



# 2013 Catalog

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**Main Campus Orange County**

12141 Brookhurst St., Suite 101

Garden Grove, CA 92840

714-5397081

**Los Angeles Satellite Office**

3407 W 6TH St., Suite 408

Los Angeles CA 90020

213-2528908

**www.cshs.edu**

**866-539-7081**

The following programs are offered at all campuses:

ACLS Initial	ACLS Renewal	ALMC	AMSC
Basic Fetal Monitoring	CCRN Review	CPR Initial	CPR Renewal
CPT 1	Critical Care Certification	EKG Monitor Technician	EKG Workshop
FDP	NCLEX - LVN	NCLEX - RN	NRP Initial
NRP Renewal	Nurse Educator	Nurse Refresher	ONS Chemotherapy
PALS Initial	PALS Renewal	Phlebotomy	Ventilator
Adv. Nurse Educator	Advanced Critical Care	Cardiac Medication Drips	IV Techniques for Radiology
Nurse Manager	Preceptor Training Program	Quality Improvement	Quality and Performance Improvement
Intensive English Program	IV/Phlebotomy Certification		

Effective January 1<sup>st</sup> 2011 through December 31<sup>st</sup> 2013

**Welcome to California School of Health Sciences (CSHS)**, a leader in providing career training programs, the goal of CSHS faculty and staff is to make sure you receive an outstanding support during the program you choose and your academic experience at CSHS is satisfying. We are experienced in working with students who come to us with all levels of academic experience and we help them strive for excellence. Our programs are designed for individuals who want to succeed in new careers. We wish you the best in your educational enterprise.

## **Mission**

To provide quality-oriented educational programs which improve knowledge, sharpens skills and foster critical thinking of the students in an efficient and economic manner. To support hospitals, schools, and other healthcare facilities in California and globally in their quest for excellence through results-oriented training and development.

## **Vision**

Prepare students for success in professional career in nursing and allied health.

## **Philosophy**

We believe that learning is a continuous, dynamic, and interactive process that takes place in an atmosphere of mutual respect and helpfulness.

## **Faculty**

California School of Health Sciences is an organization operated by dedicated, experienced registered nurses and healthcare professionals with advanced degrees and extensive experience in health professionals' education. Faculty members include the school director, the Instructors' supervisor, and four Instructors.

## **School History and Ownership**

In the year 2000 California School of Health Sciences (CSHS) was founded by a group of healthcare professionals with extensive clinical and inter-cultural experience. Since its commencement the school has continued to update its programs and expand its services. Currently, CSHS has one campus in Garden Grove, California and an auxiliary classroom in Los Angeles California.

The School has no pending petition in Bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under chapter 11 of the United States Bankruptcy Code (11U.S.C. Sec. 1101 et. seq.)

## **School General Information**

### **Accreditation and Approvals**

#### **State Approval**

California School of Health Sciences is approved to operate as a private postsecondary institution in the state of California by the Bureau for Private Postsecondary Education.

#### **Accreditation:**

California School of Health Sciences is accredited by ACCET (Accrediting Council for Continuing Education & Training). The US Department of Education officially recognizes ACCET as a "reliable authority as to the quality of education or training provided by the programs they accredit."

Working with CSHS faculty and staff, the function of ACCET is "focused upon educational quality, the continuous assessment and improvement of educational practices, and assistance to member institutions in the improvement of these practices within their programs" (ACCET website).

International students and schools should be particularly interested to learn that, "In 1998, ACCET became the first recognized accrediting agency to be certified as an ISO 9001 Quality Management System under the international standards established by the International Organization for Standardization" (ACCET website).

#### **Class Schedule**

CSHS offers year-round enrollment, classes' start dates vary by campus. CSHS offers morning, evening and weekend classes. All classes are held on campus except clinical rotations. Clinical rotations are scheduled for various timeframes Monday through Sunday, according to the needs of the specific program and with the agreement of the hosting site. CSHS offers short term courses on a monthly basis and international programs per international organizations or third party requests. Please refer to our website for further information at [www.cshs.edu](http://www.cshs.edu).

Days and time for classroom, lab, and clinical activities will vary by program. To obtain exact times for classes offered, please check with the admission office prior to enrollment.

CSHS limits the size of its classes to maintain quality education, class size may vary from one subject area to another and from laboratory to classroom instruction. Usually for the theory classes the class size limit is 30-45, and for the laboratory and clinical training is 15 students per group. The school does admit students from other countries and does not issue visas, all the instructions throughout the programs will occur in English language only.

### **Holidays Year 2012**

Holiday	Date(s)
New Year Day & Day after	1/01/2013
Martin Luther King, Jr Day	1/21/2013
President's Day	2/18/2013
Memorial Day	5/27/2013
Independent Day	7/4/2013
Labor Day	9/2/2013
Columbus Day	10/14/2013
Veterans Day	11/11/2013
Thanksgiving Day & Day After	11/28/2013-11/29/2013
Winter Recess (may not apply to externships or clinical rotations)	December 24, 2013- January 1, 2014

### **Facilities**

All CSHS campuses has large classrooms, appropriately furnished with laboratory and instructional furniture for the type of work performed. Well-equipped, up todate computer labs are available for all classes, the campuses are spacious, clean, and present a professional apperance.

### **Statement of Non-Discrimination**

CSHS does not discriminate on the basis of race, color, religion, age, disability, sex, sexual orientation, national origin, citizenship status, gender identity or status, or marital status in its admission to or treatment in its programs and activities, including advertising, training,

placement and employment. The school complies with title IV of Civil Right Act of 1964; as amended; title IX of the education Amendments Act of 1972; and the age discrimination Act of 1975.

CSHS complies with the provision of the American with Disabilities Act (ADA) of 1990 and with section 504 of the Rehabilitation Act of 1973. Students must notify the school of his/her disability. All Inquires or complaints with these laws and regulations should be directed to the Director of Education who will act equitably and promptly to resolve complaints.

## **Admission Process**

CSHS staff will do everything in their power to make the application and admission process as simple as possible. Potential students should apply for admission by completing the application form and submit the applicable fee. The school representative will meet with the candidate and provide him/her with a campus tour and a copy of the catalog. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. Once the candidates decide which program they are interested in a standardized admission assessment will be administered. Students with disabilities will not be discriminated against in the admissions process. Reasonable services and adjustments will be made to accommodate students with disabilities without compromising the academic standard or inherent requirements of the program or course.

## **General Admission Requirements**

1. Complete application form
2. Receive a tour of the campus
3. Receive the school catalog
4. Review, complete, and sign the enrollment Agreement

## **Admission Requirements for the Certified Phlebotomist Certification**

1. Be at least 17 years of age;
2. Be a graduate of a high school or hold a high school equivalence certificate (GED) and provide an official transcript or GED certificate. If requested, provide transcripts for each school attended after completing high school; if foreign transcript or certificate (not US), must be evaluated by a transcript evaluation service to determine equivalency to US standards.

3. Health screening: applicants must have a physical exam and provide a report prepared by physician, physician's assistant, or nurse practitioner stating that the applicant has no mental or physical health condition that would create a hazard to her/himself, fellow employees, residents or visitors. The report must describe:
  - a. The applicant's medical history and physical exam.
  - b. The result of purified protein derivative (PPD) intermediate strength intradermal skin test for tuberculosis, unless medically contraindicated. If a positive reaction obtained, a chest x-ray shall be taken.
4. Furnish proof of the following immunizations:
  - a. Hepatitis B vaccine/immunity: If the Hepatitis B vaccine/immunity series has been started, but has not yet been completed, proof that you have started the series must provided when the application is submitted.
  - b. Rubella: A positive rubella titer will be required by the date of the orientation of the session to which you are admitted
5. Provide proof of certification in American Heart Association Healthcare Provider CPR
6. Satisfactorily pass a criminal background check.

### **Add Drop Policy**

Students are subject to the add and drop deadlines set by the Director of Education of the program. Deadlines can differ in each of programs, the Director of Education will provide further information regarding add and drop policy.

### **Graduation Requirements for all programs**

- Must successfully complete all theory and externship parts of the program.
- For the CPT 1 program only, must complete 20 hours of basic didactic
- For the CPT 1 program only, must complete 20 hours of Advanced didactic
- For the CPT 1 program only, must complete 40 hours of practical phlebotomy training including a minimum of 50 patient venipunctures, 10 patient skin punctures, and two arterial observations pursuant to CCR.
- Must be in good financial standing with the school.
- For the CPT 1 program only, must Pass the Exit exam with 70% passing score.

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

## **Program Costs**

Application fees is \$200 (non refundable)

## **Programs Tuitions**

Tuitions and fees are the same for in-state and out-of-state students. Acceptable methods of payment includes: Cash, Check, Major credit cards, and money orders. Please see insert C for the programs tuition. Delinquent accounts may result in suspension or termination from the program and may be submitted for collection with collection agencies.

## **Books & Supplies**

All Textbooks and training materials for the course will be supplied by the school for student use. Students must furnish their own incidental supplies such as pens, papers, notebooks ...etc.

