \$50 per course, up to \$150, if accepted for transfer

Challenge exam: \$25 (written); \$75 (practical)

Request for official transcript: \$10

Replacement ID card: \$5

Returned check payment: \$35

Tuition late payment: \$35

In-class make-up - Massage Therapy: \$25

Make-up tutorial with instructor: Massage Therapy: \$40

Make-up written exam - Massage Therapy: \$25

Make-up practical or practical retest exam - Massage Therapy: \$75

Off-site Internship Make-up fee (with notification) - \$25

Off-site Internship Make-up fee (no notification) - \$100

Clinical make-up tutorial - Nursing: \$100

Laboratory make-up tutorial - Nursing: \$50

Repeat fee, Freshman Student Success - \$125

Overdue library books - \$0.10 per calendar day, per book

Library books not returned within 30-days of due date – full replacement cost

Title 38 US Code 3679 subsection (e)

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA, for up to 90 days. This school will not, in relation to any portion of tuition and fees anticipated to be paid by VA funding pursuant to a Certificate of Eligibility:

- Prevent nor delay the student's enrollment in the program of study;
- Assess any penalty, including the assessment of late fees, to the student;
- Require the student to secure alternative or additional funding because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33; or
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility for Entitlement to Educational Assistance by the first day of class;
- Provide written request to use such entitlement; and
- Provide additional information needed to properly certify the enrollment by the institution as described in other institutional policies.

GI Bill is a registered trademark of the U.S. Department of Veterans Affairs (VA). For more information see the GI Bill Trademark terms of use.

Administration

Central Administration

Michael S. Bottrill

President and CEO

Derrick Ruffin

Chief Operating Officer

Dave Bagnato

Chief Finance Officer

Nathan Fields

Director of Finance

Jennifer Taylor

Director of Financial Aid

Cyrus Wesley

Director of Admissions

Richard Gardner

Director of Career Services

Tania Ogullukian

Director of Continuing Education and
Alumni Services, Social Media Director

Jane L. Holcomb

Controller

Beatriz Acevedo

Bursar

Nicholas Long

Director of Library and Learning Systems

Kathlyn Guest

Director of Student Services

Qiana Horton

Registrar

Venus Valentin
Registrar

Swedish Institute Incorporated

Board of Directors

- Basil Katsamakias
- Lincoln E. Frank

Officers

- Michael Bottrill – President and CEO
- Basil Katsamakias – Secretary/Treasurer
- Lincoln E. Frank – Vice President

Academic Administration

Joseph Balatbat, MD, RMA, RPT, AHI
Chief Academic Officer

Joseph Adam Brodeur, BA, MEd
Coordinator, Online Education

Allison Chisholm, MSNEd, RN - BC
Dean of Nursing Program

Alexei Clay, MS,
Coordinator, Bioscience
Massage Therapy Program

Ericka Clinton, BS, LMT
Dean for Massage Therapy

Scott Dietsch, BA, LMT
Clinical Coordinator
Massage Therapy Program

John Katomski, BS, LMT
Vice President, Program Development

Laneke McRae, CST
Program Director, Surgical Technologist Program

Margaret Natal-Cheverino, MS, BS, AOS, LMT
Assistant Dean, Massage Therapy Program

Gicela Peralta, AOS, CST

Clinical Coordinator,
Surgical Technologist Program

Maniram Ramoutar, MD, MBA, RMA, RPT
Assistant Dean, Medical Assisting and
Medical Billing and Coding Programs

Sharmalan Sathiyaseelan, MD, RMA, AHI
Dean, Medical Assisting and
Medical Billing and Coding Programs

Swedish Institute Faculty

Augustine Acheampong, Surgical Technologist
AAS, Surgical Technology, CUNY Kingsborough Community College
Certified Surgical Technologist, NBSTSA
Certified and Registered Central Service Technician, HSPA
Certified Instruments Specialist, HSPA
Certified Healthcare Leadership, HSPA

