



California School of Health Sciences
Catalog

Effective Date : 1/1/2019

Catalog Index

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LOCATIONS

Main Campus Orange County

12141 Brookhurst St., Suite 201

Garden Grove, CA 92840

714-539-7081

866-539-7081

WEBSITE ADDRESS

www.cshs.edu

The following programs are offered at all campuses

ACLS Initial	ACLS Renewal	Avanced Leaderhsip & Managment	Avanced Medical Surgical
Advanced Critical Care Course	CCRN Review	CPR Initial	CPR Renewal
CPT 1	ICDL	Monitor Technician Certification	Basic to Advance EKG
FDP	NCLEX - LVN	NCLEX - RN	NBDE I
Critical Care	Nurse Educator	Nurse Refresher	Research Residency
PALS Initial	PALS Renewal	NBDE II	Ventilator
Adv. Nurse Educator	Intensive English Program		

Welcome to California School of Health Sciences (CSHS), a leader in providing language and health care 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

As an accredited institution, CSHS's mission is to provide quality-oriented educational programs that increase students' knowledge, improve their skills, and foster critical thinking in an efficient, timely, and economical manner. While ensuring that its' students are adequately prepared to transition to the professional field or academic institution of their choice, CSHS also strives to support hospitals, schools, and other healthcare facilities in California and throughout the world, by means of best-based and evidence-based practice, results-oriented training, and standardized academic development.

VISION

Prepare students for success in professional career in nursing and allied health. Furthermore, prepare students to transition to academic institutions.

PHILOSOPHY

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

FACULTY QUALIFICATION

The California School of Health Sciences is an organization operated by dedicated, experienced registered nurses and healthcare professionals with advanced degrees and extensive experience in professional health care education. All instructors must hold a BSc, or a BA to be a main instructor for a course. For America Heart Association Instructors, all instructors must hold an AHA instructor card.

English Instructors with the ESL program must hold, at minimum, a bachelor's degree with TESOL teaching experience or a bachelor's degree in teaching ESL or a foreign language with TESOL teaching experience. The instructional staff must also demonstrate near-native proficiency in English. Faculty for other courses must hold a BA, BSc, RN, or MD degrees. Furthermore, the institution is responsible for verifying that all instructors are qualified and meet all the above criteria.

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 est. 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. Approval to operate means that that the institution is in compliance with state standards as set forth in the Private Postsecondary Education Act.

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.

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 15-25, for the laboratory and clinical training is 15 students per group, for the AHA courses the student ratio is 1:10, and the ESL instructor: student ration is 1:20. The school does admit students from other countries and does issue I-20 for student F-1 and M-1 visas, all the instructions throughout the programs will occur in English language only.

HOLIDAYS YEAR 2019

Holiday	Date(s)
New Year Day	Tuesday, January 1
Martin Luther King, Jr Day	Monday, January 21
Memorial Day	Monday, May 27
Independent Day	Thursday, July 4
Labor Day	Monday, September 2
Columbus Day	Monday, October 14
Veterans Day	Monday, November 11
Thanksgiving Day	Thursday, November 28
Winter Recess (may not apply to externships or clinical rotations)	December 25, 2019- January 1, 2020

FACILITIES

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

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

Be at least 18 years of age; 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.

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/him, fellow employees, residents or visitors. The report must describe:

In preparation for beginning course work, each student is required to submit the following documents one week prior to the first day of class:

1. Completed Student Health Record (see attached) signed by a physician or nurse practitioner.
2. Current CPR certification; the certification must include two man rescue and infant/child rescue.
3. Proof of immunizations for tetanus/diphtheria, and two mumps vaccinations or a titer is required.
4. Proof of immunizations and proof of titer are required for rubella, rubeola, varicella, and hepatitis B.
5. Two- step PPD. If a positive reaction obtained, a chest x-ray shall be taken.

Expenses related to health records are the responsibility of the student. In addition, failure to comply with the required health screening, annual PPD, CPR certification, will result in suspension from class and clinical experiences until results are received.

Class and clinical time missed as a result of noncompliance is considered an absence, and thus, may jeopardize successful completion of a course

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 and ESL 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 for CPT1 is \$200 (nonrefundable) and for ESL is 150.00 (nonrefundable)

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 review CSHS for the programs tuition or ask the admission officer for list of tuitions and fees. Delinquent accounts may result in suspension or termination from the program and may be submitted for collection with collection agencies.

PROGRAM TOTAL CHARGES

Program of Study/Course	Schedule of Total Charges	
	PERIOD OF ATTENDANCE	ENTIRE EDUCATIONAL PROGRAM
Advanced Cardiac Life Support Initial	\$190	\$190
Advanced Cardiac Life Support Renewal	\$125	\$125
Advanced Critical Care Course	\$600	\$4,000
Advanced Leadership and Managment	\$1,900	\$4,000
Advanced Medical Surgical Refresher Course	\$1,900	\$4,000
Advanced Nurse Educator Course	\$1,950	\$4,000
Basic to Advanced EKG	\$220	\$220
CCRN Review	\$225	\$225
Certified Phlebotomy Technician	\$1600	\$1600
CPR-Initial or Heartsaver	\$50	\$50
CPR-Renewal	\$50	\$50
Critical Care	\$600	\$600
Faculty Development Internship	\$4,000	\$4,000
International Computer Driving License	\$1,500	\$1,500
Monitor Tech. Certification	\$290	\$290
National Board Dental Examination - Part1	\$2,700	\$2,700
National Board Dental Examination - Part2	\$2,700	\$2,700
NCLEX-LVN Review	\$350	\$350
NCLEX-RN Review	\$350	\$350
Nurse Educator	\$400	\$400

Program of Study/Course	Schedule of Total Charges	
	PERIOD OF ATTENDANCE	ENTIRE EDUCATIONAL PROGRAM
Nurse Refresher	\$600	\$600
Ventilator Workshop	\$90	\$90
Pediatric Advanced Life Support-Initial	\$190	\$190
Pediatric Advanced Life Support-Renewal	\$125	\$125
Research Residency Program	\$10,080	\$10,080
Intensive English Program	18 hours - \$3240 21 hours - \$3780 24 hours - \$4320	18 hours - \$3240 21 hours - \$3780 24 hours - \$4320

Books & Supplies

It is the responsibility of the students to purchase the textbook from the administrative assistant or through website (Amazon.com). Students must furnish their own incidental supplies such as pens, papers, notebooks etc.

Financial Aid Information

Currently CSHS does not offer any Federal Student Financial Aid.

Loan Information

Currently this school does not offer any student loans. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest.

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.

All students while at the didactic or clinical must wear nametags.

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.

Conservative jewelry only (i.e. Necklace, finger ring, and earring) is permitted.

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.

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. 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:

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.

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 Standards

CSHS expects students to attend at least 80% of the course hours for which they have registered. Students are responsible for all content covered in class and must be physically present for 80% of the course hours in order to receive credit for the course.

The student is considered to be on probation for "poor attendance," if the student's cumulative attendance falls below 80%. Should the student's average attendance fall below 80% while on probation, the student may be suspended from the school for up to two terms. For an F-1 visa

student, the minimum required in-classroom attendance is 18 hours/week. CSHS encourages all students to spend three hours per week in the ESL computer lab. Attendance is optional and cannot be counted toward attendance. Some students might be assigned a higher load of study hours as per required by their sponsor/employer. The F-1/M-1 student will be terminated from SEVIS for “poor attendance”.

Attendance is tracked in every class period by the instructor, if the student miss more than 15 minutes of any class period, the student will be marked absent for the whole hour.

International Students Leave of Absence (LOA)

Immigration regulations allow F-1 students to take a temporary Leave of Absence (LOA) of less than 5 months. All departing international students are required to notify ISC prior to a period of extended absence from CSHS.

LOA has a direct impact on your legal status and the ability to apply for off-campus work permission. Important things to consider:

- You cannot stay in the United States while on LOA. It is a violation of status.
- You must leave the United States within 15 days from the approval of the LOA.

If LOA is less than 5 months:

You may use the same I-20 to re-enter the United States and you are not required to pay the I-901 SEVIS fee again. To re-enter the United States, you must have the following documents:

- Valid I-20 with a current travel signature on page 3
- Valid F-1 visa in passport (may be expired upon exit, but must be renewed prior to re-entry)
- Valid passport (should be valid for at least 6 months from date of re-entry)

If LOA is for 5 months or more for personal reasons:

A leave of absence for more than five months will cause your current I-20 and visa to become invalid, no matter the expiration date on the document. To return to the United States, please note the following:

- You must be readmitted to your academic program
- You must obtain a new Form I-20 (it will indicate that you are in "Initial Attendance" at CSHS, with a new program start date and a new SEVIS number).
 - A student with an initial attendance I-20 is required to pay the I-901 SEVIS fee (if using the E-file to pay the fee, you must have a printer ready to print the receipt; you will be required to show proof of payment of the fee when entering the United States).

- You must apply for a new visa at the United States consulate (even if the visa currently in the passport has not yet expired).