Books that are lost or damaged must be replaced at the students' expense.

## **Financial Aid Information**

Currently this school does not offer any Federal Student Financial Aid.

## **Loan Information**

Currently this school does not offer any student loans.

## **Scholarships**

Currently this school does not offer any Scholarships.

## School Policies

### Dress Code:

This dress code serves as an outline for students to make good decisions concerning professional attire. Appropriate attire is necessary to instill a professional attitude among students and create a professional appearance for visiting instructors, potential employers, prospective students, and other health care professionals. Students must comply with the general policy listed below as well as the specific guidelines for the clinical and field internship agencies, those students not complying with the dress code policies will be sent home from clinical or class, be given an absence, and school policies regarding absence will be in effect.

1. All students while at the didactic or clinical must wear nametags.
2. All students must be neatly groomed with clean hair, nails and clothing. Appropriate use of cosmetics is required. Students will avoid excessive use of perfume, cologne and after-shave lotion. Fingernails must be clean, neatly trimmed and not too long to interfere with job duties. Nail polish, if worn, must be kept in good condition.
3. Conservative jewelry only (i.e. Necklace, finger ring, and earring) is permitted.
4. Shoes and socks must be worn. Shoes must be polished and shoelaces, stockings or socks must be clean. White athletic shoes are acceptable. Thongs, clogs, excessively high heels (more than 2 inches) and slippers are not acceptable at any time.
5. Students are required to appear in the classroom and the clinical facilities in complete uniform unless otherwise designated. Uniforms must be clean, neat, wrinkle-free and professional. Uniform color may vary by program.
6. If the student arrive to clinical or theory session with no complete uniform the instructor may dismiss the student (**particularly in clinical sessions**) and the student has to make up that session.

### Student Conduct

The following are the ethical standards expected by students while in attendance in the program:

1. CSHS students are the future health care professionals. Thus, a student is bound by the highest standards of professional conduct and ethics. The avocational programs will not tolerate a breach of these standards by its students.
2. The student is to maintain professional appearance and behavior throughout didactic, clinical, and laboratory training programs. This includes, but is not limited to, stealing, cheating, and breach of a patient's confidentiality.

Any breach of the school rules , or improper behavior will result in placing the student on probation and or student termination from the program, at the discretion of the Director of Education.

## **ATTENDANCE POLICY**

California School of Health Sciences (CSHS) expects students to attend all parts of a course for which they have registered. When students miss class or a part of class, they fall behind and it is not fair to other students who are present for the entire course.

### **MINIMUM STANDARD**

CSHS expects students to attend **at least 90%** of the course hours for which they have registered. Students are responsible for all content covered in class and must be physically present for 90% of the course hours in order to receive credit for the course.

The Department of Homeland Security requires that students enrolled in **Intensive English Programs** attend at **least 18 hours** of instruction per week.

### **TRACKING**

The instructor will track students using the Record for Attendance Verification (RAV). The RAV can be found as a section/column of the Course Roster.

The purpose of the RAV is to:

- (1) Record/document that each student has attended the course,
- (2) Ensure each student is present for at least 90% of course

### **INSTRUCTIONS FOR RAV**

On the RAV, the Instructor will indicate one (or more) of the following. This will be done for each student, at the beginning and end of each day of the course.

P = Present (Present for entire course or at least 90% of course hours)

A = Absent (No Show)

T = Tardy (Arrived late or returned from break late that resulted in the student missing more than 10% of the total course hours. If a student is Tardy (T), student must Make-Up missed section(s) of course in order to receive credit. See "Make-Up Tracking Process" below)

LE = Left Early (Departed before instructor released students for the day that resulted in the student missing more than 10% of the total course hours. If a student has Left Early (LE), student must Make-Up missed section(s) of course in order to receive credit. See "Make-Up Tracking Process" below)

**IMPORTANT:** If a student is marked as T or LE on a RAV, the Instructor must complete a Remediation/Make-Up Plan (FC Policy 2.1). Even if student is not available to sign, the Instructor will complete the form to the best of his/her ability.

## COMPLETE VERSUS INCOMPLETE

In addition to the RAV, the following abbreviations will be documented on the course roster for each student at the end of a course:

C = Complete (Student has (1) been present and participated in all sections of the course and, if applicable, (2) Passed the appropriate examinations)

I = Incomplete (Student has not been present for 90% of course and/or Failed any course examination)

If a student has missed more than 10% of the total course hours, the student will be marked as Incomplete (I) until all parts of the course are Complete (C).

## MAKE-UP TRACKING PROCESS

If a student has sub-standard attendance or has failed an examination required for the course, the instructor will advise the student of the option to make-up the missing part(s) of the course and/or retake the examination. This will be offered to a student as a one-time courtesy.

Make-ups **must** be prearranged with the Administrative Assistants (i.e. student will call ahead to attempt to attend on a day the course is being offered). The Administrative Assistance will advise the Instructor that a “make-up student” is coming and detail which day or part of the course are outstanding and need to still be completed. The student will not receive a Certificate of Completion or Certification Card until **all parts** of the course are complete and documented as such. At this point the student’s status in the database can be changed from Incomplete to Complete (from “I” to “C”).

Remediation and Make-Ups will be tracked using the form found on *FC Policy 2.1: Remediation and Make-Up Plan*. The instructor will fill out this form and include the following:

1. Identify Problem: indicate either substandard attendance or substandard performance. Describe in detail
2. Create an Action Plan that is fair and appropriate for the student’s situation. Also, there must be a timeline for completion (can be the same day of course, but try to limit to within 90 days) Both student and faculty sign in agreement regarding the Action Plan and deadline (This form will be kept in a designated file until agreed plan is executed)
3. The last section regarding Evaluation Process must be filled out after the Action Plan has been completed.

## **Grading Policy**

Due to the fact that the CSHS programs are approved by several agencies, such as California Board of Nursing, American Heart Association, Department of Public Health, ...etc. and in order for the school to meet these agencies' requirements the school has to use different grading scales, for example for the short courses the school adopt the AHA grading standard which is pass or fail.

## **Introduction**

A grade is a symbol used by teachers to impart information to students, to parents, and to other individuals and institutions with a legitimate need for that information. Grades are the teacher's best assessment of a student's performance in reaching the goals and objectives of a particular course, including mastery of content and demonstration of skills. On going evaluation of the student's academic performance is an integral part of the training program. Substandard academic work will result in disciplinary action.

## **Grading Steps:**

A participation grade will be given to each student based on his/her preparedness in class and involvement in class discussions. This includes participation in question and answer periods and overall attentiveness in class. Absences and tardiness will not be factored into this grade.

Any student caught engaging in any form of academic dishonesty on a quiz; or final exam will be immediately terminated from the program.

Students may be placed on academic probation for being "at risk" of not meeting the academic requirements of the program by the program director. Students will be placed on probation for poor attendance, poor participation and poor grades. In this case student will receive a written letter of probation.

Students who wish to appeal a final grade can do so by submitting a written request describing the reasons for appeal within 7 business days after receiving the grade.

Some programs like ESL and the international programs such as AMSC or ALMC the school utilize the following grading scale:

90 – 100% A

80 - 89.9% B

70 - 79.9% C

<70% F

A MINIMUM OF C MUST BE EARNED TO PASS THIS COURSE

There are several elements of assessment system weighted to produce the final grade please review the syllabi for more information. The attendance and the participation are not factored into numeric values, but in some classes attendance is the only requirement to receive a certificate of completion for example in the continue education classes such as the Nurse Educator or the Preceptor or the Faculty Development Program (FDP) there is no grading at all, attendance is the only requirement to receive a certificate of Completion.

Some other courses such as the CPT 1 the participation is factored into numeric values see CPT 1 grading policy for more information.

## **CPT 1 Grading Policy**

### **Introduction**

A grade is a symbol used by teachers to impart information to students, to parents, and to other individuals and institutions with a legitimate need for that information. Grades are the teacher's best assessment of a student's performance in reaching the goals and objectives of a particular course, including mastery of content and demonstration of skills. Ongoing evaluation of the student's academic performance is an integral part of the training program. Substandard academic work will result in disciplinary action.

### **Grading Steps:**

A participation grade will be given to each student based on his/her preparedness in class and involvement in class discussions. This includes participation in question and answer periods and overall attentiveness in class. Absences and tardiness will also be factored into this grade.

Any student caught engaging in any form of academic dishonesty on a quiz; or final exam will be immediately terminated from the program.

Students may be placed on academic probation for being “at risk” of not meeting the academic requirements of the program by the program director. Students will be placed on probation for poor attendance, poor participation and poor grades. In this case student will receive a written letter of probation.

Students who wish to appeal a final grade can do so by submitting a written request describing the reasons for appeal within 7 business days after receiving the grade.

**Theory Grading Policy:**

A “C” is the lowest passing grade. A student must maintain a “C” or above average in each academic course. Failure to do so will result in the student being placed on scholastic probation. The student must pass each course of theory of the program. At the

End of each unit, the student must have at least a “C” average or above in each grade to continue in the program. Student fails to achieve a “C” or above of any given test has the option to remediate and receive a maximum score of 70%.