April Anderson, Surgical Technologist
AAS, Surgical First Assisting, Madisonville Community College
AA in Healthcare Administration, University of Phoenix
Diploma, surgical Technology, Valdosta Technical College
Certified Surgical Technologist, NBSTSA
Certified Surgical First Assistant, NBSTSA

Shah Alam, Mathematics
PhD, Physics, North Dakota State University
MS, Marquette University

Ilene Antelman, Massage Therapy
BA, Barnard College
AOS, Massage Therapy, Finger Lakes School of Massage (FLSM)
Biodynamic Craniosacral Therapist, Certified, RCST
Polarity Therapy, Registered Polarity Practitioner. RPP
Licensed Massage Therapist

Jason Armstrong, Massage Therapy
AOS, Massage Therapy, Swedish Institute College of Health Sciences
B.S., Health Service Administration
M.S., Health Informatics, City University of New York
Certified Nutritional Medicine and Management
Licensed Massage Therapist

Petrina Aryeetey, Central Service Processing Technician
AAS, Medical Administration, Monroe College
BA, Business Administration, Monroe College
MS, Healthcare Administration, Monroe College
Certified Registered Central Service Technician, HSPA
Certified Instrument Specialist, HSPA
Certified Healthcare Leader, HSPA

Tom Banasiak, Massage Therapy
AA, Liberal Arts, Villa Maria College
Diploma, Massage Therapy, Swedish Institute
Licensed Massage Therapist

Russ Beasley, Massage Therapy
BA, History, State University, Long Beach
Diploma, Massage Therapy, Swedish Institute
Licensed Massage Therapist

Erica Bishop, Surgical Technologist
AAS, Surgical Technology Kingsborough Comm College
Certified Surgical Technologist, NBSTSA

Erica Brammer, Central Service Processing Technician
Certified and Registered Central Service Technician, HSPA
Certified Instruments Specialist, HSPA

Jaci Cappels, Massage Therapy
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Licensed Massage Therapist

Simone Carbonel, Massage Therapy
MS, Acupuncture, Tri State College of Acupuncture
AOS, Massage Therapy, Swedish Institute
Licensed Massage Therapist, Licensed Acupuncturist

Melissa Chigango, Surgical Technologist
AOS, Surgical Technology, Swedish Institute
Certified Surgical Technologist, NBSTSA

Allison Chisholm, Nursing, Dean
MSN in Nursing Education, University of Phoenix Online School
Registered Nurse

Nadhir Choudhury, Surgical Technologist
AOS, Swedish Institute
Certified Surgical Technologist, NBSTSA

Alexei Clay, MS, Coordinator, Bioscience
MS, Medical Sciences
University of South Florida

Ericka Clinton, Massage Therapy Dean
BS, Human Development, Empire State College
Diploma, Massage Therapy, Swedish Institute
Licensed Massage Therapist

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Certified Surgical Technologist, NBSTSA

Linda Conte, Massage Therapy
Diploma, Massage Therapy, Swedish Institute
Licensed Massage Therapist

Cesar Cordova, Medical Assistant, Externship Administration
MD, the Evangelical Univ of El Salvador
AAS, HIT, ASA College
Certified Medical Assistant, AAMA

Dr. Ashley Cruz, Massage Therapy, Bioscience
MS/DC, NY Chiropractic College, Seneca Falls, NY
Licensed Chiropractor

Sabrina Cruz, Medical Assistant, Bioscience
Doctor of Medicine, Cebu Institute of Medicine
BS, Medical Technology, Velez College
Allied Health Instructor (AHI), AMT
Registered Medical Assistant, AMT

Morine Day, Nursing
MSN, CUNY School of Professional Studies
Registered Nurse

Nelia Del Valle, Medical Assistant, Bioscience
Doctor of Medicine, University of Santo Tomas
BS, General Science, University of Santo Tomas
Registered Medical Assistant, AMT

