



# UVM College of Nursing and Health Sciences

2021-2022 UNDERGRADUATE HANDBOOK

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## WELCOME

The College of Nursing and Health Sciences helps to meet the societal needs for preparing and placing health care professionals in the workforce while simultaneously supporting the University of Vermont's vision of excellence in the area of health. As students you are part of this vision for excellence, and we are committed to ensuring your success not only as students but as future health professionals.

## MISSION

To serve society at state, national and global level through education of health professionals, development of new knowledge and health care advocacy that transforms lives by preventing illness and injury, promoting health and wellness, and assuring evidence based clinical interventions in the management of disease and disability.

## VISION

To be a premier college of nursing and health sciences in a small public research university preparing exemplary clinicians and scientists in the health professions, creating new knowledge, and advocating for accessible health care as a human right.

## DEPARTMENT AND DEGREE PROGRAMS

UVM's College of Nursing and Health Sciences offers undergraduate and graduate programs in a variety of health disciplines. The curricula include rigorous academic preparation and extensive field experience at selected facilities. All professional programs needing accreditation and/or state approval for licensure eligibility have achieved and maintain such status. More information about the College, its mission and philosophy, faculty and programs can be found on the UVM website and in the University Catalogue.

### College of Nursing and Health Sciences Departments

The College of Nursing and Health Sciences consists of the following academic departments:

- x Department of Biomedical and Health Sciences
- x Department of Communication Sciences and Disorders
- x Department of Nursing
- x Department of Rehabilitation and Movement Science

### Undergraduate Degree Programs

- x Communication Sciences and Disorders (B.S.)
- x Exercise Science (B.S.)
- x  $\mu$  Health Sciences (B.S.)
- x Medical Laboratory Science (B.S.)

- x Medical Radiation Sciences (B.S.) Radiation Therapy Concentration
- x Nursing (B.S.)

The College of Nursing and Health Sciences offers undergraduate certificates in Integrative Health Care and Integrative Health and Wellness Coaching, a minor in Emergency Medical Services, and a minor in Communication Sciences and Disorders.

## STUDENT POLICIES, STANDARDS AND REQUIREMENTS

{ Student education record information, including grades or grade point averages, are not shared with other faculty or staff members of the University unless their official responsibilities identify their "legitimate educational interest" in that information for that student.

{ Information

- o You may send an email to the Office of Student Services requesting to discuss your concern
  - You can anonymously with the chair of your department, undergraduate program director, or both. Send your e-mail to [CEIXA1@uXvm.edu](mailto:CEIXA1@uXvm.edu).
- o You may request a meeting with the Office of Student Services



academic, curricular and social programs. Specific times during the academic year, students attend small group advising meetings with faculty members and peers in their home departments to discuss curricular requirements and progression through the major. Information sessions and workshops are offered to students throughout the academic year. Students are assigned faculty advisors within their department and major before their third year. An advisor may be changed when: (a) the advisor or advisee believes that another faculty member could serve the student better, (b) the faculty member's workload warrants readjustment, or (c) the advisor is on leave or terminates employment. Requests for change of advisor should be made to the Office of Student Services. Advisement is the responsibility of both students and faculty.

Students are encouraged to initiate meetings with their advisors each semester to discuss progression and graduation requirements, changes in courses, and concerns about classes. Advisors are available either during scheduled office hours or by appointment throughout the semester to discuss issues or questions advisees may have.

## ESSENTIAL FUNCTIONS REQUIREMENTS

Essential functions refer to criteria for behavior that must be demonstrated by students in professional programs. These criteria are based on standards set by professional societies and include codes of ethics and/or standards for professional behavior.