Please note:

- All I-20s must be kept for your records, as they may be needed for future immigration applications.
- Time spent studying before the LOA in this instance will NOT be counted towards the full academic year requirement.

Once you are readmitted to CSHS, the readmitting department will notify ISC about your readmission. Your ISC will contact you to request the following documents in order to process a new I-20:

- Letter of readmission from the department
- Financial Support proof, including current proof of funding (bank statement, letter for assistantship, etc.)
- Student Form, including the address where the new "Initial Attendance" I-20 SEVIS Form will be sent

NOTE: If you are returning to CSHS after a temporary absence, you MUST "check-in" at CSHS upon arriving in Southern California. If you fail to do so, your enrollment status will not be reported in SEVIS and you will be considered out of status.

Medical LOA

F-1/M-1 students are eligible to take an LOA due to medical reasons. Students have the option to return to their home country or remain in the U.S. to receive medical treatment.

Students who wish to remain in the U.S. must obtain a doctor's letter recommending the LOA for medical reasons. Students who remain in the U.S. without obtaining advance approval for medical LOA from ISC will be considered out of status.

Requirements and Limitations of Medical LOA:

- Must have a letter from a licensed medical doctor, doctor of osteopathy, physician assistant, or licensed clinical psychologist recommending leave for a specific semester
- Must have PRIOR approval from ISC and ESL Director or DOE before withdrawing from courses
- No more than 5 months total leave are allowed.

Students considering an LOA due to medical reasons must meet with an ISC counselor.

Forms

- Leave of Absence - Notification Form

STUDENT ACHIEVEMENT STANDARDS

CSHS defines standards for student achievement that include Completion Rates and Licensure Examination Review Courses' Pass Rates. Due to the nature of CSHS being accredited as an Avocational institute offering short-term courses, the Retention Rates and Placement Rates are not applicable.

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.

SHORT-TERM COURSES

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.

Some programs like the international programs 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

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:

Your current course grade* is _____. This is based on:

Item	Possible Percentage	Your Percentage	Notes
Quizzes (Didactic)	30%	%	
Final Exam	30%	%	
General Assignments and Workbook	10%	%	
Lab skills	20%	%	
Participation	10%	%	
Total	100%	%	
Clinical Externship	P/F		

The CPT1 program utilizes the following grading scale:

90 – 100% A
 80 - 89.9% B
 70 - 79.9% C
 <70% F

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

CSHS ESL ACADEMIC POLICIES

Student Placement

CSHS uses the MELICET GCVR and the MELICET L, a commercially developed standardized examination, designed by the English Language Institute Testing and Certification Division Test Publications. This test was designed as part of a secure test battery to assess the ability of students whose native language is not English to pursue academic study in an English-language college or university. It can be administered by teachers or administrators who need to assess students who have

high-intermediate to advanced levels of academic English language proficiency. Appropriate uses of the test include administering it as an exit test for students in an intensive English program. As per *Interpreting and Using the MELICET GCVR and MELICET L Guidelines*, “**rigid adherence to a specified cut score for any purpose is strongly discouraged**”, the Academic Director of the CSHS English Language Program may be required to use his/her judgment in placing students.

In addition to the MELICET GCVR and the MELICET L, CSHS uses the International English Testing System’s (IELTS) Speaking Test Part 1 format and rubric to assess students’ communicative competence. Students will participate in a one-on-one speaking test with a teacher or administrator who will assess the student’s English communication skills using the IELTS 9-band scoring system. The speaking test will consist of an introduction and interview which will last 4-5 minutes.

The student will take the placement test prior to registering for classes. The student will be placed according to his or her score on the placement test as detailed below:

Process:

CSHS recognizes that it is possible that a student may be placed into a level that is not offered at the time the student arrives. If the student is a transfer student, or otherwise a local student, CSHS will simply explain that the course is not currently offered, and place the student on a waiting list; but the student shall not be enrolled in the school. CSHS will inform the student on the waiting list should the class become available in the future.

In the case of an international student, who arrives and places into a level that is not currently offered, CSHS will provide an additional assistance such tutoring and extra support hours for the student. Furthermore, the instructor will provide differentiated instruction.

To help mitigate against this situation CSHS actively works with sponsoring organizations to ensure that all students from the organization accepted into CSHS are within a designated range of their English ability. Furthermore, CSHS coordinates with sponsoring organizations from different countries to synchronize enrollment dates to maximize the number of arrivals at a given time so that there is the highest number of students possible in all levels.

Should a student transfer in from another ESL program, two factors will be taken into consideration: 1) student placement test score at CSHS and 2) highest level completed at previous institution. To ensure that all transfer students are placed in the appropriate level, the lowest level a transfer students can be placed is one below the highest completed level at previous institution.

Placement Table (Raw Scores)

COURSE NAME	LEVEL	SUBJECT	ESL PLACEMENT RAW GCVR SCORES	ESL PLACEMENT RAW L SCORES	ESL PLACEMENT RAW IELTS-1 SCORES
ESL-101	Beginner	Reading/Writing	0-29		
ESL-102	Beginner	Listening/Speaking		0-15	0-4
ESL-103	Beginner	Grammar	0-29		
ESL-201	High Beginner	Reading	30-49		
ESL-202	High Beginner	Listening/Speaking		16-24	4-5
ESL-203	High Beginner	Grammar	30-49		
ESL-204	High Beginner	Writing	30-49		
ESL-301	Intermediate	Reading	50-79		

ESL-302	Intermediate	Listening/Speaking		25-36	5-6
ESL-303	Intermediate	Grammar	50-79		
ESL -304	Intermediate	Writing	50-79		
ESL-401	High Intermediate	Reading	80-92		
ESL-402	High Intermediate	Listening/Speaking		37-43	6-7
ESL-403	High Intermediate	Grammar	80-92		
ESL -404	High Intermediate	Writing	80-92		
COURSE NAME	LEVEL	SUBJECT	ESL PLACEMENT RAW GCVR SCORES	ESL PLACEMENT RAW SCORES	ESL PLACEMENT RAW IELTS-1 SCORES
ESL-501	Advanced	Reading	93-100		
ESL-502	Advanced	Listening/Speaking		44-50	8-9
ESL-503	Advanced	Grammar	93-100		
ESL -504	Advanced	Writing	93-100		
ESL-601T	High Intermediate to Advanced	TOEFL Preparation	41-100		

ESL-601 I	High Intermediate To Advanced	IELTS Preparation	41-100		
ESL-602	Intermediate to Advanced	Pronunciation	41-100		
ESL-603	Advanced Academic Writing for ESL Students	Academic Writing for ESL Students	41-100		

ENGLISH AS A SECOND LANGUAGE PROGRAM

Beginner Track

Course Number	Lecture Hours (Week)	Course Title
ESL- 01 R	5	Beginner Reading
ESL- 02 LS	3	Beginner Listening/Speaking
ESL- 03 G	5	Beginner Grammar
ESL- 04 W	5	Beginner Writing
Total Per Week	19	
Total Per Course	216	

Intermediate Track

Course Number	Lecture Hours (Week)	Course Title
ESL- 01 R	5	Intermediate Reading
ESL- 02 LS	3	Intermediate Listening/Speaking
ESL- 03 G	5	Intermediate Grammar
ESL- 04 W	5	Intermediate Writing
Total Per Week	19	
Total Per Course	216	

High-Intermediate Track

Course Number	Credit Units	Course Title
ESL-301R	5	High- Intermediate Reading

ESL-302 LS	3	High-Intermediate Listening/Speaking
ESL-303 G	5	High-Intermediate Grammar
ESL-304 W	5	High-Intermediate Writing
Total Per Week	18	
Total Per Course	216	

Advanced Track

Course Number	Credit Units	Course Title
ESL-401 R	5	Advanced Reading
ESL-402 LS	3	Advanced Listening/Speaking
ESL-403 G	5	Advanced Grammar
ESL-404 W	5	Advanced Writing
Total Per Week	18	
Total Per Course	216	

High-Advanced Track

Course Number	Credit Units	Course Title
ESL-501 R	5	High-Advanced Reading
ESL-502 LS	3	High-Advanced Listening/Speaking
ESL-503 G	5	High-Advanced Grammar
ESL-504 W	5	High-Advanced Writing
Total Per Week	18	
Total Per Course	216	

ESL PROGRAM GRADING

The ESL program utilizes 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.

Your final grade will be based on the following:

- Chapter Tests: (total of 10 Chapter Tests) 60%
- Homework: (total of 20 Homework Assignments) 20%
- Participation: 20%

SATISFACTORY ACADEMIC PROGRESS

INTRODUCTION

The student is considered to be on probation for “poor attendance,” that is to say if the student’s cumulative attendance falls below 80%. Should the student’s average attendance fall below 80% while on probation, the student may be suspended from the school for up to two terms. For an F-1 visa student, the student will be terminated from SEVIS for “poor attendance”.