The following grading policy is in effect:

<b>Grading:</b>		
		<b>SUGGESTED %</b>
Quizzes(theory)	_____%	34%
Final Exam	_____%	30%
Participation	_____%	10%
General Assignments & Workbook.	_____%	15%
Skills(clinical)	_____%	11%
Practical(extern)		Satisfactory/Unsatisfactory
<b>Grading Scale: A = 90-100 B = 80-89 C = 70-79 F = &lt;70</b>		

**Note: Student must receive a 70%, or above, to pass this program.**

A mid program report is given to students at the end of first week. The report represents the general evaluation of the student's performance in Theory and professionalism.

**Clinical Grading Policy:**

Clinical evaluation is derived from student demonstration of developing practical skills and knowledge in the skills areas that indicate an integration and utilization of theory to provide Phlebotomy skills. This requires considerable personal responsibility and skills of critical thinking on the part of the student.

Behaviors include performance that may be tested and evaluated, achievement of objectives, preparation for clinical skills and aspects of personal responsibility, such as appropriate participation in labs, punctuality, etc.

Phlebotomy practice (externship) is evaluated as: SATISFACTORY (S) if student is above average or UNSATISFACTORY (U) if the student is below average, which translates into a Pass (P) or Fail (F).

An evaluation of UNSATISFACTORY indicates that the quality of phlebotomy practice is judged to be unsafe and not effective. Any student who fails to achieve a "P" (pass) in the Practical segment of the program may not pass the program and must take both theory and clinical portions of the course failed. Failure to observe two arterial punctures at the clinical site will be considered as unsatisfactory. (See extern package).

A student progress will be evaluated by clinical skill check off lists, will be given to students at the end of each week. The list represents the general evaluation of the student's performance in Lab.

Student check off lists will be signed by the instructor, and the student. Copy of the lists will be given to the student while the original copy will be placed in the student's file.

## **Disciplinary Action Sequence:**

1. **Verbal Warning:** First Offence Employee will talk with an administrator in private to discuss the event or issue.
2. Written Warning:
3. Final Written

## **Credit Granting**

California School of Health Sciences (CSHS) does not grant credit for completion of courses from any other institution.

## **Policy and Programs Changes**

CSHS catalog is current as of the time of printing. The institution reserves the right to make changes in organizational structure, policy and procedures as circumstances dictate. CSHS reserves the right to make changes in equipment and materials and modify curriculum as it deems necessary. CSHS reserves the right to cancel any scheduled class in which there is an insufficient number of students enrolled. When size and curriculum permit, classes may be combined to provide meaningful instruction and training and contribute to the level of interaction among students. Students are expected to be familiar with the information presented in this catalog.

## **Withdrawal and Refund Policy**

### **Voluntary Withdrawal:**

1. A student wishing to voluntarily withdraw from the program must discuss his/her decision with the Program Director in the form of an exit interview.
2. All requests for withdrawal must be made in writing and signed with an original signature.
3. All requests for withdrawal must indicate an effective date of withdrawal.
4. After completing the withdrawal process, a student wishing to come back to a future program must formally reapply.

### **Notice of student rights**

1. You may cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later (except the application fee of \$200.00).
2. Read the Cancellation form for an explanation of your rights and responsibilities. If you have lost your Notice of Cancellation form, ask the school for a sample copy.
3. After the end of the cancellation period, you also have the right to stop school at any time; and **you have the right to receive a pro rata refund if you have completed 60 percent or less of your program through the last day of attendance.** Your

- refunds rights are described in the contract. If you have lost your contract, ask the school for a description of the refund policy.
4. If the school closes before you graduate, you may be entitled to a refund. Contact the Bureau for Private Postsecondary Education at the address and telephone number printed below for information.
  5. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

Bureau for Private Postsecondary Education

Physical Address: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833

Mailing Address: P O Box 980818, West Sacramento, CA 95798-0818

Phone Number: 916-431-6959 or Fax Number: 916-263-1897

Toll Free: 888-370-7589

### **Refund Policy:**

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later (except the application fee of \$200.00).

Should the California School of Health Sciences cancel a class after a student has been accepted, all money paid by that student shall be refunded in full.

A notice of cancellation shall be in writing, and that a withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance.

Students not accepted by the school and students who cancel this contract by notifying the school through attendance at the first class session, or the seventh day after enrollment, whichever is later are entitled to refund 100 percent of the amount paid for institutional charges (except the application fee of \$200.00).

In the case of students withdrawing after the end of cancellation period, **the refund policy for students who have completed 60 percent or less of the period of attendance shall be a pro rata refund.** The school will retain a application fee plus a percentage of tuition and fees, which is based on the percentage of the clock hours attended, as the examples described in the table below. The institution will pay or credit refunds within 45 days of a student's cancellation or withdrawal.

Program Tuition	Clock Hours	Hourly charges	Number of hours student attended	The amount owed	The amount refunded if the tuition paid in full
\$1100	90 hours	\$12.22	20 hours	20 X \$12.22 = \$244.44	\$855.56
			50 hours	50 X \$12.22 = \$611.00	\$489.0

### **Student Tuition Recovery Fund (STRF):**

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party."

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered students who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.

3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

Questions regarding the STRF may be directed to:

Bureau for Private Postsecondary Education

Physical Address: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833

Mailing Address: P O Box 980818, West Sacramento, CA 95798-0818

Phone Number: 916-431-6959

Toll Free: 888-370-7589

Fax Number: 916-263-1897

## Grievance and Appeals Policy

The purpose of this procedure is to allow for the resolution of student grievances alleging violations of California School of Health Sciences Course policies.

### **Resolution**

Students who believe that the Training Program or any administrative subdivision or employee thereof, including clinical preceptors, has acted in violation of the Training Course Policies are encouraged to attempt to resolve the matter informally. The student should seek such resolution directly with the affected unit (i.e. Instructor, Clinical Coordinator, and Preceptor).

Thereafter, if the matter remains unresolved, the Student may report the complaint to the Program Director, who is empowered to investigate the matter and the attempt to bring about a resolution.

### **Appeal**

If the complaint involves termination or allegations of discrimination and in the event that resolution is not successful, the student may file an appeal with the Program Director within seven (7) days of the time at which the student could be reasonably expected to have knowledge of the alleged violation. Such a complaint must include an explanation of the specific action being grieved, the specific policy and/or regulation alleged to be violated, and the remedy requested.

Upon receipt of the formal complaint, the Program Director will furnish a copy of the complaint to the head of the affected unit in which the alleged violation purportedly occurred for investigation. The investigation will be completed within fourteen (14) days and a summary of the investigation and decision on the complaint will be provided to the student at that time.

Within ten (10) days of receipt of the summary and decision, the student will notify the Managing Director California School of Health Sciences in writing if a hearing is requested. If a hearing is requested, the Managing Director will arrange a hearing on a date mutually agreeable to all parties and to be conducted by the Director's Committee.

Within fourteen (14) days of the close of the hearing, a report with the findings of fact as to the complaint will be produced and sent to the student with a decision. The decision will be based on a Preponderance of the Evidence presented.

In the event the complaint or concern has not been resolved at the school level, the student may consider contacting the school's accrediting entity.

Unresolved complaints may also be directed to the Department of consumer affairs, P O Box 980818, West Sacramento, CA 95798-0818.

Students or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site [www.bppe.ca.gov](http://www.bppe.ca.gov).

## **STUDENT SERVICES**

### **Academic Advisement**

CSHS faculty and staff are available to advise students on academic challenges, and if needed provide a referral to special counseling services when required.

### **Computer lab and Online Library**

The school has computer laboratory with online library and test preparation services, during the first term/module of study each student will receive a password and username to access the online resources.

### **Students Activities**

Throughout the school year, activities that encourage school spirit and develop student leadership may be offered. CSHS believes that participation in these activities is an important part of the educational process, and student involvement is encouraged.

### **Housing**

The school does not offer housing and has no responsibility to find or assist a student in finding housing.

### **Transportation Services**

CSHS maintains information on public transportation and a list of students interested in car-pooling.

### **Field Trips**

CSHS believes that training is enriched by observing real-life applications. When appropriate, visits are arranged to industrial or professional locations.

### **Drug and Alcohol Prevention**

CSHS prohibits the manufacture and unlawful possession, use or distribution of illicit drugs or alcohol by students on its property and at any College activity. If a student suspects someone to be under the influence of any drug (or alcohol), they should immediately bring this concern to the attention of the Director of Education. Violation of the institution's anti-drug policy will

result in appropriate disciplinary actions and may include expulsion of the student. The appropriate law enforcement authorities may also be notified.

In certain cases, students may be referred to counseling sources or substance abuse centers. If such a referral is made, continued enrollment or employment is subject to successful completion of any prescribed counseling or treatment program.

### **Students Recognition**

CSHS believes that through recognition comes a stronger sense of community and self importance. The ability to help build positive self-esteem is the most powerful tool a recognition program can provide. Students may aspire to be recognized for perfect attendance, academic excellences, and additional awards. Please contact the Director of Education for more information.