Eric Demry, Massage Therapy
DAc, Acupuncture and Integrative Medicine, Won Institute of Graduate Studies
MPH, General Community Health, CUNY Brooklyn College
BS, Health and Nutrition, CUNY Brooklyn College
BS, Comparative Studies in Traditional Eastern & Western Health Practices,
SUNY Empire State College
Diploma, Massage (1999) and Acupuncture (2002),
B.P.S./M.S., Swedish Institute
Licensed Massage Therapist

Scott Dietsch, Massage Therapy, Clinical Coordinator
BA, English, Wagner College
AOS, Massage Therapy, Swedish Institute
Licensed Massage Therapist

Maria Dosado, Medical Assistant, Billing and Coding
BA, English, Philippine State College of Aeronautics
Certified Professional Coder (AAPC), Certified Billing and Coding Specialist (NHA)

Sonia Durant, Surgical Technologist
AAS, Surgical Technology, Nassau County Community College
Certified Surgical Technologist, NBSTSA

Betsy Eaton, Massage Therapy
BS, Empire State College
AOS, Massage Therapy, Swedish Institute
Licensed Massage Therapist

Roger Escarda, Nursing
MSN, University of Phoenix
Registered Nurse

John Farrington, Nursing Bioscience

DPM, New York College of Podiatric Medicine
Registered Nurse

Lauren Giacopino, Massage Therapy
BS, Queens College
AOS, Massage Therapy, Swedish Institute
Certified Health coach
Licensed Massage Therapist

Tatiana Green, Massage Therapy
BA, Brooklyn College
AOS, Massage Therapy, Swedish Institute
Licensed Massage Therapist

Nevon Griffith, Nursing
MSN, Nursing Education, Chamberlain College
Registered Nurse

Marissa Haynes – San Pedro, Medical Billing and Coding, Medical Assistant
BS, Computer Science, San Sebastian College
Certified Billing and Coding Specialist (NHA)

Freddy Herrera, Surgical Technologist
MD, Universidad Autonoma de Santo Domingo, Dominican Republic
Certificate, Surgical Technology, NY Downstate Medical Center
Certified Surgical Technologist, NBSTSA

Elizabeth Jacobs, Massage Therapy, Bioscience
Diploma, Massage Therapy, Swedish Institute
Licensed Massage Therapist

Sanjay Kumar Jain, Medical Assistant
BMBS, Manipur University
PhD, Orthopedics and Traumatology, Moscow Regional
Research Clinical Institute

Khamattie Jones, Nursing
MSN, University of Phoenix
Registered Nurse

Wanilla Joseph, Surgical Technologist
AOS, Surgical Technology, Mandl School of Allied Health
Certified Surgical Technologist, NBSTSA

Alix Keast, Massage Therapy
BA, French Literature, Wells College, NY
Diploma, Massage Therapy, Swedish Institute
Licensed Massage Therapist

Craig Kienzle, Massage Therapy
AOS, Massage Therapy, Swedish Institute
Licensed Massage Therapist, Certified in Reflexology

Ron Kornfeld, Massage Therapy
Diploma, Massage Therapy, Pennsylvania Institute of Massage Therapy
BA, Psychology, Vassar College
MA, Eastern Religions, Temple University
Licensed Massage Therapist

Ellen Krueger, Massage Therapy
MS, Family Counseling, Iona College
Diploma, Massage Therapy, Swedish Institute
Licensed Massage Therapist, Licensed Mental Health Counselor, Licensed Family Therapist

Joelle Laurenceau, Nursing
MSN, Nursing Education, Walden University
BS, Nursing, University of Texas at Arlington
AS, Nursing, Beth Israel School of Nursing
Registered Nurse

Denise Lowe, Massage Therapy
Diploma, Massage Therapy, Swedish Institute
Licensed Massage Therapist

Arif Masih, Nursing
MSN, Excelsior College
Registered Nurse

Daila Matthews, Surgical Technologist
Diploma, Surgical Technology, Eli Whitney Allied Health School
Certified Surgical Technologist, NBSTSA