Program Quantitative Measures

Program Name	No. of Weeks	18 hour per week (Total Program Length)	21 hour per week (Total Program Length)	24 hour per week (Total Program Length)
ESL 100	12	216	252	288
ESL 200	12	216	252	288
ESL 300	12	216	252	288
ESL 400	12	216	252	288
ESL 500	12	216	252	288

Minimum Grade Average

In order to pass a class and move on to the next level, students will have to receive a C or higher for the class. A minimum of C (70%) must be maintained. Failure to maintain the minimum will put the student on academic probation. If the student’s GPA for the term falls below 70% while on probation, the student may be suspended from the school for up to two terms. For an F-1 visa student, the student will be terminated from SEVIS for “poor academic performance”.

Completion and Promotion

Students successfully complete their class when they have passed all the course requirements.

For regular ESL courses, when a student completes his/her course, he/she will be promoted to the next level (unless the student is already at the most advanced level, in which case he/she is encouraged to take one of the electives, or leave the school to follow other pursuits).

In certain cases, an instructor may consult with the Academic Director and decide to move an ESL student to the next level before they have completed a full academic term at their current level. This is relatively rare and only occurs when an instructor feels that the student was initially placed into a level too low for them, and that the student is clearly under-challenged in the class.

For electives, when a student completes their course, they are encouraged to either take one of the other courses offered at CSHS or leave the school to follow other pursuits (Student should maintain a full course load). In the case of the test preparation courses (TOEFL/IELTS), the student may appeal to the Academic Director to let him/her take the course one more time, if they have still not attained the test score they are aiming for.

At the conclusion of week 6, the Academic Director/ instructors should perform a mid-term evaluation for all students. Chapter Tests 1-5 and Homework 1-10 will be evaluated and if the student is failing the class, a documented learning plan will be initiated to give the student a better chance of achieving academic progress in the future and passing the class.

Should a student fail to pass a class and obtain a grade lower than a C, he/she will have one week to remediate and pass the class. The highest possible final grade the student can obtain upon completion of this plan is 70% or C. Should the student fail to obtain a C and, thus, fail the class, he/she will be required to repeat the complete level in which he/she was enrolled.

The Academic Director will draft a learning plan for the failed student in order to assist the latter and offer him/her the opportunity to remediate his/her weaknesses. The documented learning plan is intended to provide the student with more resources and to increase the chances of passing the repeated term. The student should also be informed that if he/she fails to pass a repeated course repeat term he/she will be terminated.

Maximum Course Repeats

A student may repeat a course only once. However, the student may repeat Level One -twice for true beginners- and Level Six courses to refine his/her skills and to be better prepared for higher education. Furthermore, the student cannot go down more than one level from the level completed. In addition, a student will have the option of repeating a level should they receive a C and wish to have a higher GPA. In this case, the highest grade will be recorded as final. The student must make normal progress towards completing the school's ESL and TOEFL programs.

Due to the nature of the programs offered and the number of levels available for all students, a student's maximum cumulative total length of language training should not exceed a period of 30 months at CSHS.

Special Consideration

- In the case a student arrives during weeks 1- 4 of the term, he/she will be required to sign a contract (Late Enrollment Remediation Form) stating that he/she agrees to make up the missed classes and complete missed assignments, or that he/she wishes to repeat the level in which he/she is currently enrolled.
- In the case a student arrives during weeks 4-8 of the term, he/she will also be required to sign a contract (Late Enrollment Remediation Form) stating that he/she agrees to make up the missed classes and complete missed assignments. After remediation and passing the level, the student will also be required to complete a placement test again before moving on to the next level. Students arriving during weeks 4-8 of the term also have the option of repeating the level in which they are currently enrolled.
- In the case a student arrives during weeks 8-12, he/she will automatically repeat the level in which he/she is currently enrolled.

The remediation arrangements will be arranged by the ESL Academic Director and CSHS ESL staff to ensure that missed materials will be covered and that all assignments are completed. Upon completion of the make-up sessions, terms of the contract will be considered as having been fulfilled.

CPT-1 EXTERNSHIP SCHEDULING AND MONITORING

- To maintain students' satisfaction, California School of Health Sciences follows the following steps to prevent any delay in externship placement:
- The director of the program will maintain adequate externship sites to meet the demands of the enrollment of scheduled programs.
- Prior to the start of a CPT-1 program, the CPT-1 program director should ensure that there are enough externship sites to meet the demands of the enrollment of scheduled programs.
- In case of difficulties in placing any group of students to externship locations, the CPT-1 program director will be putting the next session on hold until the externship sites are available.
- The management of CSHS should keep adding externship sites in any case that an existing/current externship site is lost.
- The director of the program should perform routine visits to supervise the externship progress and to meet with the sites' directors to ensure that the goal of the externship program is met.

CREDIT GRANTING AND TRANSFER

California School of Health Sciences (CSHS) has not entered into an articulation or transfer agreement with any other college or university. CSHS does not grant credit for completion of courses from any other institution.

The institution (CSHS) does not award credit for prior experiential learning.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at CSHS is at the complete discretion of the institution to which you may seek to transfer. Acceptance of the certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at CSHS is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of the coursework at that institution. For this reason you should make certain that your attendance at CSHS will meet your educational goals. This may include contacting an institution you may seek to transfer to after attending CSHS to determine if your certificate will transfer.

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.

TUITION POLICY

New students from overseas pay for 10 weeks tuition for their first payment, which is due the first day of class. After that, students can continue to pay in 4, 8 or 12 week blocks, but it must be paid in advance or on your due dates, otherwise there is a \$30 late fee if it is more than 5 days late.

Transfer students can choose to pay for 4 weeks for their initial tuition which is due the first day of class. After that, students can continue to pay in 4, 8 or 12 week blocks, but it must be paid in advance or on your due dates, otherwise there is a \$30 late fee if it is more than 5 days late.

Please pay with a credit or debit card, check, or cash (Mondays through Fridays)

ENROLLMENT AGREEMENT

All students must sign an enrollment agreement when they pay for their tuition. This is a legal contract between you and the school. It contains important refund dates, so please read it carefully.

CANCELLATION AND REFUND POLICY

Institution seeks to promote good will through the use of explicitly stated fair and equitable cancellation and refund practices pertaining to cancellations, withdrawals and terminations that take into consideration:

- The legitimate reasons why an applicant or student may not be able to start or complete the class; and
- The reasonable expenses incurred by the institution.

REJECTION OF APPLICANT: Students not accepted by the school, or prospective international students whose visa applications have been rejected are entitled to a 100 percent refund of the amount paid for institutional charges (except the non-refundable registration fees).

PROGRAM CANCELLATION: If the school cancels a program subsequent to a student's enrollment, the institution will refund all monies paid by the student.

Cancellation Prior to the Start of Class or No Show: All refunds due will be made within forty-five (45) calendar days of the first scheduled day of class or the date of cancellation, whichever is earlier.

Please review registration fees per course below:

- CPR: any payment you have made (minus \$25.00 Registration fees) shall be returned to you within 45 days from the documented date.
- Phlebotomy, Ventilator workshop course: any payment you have made (minus \$45.00 Registration fees) shall be returned to you within 45 days from the documented date.
- ACLS renewal, PALS renewal, NRP, and Basic Fetal Monitoring course: any payment you have made (minus \$65.00 Registration fees) shall be returned to you within 45 days from the documented date.
- ACLS Initial, PALS Initial, Basic to Advanced: any payment you have made (minus \$100.00 Registration fees) shall be returned to you within 45 days from the documented date.
- EKG Monitor Tech, ONS Certificate, CCRN review, Advanced Fetal Monitoring, & IV & Phlebotomy: any payment you have made (minus \$130.00 Registration fees) shall be returned to you within 45 days from the documented date.
- Advanced Nursing Courses, Critical Care, Nurse Refresher, Nurse Educator, NCLEX Review, and Certified Phlebotomy Tech (CPT1): any payment you have made (minus \$200.00 Registration fees) shall be returned to you within 45 days from the documented date.
- ESL and NBDE I & II Review Course: any payment you have made (minus \$200.00 Registration fees) shall be returned to you within 45 days from the documented date.
- We are avocational training, not a college or university, and our tuition does not qualify for the educational credits. We do not participate with the United States Department of Education federal student financial aid and loans. Therefore, our tuition is not deemed qualified tuition for federal income tax purposes and therefore we cannot issue 1098Ts.

If an applicant (non-I-20) accepted by the institution cancels prior to the start of scheduled classes or never attends class (no-shows), the institution will refund all monies paid, less a registration fee (the student may reschedule for another date without any additional charges).

Optional Student Trial Period: Students (excluding I-20 and ESL) 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 a 100 percent refund of the amount paid for institutional charges (except the non-refundable registration fees).

If an applicant accepted by the institution enters the United States on an I-20 obtained through the institution cancels prior to the start of scheduled classes or never attends class (no-shows), the institution will retain a \$200 non-refundable registration fees. WITHDRAWAL OR TERMINATION AFTER START OF CLASS: In the case of students withdrawing or being withdrawn by the institution after the start of class, the refund amount will be based on the student's last date of attendance (LDA). Withdrawal may be effectuated by the student's notice of withdrawal or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance. Some programs are based on weeks vs. hours. When determining the number of weeks completed by the student, the institution may consider a partial week the same as if a whole week was completed, provided the student was present at least one day during the scheduled week. The institution will pay or credit refunds within 45 days of a student's documented date of determination

(DOD). If a student provides advanced notice of withdrawal such that the 45-day window for refund processing ends before the last date of attendance, the refund must be paid within forty-five (45) calendar days from the last date of attendance.