### **Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) grant students certain rights with respect to their educational records. They are:

- 1.** The right to inspect and review the student's education records within 45 days of the day the institution receives a request for access. Students should submit to the institution president written requests that identify the record(s) they wish to inspect. The institution official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the institution official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- 2.** The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading. Students may ask the institution to amend a record that they believe is inaccurate or misleading. They should write the institution official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the institution decides not to amend the record as requested by the student, the institution will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- 3.** The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Generally, schools must have written permission for the parents of minor students or eligible students in order to release any information from a student's educational record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (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 the school;
- 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.

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

### **Directory Information**

CSHS has designated certain information contained in the education records of its students as Directory Information for purposes of FERPA. Directory Information at this institution includes:

- Name, Address, Telephone numbers
- Major and/or minor fields of study
- Diploma/Degree/Certificate sought
- Expected date of program completion, and Expected date of graduation
- Diplomas/Degrees/Certificate conferred
- Awards and Honors
- Dates of attendance
- Previous institutions attended
- Participation in officially recognized activities
- Photograph

Directory information may be disclosed by this institution for any purpose, without the prior consent of a student, unless the student has forbidden disclosure of such information in writing. Students wishing to prevent disclosure of the designated directory information must file written notification to this effect with the Registrar's Office. In the event that such written notification is not filed, the institution assumes that the student does not object to the release of the directory information.

**4.** The right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is the

Family Policy Compliance Office,  
U.S. Department of Education,  
400 Maryland Avenue, SW,  
Washington, DC 20202

Additional FERPA information is available from the institution's admission Office.

### **Retention of Student Records**

CSHS shall maintain records of the name, address, e-mail address, and telephone number of each student who is enrolled in an educational program in that institution.

CSHS shall maintain, for each student granted a degree or certificate by that institution, **permanent records** of all of the following:

1. The degree or certificate granted and the date on which that degree or Certificate was granted.
2. The courses and units on which the certificate or degree was based.
3. The grades earned by the student in each of those courses.
4. In case of school closure, all permanent students records should be transferred to BPPE approved record custodian service.

### **Sexual Assault/Violence Prevention**

The school does not tolerate violence or other threatening conduct against any members of the school community. This includes acts against persons or property, as well as harassment based on sex, race, ethnicity, or disability. The school will impose strict disciplinary actions and appropriately involve law enforcement officials should any acts or threatening conduct occur on school facilities or at school-sponsored events. This includes acts of violence against women.

In the event of a sexual assault or domestic violence, please be aware of the following:

- Preserve any evidence of the assault.
- go to a place where it is safe from further attack and notify the police
- Obtain immediate medical attention
- seek professional counseling

If requested by the student who is the victim of a sexual assault, the school will assist the student in notifying law enforcement. In addition the school will provide information on off-campus agencies that provides services to victims of a sex offense.

## **No Weapons Policy**

CSHS prohibits all persons who enter CSHS property from carrying a handgun, firearm, illegal knives, or other prohibited weapons of any kind regardless of whether the person is licensed to carry the weapon or not. Failure to abide by this policy will lead to dismissal from CSHS.

## **Copyright Policy**

California School of Health Sciences does not condone or tolerate the unauthorized copying of licensed computer software by staff, faculty, or students. CSHS shall adhere to its contractual responsibilities and shall comply with all copyright laws, and expects all members of the CSHS community to do so as well. Members of the CSHS community who violate this policy may be subject to discipline through standard CSHS procedures. An individual or CSHS department engaged in the unauthorized copying or use of software may also face civil suit, criminal charges, and/or penalties and fines. Subject to the facts and circumstances of each case, such individuals or departments shall be solely responsible for their defense and any resulting liability.

If you have questions about this policy, please contact us.

**[Follow this link for more information on U.S. copyright law >> http://copyright.gov](http://copyright.gov)**



CALIFORNIA SCHOOL OF HEALTH SCIENCES

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# **International Program**

## **COURSES**

# ADVANCED MEDICAL SURGICAL REFRESHER

## COURSE DESCRIPTION

California School of Health Sciences (CSHS) is proud to offer a Certificate of Completion in Advanced Medical Surgical Nursing. The Advanced Medical Surgical Nursing course is designed to prepare nurses to assume the role of a medical surgical nurse in a healthcare setting. The content includes in-depth review of the following topics: Overview of Healthcare System, Critical Thinking, and Nursing Process, Patient Rights, Informed Consent, Advanced Directives, Organ Donation, Restraints, Charting Documentation Handling physician orders, Dispensing medications, Gas Exchange & Respiratory Function, Cardiovascular, Circulatory, Hematologic Function, Gastrointestinal, Metabolic, Endocrine Function, Renal, Urinary, Reproductive Function, Immunologic Function, Infection Control, Universal Precautions, Perioperative Concepts, Sensorineural, Integumentary Function, Burn Issues. Musculoskeletal, and Neurologic Function. Pharmacology will be covered for each system.

This program is divided into two phases: didactic (classroom), and clinical practicum. It is comprised of a total of 240 hours. Hours are broken down as follows: didactic-96 hours and clinical practicum 144 hours.

- **The didactic phase classes typically meet twice a week from 9:30am to 1:30pm.**
- **The clinical Practicum (in-hospital) supervised clinical training from 7:30am to 2:30pm twice a week.**

The clinical practicum provides the student with opportunities to integrate and apply Medical Surgical skills and theory in clinical practice.

# ADVANCED LEADERSHIP AND MANAGEMENT

## COURSE DESCRIPTION

The integration of the leadership role with professional nursing is the focus of this course. Theories of leadership, management, and organizations are analyzed and their application to health care agencies explored. The related concepts of power, change, decision-making, budgeting, marketing, and ethics are examined for their contribution to the management process. The importance of collaboration, accountability, and advocacy to the leadership role will be stressed.

This program is divided into two phases: didactic (classroom), and clinical practicum. It is comprised of a total of 240 hours. Hours are broken down as follows: didactic-96 hours and clinical practicum 144 hours.

- **The didactic phase classes typically meet twice a week from 9:30am to 1:30pm.**
- **The clinical Practicum (in-hospital) supervised clinical training from 7:30am to 2:30pm twice a week.**

The clinical practicum provides the student with opportunities to integrate and apply management skills and theory in clinical practice.

# ADVANCED CRITICAL CARE COURSE

## COURSE DESCRIPTION

California School of Health Sciences (CSHS) is proud to offer a Certificate of Completion in Adult Critical Care Nursing. The adult critical care course is designed to prepare nurses to assume the role of a critical care nurse in a healthcare setting. The content includes an introduction to critical care nursing with common health and physical assessment skills, diagnostic tests, pharmacological interventions, and nutritional measures integrated throughout the content areas. Content areas are developed around the body systems: respiratory, cardiovascular, gastrointestinal, renal, endocrine, neurological, hematological, immunological, trauma and emergencies, and professional practice.

This program is divided into two phases: didactic (classroom), and clinical practicum. It is comprised of a total of 240 hours. Hours are broken down as follows: didactic-96 hours and clinical practicum 144 hours. California School of Health Sciences enables our students to acquire Continuous Education Credits for this course upon request.

- **The didactic phase classes typically meet twice a week from 9:30am to 1:30pm.**
- **The clinical Practicum (in-hospital) supervised clinical training from 7:30am to 2:30pm twice a week.**

The clinical practicum provides the student with opportunities to integrate and apply critical care skills and theory in clinical practice.

# ADVANCED LEADERSHIP AND MANAGEMENT

## COURSE DESCRIPTION

The integration of the leadership role with professional nursing is the focus of this course. Theories of leadership, management, and organizations are analyzed and their application to health care agencies explored. The related concepts of power, change, decision-making, budgeting, marketing, and ethics are examined for their contribution to the management process. The importance of collaboration, accountability, and advocacy to the leadership role will be stressed.

This program is divided into two phases: didactic (classroom), and clinical practicum. It is comprised of a total of 240 hours. Hours are broken down as follows: didactic-96 hours and clinical practicum 144 hours.

- **The didactic phase classes typically meet twice a week from 9:30am to 1:30pm.**
- **The clinical Practicum (in-hospital) supervised clinical training from 7:30am to 2:30pm twice a week.**

The clinical practicum provides the student with opportunities to integrate and apply management skills and theory in clinical practice.

# NCLEX Board Review Seminar

## Classroom Instruction Outline

This is 4-12 weeks NCLEX board review with simulated exams, integrating the nursing process, client needs, pharmacology, nutrition, safety, infection control, legal issues, management of client care includes priorities and delegation, home care and cultural diversity.

### **The Test-taking Strategies**

The first day will give the nurses the edge they need. It prepares the nurses for the latest computerized NCLEX exam, so you can pass. When it comes to NCLEX-CAT, it is not enough to have the knowledge, nurses need to learn how to critically think the question, analyze it, avoid the distracter and chose between the two best options.