Laneke McRae, Surgical Technologist, Program Director
AOS, Swedish Institute
Certified Surgical Technologist, NBSTSA

Andrea Mendez, Psychology
MS, Art, Brooklyn College
BS, Arts, York College
AS, Arts, Queensborough Community College

Caren Messing, Massage Therapy
BA, Liberal Arts, SUNY Purchase
Diploma, Massage Therapy, Swedish Institute
Licensed Massage Therapist

Nicole Mitsch, Massage Therapy
AOS, Massage Therapy, Swedish Institute College of Health Sciences
BA, Sociology, Morris Brown College
MA, Humanities and Social Thought, NY University
Licensed Massage Therapist

Nedinia Modelo, Nursing
MSN, University of Phoenix

Registered Nurse

Margaret Natal-Cheverino, Massage Therapy, Asst Dean
AOS, Massage Therapy, Swedish Institute College of Health Sciences
BPS, Occupational Studies in Health Sciences, NY College of Health Professions
MS, Oriental Medicine, NY College of Health Professions
Licensed Massage Therapist

James Nealon, Massage Therapy
BS, Physician Assistant, Pace University/Lenox Hill Hospital
Licensed Physician Assistant, Visiting Certified CPR/First Aid Instructor

James Newkirk, Surgical Technologist
BA, Special Education, University of North Carolina Charlotte
BS, Health Science, California State University Harvard
Surgical Service Specialist, School of Health Services, UAF, Sheppard AFB, Texas
Certified Surgical Technologist, NBSTSA

Dr. Barry Newman, Massage Therapy
B.A., Psychology, Emory University
M.D., State University of New York

Monique Pappas- Williams, General Education
MFA, Theater, Brooklyn College
BA, Theater Arts, Dillard University

Mohammed Peerzade, Medical Assistant
Doctor of Medicine, Al-Ameen Medical College (India)
Registered Medical Assistant (AMT)

Gicela Peralta, Surgical Technologist
Certificate, Surgical Technology, Bergen Community College, NJ
Certified Surgical Technologist, NBSTSA

Charles Philip, Medical Assistant, Bioscience
Doctor of Medicine, Medical University of Pavol Jozef Sarafika, Slovak Republic
MPH, American Military University, West Virginia
Registered Medical Assistant, AMT

Juan Pilarte, Surgical Technologist
Certificate in Surgical Technology, Long Island University
Certified Surgical Technologist, NBSTSA

Kofi Poku, Central Service Processing Technician, Dean
MS, Health Sciences, University of Medicine & Dentistry, NJ
BS, Empire State College
AS, Surgical Technology, University of Medicine & Dentistry, NJ
Certified Surgical Technologist, NBSTSA
Certified Registered Central Service Technician, HSPA
Certified Endoscope Reprocessor, HSPA
Certified Healthcare Leader, HSPA

Katherine Powers, Massage Therapy
BA, Dance/Theater Arts, Mount Holyoke College
Diploma, Massage Therapy, Swedish Institute
Licensed Massage Therapist

Mark Proctor, Massage Therapy
BS, Business Administration, University of New Hampshire
Diploma, Massage Therapy, Swedish Institute
Licensed Massage Therapist

Marilou Quismundo, Nursing
MSN, New York University
BSN, Arellano University
Registered Nurse

Sultana Rahman, Medical Assistant
MBBS, Sylhet MAG, Osmani Medical College
Registered Medical Assistant, AMT

William Rahner, Massage Therapy, Bioscience
BA, Computer Science, Queens College
Diploma, Massage Therapy, Swedish Institute
Licensed Massage Therapist

Lorena Ramirez, Surgical Technologist
BS Health Sciences, Southern New Hampshire University
AOS, Surgical Technology, Mandl School of Allied Health
Certified Surgical Technologist, NBSTSA
Certified Registered Central Sterile Technician, HSPA