Long Term Programs- First Period of Financial Obligation: For students whose last day of attendance occurs at any point in the first four weeks of their initial period of financial obligation, the institution may retain the charges applicable to the first four weeks. For students whose last date of attendance occurs after the first four weeks, but before or at the 60 percent of their period of financial obligation, the institution may retain a prorated amount of tuition. For students whose last date of attendance occurs after the 60 percent of enrollment period, the institution may retain all of the charges for that period. Any tuition paid for the balance of the program must be refunded in full.

Long Term Programs- Subsequent Periods of Financial Obligation or Enrollment Periods: For students who have completed the first period of financial obligation or extended their enrollment at the institution but whose last date of attendance occurs before 60 percent of enrollment period of any subsequent period of financial obligation, the institution may retain a prorated amount of tuition for that period. For students whose last date of attendance occurs after the 60 percent of any subsequent period of financial obligation, the institution may retain all of the tuition for that period. Any tuition paid for the balance of the program must be refunded in full.

Short Term Programs- All Periods of Financial Obligation or Enrollment Periods: For students who have completed 60 percent or less of the enrollment period, the institution will provide a pro rata refund. The institution will retain the registration fee plus a percentage of tuition and fees, which is based on the percentage of the clock hours or weeks (based on program) attended and the recorded student's last date of

Program Tuition	Clock Hours	Hourly charges	Number of hours student attended	The amount owed	The amount refunded if the tuition paid in
\$4320	288 hours	\$15.00	96 hours (33%)	96 X \$15 = \$1440.00	\$2880.00
			180 hours (62% Attendance)	180X \$15 = \$2700	\$0.00 (No Refund to be issued as Student Attended >60% of

attendance (LDA), as the examples describe in the table below.

* Books and supplies given to the students are non-refundable *

DATE OF DETERMINATION (DOD): We request all student cancellations and withdrawals to be made in writing. Students' DOD will be considered to be the date (1) the student gives notice of withdrawal to the institution, or (2) the date the institution terminates the student due to the student's failure to adhere to the institution's attendance, conduct or student progress policy. For ESL program students, this also includes the date that the institution administratively withdraws the student. In the event that no notice of withdrawal (written or verbal) is provided by ESL program students, student will be automatically administratively withdrawn after he has been absent for a maximum of 30 consecutive calendar days (excluding any scheduled breaks).

SPECIAL CIRCUMSTANCES-OVERSEAS AGENTS: Students will be informed of the contractual relationship and its effects on their ability to obtain a refund. If a student pays through a recruiting agent and is due a refund, the refund may be made on behalf of the student to the agent. Students will be notified in writing that the refund has been made on behalf of the students to the agent.

STUDENT TUITION RECOVERY FUND (STRF):

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.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

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.

A Student 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.

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 & Transportation

CSHS provides pre-trip planning and coordination through a variety of ways: by mail, phone, or internet. Most difficulties faced by international students can be anticipated and avoided. Our emphasis is on communication; proper planning, attention to detail, and making the students' stay as pleasant as possible. CSHS has direct responsibility for personally coordinating all arrangements and aspects of student life.

The institution has no dormitory facilities under its control; housing is available and located reasonably near the institution's facilities and an estimation of the approximate range of cost of the housing is \$900-\$1300 per month (depends on the type of housing share-room vs. single suite). Our supportive staff can assist students and families in obtaining hotel accommodations for short-term stays and housing information for those staying for extended stays. For students staying in a preferred hotel selected by CSHS, transportation to and from the CSHS can be arranged.

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 is 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):

1. School officials with legitimate educational interest;
2. Other schools to which a student is transferring;
3. Specified officials for audit or evaluation purposes;
4. Appropriate parties in connection with financial aid to a student;

5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. To comply with a judicial order or lawfully issued subpoena;
8. Appropriate officials in cases of health and safety emergencies; and
9. State and local authorities, within a juvenile justice system, pursuant to 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:

1. Name, Address, Telephone numbers
2. Major and/or minor fields of study
3. Diploma/Degree/Certificate sought
4. Expected date of program completion, and Expected date of graduation
5. Diplomas/Degrees/Certificate conferred
6. Awards and Honors
7. Dates of attendance
8. Previous institutions attended
9. Participation in officially recognized activities
10. 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.

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,

California School of Health Sciences

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.

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:

1. Preserve any evidence of the assault.
2. go to a place where it is safe from further attack and notify the police
3. Obtain immediate medical attention
4. 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>

IMMIGRATION SEVIS POLICY (F-1/M-1 STUDENTS)

California School of Health Sciences (CSHS) is committed to following Student & Exchange Visitor Information System (SEVIS) regulations and procedures when issuing I-20's for potential international students. The purpose of SEVIS is to monitor the visa adjudication process and oversee the academic career of foreign visitors and your dependents that enter the US using an M-1/F-1 or F-2/M-2 (dependent) visa. This database is administered by the Bureau of Immigration & Customs Enforcement (ICE) within the Department of Homeland Security (DHS).

Standards

- CSHS is an avocational institution approved by the US Citizenship & Immigration Service (USCIS) to issue an F-1 & M-1 visas only.
- All students should be enrolled in a full-time basis.
- F-1 & M-1 I-20 are issued and signed only by SEVIS approved officials International Student Coordinator (PDSO/DSO).
- All applicants should submit an application form via email or mail to CSHS.
- The PDSO/DSO evaluates each applicant and approves the application and issue the I-20 form.

Application Process

Prospective F-1 & M-1 students need to contact the International Students Coordinator for appropriate application materials. After being accepted into the program, students will receive an immigration form I-20 (Certificate of Eligibility for Nonimmigrant Student). The form I-20 is a required document for the student entry into the United States. The student cannot be a student in the US without this form.

Financial Support

- It is the responsibility of the International Students Coordinator, DSO, PDSO to approve the pre-requests of the international students.
- Since the nature of the international training is contracted with international hospitals or schools usually the employer guarantees the financial process. All international hospitals and schools who support your students via embassies or direct deposit should be approved by the president and the vice president.

- All individually registered international students should submit a financial support form (Affidavit of Support) and financially supportive documents.

Checking In

All students are required by immigration rules and regulations to check in at the International Coordinator Office when they arrive on campus for your program. The student must bring your passport, I-94 card (or print from website), and I-20 form. If the student has dependents that came to the US with them, they are required to check in at the same time. Failure to check in will cause your immigration status to be terminated by the SEVIS system and thus you will be out of status.

Transfer-In School

- Transfer in students F-1/M-1 who plan to transfer in into CSHS ESL program should be in good attendance and academic standing at the other approved school.
- The student must report to CSHS within 15 days of the program start date.
- If the student does not report to CSHS, the DSO will terminate the student's record for Transfer Student - No Show. If the DSO does not enroll the student within 60 days of the program start date, SEVIS will automatically terminate the record.

Full-time Enrollment

- Students must enroll in a full course of study each session in order to maintain status. However, there are certain exceptions that allow students to drop below a full course of study: academic difficulties, medical conditions and completion of a course of study.
- F-1 students English language programs — must attend 18 clock hours per week of classroom instruction
- M-1 Students must attend 18 to 22 clock hours per week

Transfer to another Program

The student must maintain status by attending classes until the transfer release date. An F-1 student cannot decide to transfer in the middle of a term and immediately stop attending classes. Such an action would be a violation of status and the student's SEVIS record should be terminated.

- To be eligible to transfer to another school, the student must currently be a full-time student and must intend to be a full-time student at the new school. The student must prove that they have the financial resources required for your education and stay in the US.
- The M-1 visa student may only transfer to another school within the first 6 months from the date they were admitted to the United States to begin your program or from the date they changed your nonimmigrant status to become an M-1 student. The M-1 student is not allowed to change your education objective.

- For F-1 visa student may transfer to another school at any time after entering the US. Students must complete all transfer procedure and should be in good financial standing with the CSHS.
- Transfer to another school should be performed smoothly with no fees or conditions.

Changes in Enrollment Status (F-1)

- CSHS offers Intensive English program only, student must be enrolled in a full-time basis. Students won't be able to change their programs. The student will be able to transfer out to other school to change the program.
- Review change of status and transfer out sections in this document for more information.