## BASIC REQUIREMENTS

The nature of the professions for which students in our College are being prepared necessitates the following requirements: the capacity to observe and communicate; sufficient gross and fine motor ability to perform physical diagnostic examinations and basic laboratory and clinical procedures; physical strength, dexterity, agility, and endurance; emotional stability to exercise good judgment and to work effectively in stressful situations; and intellectual ability to synthesize data and solve problems. Specific essential functions and professional standards requirements for each major and department can be found in this handbook. Students must be able to perform the essential functions and meet the professional standards of the program in which they are enrolled. Students are responsible to know and adhere to these standards; and faculty are responsible for reviewing students' performance in accordance with the essential functions and professional standards. Students who cannot perform the essential functions in the manner outlined by their departments will not necessarily be precluded from participating in their programs but will need to be able to perform all essential functions with reasonable accommodations. SA-CPE 151

and to participate in special health safety training workshops. Immunizations are available through UVM Student Health Services for a fee. Additionally, Student Health Services offers an insurance plan for students who need health insurance. Students engaged in CNHS clinical programs must recognize the risk of exposure to infectious disease. The University is not responsible for medical costs resulting from injury during clinical rotation, or during any other curricular activity, unless this injury is due to negligence by the University.

## CLINICAL MANDATORIES

Students are required to prove immunity to certain diseases. The College of Nursing and Health Sciences will collect immunization information from students prior to the start of their clinical experiences. Prior to beginning a clinical education experience, a consent/dissent form will be sent to the affiliation sites to document student's inoculation status. For detailed information regarding the immunization requirement please refer to the College of Nursing and Health Sciences clinical mandates website:

[http://www.uvm.edu/cnhs/clinical\\_mandatories](http://www.uvm.edu/cnhs/clinical_mandatories)

## OSHA BLOODBORNE PATHOGENS TRAINING

The UVM Exposure Control Plan outlines the University's general policy regarding training and retraining for OSHA blood borne pathogens. Students are required to complete an OSHA training annually.

## CRIMINAL BACKGROUND CHECK

Students may be required to undergo a satisfactory criminal background check before starting a clinical affiliation or experience. Students must carefully review and comply with all requirements of any site with which they wish to affiliate. All costs for criminal background checks will be borne by the student. Students are strongly encouraged to review the licensure requirements of any state in which they intend to seek licensure and to review all information available from a state's licensing agency regarding the effect of criminal convictions on licensure. State licensing agencies and clinical sites may have differing standards and a decision by CNHS to admit a student or to allow a student to remain in the program after review of a criminal history report does not necessarily mean that the student will be allowed to participate at a clinical site or to obtain licensure.

## CONFIDENTIALITY OF CLIENT/PATIENT INFORMATION

For students engaged in academic and clinical education experiences, there are many opportunities to access client /patient information both verbally and through written and/or electronic records, on a need- to-know basis. This is termed a clinical privilege. Inherent in this privilege is a responsibility to maintain the confidentiality of this information and prevent disclosure of this information to others who do not need to know, nor should know, this information. HIPAA (The Health Insurance Portability and Accountability Act) represents na

## ADDITIONAL REQUIREMENTS

Students are responsible for their own transportation to and from clinical sites and, where relevant, the costs of housing for clinical experiences. This includes clinical placements outside of the Burlington area and, in some cases, out-of-state. All students must carry professional liability insurance during clinical rotations and will be billed approximately \$40 per year for this insurance. The University is responsible for medical costs resulting from injury during clinical rotation, or during any other curricular activity, unless this injury is due to negligence by the University.

## ACADEMIC POLICIES

### LOW SCHOLARSHIP POLICY

The faculty in the College of Nursing and Health Sciences (CNHS) establish the standards for academic trial









## DEPARTMENT OF BIOMEDICAL AND HEALTH SCIENCES (BHSC)

### BHSC MISSION

To contribute to the health sciences through the creation of new knowledge and educating and training the next generation of biomedical scientists and health professionals.