In the test-taking section the nurses will learn:

- ✓ The test format, grading policy and up to date changes on the test.
- ✓ How to develop critical thinking skills.
- ✓ How to use the nursing process to meet the client needs.
- ✓ How to analyze the question and identify the four critical elements.
- ✓ How to avoid misreading the question.
- ✓ How to avoid “reading into” the question.
- ✓ How to eliminate incorrect options, and chose between the two best options.
- ✓ How to answer communication questions.
- ✓ How to manage test anxiety and avoid undesirable test behaviors such as answering the questions as a “Philosopher”.
- ✓ How to prioritize responsibilities and delegate patient care.
- ✓ How to answer ethical and legal issues related questions.

## **Medical Surgical Nursing**

Throughout outstanding lectures and simulated exams containing hundreds of questions you will learn how to apply the nursing process in taking care of adults with:

- Cardiovascular Disorders.
- Respiratory Disorders.
- Acid Base Imbalances.
- Gastrointestinal Disorders.
- Endocrine Disorders.
- Genitourinary Disorders.
- Oncological Disorders.
- Connective Tissue Disorders.
- Immunologic Disorders.
- Musculoskeletal Disorders.
- Burns.
- Neurologic Disorders.
- Medical Emergencies.

## **Pharmacology Nursing:**

- Basic mathematical concepts of computation of dosages,
- Preparation of medications.
- Principles of administration of medications.
- Emphasis is placed on the Knowledge of commonly used drugs and their action

## **Maternal/Child Nursing:**

- Childbearing cycle.
- Antepartal, labor and delivery.
- Emergency childbirth.
- Post-partum complications.
- Care of the newborn and high-risk infants.
- Growth & development.

- Nursing care of children with:
  - Cardiovascular Disorders.
  - Respiratory Disorders.
  - Neurologic Disorders.
  - Hematological Disorders.
  - Oncology Disorders.
  - Endocrine Diseases.
  - Pediatric Emergencies.
  - Communicable diseases.
  - Child abuse.

### **Psychiatric Nursing:**

- Anxiety.
- Schizophrenia.
- Mood disorders.
- Personality disorders.
- Chemical dependence/Abuse.
- Organic mental disorders.
- Eating disorders.
- Developmental disabilities.
- Family violence.
- Rape.
- Legal aspects of Psychiatric Nursing.

### **Management of Care:**

- Advance Directives
- Continuous Quality Improvement
- Advocacy
- Establishing Priorities
- Client Care Assignments
- Ethical Practice
- Client Rights

- Incident/Irregular Occurrence/Variance Reports
- Concepts of Management and Supervision
- Informed Consent, Confidentiality
- Legal Responsibilities
- Consultation with Members of the Health
- Care Team
- Referral Processes
- Continuity of Care
- Resource Management

## Online NCLEX Review Outline

The 8 weeks online review which includes:

- ⇒ Diagnostic Pre-test.
- ⇒ Over 1,100 practice questions with instructor feedback.
- ⇒ Nursing terms, study tips, memory clues and test taking techniques and strategies
- ⇒ Over 2,000 Web page content review according to the updated RN test plan which include the following topics:

*1. Safe, Effective Care Environment*

*Management of Care*

*Safety and Infection Control*

*2. Health Promotion and Maintenance*

*Growth and development through the life span*

*Prevention and Early Detection of disease*

*3. Psychosocial Integrity*

*Coping and adaptation*

*Psychosocial Adaptation*

*4. Physiological Integrity*

*Basic Care and Comfort*

*Pharmacological Therapies and Parenteral Therapies*

*Reduction of Risk Potential*

- *Cardiovascular*
- *Respiratory*
- *Neurological*
- *Gastrointestinal*
- *Genitourinary*
- *Endocrine*
- *Orthopedic*
- *Oncology*
- *Emergency*
- *Pediatric*
- *Complicated Obstetrics*

## Faculty Development Program (FDP)

### **FACULTY DEVELOPMENT PROGRAM DESCRIPTION:**

The primary goal of this program is to provide visiting Faculty from International University with opportunities to explore alternative teaching methodologies, expand their knowledge in accreditation and gather new teaching materials and resources by attending classes and visiting faculty members at universities in the United States. In addition this program creates relationships between U.S. universities faculty and the International faculty, in order to support ongoing contact and collaboration.

This is a one month program that is divided into two phases: (1) classroom discussion which comprise of a total of 90 hours; (2) field visits to educational institution in California which comprise of a total of 30 hours.

### **FACULTY DEVELOPMENT PROGRAM OBJECTIVES:**

Upon completion of the program the participant will be able to:

1. Identify current trends affecting higher education;
2. Describe the process and the standards for accreditation;
3. Identify the Lerner need assessment process;
4. Write behavioral objectives which reflects program goals;
5. Discuss problem posing and solving as an approach in higher education;
6. Describe the process of program evaluation.
7. Explore the current innovations in higher education including e-learning and simulation.

### **EVALUATION:**

To receive the professional certificate of completion, the visiting faculty must attend at least 90 percent of the program hours.

## FACULTY DEVELOPMENT PROGRAM AGENDA:

<p><b>WEEK 1 DAY 1&amp; 2</b></p>	<p><b>OVERVIEW OF THE NATIONAL ACCREDITATION AGENCIES</b> (Select one organization as an example to discuss the standards)</p> <ul style="list-style-type: none"> <li>• Accrediting Council for Independent Colleges and Schools (ACICS)</li> <li>• Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT)</li> <li>• Accrediting Council for Continuing Education and Training (ACCET)</li> <li>• Council on Occupational Education (COE)</li> </ul>
<p><b>WEEK 1 DAY 3-5</b></p>	<p><i>OVERVIEW OF Specialized and professional Accreditation Agencies (Select one organization as an example to discuss the standards)</i></p> <ul style="list-style-type: none"> <li>• Commission on Collegiate Nursing Education (CCNE)</li> <li>• Association of American Medical Colleges</li> <li>• American Dental Association Commission on Dental Accreditation</li> <li>• National League for Nursing (NLN)</li> <li>• The Association to Advance Collegiate Schools of Business</li> </ul>
<p><b>WEEK 2 DAY 1-5</b></p>	<p><b>CURRICULUM DEVELOPMENT &amp; EVALUATION:</b></p> <ul style="list-style-type: none"> <li>• Learner Need Assessment</li> <li>• Writing Behavioral Objectives</li> <li>• Problem Posing and Solving Approach in Teaching</li> <li>• Program Evaluation</li> </ul>
<p><b>WEEK 3 DAY 1 -5</b></p>	<p><b>INNOVATIONS IN HIGHER EDUCATION:</b></p> <ul style="list-style-type: none"> <li>• Online Instructor Resources</li> <li>• E books</li> <li>• Test Generators</li> <li>• Online Testing &amp; Review</li> <li>• Clinical Simulation</li> </ul>
<p><b>WEEK 4 DAY 1-5</b></p>	<p><b>FIELD VISITS:</b></p> <p>During this week the participants will visit few Universities in California and</p>

	meet with the faculty members for future network and may attend committee meetings.
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In addition, **Electronic resources** such as test generators, lesson plans, PowerPoint Presentations, classroom activities and games will be provided to each participant based on their specialty.

## Research Residency Program

**Unit Value:** 3 units In class work  
6 units Individual work (homework, Computer lab work, & Library)

### Course Description:

This course is designed to provide graduate students with the skills they need to critically appraise a body of evidence in order to address a practice-related question. Students will practice skills needed to frame practice related questions in order to drive evidence-based practice solutions; search and critique a body of literature related to those questions. The students will be required to construct evidence based tables to guide their literature review and synthesize the evidence into a proposed solution. Students are asked to evaluate the presence and suitability of a theoretical model that guides the research. The course emphasizes knowledge and skills related to critique of research design, conceptual framework, methods and simple statistics as the main tool used to evaluate internal and external validity of published research.

### Overall Course Objectives:

- Describe processes of the development of research problems.
- Name the types of research appropriate to answering different research questions.
- Evaluate adequacy of literature review, research design and identify potential sampling biases in published studies
- Identify measures for ensuring ethical conduct of nursing research
- Determine the theoretical framework or models used to guide the research .
- Examine major types of data collection methods for nursing research and analyze their strengths and weaknesses.
- Describe aspects of instrument reliability and validity and specify how each aspect can be assessed.

- Identify the reliability and validity of tools to measure intervention outcomes in selected studies.
- Identify potential sources of measurement error.
- Analyze data management methods in quantitative research studies.
- Interpret suitability of simple statistical procedures used to report study findings.
- Demonstrates an ability to synthesize a critique of a study and outline implications for practice, education, future research and policy.
- Present verbally and in writing the research findings

**Required Text/Materials:**

- Hulley SB, Cummings SR, Browner WC, Grady DG, Newman TB. (3rd Ed.). (2006). *Designing Clinical Research: An Epidemiologic Approach*. Philadelphia. Wolter Kluwer & Lippincott Williams & Wilkins.
- Cummings SR. *Publishing and Presenting Clinical Research* (2nd Ed.) (2006). Philadelphia. Wolter Kluwer & Lippincott Williams & Wilkins.