Student Record Terminations

- SEVIS records are terminated when nonimmigrant students are:
 - No longer participating in a program of study Potentially out of status
 - No longer an F-1 or M-1 nonimmigrant student
 - Out of the country for more than five months and not enrolled full time
 - Denied an application for certain adjudicated benefits
- Not all terminations are negative. For example, an F-1 or M-1 student might need to return home before completing his or her program. The student would no longer need a nonimmigrant status so his or her SEVIS record would be terminated for Authorized Early Withdrawal. If a student's SEVIS record is terminated for Authorized Early Withdrawal, he or she has 15 days to depart the United States. This is not a negative termination, as it indicates a student contacted you or another DSO to request an early withdrawal. Students who receive an authorized early withdrawal and depart within 15 days have not violated status.
- Other termination reasons revolve around a student's failure to meet the requirements of his or her F-1 or M-1 status. Examples include the following:
 - Failure to enroll in a full course of study
 - Working without proper authorization
 - Expulsion from the school or program of study

Vacation/Travel during program

- Regulations allow continuing nonimmigrant students in valid status to travel outside of the United States and reenter without jeopardizing their nonimmigrant status. The only restrictions on such travel are as follows:
 - The student needs a Form I-20 with current information that is signed by a DSO on pages one and three allowing travel outside of the United States

- The student's visa (if applicable) and passport must still be valid at the time the student reenters the United States (unless the student has taken a trip of less than 30 days to Canada, Mexico or contiguous islands)
- A student cannot reenter the country during the grace period granted after completing a program of study.
- Travel is not recommended in these situations. If a student must travel while an application is pending, he or she may ask for a new Initial Form I-20 and apply for an F-1 or M-1 visa at the United States embassy or consulate, if necessary, and apply for reentry (not recommended for those awaiting approval of OPT applications). See the Travel and Reentry FAQ on the SEVP Web site for more information.
- An F-1 student who leaves the country while a request for transfer is pending can travel using:
 - The active Form I-20 from the transfer-out school if the return date is before the transfer release date
 - An initial Form I-20 from the transfer-in school if the return date is after the transfer release date

Departing the US/Grace Period

The M-1 students (and your dependents) are allowed to stay in the United States for one year OR for as long as they are enrolled as a full-time student in a vocational program (plus 30 days after your program ends to prepare for departure), whichever is shorter. Students (and dependents) should not travel outside the US while in your 30-day grace period as they will not be allowed to re-enter the US.

Address Changes

Per immigration rules and regulations, all student and exchange visitors are required to report any address changes to the Office of International Student within 10 days of the move. Failure to report may cause you to be out of legal immigration status.

Dependents

The spouse and unmarried children under 21 years of age may come with the F-1/M-1 student to the United States in M2 non-immigrant status. The F-1/M-1 student must provide a copy of all dependents passports with his/her own request for the F-1/M-1 I-20 and must also provide financial support documentation (\$2500 per dependent; \$7500 max) They should go with the M-1 to the US embassy or consulate to apply for the M2 visa at the same time the M-1 is applying for your own visa. Dependents should be well prepared to show his/her relationship to the student (marriage license; birth certificates). If the spouse and/or children will follow the F-1/M-1 student at a later date, the M2 should provide the US embassy with a copy of the F-1/M-1 's Form I-20. The F2/M2 status is

dependent upon the F1/M-1 status; this means that if the F1/M-1 student changes his/her status, the F2/M2's must change also; if F1/M-1 loses his/her status, the M2's status is lost also; when the M-1 leaves the US at the end of his/her program, the M2's must leave also.

Student Activities While Pending Reinstatement

A nonimmigrant student is limited in the activities that he or she can pursue while an application is pending with USCIS. While a request for reinstatement is pending with USCIS, the student:

- Can and should continue a full-time program of study at the school where they are enrolled
- Must comply with all the requirements for maintaining student status
- Should not travel outside the United States, as doing so will be considered an abandonment of the pending reinstatement application. If the student decides to do so, he or she will have to reenter on a new, initial attendance Form I-20 as well as pay the SEVIS fee.
- Cannot work on or off campus

Students Responsibilities

- Enroll in a full course of study at the beginning of every session (excluding authorized break periods)
- Consult with your DSO before dropping below a full course of study for any reason
- Report address changes to your DSO within 10 days of the change
- Report any change in sources of financial support to your DSO
- Seek the approval of the DSO/USCIS before engaging in employment or practical training
- Report any changes in program of study to your DSO
- Report any change in academic status to your DSO
- Notify your DSO prior to traveling outside the United States
- Notify your DSO upon applying for change of nonimmigrant status
- Notify your DSO upon approval of an adjustment of status to an immigrant
- Consult with your DSO to extend your program
- Notify your DSO if they intend to transfer
- Notify your DSO about changes in dependent status
- A student must maintain status by attending classes until the transfer release date. An F-1 student cannot decide to transfer in the middle of a term and immediately stop attending classes. Such an action would be a violation of status and the student's SEVIS record should be terminated.



CALIFORNIA SCHOOL OF HEALTH SCIENCES

LONG TERM & INTERNATIONAL COURSES

California School of Health Sciences

Critical Care Certification Course

Course Name:

Critical Care Certification Course

Prerequisite Skills:

- RN
- LVN
- International RN/LVN Graduate from Nursing Program (Not licensed) or students

CSHS Meeting Place:

Garden Grove Campus
12141 Brook Hurst St. Suite 101
Garden Grove, CA 92840
(714) 539-7081

Meeting Days: Times: _____: 9am- 5pm

Overall Course Objectives and Goals:

This course provides the acute care nurse with an introduction to critical care nursing using a body systems approach. Topics covered will include review of pathophysiology, diagnostic criteria, medical and nursing management of common injury and illness states within the critical care environment. Topics covered in this course include: Acute Cardiovascular, Respiratory, Neurologic disease and Multisystem Trauma and shock states, Endocrine, Gastrologic and Renal system disease

Upon completing this course, learners will be able to:

- Evaluate assessment data and develop a plan of care for patients with critical illness.
- Identify and select appropriate interventions for common cardiac arrhythmias
- Apply basic hemodynamic monitoring concepts.
- Demonstrate knowledge of common conditions experienced by acutely ill patients requiring critical care nursing.
- Evaluate the effectiveness of the treatment plan for patients experiencing critical illness.
- Identify and implement evidence-based care strategies to prevent hospital-associated infections and complications such as falls, pressure ulcers, deep vein thrombosis and risk of suicide.

Course Policies:

Attendance: CSHS expects students to attend at least 80% of the course hours for which they have registered. Students are responsible for all content covered in class and must be physically present for 80% of the course hours in order to receive credit for the course

CEUS will be awarded with actual hours attended.

Materials:

All Text for this course will be provided: Critical Care Certification Course Binder, EKG Essentials Workbook

Methods of Student Evaluation:

Scenario discussion and review, Role Play, Hands on Demonstration
Evaluation Final Exam with 70% passing rate

Daily Schedule:

Day 1-2 Syllabus Basic EKG/Arrhythmia Workshop	<ul style="list-style-type: none">• Introduction to the goals and objectives of Critical Care Certification Course.• Review of EKG Essentials• Identifies the parts of the cardiac conduction system and their function• Describes the origin and spread of the electrical impulse through the heart• Identifies the waves and intervals of the cardiac cycle and state their normal values• Demonstrates the five steps for ECG interpretation• Identifies signs and symptoms related to common arrhythmias And appropriate initial steps of therapeutic management• Accurately identifies select arrhythmias• Identifies significance of Pacemaker codes as they correlate to pacemaker function• Defines and describes ECG pattern for Failure to Pace, Capture and Sense• Completes EKG Essentials Exam with passing score
Day 3-4 Cardiac Dysfunction	<ul style="list-style-type: none">• Review the function of the cardiovascular system• Review basic cardiac anatomy and physiology• Discuss circulation through the heart and corresponding auscultatory characteristics (S1, S2, S3, S4)• Discuss chamber pressures and correlation to S1 and S2• Discusses determinants of cardiac output• Identify location and effects of alpha, beta, and dopaminergic receptors• Identify mechanism of action, indications, and side effects for select cardiovascular medications• Discuss cardiovascular pathologies, therapies and nursing management of:

	<ul style="list-style-type: none"> • Acute Coronary Syndromes (MI/Angina), Heart failure/Cardiomyopathy, Arrhythmias, Cardiogenic shock and Cardiac Surgery • Identifies the 4 primary Core Measures and the nurses role in ensuring compliance • Lists the key Clinical Quality Indicators for each of the Core Measures of AMI, HF, Pneumonia and SCIPS.
<p>Day 5</p> <p>Pulmonary Dysfunction/Ventilator Workshop</p>	<ul style="list-style-type: none"> • Review the respiratory system anatomy and physiology • Compare commonly used oxygen delivery devices. • Discuss methods for maintaining an open airway. • Describe methods for assessing the respiratory system, including physical assessment, interpretation of arterial blood gases, and noninvasive techniques. • Demonstrates understanding of effects on breathing: <ul style="list-style-type: none"> ○ Oxyhemoglobin dissociation Curve ○ Acid vs. Alkaline states • Describes modes and goals of Mechanical Ventilation and nursing management • Discusses critical respiratory pathologies, therapies, diagnostic tests and nursing management of: <ul style="list-style-type: none"> ○ Pneumonia ○ Atelectasis ○ Pleural Effusions/Pneumothorax ○ COPD ○ ARDS
<p>Day 6</p> <p>Neurologic Dysfunction/ Multisystem trauma</p>	<ul style="list-style-type: none"> • Review the anatomy and physiology of the central nervous system. • Compare and contrast normal versus pathological assessment findings in the assessment of a critically ill patient with nervous system injury scenario. • Describe the pathophysiology, diagnostic tests, nursing and medical management of patients with increased intracranial pressure. • Discuss the nursing assessment and care of a critically ill patient with cerebrovascular disease. • Demonstrate rapid stroke assessment • List Stroke Evaluation Targets • Describe defining characteristics, diagnostic testing and the nursing management of four common types of seizures: grand mal, absence, myoclonic, clonic, tonic, and atonic seizures. • Describe the pathophysiology and management for status epilepticus. • Discuss the neurologic disease pathophysiology, nursing evaluation and management of meningitis and encephalitis • Describe the pathophysiology and management for Guillain-Barre syndrome and Myasthenia Gravis . <p>Multisystem trauma</p> <ul style="list-style-type: none"> • Defines primary versus secondary and tertiary elements of the nursing assessment and care for the critical trauma patient utilizing ABCD/EFGHI and SAMPLE survey guidelines