### BHSC RESEARCH AND SCHOLARSHIP

The Department places a high value on research and scholarship. The department faculty contribute to the body of knowledge by disseminating work in the basic and applied health sciences. Our programs in scholarly work:

- { promote the application of evidence to teaching and professional practice
- { encourage the inclusion of students in the research process, allowing them to contribute to the completion of projects and dissemination of new knowledge
- { provide mentorship in the development of our students' research careers
- { promote intellectual curiosity and the freedom to pursue ideas
- { provide intellectual stimulation and sharing among colleagues locally, nationally and internationally

### BHSC UNDERGRADUATE DEGREE PROGRAMS

- { Medical Laboratory Science B.S., Clinical Laboratory Science Concentration
- { Medical Laboratory Science B.S., Public Health Laboratory Science Concentration
- { Medical Radiation Sciences B.S., Radiation Therapy Concentration
- { W μ Health Sciences B.S.

### BHSC DEPARTMENT EDUCATIONAL GOALS

Students in the Department of Biomedical and Health Sciences study and work at the intersection of human



demands of the majors. If at any time you do not meet essential functions, you may be discontinued from the program and the major.

### Cognitive Functions

The student must be able to thoroughly, efficiently and reliably:

- { interpret, extrapolate and apply information from a variety of sources, including reading material, lecture, laboratory, discussion, patient observation, examination and evaluation/assessment;
- { possess and apply mathematical skills to determine what data are needed to solve problems;
- { analyze, synthesize and evaluate information from a variety of sources, including, for example, reading material, lecture, laboratory, discussion, and patient evaluation/assessment;
- { apply knowledge, skills, and values learned from course work and life experiences to new situations.

### Affective Functions

The student must be able to:

- { establish professional, trusting, empathetic relationships with a variety of individuals;
- { consistently demonstrate respect and engage in judgmental interactions regardless of, for example, an individual's age, gender, race, socioeconomic status, religion, lifestyle, and/or culture;
- { work independently and effectively in groups under time constraints;
- { meet externally established deadlines;
- { be an active and engaged learner demonstrating cognitive, communication and psychomotor skills in the classroom, laboratory, and clinical settings;
- { maintain professional behavior at all times even during stressful situations;
- { recognize and respond appropriately to potentially hazardous situations;
- { prioritize requests and work concurrently on at least two different tasks;
- { demonstrate professionalism including appearance, dress, and confidence;
- { possess and maintain the psychological health required to make sound decisions;
- { recognize emergency situations and take appropriate action.

### Communication Functions

The student must be able to:

- { recognize and respond in a controlled and respectful manner to various types of communication including written, verbal, and nonverbal communication;
- { relay and receive information in oral and written form effectively, accurately, reliably, thoroughly and intelligibly to individuals and groups, using the English language; and
- { convey information accurately with relevance and culture sensitivity.

### Medical Laboratory Science Psychomotor Functions

The student must be able to:

- { perform assigned activities throughout a normal work period;
- { move freely from one location to another in physical settings such as the clinical laboratory, patient care areas, corridors, and elevators;
- { possess sufficient eye-hand coordination to allow delicate manipulation of specimens, instruments, and tools;
- { grasp and release small objects (e.g., test tubes, pipette tips, microscope slides and coverslips); twist and turn dials/knobs (e.g., on microscopes, balances, centrifuges, spectrophotometers);
- { manipulate other laboratory materials/equipment (e.g., reagents, manual and automated pipettes);
- { identify and distinguish objects macroscopically and microscopically;
- { accurately read charts, graphs, and instrument scales/readout devices;
- { lift and move objects of at least 20 pounds;
- { possess a sense of touch and temperature discrimination;
- { work safely with potential chemical, radiologic, and biologic hazards using standard precautions; and
- { develop algorithms and suggest appropriate follow up tests to providers of laboratory information.