**Recommend Textbook:**

- Munro, B. H. (2005). *Statistical methods for health care research* (5th Ed.). Philadelphia: Lippincott Williams & Wilkins.
- Polit, D. F. & Beck, C. T. (2012). *Nursing research: Generating and assessing evidence for nursing practice* (9th Ed.). Philadelphia: Lippincott Williams & Wilkins. (& accompanying CD)
- Polit, D. F. & Beck, C. T. (2012). *Resource manual to accompany nursing research: Generating and assessing evidence for nursing practice* (9th Ed.) Philadelphia: Lippincott Williams & Wilkins

## Schedule Topics

<i>DATE</i>	<i>TOPIC</i>	<i>INDIVIDUAL ASSIGNMENTS</i>
March 1st-March 31st  In class Seminar  March 12th-16th	<b>Topic 1: Conceptual Phase</b> <ul style="list-style-type: none"> <li>• Formulating the problem</li> <li>• Reviewing related literature</li> <li>• Undertaking clinical fieldwork</li> <li>• Defining the conceptual framework (theoretical model) and developing conceptual definitions</li> <li>• Formulating hypotheses</li> <li>• Stating the significance and innovation of the research study</li> </ul>	Critique your own research problem, research question and hypothesis          Revise your literature review utilizing the search databases
April 2nd- April 30th  In class Seminar  April 9th-13th	<b>Topic 2: Design Phase</b> <ul style="list-style-type: none"> <li>• Selecting a research design</li> <li>• Developing intervention protocols</li> <li>• Identifying the population</li> <li>• Designing the sample plan</li> </ul>	Critique your own research design, and sample, revise accordingly
May 1st-May 31st  In class Seminar  May 7th- 11th	<b>Topic 3: Planning Phase</b> <ul style="list-style-type: none"> <li>• Identify measurement options and strength and limitations of each as well as any reliability and validity concerns,</li> <li>• Identify sensitivity and specificity concerns</li> <li>• Specifying collect data collection methods</li> <li>• Complete the NIH Protection of Human Subjects on line course.</li> <li>• Develop and informed consent form</li> <li>• HIPPA</li> </ul>	

	<ul style="list-style-type: none"> <li>Finalizing and reviewing the research plan</li> </ul>	
June 1st-June 29th	<p><b>Topic 4: Empirical Phase</b></p> <ul style="list-style-type: none"> <li>Collecting data</li> <li>Data entry methods</li> <li>Data management</li> <li>Preparing data for analysis</li> </ul>	
July 2nd-July 31st	<p><b>Topic 5: Analytic Phase</b></p> <ul style="list-style-type: none"> <li>Analyzing the data</li> <li>Writing the research results</li> <li>Interpreting results</li> <li>Writing the discussion and implications</li> <li>Develop tables and figures to summarize and present results</li> </ul>	
August 1st- August 31st	<p><b>Topic 6: Dissemination and Publication Phase</b></p> <ul style="list-style-type: none"> <li>Presenting the findings verbally</li> <li>Method of Responding to reviewer comments</li> <li>Develop a manuscript for Publication</li> </ul>	

# English as a Second Language Program

## INTRODUCTION

The California School of Health Sciences has held a long-standing tradition of serving the needs of their community. However, while based in Garden Grove, California, they are also physically placed in the corner of Chapman and Brookhurst, a well-known melting pot of non-native enclaves. To its north is a Middle Eastern community, to its south is Little Saigon, and the structure itself is based in the Korean District of Garden Grove. CSHS's location makes it ideal to reach out to non-native English speaking populations. Furthermore, CSHS' location in Los Angeles Serves the Korean, Chinese, Japanese, Middle-Eastern, and other communities.

Current students and staff of CSHS have voiced an interest for an English as a Second Language program to be installed. CSHS also has an ongoing relationship with overseas communities, who have also voiced an interest in learning English. Although CSHS' current students are focused on nursing and the medical professions, they have expressed a need to improve and strengthen their English skills.

English as a Second Language is a fundamental necessity for an immigrant population seeking to integrate into American society. Not only would this English as a Second Language program be beneficial to CSHS' current international nursing students, but also for the long-term growth of immigrants within the physical area of the institution.

An English as a Second Language program at CSHS will enhance students' learning experience and ability to succeed in the American workforce. An English as a Second Language program will produce proficient communicators of English and equip them with the necessary skills for life learning. English may not be mastered in one day, but when installed the English as a Second Language program at CSHS will ensure quality learning for not only the students from the school itself, but its community as well.

## ENTRANCE REQUIREMENTS FOR THIS CURRICULUM

1. Is a high school diploma required for admission? *No.*
2. Do the admission standards require applicants to possess any previous education, employment background, or other experience? *No.*
3. Is there a minimum age requirement for admission? *Yes. 17 years-old.*
4. Do the admission standards require that all applicants take an entrance examination? *Yes.*
  - a. Commercially developed standardized examination.
  - b. The Interchange Passages Placement Testing Program
  - c. Re-test policy is to allow re-tests only when a students' level of English proficiency is questionable (possibly placed in the wrong level).
  - d. Staff members of the California School of Health Sciences may administer the test.
5. Program uses standards based on the English as a Second Language Model Standards for Adult Education Programs.
6. Students who master the English language will receive many more benefits in the United States, as it is the official language of this country.

## PROGRAM OBJECTIVES

To improve and strengthen students' English language skills with an academic emphasis.

Program Objectives	Evaluation
Students will improve their English language skills.	Level completion and/or assessment tools such as criterion-referenced tests, norm-referenced tests, mandatory participation, and attendance.
Students will demonstrate reading and writing strategies.	Level completion and/or assessment tools such as criterion-referenced tests and norm-referenced tests.
Students will understand conversational English and speak comprehensibly to native English speakers.	Level completion and/or assessment tools such as criterion-referenced tests, norm-referenced tests, and evaluation by instructor.
Students will learn, practice, and correctly produce grammatical structures of the English language.	Level completion and/or assessment tools such as criterion-referenced tests and norm-referenced tests.
Students will demonstrate understanding and use of academic learning strategies.	Level completion and/or assessment tools such as criterion-referenced tests and norm-referenced tests.

**ENGLISH AS A SECOND LANGUAGE PROGRAM**

**Beginner Track**

<b>Course Number</b>	<b>Lecture Hours (Week)</b>	<b>Course Title</b>	<b>Lab Hours (Week)</b>	<b>Total Hours</b>
ESL-101	6	Beginner Reading/Writing	1	7
ESL-102	6	Beginner Listening/Speaking	1	7
ESL-103	6	Beginner Grammar	1	7
ESL-601, 602, or 603	6	Student Elective	1	7
Total Per Course	252		42	294

**High Beginner Track**

<b>Course Number</b>	<b>Lecture Hours (Week)</b>	<b>Course Title</b>	<b>Lab Hours (Week)</b>	<b>Total Hours</b>
ESL-201	6	High Beginner Reading/Writing	1	7
ESL-202	6	High Beginner Listening/Speaking	1	7
ESL-203	6	High Beginner Grammar	1	7
ESL-601, 602, or 603	6	Student Elective	1	7
Total Per Course	252		42	294

### Intermediate Track

Course Number	Lecture Hours (Week)	Course Title	Lab Hours (Week)	Total Hours
ESL-301	6	Intermediate Reading/Writing	1	7
ESL-302	6	Intermediate Listening/Speaking	1	7
ESL-303	6	Intermediate Grammar	1	7
ESL-601, 602, or 603	6	Student Elective	1	7
Total Per Course	252		42	294

### High Intermediate Track

Course Number	Lecture Hours (Week)	Course Title	Lab Hours (Week)	Total Hours
ESL-401	6	High Intermediate Reading/Writing	1	7
ESL-402	6	High Intermediate Listening/Speaking	1	7
ESL-403	6	High Intermediate Grammar	1	7
ESL-601, 602, or 603	6	Student Elective	1	7
Total Per Course	252		42	294

### Advanced Track

Course Number	Lecture Hours (Week)	Course Title	Lab Hours (Week)	Total Hours
ESL-501	6	Advanced Reading/Writing	1	7
ESL-502	6	Advanced Listening/Speaking	1	7
ESL-503	6	Advanced Grammar	1	7
ESL-601, 602, or 603	6	Student Elective	1	7
Total Per Course	252		42	294

### Electives

Course Number	Lecture Hours (Week)	Course Title	Lab Hours (Week)	Total Hours
ESL-601	6	TOEFL Preparation	1	7
ESL-602	6	Pronunciation	1	7
ESL-603	6	Academic Writing for ESL Students	1	7