	<ul style="list-style-type: none"> • Describes pathophysiology and the plan of care for closed head injury versus skull fracture, and spinal flexion injuries • Contrasts pathophysiology and medical management of epidural, subdural and intracerebral hematomas • Defines terms and their significance to head trauma assessment: “Battle sign” “Raccoon eyes”, GCS, ICP, Doll’s Eyes, “Halo sign” • Describes the critical care nurses role in assessment and acute management of the patient with chest trauma: <ul style="list-style-type: none"> ○ Pneumothorax, ○ Hemothorax, ○ Tension pneumothorax, ○ Cardiac tamponade • Discuss the purpose of the water seal in chest drainage systems. • Role-plays assessment of the patient with chest tube or chest drainage device for trouble shooting and describes appropriate interventions for complications based on given scenarios. • Describe the nurses role in assessment and acute management of the patient with abdominal trauma • Define four types of multisystem trauma and nervous, endocrine, coagulation, fluid balance physiologic responses. • Lists three types of shock and correlate signs and systems • Select nursing interventions and goals to stabilize life threatening conditions and prevent complications.
<p>Day 7</p> <p>Metabolic & GI Dysfunction</p>	<p>Endocrine</p> <ul style="list-style-type: none"> • Describe the anatomy, physiology, and feedback mechanisms for regulation of insulin, cortisol, thyroid hormones, and antidiuretic hormone. • Describe the pathophysiology and systemic manifestations of disorders resulting from alterations in hormones secreted by the pancreas, adrenal, thyroid, and posterior pituitary glands. • Describe the methods for assessing the endocrine system, including physical assessment, and interpretation of laboratory and other diagnostic tests. • Describe the medical management of patients with hyperglycemic crises, hypoglycemic crisis, syndrome of inappropriate antidiuretic hormone (SIADH), diabetes insipidus • Formulate plans of care for patients with critical alterations in endocrine function. <p>GI</p> <ul style="list-style-type: none"> • Describes basic anatomy and physiology of the gastrointestinal system. • Describe general assessment of the gastrointestinal system.

	<ul style="list-style-type: none"> • Compare the pathophysiology, assessment, nursing diagnoses, outcomes, and interventions for acute gastrointestinal bleeding, hepatic failure and acute pancreatitis • Identify mechanism of action, indications, and side effects for select medications given for acute GI bleeding • Identifies assessment criteria and medical management with immediate nursing measures for the patient evidencing a blood transfusion reaction • Formulate a plan of care for the patient with acute upper gastrointestinal bleeding, hepatic failure or acute pancreatitis. • Describes how liver failure affects portal venous circulation and details signs and symptoms to be anticipated in the client with advanced liver disease. • Describes pain management interventions for the patient with pancreatitis • Describes nursing assessment and medical management of the patient with intestinal ischemia versus obstruction
<p>Day 8</p> <p>Renal & Hematology</p>	<p>Renal</p> <ul style="list-style-type: none"> • Review the anatomy and physiology of the renal system. • Describe the pathophysiology and systemic manifestations of acute renal failure. • Describe the methods for assessing the renal system, including physical assessment, and interpretation of laboratory values and radiological diagnostic tests. • Develop a plan of care for the patient with acute renal failure. • Describe the medical management of the patient with acute renal failure. • Discuss the nursing care of the patient receiving renal replacement therapy. <p>Hematologic</p> <ul style="list-style-type: none"> • Explain the normal anatomy and physiology of the hematological and immune systems. • Describe pathophysiologic changes that affect hematological and immunological structure and function. • Discuss the risk factors, pathophysiologic process, clinical findings, nursing care, and medical management of anemia, neutropenia, malignant white blood cell disorders, human immunodeficiency virus (HIV/AIDS), thrombocytopenia, and disseminated intravascular coagulation (DIC). • Develop plans of care for the immune-compromised host and the patient who has a bleeding disorder.
<p>Day 9</p> <p>Review & Final Exam</p>	<ul style="list-style-type: none"> • Participates in Course Review/Summary • Completes Course Exam

California School of Health Sciences

Nurse Refresher Course

Course Name:

Nurse Refresher Course

Prerequisite Skills:

- RN
- LVN
- International RN/LVN Graduate from Nursing Program (Not licensed) or students

CSHS Meeting Place:

Garden Grove Campus
12141 Brook Hurst St. Suite 201
Garden Grove, CA 92840
(714) 539-7081

Meeting Days: Times: _____: 9am- 5pm

The Nurse Refresher Course is a 9 day didactic course designed to help nursing professionals absent from the inpatient hospital/acute care setting review and update nursing knowledge and skills, allowing them to return with confidence to the nursing field.

Content includes:

- Overview of professional nurses responsibilities according to current Evidence-Based Practice guidelines, National Patient Safety Goals, and the Joint Commission.
- Charting, Admission Assessment, Nursing Process
- Review of pathophysiology, diagnostic criteria, medical and nursing management by systems.
- Scenario practice of critical thinking skills application for common injury and illness
- Skills lab practice of psychomotor skills such as IV insertion and Phlebotomy

Overall Course Objectives and Goals:

Upon successful completion of this course, the Nurse will:

- Perform psychomotor skills accurately to meet the needs of complex patient care situations.
- Collect significant patient data systematically and proficiently to determine physiological, psychological, sociocultural and spiritual needs of the patient.
- Develop a plan of care prioritizing nursing interventions to meet patient expected outcomes using critical thinking and nursing knowledge.
- Implement safe and effective care based on changing needs of the patient.
- Evaluate expected patient outcomes

- Communicate patient information as a member of the multidisciplinary team to improve patient care outcomes.
- Identify and implement evidence-based care strategies to prevent hospital-associated infections and complications such as falls, pressure ulcers, deep vein thrombosis and risk of suicide.

Course Policies:

Attendance: CSHS expects students to attend at least 80% of the course hours for which they have registered. Students are responsible for all content covered in class and must be physically present for 80% of the course hours in order to receive credit for the course

CEUS will be awarded with actual hours attended.

Materials: All text for this course will be provided: Nurse Refresher Course Binder

Methods of Student Evaluation: Scenario discussion and review, Role Play, Hands on Demonstration, Skills lab competency evaluation.

Daily Schedule:

<p>Day 1</p> <p>Syllabus Review</p> <p>Overview of Healthcare System, Scope of Practice, Delegation, HIPAA</p> <p>Evidence-Based Practice guidelines</p> <p>National Patient Safety Goals</p> <p>Charting, Admission Assessment and Nursing Process</p>	<ul style="list-style-type: none"> • Defines the Nurse Practice Act and its function • Describes how the Nurse Practice Act applies to the RN Scope of Practice and Delegation • Identifies how National Patient Safety Goals correlate to improving patient safety through: <ul style="list-style-type: none"> - Rapid Response Team - Evidence Based Practice guidelines to prevent infection - Communication of vital information using SBAR • Describe how the HIPAA Privacy Rule protects individuals’ medical records and other personal health information. • Define minimum necessary standard and the nurse’s role in the use and disclosure of protected health information. • Demonstrates accurate application of FOCUS- DAR Charting with given patient scenario/s
<p>Day 2</p> <p>Cardiac Dysfunction</p>	<ul style="list-style-type: none"> • Review the function of the cardiovascular system • Review basic cardiac anatomy and physiology • Discuss circulation through the heart and corresponding auscultatory characteristics (S1, S2, S3, S4) • Discuss chamber pressures and correlation to S1 and S2 • Discusses determinants of cardiac output • Identify location and effects of alpha, beta, and dopaminergic receptors • Identify mechanism of action, indications, and side effects for select