Maniram Ramoutar, Medical Assistant, Assistant Dean
BS Computer Systems, and General Science, Fordham University
MBBS, Kasturba Medical College
MBA, Healthcare Management, Colorado Tech University
Registered Medical Assistant, AMT
Registered Phlebotomy Technician, AMT

Jessie Rao, English
MA, English, GAO University

Jaharee Robinson, Surgical Technologist
AOS, Surgical Technology, Swedish Institute
Certified Surgical Technologist, NBSTSA

Sharmalan Sathiyaseelan, Medical Assistant Dean
BS, Medicine, Manipal Academy of Higher Education
Registered Medical Assistant, AMT
Allied Health Instructor, AMT

Jessica Schmidt- Fabus, Surgical Technologist
AAS, Nursing, Swedish Institute
AOS, Surgical Technologist, Swedish Institute

Certified Surgical Technologist, NBSTSA
Registered Nurse

Rosy St. Fort, Nursing
MSN, St. Joseph's College
Registered Nurse

Janine Strenta, Massage Therapy
MS/BPS, Acupuncture, Swedish Institute
MS, Special Education, New York University
Diploma, Massage Therapy, Swedish Institute
Licensed Massage Therapist, Licensed Acupuncturist

Florence Suah-Freeman, Nursing
MSN, Nursing Education, Lehman College
Registered Nurse

Dr. Victoria Szafranska, Massage Therapy
AOS, Massage Therapy, NY College of Health Professions
BS, Professional Studies, NY Chiropractic College
MsACN, Clinical Nutrition, NY Chiropractic College
L.Ac, Master of Acupuncture, NY College of Traditional Chinese Medicine
DC, Doctor of Chiropractic, NY Chiropractic College
Licensed Massage Therapist

Monique Thompson, Medical Assistant
AOS, Medical Assistant, ASA College, NY
Certificate, Medical Assistant, Sanford Brown Institute
Registered Medical Assistant, AMT

Alfred Turner II, Massage Therapy
Diploma, Massage Therapy, Sarasota School of Massage Therapy
BFA, Fine Arts, Eastern New Mexico University
Licensed Massage Therapist

Janette Turner, Nursing
MSN Organizational Leadership, CUNY School of Professional Studies
BSN, Medgar Evers College
Registered Nurse

Tatiana Valdes, Surgical Technologist
AS, Crown Ministries College
Certificate, Surgical Technology, LIU, Brooklyn Campus
Certified Surgical Technologist, NBSTSA

Defkarle Velez Jr., Central Service Processing Technician
BS, Healthcare Administration, Southern New Hampshire University
Certified Registered Central Service Technician, HSPA

Maria Ventouras, Psychology
MA, Psychology, Adelphi University

Regina Woods, Massage Therapy
MS, Journalism, Columbia University
BA, History of Art, University of California Irvine
AOS, Massage Therapy, Swedish Institute
Licensed Massage Therapist

Campus Locations

Swedish Institute is located on the West Side of Manhattan near Seventh Avenue, with classrooms and administrative offices at 151 West 26th Street and 226 West 26th Street.

Public transportation, readily available in New York City, is conveniently located nearby.

Subway

These subways are all within walking distance:

- Eighth Avenue subway: Local C and E trains stop at 23rd Street.
- Seventh Avenue subway: Local 1 train stops at 23rd Street and 28th Street.
- Sixth Avenue subway: Local M and F trains stop at 23rd Street.
- Broadway subway: Local N and R trains stop at 28th Street.

Parking

Some street parking and meter parking is available in our neighborhood. There are a number of garages conveniently located near Swedish Institute.

Bus

The M20 bus goes downtown on Seventh Avenue to 26th Street and travels uptown on Eighth Avenue to 26th Street.

Out-of-Town Connections

From Grand Central Station (42nd Street on the East Side): Take the Shuttle train to Times Square, then take the 1 subway to 28th Street and Seventh Avenue.

From Port Authority Bus Terminal (42nd Street on the West Side): Take the C or E subway to 23rd Street and Eighth Avenue.