### COURSES PLACEMENT SCORES

COURSE NAME	LEVEL	SUBJECT	ESL PLACEMENT SCORE
ESL-101	Beginner	Reading/Writing	0-11
ESL-102	Beginner	Listening/Speaking	0-11
ESL-103	Beginner	Grammar	0-11
ESL-201	High Beginner	Reading/Writing	12-23
ESL-202	High Beginner	Listening/Speaking	12-23
ESL-203	High Beginner	Grammar	12-23
ESL-301	Intermediate	Reading/Writing	24-36
ESL-302	Intermediate	Listening/Speaking	24-36
ESL-303	Intermediate	Grammar	24-36
ESL-401	High Intermediate	Reading/Writing	37-55
ESL-402	High Intermediate	Listening/Speaking	37-55
ESL-403	High Intermediate	Grammar	37-55
ESL-501	Advanced	Reading/Writing	56-70
ESL-502	Advanced	Listening/Speaking	56-70
ESL-503	Advanced	Grammar	56-70
ESL-601	High Intermediate to Advanced	TOEFL Preparation	37-70
ESL-602	Intermediate to Advanced	Pronunciation	24-70
ESL-603	Advanced	Academic Writing for ESL Students	56-70
ESL-702	Intermediate to Advanced	ESL for Nursing	24-70

## English as a Second Language Program

### Required Textbooks

Title	Publisher	Author/Editor	Copyright
Interactions Access Reading (Silver Edition)	McGraw-Hill	Hartmann, P., Mentel, J.	2009
Interactions Access Reading (Silver Edition) E-Course	McGraw-Hill	Hartmann, P., Mentel, J.	2009
Interactions Access Listening/Speaking (Silver Edition)	McGraw-Hill	Thrush, E.A., Baldwin, R., Blass, L.	2009
Interactions Access Listening/Speaking (Silver Edition) E-Course	McGraw-Hill	Thrush, E.A., Baldwin, R., Blass, L.	2009
Grammar Form and Function 1, Second Edition	McGraw-Hill	Broukal, M.	2010
Interactions 1 Reading (Silver Edition)	McGraw-Hill	Kirn, E., Hartmann, P.	2009
Interactions 1 Writing (Silver Edition)	McGraw-Hill	Pvlik, C., Segal, M.	2009
Interactions 1 Reading (Silver Edition) E-Course	McGraw-Hill	Kirn, E., Hartmann, P.	2009
Interactions 1 Writing (Silver Edition) E-Course	McGraw-Hill	Pavlik, C., Segal, M.	2009
Interactions 1 Listening/Speaking (Silver Edition)	McGraw-Hill	Tanka, J., Most, P.	2009
Interactions 1 Listening/Speaking (Silver Edition) E-Course	McGraw-Hill	Tanka, J., Most, P.	2009
Interactions 1 Grammar (Silver Edition)	McGraw-Hill	Kirn, E., Jack, D.	2009
Interactions 1 Grammar (Silver Edition) E-Course	McGraw-Hill	Kirn, E., Jack, D.	2009
Interactions 2 Reading (Silver Edition)	McGraw-Hill	Hartmann, P., Kirn, E.	2009
Interactions 2 Reading (Silver Edition) E-Course	McGraw-Hill	Hartmann, P., Kirn, E.	2009
Interactions 2 Writing (Silver Edition)	McGraw-Hill	Pavlik, C., Segal, M.K.	2009
Interactions 2 Writing (Silver Edition) E-Course	McGraw-Hill	Pavlik, C., Segal, M.K.	2009
Interactions 2 Grammar (Silver Edition)	McGraw-Hill	Tanka, J., Baker, L.R.	2009

	Publisher	Author/Editor	Copy-right
Interactions 2 Grammar (Silver Edition) E-Course	McGraw-Hill	Tanka, J., Baker, L.R.	2009
Mosaic 1 Reading (Silver Edition)	McGraw-Hill	Knezevic, M., Webmann, B.	2009
Mosaic 1 Reading (Silver Edition) E-Course	McGraw-Hill	Knezevic, M., Webmann, B.	2009
Mosaic 1 Writing (Silver Edition)	McGraw-Hill	Blass, L., Pike-Baky, M.	2009
Mosaic 1 Writing (Silver Edition) E-Course	McGraw-Hill	Blass, L., Pike-Baky, M.	2009
Mosaic 1 Listening/Speaking (Silver Edition)	McGraw-Hill	Hanreddy, J., Whalley, E.	2009
Mosaic 1 Listening/Speaking (Silver Edition) E-Course	McGraw-Hill	Hanreddy, J., Whalley, E.	2009
Mosaic 1 Grammar (Silver Edition)	McGraw-Hill	Werner, P.K.	2009
Mosaic 1 Grammar (Silver Edition) E-Course	McGraw-Hill	Werner, P.K.	2009
Mosaic 2 Reading (Silver Edition)	McGraw-Hill	Knezevic, M., Webmann, B.	2009
Mosaic 2 Reading (Silver Edition) E-Course	McGraw-Hill	Knezevic, M., Webmann, B.	2009
Mosaic 2 Writing (Silver Edition)	McGraw-Hill	Blass, L., Pike-Baky, M.	2009
Mosaic 2 Writing (Silver Edition) E-Course	McGraw-Hill	Blass, L., Pike-Baky, M.	2009
Mosaic 2 Listening/Speaking (Silver Edition)	McGraw-Hill	Hanreddy, J., Whalley, E.	2009
Mosaic 2 Listening/Speaking (Silver Edition) E-Course	McGraw-Hill	Hanreddy, J., Whalley, E.	2009
Mosaic 2 Grammar (Silver Edition)	McGraw-Hill	Nelson, J., Werner, P.K.	2009
Mosaic 2 Grammar (Silver Edition) E-Course	McGraw-Hill	Nelson, J., Werner, P.K.	2009
Cambridge Preparation for the TEOFL Test (4 <sup>th</sup> Ed)	Cambridge	Gear, J., Gear, R.	2006
Pronunciation Plus: Practice Through Interaction	Cambridge	Hewings, M., Goldstein, S.	1998
Writing Matters	McGraw-Hill	Howard, R.M.	2010

## **Supplies**

- Whiteboard.
- Dry-erase markers.
- Whiteboard eraser.
- Whiteboard cleaner.
- Post-it notes.
- Index cards of various sizes.
- Paper clips.
- Manila folders.
- Pens.
- Pencils and erasers.
- Notebooks for teacher use.
- Binders for teacher use.

## **Computer Lab**

- 10 operational computers, aged 10 years or less.
- Computers equipped with instructional E-Courses appropriate for students' level.
- Computers equipped with word processor software such as Microsoft Word.
- 10 computer stations, including chair, keyboard, mouse, and headphones.

## **Instructional Methodology**

The instructional methodology is a communicative approach, broadly defining lessons as “Presentation, Practice, Production”. Focus is on student language use in the classroom, with minimized Teacher Talking Time. Generally a point(s) is/are presented to the students by short lecture, the point(s) are practiced through a variety of group work, and then students individually undertake an activity(ies) to produce the point(s) from the presentation. CSHS encourages the instructors to use other methods which might enhance the students learning, especially within specialized classes such as TOEFL, or writing.

## PHLEBOTOMY TECHNICIAN CERTIFICATION PROGRAM (CPT 1)

### PHLEBOTOMY TECHNICIAN CERTIFICATION PROGRAM (CPT 1) DESCRIPTION:

The phlebotomy course runs for a total of 8 weeks and consists of two concurrent phases: **didactic** (classroom) and **clinical** (in hospital). For the first two weeks of the didactic phase, classes meet on Tuesday and Thursday evenings, from 6:00pm to 10:00 pm and Saturdays from 8:00 am to 6:00 pm. For the remaining four weeks, classes meet on Saturdays from 8:00am to 6:00pm. Through lectures, interactive presentations, skills labs, and simulations you will gain the knowledge and skills to administer blood draws for patients. Students will first practice venipuncture on manikins, followed by practicing venipuncture on each other before beginning their starting their clinical phase.

The clinical phase begins during the third week of the didactic phase of the course. The available shifts include day, evening, and weekends shifts (separate from the classroom hours). In the clinical phase, students are rotated through CSHS hospitals and affiliated community clinics. Students function on a one-to-one basis, drawing blood from actual patients, under the direct supervision of a laboratory supervisor and/or licensed phlebotomist preceptor.

### PHLEBOTOMY TECHNICIAN CERTIFICATION PROGRAM (CPT 1) OBJECTIVES:

Phlebotomy Technician Program will provide the student with the theory and hands-on skills involved in phlebotomy. Students will explore the profession of phlebotomy and performing basic laboratory skills. Following completion of the clinical component of this course, the student can qualify to take the certification exam, and apply for California State Certification as a Certified Phlebotomy Technician I (CPT I).