	<p>cardiovascular medications</p> <ul style="list-style-type: none"> • Discuss cardiovascular pathologies, therapies and nursing management of: • Acute Coronary Syndromes (MI/Angina), Heart failure/Cardiomyopathy, Arrhythmias, Cardiogenic shock and Cardiac Surgery • Identifies the 4 primary Core Measures and the nurses role in ensuring compliance • Lists the key Clinical Quality Indicators for each of the Core Measures of AMI, HF, Pneumonia and SCIPS.
<p>Day 3</p> <p>Respiratory System</p> <p>Mechanical Ventilation for the Nurse</p>	<ul style="list-style-type: none"> • Review the respiratory system anatomy and physiology • Compare commonly used oxygen delivery devices. • Describes critical respiratory pathologies, therapies, diagnostic tests and nursing management of respiratory disease processes: <ul style="list-style-type: none"> ○ Respiratory Distress vs Failure ○ Pneumonia ○ Atelectasis ○ Pleural Effusions/Pnuemothorax ○ COPD ○ Cystic Fibrosis • Describe methods for assessing the respiratory system, including physical assessment, interpretation of arterial blood gases, and noninvasive techniques. • Describes modes and goals of Mechanical Ventilation and nursing management • Describes troubleshooting for S/Sx Respiratory Distress, Ventilator high and low alarms • Describes Nurses Role in the prevention of VAP and Weaning Process • Demonstrates correct aseptic technique for closed tracheal suction
<p>Day 4</p> <p>Neurologic System/ Musculoskeletal System</p>	<p>Neurologic System</p> <ul style="list-style-type: none"> • Review the anatomy and physiology of the central nervous system. • Describe the pathophysiology, diagnostic tests, nursing and medical management of patients with increased intracranial pressure. • Identifies the basic 8 components of the neurologic assessment • Demonstrate rapid stroke assessment • Describes defining characteristics, diagnostic testing and the nursing management of four common types of seizures: grand mal, absence, myoclonic, clonic, tonic, and atonic seizures. • Describes the neurologic disease pathophysiology, nursing evaluation and management of Guillain-Barre syndrome and Myasthenia Gravis . • Demonstrates knowledge and techniques for focused neurological assessment techniques in select neurologic emergency scenarios: Head Injury, CVA, ICP, Meningitis • States appropriate interventions (i.e.) Frequent neuro assessment when early neurological changes are identified or the patient is at risk for neurological compromise. <p>Musculoskeletal System</p> <ul style="list-style-type: none"> • Describe the structure and function of bones, joints, muscles, ligaments, and tendons.

	<ul style="list-style-type: none"> • Identify age-related changes in the musculoskeletal system. • Collect appropriate subjective and objective assessment data related to the musculoskeletal system and its function. • Develop appropriate nursing care plan for patients with musculoskeletal system disorders. • Describes appropriate outcome goals for select musculoskeletal system disorders common in acute care
<p>Day 5</p> <p>Gastrointestinal, Metabolic and Endocrine Function</p>	<p>GI</p> <ul style="list-style-type: none"> • Describes basic anatomy and physiology of the gastrointestinal system. • Describe general assessment of the gastrointestinal system. • Compare the pathophysiology, assessment, nursing diagnoses, outcomes, and interventions for acute gastrointestinal bleeding, hepatic failure and acute pancreatitis • Identify mechanism of action, indications, and side effects for select medications given for acute GI bleeding • Formulate a plan of care for the patient with acute upper gastrointestinal bleeding, hepatitis or pancreatitis and cirrhosis • Identify mechanism of action, indications, and side effects for select medications given for hepatic failure • Describes pain management interventions for the patient with pancreatitis • Describes nursing assessment and medical management of the patient with diverticular disease, intestinal ischemia versus obstruction <p>Metabolic and Endocrine</p> <ul style="list-style-type: none"> • Describe the anatomy, physiology, and feedback mechanisms for regulation of insulin, cortisol, thyroid hormones, and antidiuretic hormone. • Describe the pathophysiology and systemic manifestations of disorders resulting from alterations in hormones secreted by the pancreas, adrenal, thyroid, and posterior pituitary glands. • Describe the methods for assessing the endocrine system, including physical assessment, and interpretation of laboratory and other diagnostic tests. • Describe the medical management of patients with hyperglycemic crises, hypoglycemic crisis, syndrome of inappropriate antidiuretic hormone (SIADH), diabetes insipidus • Formulate plans of care for patients with critical alterations in endocrine function. • List the 4 types of insulin, onset , peak and duration • Describes current ADA guidelines of in hospital diabetes management with basal dose, pre-prandial and correction dose insulin and the nurses role in prevention of hypoglycemic events
<p>Day 6</p> <p>Renal & Hematology</p>	<p>Renal</p> <ul style="list-style-type: none"> • Review the anatomy and physiology of the renal system. • Describe the pathophysiology and systemic manifestations of acute renal failure. • Describe the methods for assessing the renal system, including physical assessment, and interpretation of laboratory values and radiological

	<p>diagnostic tests.</p> <ul style="list-style-type: none"> • Develop a plan of care for the patient with acute renal failure. • Describe the medical management of the patient with pre-renal and acute renal failure. • Discuss the nursing care of the patient receiving renal replacement therapy. <p>Reproductive System</p> <ul style="list-style-type: none"> • Describe the structure and function of the ovary and compare it to the testis • Trace the female reproductive tract from the ovaries to the vagina, describing the influence of the reproductive hormones on each system during the 28 day- menstrual cycle • Defines and Describes the pathophysiology and systemic manifestations of select disorders in acute care resulting from alterations in the reproductive systems <ul style="list-style-type: none"> - Prostate Disorders - Cystocele/ rectocele - Pelvic inflammatory Disease - Endometriosis - Cancers: Breast, Cervical, Uterine • Formulates appropriate nursing care plan with interventions to prevent lymphadenopathy post mastectomy
<p>Day 7</p> <p>Perioperative Concepts, Universal Precautions, Integumentary Function</p>	<p>Perioperative</p> <ul style="list-style-type: none"> • Describe the responsibilities of the nurse for the pre-operative patient • Compare various types of anesthesia. • Define Universal Protocol according to the NPSG • List the steps of the surgical pause • Identify essential nursing assessments and interventions during the immediate postoperative patient. <ul style="list-style-type: none"> • Describe appropriate wound care for a postoperative client. • Evaluate the effectiveness of perioperative nursing interventions. <p>Integumentary</p> <ul style="list-style-type: none"> • Describe the Integumentary system and its accessory structures. • List the functions of the skin. • Describe skin differences of the child and the older adult. • Describe diagnostic and laboratory tests related to the Integumentary system. • Describe common Integumentary conditions, medical, pharmacological and nursing management seen in the acute care settings for: • Demonstrate the ability to assess risk for skin integrity compromise utilizing the Braden Scale • Develops an appropriate care plan to prevent pressure ulcer formation in the elderly adult who is status post hip replacement surgery • Identifies the correct stages for model pressure ulcers

<p>Day 8</p> <p>Immunologic/ Hematologic</p> <p>Function, Infection Control</p>	<p>Immunologic/ Hematologic</p> <ul style="list-style-type: none"> • Explain the normal anatomy and physiology of the hematological and immune systems. • Describe pathophysiologic changes that affect hematological and immunological structure and function. • Discuss the risk factors, pathophysiologic process, clinical findings, nursing care, and medical management of anemia, neutropenia, malignant white blood cell disorders, human immunodeficiency virus (HIV/AIDS), thrombocytopenia, and disseminated intravascular coagulation (DIC). • Develop plans of care for the immune compromised host and the patient who has a bleeding disorder. • Describe the Nurse responsibilities in initiating, monitoring, and responding emergently for the patient receiving a blood transfusion
<p>Day 9</p> <p>IV, Phlebotomy, Challenges in patient management.</p> <p>Skills Review</p>	<p>IV Therapy</p> <ul style="list-style-type: none"> • Apply venous system anatomy and physiology to identify peripheral veins appropriate for venipuncture. • Determine critical elements of venipuncture technique, care and maintenance. • Identify potential complications related to peripheral lines. <p>Phlebotomy</p> <ul style="list-style-type: none"> • Prioritizes correct order of blood draw and states rationale • Demonstrates proper cleansing of venipuncture site • Demonstrates proper labeling of obtained specimen after draw in the presence of the patient • Demonstrates appropriate infection control & sanitary procedures according to CDC guidelines • Properly disposes of biohazard waste materials and sharps • Participates in Course Review/Summary • Completes Course Exam

California School of Health Sciences

California School of Health Sciences
Research Residency Program

Course Name:

Research Residency Program

CSHS Meeting Place:

Garden Grove Campus
12141 Brook Hurst St. Suite 201
Garden Grove, CA 92840
(714) 539-7081

The primary goal of this program is to provide visiting students and their advisors from International Universities with opportunities to explore the up-to-date information and resources to enhance their abilities to write and conduct a scientific research under the supervision of California School of Health Sciences faculty. The students and their advisors will be able to access online literatures, learn how to prepare documents using the APA format, and write the statement of purpose or problem, writing comprehensive research methodology and data collection and analysis. Furthermore, the students will be helped in the discussion and recommendation section of the research. The students will have full access to CSHS's computer labs, wireless internet, and study areas. Access to local universities libraries will be arranged for more resources.