#### Medical Radiation Science Psychomotor Functions

The student must be able to:

- { accurately and reliably inspect and observe the skin, facial expression, anatomical structures, posture, and movement of others;
- { examine and evaluate/assess blood pressure, and lung and heart sounds;
- { accurately and reliably read equipment dials and monitors;
- { feel pulses, skin condition, muscle and tendon activity, and joint and limb movement;
- { negotiate

- { reach above, reach out, and reach below to accomplish treatment; and
- { Worksafelywith potential chemical, r



Public Health Sciences (HSCI): HSCI majors participate in service learning and capstone experience as a requirement of the program. If you have a medical condition or disability that you feel will require an accommodation for the service learning, it is important you schedule a meeting with Student Accessibility Services (SAS) as soon as possible. If you are unsure about eligibility



## CSD DEPARTMENT ESSENTIAL FUNCTIONS

The following list of essential functions is based upon a document prepared by the Council of Academic Programs in Communication Sciences and Disorders. A statement of essential functions is intended to explicitly draw students' attention to their roles and responsibilities in CSD graduate programs and beyond. In addition, "an essential functions rubric gives both students and programs opportunities to determine what, if any, accommodations might be employed to allow students who are otherwise qualified to help them succeed both academically and clinically" (Horner et al 2009, p. 242; see also Jackson, Johnstone & Mulligan, 2008). The material is quoted from Horner (2007) except where indicated with [ ].

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. These skills [demonstrated with or without reasonable accommodations] enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the [undergraduate and] graduate program[s] through coursework and clinical experience. The starred (\*) items, however, are skills that are more inherent and should be at least emerging when the student begins the undergraduate program. Some items are not typically expected at the undergraduate level unless the student participates in an internship.

### Communication

A student must possess adequate communication skills to:

- { communicate proficiently in both oral and written English language;
- { possess reading and writing skills sufficient to meet curricular and clinical demands \*;
- { perceive and demonstrate appropriate nonverbal communication for culture and context \*;
- { modify communication style to meet the communication needs of clients, caregivers, and other persons served \*;
- { communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups;
- { communicate professionally, effectively, [ethically,] and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice;
- { convey information accurately with relevance and cultural sensitivity.

### Motor

A student must possess adequate motor skills to:

- { sustain necessary physical activity level in required classroom and clinical activities\*

{ respond quickly to provide a safe environment for clients in emergency situations including fire,





## CSD Curriculum

The program curriculum can be found in the UVM Undergraduate Catalogue and on the CNHS website: <http://www.uvm.edu/cnhs/curricula>

## CSD Clinical Experience

Students are exposed to guided speech and language pathology and audiology observations in the Eleanor M. Luse Center for Communication: Speech, Language and Hearing, which is housed within the Department in Pomeroy Hall on campus.

## CSD Clinical Internship

Junior or senior students who wish to obtain some practical experience in this area of study can be invited to participate in the audiology or speech and language pathology clinic at the Eleanor M. Luse Center. The purposes of these internships are to increase students' confidence and knowledge in the areas of hearing assessment and habilitation prior to beginning graduate school in audiology (seniors only) or to increase students' confidence and knowledge in the area of speech and language habilitation prior to beginning graduate school in speech and language pathology (juniors with a GPA of 3.5 or above). If you are interested in one of these opportunities, let your audiology professor or your advisor know that you would like to be considered for a clinical internship experience.

## DEPARTMENT OF NURSING

### NURSING PHILOSOPHY AND MISSION

The mission of the Department of Nursing reflects the mission of the University. The University mission, "...is to create and share knowledge. UVM prepares its students to live productive, responsible, and creative lives through a high-quality liberal education. As a research university, UVM endorses the intrinsic value of the creation of new knowledge and promotes the application of relevant knowledge to benefit the State of Vermont and society as a whole. As a research university, UVM is distinguished by the comprehensiveness of its academic mission, its range of graduate and undergraduate programs and its commitment to research-based lifelong learning. As a community of scholars, students, both undergraduate and graduate, are involved in the generation of knowledge. As a member of its local and global community, the University has an obligation to share its knowledge, to assist with relevant applications of that knowledge, and to understand

- x Participation in local, state, regional, and national nursing organizations.
- x Provision of consultation to agencies providing nursing care and nursing education.