From Penn Station (32nd Street on the West side): Take the C or E subway to 23rd Street and Eighth Avenue, or walk downtown on Seventh Avenue to 26th Street.

From Path Station (23rd Street and Sixth Avenue): Walk north on Sixth Avenue to 26th Street then turn left (west) onto 26th Street.

Academic Calendars: 2024-2025

Semester Calendar- 2024

2024 Winter Semester

Classes Begin Monday, January 8

Classes End Monday, April 22

School is closed for Holiday: Martin Luther King Jr. Day - Monday, January 15

2024 Spring Semester

Classes Begin Wednesday, May 1

Classes End Friday, August 16

School is closed for Holidays: Memorial Day - Monday, May 27, Juneteenth Day – Wednesday, June 19 and Independence Day -Thursday, July 4

2024 Fall Semester

Classes Begin Tuesday, September 3

Classes End Friday, December 20

School is closed for the Holiday: Monday, October 14 for Indigenous Peoples Day, Monday, November 11 for Veterans Day and Thanksgiving - Thursday, November 28 - Friday, November 29

Quarter Calendar- 2024

2024 Winter Quarter

Classes Begin Tuesday, January 16

Classes End Monday, April 1

School is closed for the Holiday: Martin Luther King Jr. Day - Monday, January 15

2024 Spring Quarter

Classes Begin Monday, April 15

Classes End Tuesday, July 2

School is closed for the Holiday: Memorial Day - Monday, May 27, Juneteenth Day – Wednesday, June 19 and Independence Day - Thursday, July 4

2024 Summer Quarter

Classes Begin Monday, July 15

Classes End Monday, September 30

School is closed for the Holiday: Labor Day - Monday, September 2

2024 Fall Quarter

Classes Begin Monday, October 7

Classes End Friday, December 20

School is closed for the Holiday: Monday, October 14 for Indigenous Peoples Day, Monday, November 11 for Veterans Day, and Thanksgiving – Thursday, November 28 -Friday, November 29

Semester Calendar- 2025

2025 Winter Semester

Classes Begin Monday, January 6

Classes End Monday, April 21

School is closed for Holiday: Martin Luther King Jr. Day - Monday, January 20

2025 Spring Semester

Classes Begin Thursday, May 1

Classes End Monday, August 18

School is closed for Holidays: Memorial Day - Monday, May 26, Juneteenth Day – Thursday, June 19, and Independence Day -Friday, July 4

2025 Fall Semester

Classes Begin Thursday, September 4

Classes End Tuesday, December 23

School is closed for the Holiday: Monday, October 13 for Indigenous Peoples Day, Tuesday, November 11 for Veterans Day, and Thanksgiving - Thursday, November 27 - Friday, November 28

Quarter Calendar- 2025

2025 Winter Quarter

Classes Begin Thursday, January 16

Classes End Thursday, April 3

School is closed for the Holiday: Martin Luther King Jr. Day - Monday, January 20

2025 Spring Quarter

Classes Begin Tuesday, April 15

Classes End Wednesday, July 2

School is closed for the Holiday: Memorial Day - Monday, May 26, Juneteenth Day – Thursday, June 19 and Independence Day - Friday, July 4

2025 Summer Quarter

Classes Begin Friday, July 11

Classes End Friday, September 26

School is closed for the Holiday: Labor Day - Monday, September 1

2025 Fall Quarter

Classes Begin Friday, October 3

Classes End Tuesday, December 23

School is closed for the Holiday: Monday, October 13 for Indigenous Peoples Day, Tuesday, November 11 for Veterans Day, and Thanksgiving – Thursday, November 27 -Friday, November 28

Central Service Processing Technician Program

Certificate

Clinical and Administrative Medical Assistant

Associate in Occupational Studies Degree Program

Clinical Medical Assistant

Certificate

Massage Therapy

Associate in Occupational Studies Degree Program

Medical Billing and Coding

Certificate

Nursing

Associate in Applied Science Degree Program

Surgical Technologist

Associate in Occupational Studies Degree Program