## Course Objectives:

### *The student will be able to:*

1. List and describe the duties of the Phlebotomist and the traits that form the professional image.
2. Identify, demonstrate and employ the basic skills of good communication, interpersonal relations, stress management, professional and ethical behavior within the classroom and clinical settings.
3. Define, analyze and describe medical law, ethics, legal terminology, and legal issues related to blood collection.
4. Identify, describe, and discuss pathogenic organisms, blood borne pathogens, disease transmission, biohazard precautions, basic infection control and advanced infection control factors. Additionally, identify, demonstrate and employ the proper skills related to the enforcement of standard precautions, safety and disposal of biohazard wastes; e.g. sharps, needles and dressings.
5. Identify and describe the Anatomy, Physiology, and Medical Terminology of the major body systems with emphasis on the Cardio Vascular system. List several pathologic disorders, diagnostic tests, specimen collection, transportation, processing and storage techniques, related to those body systems.
6. Discuss, demonstrate and identify (utilizing a mannequin), the proper identification of the patient and specimen, the anatomical site, the disinfectant, the appropriate tubes and equipment, laboratory requisitions, patient preparation, safety, order of draw, additives, risk factors, and appropriate response to complications which may arise from Phlebotomy including post puncture care and special precautions.
7. Identify and demonstrate the assembly of the equipment, and the stepped procedures related to skin puncture and venipuncture techniques. Successfully obtain ten venipunctures and ten skin-punctures prior to entering the clinical setting.
8. Identify and discuss the anti-coagulation theory, pre-analytical sources of error in specimen collection, transport, processing and storage and quality assurance/quality control necessary to provide accurate and reliable test results. Recognize and take appropriate corrective actions to deal with problems in test requisitions, specimen transport, and processing.
9. Within a Hospital Clinical setting, identify and demonstrate the assembly of the equipment and the stepped procedures related to skin puncture and venipuncture. Successfully obtain 50 venipunctures and 10 skin punctures on patients of various ages and clinical diagnosis. Observation of 2 Arterial Punctures.

### **Instructional Methods:**

Instructors will utilize lecture, classroom discussions, hands-on experiences, laboratory exercises, role playing, presentations, demonstrations, research and student assignments (depending on section requirements) to facilitate students' achievement of course objectives.

## EVALUATION:

### PHLEBOTOMY TECHNICIAN CERTIFICATION PROGRAM (CPT 1)

Topic	# lecture	Total hours w/o quizzes	Quiz	Break	comments	
<b>Anatomy and Physiology</b>	1. Introduction to anatomy.	8:30-9:30	Take home			
	2. Anatomy of the cardio vascular system.	9:30-10:30				
	3. Blood and blood vessels.	10:30-11:30		11:30-11:40		
<b>Medical terminology</b>	4. Introduction to medical terminology and word roots.	11:40-12:40		12:40-1:00		
<b>Basic infection control</b>	5. Introduction to OSHA & blood born pathogen.	1:00-2:00	2:00-2:10	2:10-2:20		
<b>Practice lab part1</b>	Introduction to lab and safety precautions.	2:20-3:20				
<b>Practice lab part2</b>	PPE ,MSDS, Antiseptics...	3:20-4:10				
<b>Skills Evaluation</b>	Hand washing,Gloves,Gowns & practice.		4:10-4:30			
					End of D1	
<b>General review</b>	1. lecture 1,2,3,4 & 5 of day 1/ Video.	8:30-9:30				
<b>Appropriate disposal of sharps</b>	2. Appropriate disposal of biohazardous wastes.	9:30-10:30	10:30-10:40	10:40-10:50		
<b>Blood collection Equipment, types of tubes</b>	3. Introduction to basic blood collection equipments.	10:50-11:50				
	4. Tubes and additives.	11:50-1:10		12:30-12:50		
	5. Order of draw and special precautions.	1:10-2:10	2:10-2:20			
<b>Practice lab part1</b>	Veni puncture and disposal of sharps.	2:20-3:20				
<b>Practice lab part2</b>	Tubes and order of draw.	3:20-4:20				
<b>Skills Evaluation</b>	Veni puncture and disposal of sharps.		4:20-4:30			
					End of D 2	

Topic	# lecture	total hours w/o quizzes	Quiz	Break	comments
<b>General review</b>	1. Lecture review 2,3,4,5 of D2/video.	8:30-9:30			
<b>Proper Identification of patient and specimen</b>	2. Requisition forms and specimens.	9:30-10:30		10:30-10:40	
	3. Step by step patient Identification.	10:40-11:40			
	4. venipuncture the accurate steps.	11:40-12:40	1:00-1:10	12:40-1:00	
<b>Post-puncture care</b>	5. Step by step for post puncture patient care.	1:10-2:10	2:10-2:20	2:20-2:30	
<b>Practice lab part1</b>	Scenario patient Identification, general requisition forms.	2:30-3:30			
<b>Practice lab part2</b>	Skin puncture.	3:30-4:20			
<b>Skills Evaluation</b>	Patient identification & post puncture care.		4:20-4:30		
					End of D3
<b>General review</b>	1. review lecture 2,3,4&5 of D3/video.	8:30-9:30			
<b>Proper selection &amp; preparation of skin puncture site</b>	2. Antiseptics and consideration for their use.	9:30-10:30		10:30-10:40	
	3. Capillary puncture.	10:40-11:40			
	4. Skin puncture steps & site selection.	11:40-12:40	1:00-1:10	12:40-1:00	
<b>Question and discussion review of basic week</b>	5. Questions & discussion. Review for the test.	1:10-2:10	2:10-2:20	2:20-2:30	
<b>Practice lab part1</b>	Veni puncture different methods and antiseptics.	2:30-3:30			
<b>Practice lab part2</b>	Patients and proper equipments.	3:30-4:20			
<b>Skills Evaluation</b>	Veni puncture different methods and antiseptics.		4:20-4:30		
					End of W 1

Topic	# lecture	total hours w/o quizzes	Quiz	Break	comments	
<b>Advanced infectious disease control &amp; biohazard.</b>	1. Advanced infectious disease control & biohazard.	8:30-9:30	9:30-9:40			
<b>Anti coagulation Theory</b>	2. Anti coagulants and anti coagulation.	9:40 -10:40	10:40-10:50	10:50-11:00		
<b>Knowledge of pre-analytical sources of errors in specimen collection, transportation and storage.</b>						
	3. Pre-analytical errors lab variables.	11:00-12:00				
	4. Analytical errors phlebotomy techniques.	12:00-1:20		12:30-12:50		
	5. Post analytical trouble shooting and complications.	1:20-2:20	2:20-2:30	2:30-2:40		
<b>Practice lab part1</b>	Final advanced OSHA, sterilization, dress code.	2:40-3:40				
<b>Practice lab part2</b>	Exposure plan, safety in lab, and Venipuncture practice.	3:40-4:20				
<b>Skills Evaluation</b>	Advanced OSHA, Venipuncture		4:20-4:30			
					End of D 1	
<b>General review</b>	1. Review lecture 1,2,3,4 &5/video.	8:30-9:30				
<b>Anatomical site selection &amp; Patient preparation</b>	2. Identification of general veins and arteries for phlebotomy.	9:30-10:30		10:30-10:40		
	3. Patient preparation of vein, artery and skin puncture s.	10:40-11:50	11:50-12:00	12:00-12:20		
<b>Recognition of problem with test req. specimen, transport &amp; processing.</b>						
	4. Patients and requisition forms.	12:20-1:20				
	5. Specimens processing and transporting.	1:20-2:20	2:20-2:30	2:30-2:40		
<b>Practice lab part1</b>	Identifying major veins, arteries and puncture sites	2:40-3:40				

Topic	# lecture	total hours w/o quizzes	Quiz	Break	comments	
<b>Practice lab part2</b>	Venipuncture and skin punctures, Post puncture care.	3:40-4:20				
<b>Skills Evaluation</b>	Venipuncture and skin punctures, Post puncture care.		4:20-4:30			
					End of D2	
<b>General review</b>	1. Review lecture2,3,4 &5/video(Arterial puncture).	8:30-9:30				
<b>Risk factors &amp; appropriate response to complications from phlebotomy.</b>	2. Risk factors identification in phlebotomy.	9:30-10:30				
	3. How to respond to complications.	10:30-11:30	11:30-11:40	11:40-11:50		
<b>Corrective actions taken in test req.,specimen transport &amp; processing</b>	4. Remedies for complications in requisitions and specimens.	11:50-1:10				
	5. Remedies for complications in specimen transportation &processing	1:10-2:10	2:10-2:20			
<b>Practice lab part1</b>	Trouble shooting scenarios and correction procedures for issues	2:20-3:20		3:20-3:30		
<b>Practice lab part2</b>	Venipuncture and skin punctures, Post puncture care.	3:30-4:20				
<b>Skills Evaluation</b>	Patient Identification,preperation and handling tubes.		4:20-4:30			
					End of D3	

Topic	# lecture	total hours w/o quizzes	Quiz	Break	comments	
<b>General review</b>	1. Review lecture 2,3,4 & 5/video.	8:30-8:50				
<b>Basic communication, interpersonal relationship in phlebotomy</b>	2. Basic concepts of communication.	8:50-9:50		9:50-10:00		
	3. Health care professionalism.	10:00-11:00				
	4. Stress management and interpersonal skills.	11:00-12:00	12:00-12:10	12:10-12:30		
<b>Quality Assurance</b>	5. Quality Assurance.	12:30-1:30	1:30-1:40	1:40-1:50		
	6. Legal issues related to phlebotomy.	1:50-2:50		2:50-3:00		
<b>General review</b>	Final Test	3:00-3:30				
	Final Test	3:30-4:30				
					End W2	