The



Learning opportunities, including direct clinical experiences, are sufficient in breadth and depth to ensure the baccalaureate graduate attains these practice focused outcomes and integrates the delineated knowledge and skills into the graduate's professional nursing practice. Clinical learning is focused on developing and refining the knowledge and skills necessary to manage care as part of an interprofessional team. Simulation experiences augment clinical learning and are complementary to direct care opportunities essential to assuming the role of the professional nurse. A clinical immersion experience provides opportunities for building clinical reasoning, management, and evaluation skills.

## NURSING DEPARTMENT ACADEMIC STANDARDS AND PROGRESSION POLICY

1. Cumulative GPA of 2.8 or better is required to remain in the nursing major. Students who do not meet the requirement are placed on academic trial for one semester. Failure to raise the cumulative GPA to 2.8 upon completion of the "on trial" semester is grounds for discontinuation from the major.
- 2.

distancing when attending class and clinical. If you do not follow these guidelines, the professors will ask you to leave the class and clinical. If you forget your mask, you cannot enter the class or clinical environment and should go back and retrieve your mask. [Code of Student Conduct](#) outlines policies related to violations of the Green and Gold Promise. Sanctions for violations include fines, educational sanctions, parent notification, probation, and suspension. The profession of nursing requires, even mandates, lifelong learning. Therefore, your presence and attention in class, regardless of method of instruction, is important. It is your responsibility to practice courteous and professional behaviors as a nurse. Our job is to teach and serve as role models to facilitate your learning and socialize you into the profession. In short, you are expected to attend class. If unable to attend due to illness, contact the Student Health Services and make an appointment for assessment and treatment or heed their advice as phone triage indicates. On occasion, absences can be anticipated, such as religious holidays, family emergencies, UVM sanctioned athletic and student committees/groups/officers.

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## CLINICAL EXPERIENCE ATTENDANCE

Many of the nursing courses have both the theoretical (classroom) and practicum component. Practicum experiences are designed to provide an opportunity to apply knowledge and skills learned in the classroom. Many of these experiences take place away from the UVM campus, thus, access to a car or public transportation is necessary. In addition, please note that some practicum experiences may occur during the evening and on the weekend. The semester Schedule of Courses (SOC) will indicate clinical schedules.

Attending clinical experiences is your professional responsibility. Agencies are expecting you as planned by your clinical faculty. In the event of an absence, planned or otherwise, notify your clinical faculty. This is a chance to discuss your situation, provide support and explore options. Given the nature of COVID-19, you may be strongly advised to go to Student Health. Receiving clearance from Student Health will ensure a quick and appropriate return to the clinical site.

Missed clinical time may result in a clinical warning, failure or inability to progress in the program. Make up for unit based clinical is

Please refer to individual course clinical syllabi for further information that guides and supports your academic success. Clinical experiences are often challenging, dynamic and rewarding. Our collective attention to detail supports the students develop requisite skills, professional behaviors, and confidence.

## NURSING PROGRAM OUTCOMES



RMS MISSION

To serve society

- { promotes the application of evidence to teaching and professional practice
- { provides intellectual stimulation and sharing among colleagues locally, nationally and internationally
- { encourages the inclusion of students in the research process in a manner that assists in completion of projects and dissemination of knowledge
- { provides opportunity and freedom to pursue ideas
- { recognizes the quality of scholarship as well as the quantity

## RMSGUIDELINES AND EXPECTATIONS

Faculty expect students to show respect to their peers and professors at all times; to follow the rules for the laboratory as published; to respect the equipment and furniture; and clean up the labs and classrooms after use. Some specific expectations include

- { approaching professors with courtesy and respect for their position;
- { setting up appointments and using office hours to discuss issues with faculty;
- { attending all required classes and entering on time;
- { avoiding getting up and leaving the room during lectures unless there is an emergency (do not to keep you sitting longer than 1 ½ hours at a time);
- { turning off cell phones prior to class, lab, tutorial, or meetings with professors or peers;
- { avoiding running over electric cords with equipment;
- { placing equipment in designated containers, cupboards or closet after use;
- { returning furniture to original position at end of sessions;
- { throwing away any trash generated during lab and classroom sessions;
- { cleaning surfaces as needed after use.

Professionalism in appearance is defined as the following:

- { Wear clothing that is not revealing (underwear should not show, tops should be long enough or bottoms high enough at the waist to cover the abdomen: gentlemen should wear shirts, and ladies should wear tops that will not expose breasts);
- { During labs expose skin only as needed to conduct examinations or interventions;
- { When necessary, protect the modesty of your lab partner;
- { Do not wear hats to class or labs (except for religious adherence).

Students are encouraged to remind one another of these responsibilities and obligations when lapses are observed. Faculty will also provide reminders.

### Potential Risks in Clinical Settings and Labs

As a student in the RMS department, you must learn to serve a variety of individuals as participate in health promotion. The type of practice involved in this endeavor is largely hands-on." In order to assure your learning, you will be asked to practice various hands skills and safely use various pieces of equipment.

These skills will be practiced on you by other students in your class who have varying levels of competency, as well as by you on other students. You may also apply various examinations and interventions to clients/patients during clinical education experiences.

Additionally, your clinical experiences may expose you to clients/patients who have health conditions. Manual techniques may involve active exercises, positioning, mobility and other active body movements. Use of machinery may include the use of motorized treadmill, stationary bicycle, isokinetic resistance devices

### Methods Used to Reduce Potential Risks

In all scheduled learning formats and environments you will have faculty members (academic or clinical) as teachers and facilitators to instruct you and correct you in the required skills. Their instruction will include the precautions, contraindications and safe application of the techniques they will teach you. In all cases, the environment of any lab will be controlled to minimize the harmful effects of chemical substances and faculty will indicate the appropriate use of any protective equipment, including gloves and eyewear. You may refuse to be the subject or to practice in any case in which you feel you will not be safe or which violates an important religious tenet. If you feel the environment is unsafe, you may request that the faculty member make modifications that will improve the safety of the environment.

## RMS DEPARTMENT ESSENTIAL FUNCTIONS

Rehabilitation and Movement Science students in the Exercise Science program must be able to perform the following essential functions.

### Cognitive Functions

The student must be able to thoroughly, efficiently and reliably:

- { recall, interpret, extrapolate and apply information from a variety of sources, including reading material, lecture, discussion, client observation, examination and evaluation/assessment;
- { determine what data are needed to solve problems; and
- { analyze, synthesize and evaluate information from a variety of sources, including, for example, reading material, lecture, discussion, and patient evaluation/assessment.

### Affective Functions

The student must be able to:

- { establish professional, trusting, empathetic relationships with a variety of individuals;
- { demonstrate respect and engage in non-judgmental interactions regardless of, for example, an individual's age, gender, race, socioeconomic status, religion, lifestyle, and/or culture;
- { work effectively in groups;
- { meet externally established deadlines;
- { be an active and engaged learner in classroom, lab and clinical settings;

- { attend to cognitive, communication and psychomotor tasks for as long as three hours at a time within the academic environment, and as long as ten hours at a time within the clinical environment;
- { identify sources of stress and develop effective coping behaviors; and
- { recognize and respond appropriately to potentially hazardous situations.

### Communication Functions

The student must be able to:

- { attend selectively and in a controlled and respectful manner to various types of communication, including the spoken and written word and nonverbal communication;
- { relay information in oral and written form effectively, accurately, reliably, thoroughly and intelligibly to individuals and groups, using the English language;
- { read English (typed and hand-written).

### Psychomotor Functions

The student must be able to:

- { accurately and reliably inspect and observe the skin, facial expression, anatomical structures, posture and movement of others;
- { examine and evaluate/assess blood pressure, and lung and heart sounds;
- { accurately and reliably read equipment dials and monitors;
- { feel pulses, skin condition, muscle and tendon activity, and joint and limb movement;
- { negotiate level surfaces, ramps and stairs with classmates through a variety of examinations and treatments typically requiring sitting, standing, squatting and kneeling on the floor or treatment table;
- { move from one surface level to another (e.g., floor to stand, stand to treatment table);
- { exert moderate resistance to limb and body movements of patients/classmates while maintaining one's own balance in a variety of positions;
- { react and effectively respond quickly to sudden or unexpected movements of patients/classmates;
- { manipulate dials, knobs, electrodes and other small to large parts and pieces of equipment;
- { maintain activity throughout an eight to ten hour work day;
- { provide support and resistance as needed through complex exercise movements;
- { manipulate another person's body in transfers, gait, positioning, exercise and other treatment or diagnostic techniques.

## EXERCISE SCIENCE PROGRAM AND POLICIES

The Exercise Science program comprises the in-depth study of theory and application of exercise and movement sciences in health, fitness and disease prevention in a variety of populations. Graduates of the program may pursue careers in related areas of fitness and health, such as health promotion, adapted physical activity for special populations, health and fitness business ventures and employee wellness programs. They may also pursue one of several professional certifications, such as the American College of Sports Medicine

(ACSM) exercise specialist or the National Strength and Conditioning Association (NSCA) strength and conditioning coach. Finally, students graduating from this program will be qualified for graduate work in exercise and movement sciences. Students can choose an academic minor to tailor their education to their individual objectives and goals, although a minor is not required. Students may also elect to pursue an advanced degree in a related health profession such as physical therapy. This option requires careful planning and should be discussed with an academic advisor early in the student's academic career.

## EXERCISE SCIENCE PROGRAM ACADEMIC STANDARDS

Exercise Science students must maintain a cumulative 2.5 grade point average. Students who miss more than one semester of required sequenced coursework will be discontinued from the major.

Students with a cumulative grade point average below 2.5 will be placed on trial for one semester. To be removed from trial, students must achieve a cumulative GPA of 2.5 by the end of the trial period. Students who fail to raise their cumulative GPA to 2.5 during the trial semester will be discontinued from the program.

## EXERCISE SCIENCE CURRICULUM

The full program curriculum is available in the UVM Undergraduate Catalog and on the CNHS website: <http://www.uvm.edu/cnhs/curricula>

## STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services provides accommodations to students with documented disabilities. Among our programs and services, SAS offers: exam accommodations, meetings with Accessibility Specialists to receive advisement and advocacy around disability-related matters, eBooks, deaf and hard of hearing services, notetaking and adaptive technology. To learn more about available accommodations or discuss your circumstances, call (802) 656-753 or email [access@uvm.edu](mailto:access@uvm.edu) to schedule an appointment.

## CONTACT THE COLLEGE OF NURSING AND HEALTH SCIENCES

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Phone: (802) 656-2216

Fax: (802) 656-2191

Office of Student Services 602 Rowell Building

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Fax: (802) 656-2191

[cnhs@uvm.edu](mailto:cnhs@uvm.edu)

Department of Biomedical and Health Sciences 602 Rowell Building

Phone: (802) 656-3811

Fax: (802) 656-2191

[bhsc@uvm.edu](mailto:bhsc@uvm.edu)

Department of Communication Sciences and Disorders 205 Conneroy Hall

Phone: (802) 656-3861

Fax: (802) 656-2528

[communication.sciences@uvm.edu](mailto:communication.sciences@uvm.edu)

The Eleanor M. Luse Center for Communication: Speech, Language and Hearing

Phone: (802) 656-3861

Fax: (802) 656-2528

[Luse.Center@uvm.edu](mailto:Luse.Center@uvm.edu)

Department of Nursing 216 Rowell Building

Phone: (802) 656-3830

Fax: (802) 656-8306

[nursing@uvm.edu](mailto:nursing@uvm.edu)

Department of Rehabilitation and Movement Sciences 305 Rowell Building

Phone: (802) 656-3252

Fax: (802) 656-6586

[rms@uvm.edu](mailto:rms@uvm.edu)