Outline

- Research Mentoring and Supervision
- Thesis or Dissertation Research Support
- Academic Writing Style & Page Layouts
- Access to Full Text Articles online
- Introduction & Literature Review
- Advanced Research Methodology
- Results / Discussion
- Limitations & Implications (SPSS)
- Advanced Presentation Skills
- Empirical Statistics
- Advanced Quantitative Research Methods
- Advanced Qualitative Research Methods

California School of Health Sciences
National Board Dental Examination I & II

Course Name:

National Board Dental Examination I & II

CSHS Meeting Place:

Garden Grove Campus
12141 Brook Hurst St. Suite 201
Garden Grove, CA 92840
(714) 539-7081

The NBDE review Course is designed to help dentists who are seeking to pass the NBDE part 1 test in review their knowledge and skills, allowing them to take the test with confidence. It is 100 hours of accredited classroom instructions.

Course Outline:

This course reviews issues such as:

- Basic anatomic sciences including all anatomy systems and their physiology with the help of the most sophisticated 3D simulators of the human anatomic features.
- Cell biology and biochemistry of the body in regards to what dental professional should be aware of.
- Critical thinking skills and the role of analytic views of the NBDE questions to eliminate wrong answers easily and get better results.
- Additionally, students will have access to 5000 questions and their rationales in our online question bank that follow the exams blueprint and is divided into very detailed subsections so they can keep track of their progress and know their weak points while within the course period.

In-depth review of the following topics will be included:

- Gas Exchange & Respiratory Function
- Cardiovascular, Circulatory, Hematologic Function
- Gastrointestinal
- Endocrine Function
- Renal, Urinary & Reproductive Function
- Immunologic Function, autoimmune and hypersensitivity reactions
- Neurologic Function, central and peripheral nervous system
- Muscular systems, and muscle physiology
- Biochemistry of proteins, lipids, carbohydrates metabolism and enzymatic catalyst
- And of course a deep review of teeth morphology, histology and periodontology and occlusal functions.

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.

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 on-going contact and collaboration.

This is a one month program that is divided into two phases: (1) classroom discussion which comprises 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:

Identify current trends affecting higher education;

Describe the process and the standards for accreditation;

Identify the Lerner need assessment process;

Write behavioral objectives which reflects program goals;

Discuss problem posing and solving as an approach in higher education;

Describe the process of program evaluation.

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>WEEK 1 DAY 1& 2</p>	<p>OVERVIEW OF THE NATIONAL ACCREDITATION AGENCIES (Select one organization as an example to discuss the standards)</p> <p>Accrediting Council for Independent Colleges and Schools (ACICS)</p> <p>Accrediting Commission of Career Schools and Colleges of Technology (ACCSCCT)</p> <p>Accrediting Council for Continuing Education and Training (ACCET)</p> <p>Council on Occupational Education (COE)</p>
<p>WEEK 1 DAY 3-5</p>	<p>OVERVIEW OF SPECIALIZED and professional Accreditation Agencies (Select one organization as an example to discuss the standards)</p> <p>Commission on Collegiate Nursing Education (CCNE)</p> <p>Association of American Medical Colleges</p> <p>American Dental Association Commission on Dental Accreditation</p> <p>National League for Nursing (NLN)</p> <p>The Association to Advance Collegiate Schools of Business</p>
<p>WEEK 2 DAY 1-5</p>	<p>CURRICULUM DEVELOPMENT & EVALUATION:</p> <p>Learner Need Assessment</p> <p>Writing Behavioral Objectives</p> <p>Problem Posing and Solving Approach in Teaching</p> <p>Program Evaluation</p>
<p>WEEK 3 DAY 1 -5</p>	<p>INNOVATIONS IN HIGHER EDUCATION:</p> <p>Online Instructor Resources</p> <p>E books</p>

	<p>Test Generators</p> <p>Online Testing & Review</p> <p>Clinical Simulation</p>
WEEK 4 DAY 1-5	<p>FIELD VISITS:</p> <p>During this week the participants will visit few Universities in California and meet with the faculty members for future network and may attend committee meetings.</p>

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.

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. Complete Application Form Be at least 17 years of age;
2. High school diploma is required for admission
3. All applicants must take the MELICET GCVR and the MELICET L entrance examination.
4. Provide a sufficient Financial Support/Guarantee
5. Copy of passport
6. Complete Application Form

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

Course Number	Lecture Hours (Week)	Course Title	Lab Hours (Week)	Total Hours
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

Course Number	Lecture Hours (Week)	Course Title	Lab Hours (Week)	Total Hours
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

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 th 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 (CPT1)

Course Syllabus

Course Name: CPT-1

Core Textbook(s): Ruth E McCall MT (ASCP). Cathie M Tankersley MT (ASCP). *Phlebotomy Essentials, 6th Edition*. Philadelphia, PA: Lippincott Williams & Wilkins. (2015)

Meeting Place: 12141 Brookhurst St Suite 201, Garden Grove, CA 92840

Meeting Days & Times: Mon-Thurs – 6:00pm – 10:00pm

Course Description: 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).

Lecture Hours: 50.0 **Lab Hours:** 40.0. **Other Hours:** 0.0

Overall Course Objectives and Goals:

Upon successful completion of CPT-1 Program, students 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.

Lessons:

Basic:

Lesson 1: **Infection Control** - In health care institutions, the patients are usually very ill because of infection or injury. This lesson is designed to provide the student with an understanding of the phlebotomist role in the prevention of the spread of infection and disease in the health care setting. - **Waste Disposal** - This lesson included is to provide the student with an understanding of how to safely and legally dispose of medical waste.

Lesson 2 - **Basic Anatomy and Physiology** - This course is designed to provide the student with a general understanding of the organ systems and their role in bodily functioning. This course highlights the basic anatomy (structural component of the body) and physiology (functional components) of each system.

Lesson 3 - **Medical Terminology** - The medical profession has a language all its own. This course is designed to provide the student with an understanding of the language of medicine. Every medical professional eventually needs to master the basics of this language to properly function as a member of the health care team.

Lesson 4 - **Patient Identification** - This course is designed to provide the student with an understanding of assessing, identifying and approaching the patient. Positive patient identification is the most crucial responsibility or which a phlebotomist is held accountable. Correct patient identification is critical to accurate laboratory results upon which clinical decisions are made by physicians, nurses, and other members of the health care team.

Lesson 5 - **Proper Vein Selection and Skin Puncture Site Selection** - This course is designed to provide the student with an understanding of how to obtain a satisfactory specimen to provide

the physician and patient with accurate test results. It is important to choose the least hazardous site for blood collection by skin puncture or venepuncture.

Lesson 6 - Collection Equipment - This course is designed to provide the student with an understanding of how to safely and accurately collect blood specimens by choosing the proper equipment to use and when to use it. The primary responsibility of the phlebotomist is to collect blood specimens safely, accurately, and in the most cost-effective manner. In order to perform these tasks efficiently, the phlebotomist must have the correct “tools of the trade.” In today’s market there is a wide array of blood collection equipment and supplies. It is important for the phlebotomist to keep informed about new technology and equipment. The safety of the patient and the phlebotomist should be the main objective when selecting the correct tools.

Lesson 7 - Post Puncture Care - This course is designed to provide the student with an understanding of how to carefully attend to the patients puncture site after needle withdrawal in order to prevent complications.

Lesson 8 - Waste Disposal - This course is designed to provide the student with an understanding of how to safely and legally dispose of medical waste.

Advanced:

Lesson 1: Advanced Infectious Disease Control and Biohazards - This course is designed to provide the student with an understanding of the risk of infection and preparation in preventing and controlling the spread of infection and disease. The risk of contracting and/or spreading infection is an occupational hazard in health care. The phlebotomist must fully understand the risks of infection and be prepared to prevent and control the spread of infection and disease. The phlebotomist, knowing how the infection cycle works and what precautions to take to stop the spread of infection and disease, decreases the risk when obtaining samples from patients.

Lesson 2: Anticoagulation Theory - This course is designed to provide the student with an understanding of issues and or disorders relating to coagulation/haemostasis. Haemostasis is the maintenance of circulating blood in the liquid state and retention of blood in the vascular system by preventing blood loss. When a small blood vessel is injured, the haemostatic process repairs the break and stops the haemorrhage by forming a plug or blood clot.

Lesson 3: Knowledge of Preanalytical Sources of Error - This course is designed to provide the student with an understanding of preanalytical variables like patient assessment, physical disposition, test requests, specimen collection. The student will be provided with knowledgeable methods that would decrease the negative impact of complications to the patient.

Lesson 4: Anatomical Site Selection and Patient Preparation - This course is designed to provide the student with an understanding of the methods of venepuncture collection. Routine venepuncture is the main method used to obtain a blood sample for diagnostic testing. Most patients have only a limited number of accessible veins, and maintaining the integrity of these veins is always the primary goal. The

phlebotomist must learn to assess the patient's veins accurately and must use the appropriate method of collection to prevent damage to existing collection sites.

Lesson 5: Risk Factors and Appropriate Responses to Complications - That May Arise From Phlebotomy
This course is designed to provide the student with an understanding of complications that can occur from collections and how to handle them professionally, quickly and efficiently. Complications of blood collections can occur at any time and in a variety of situations. It is extremely important that the phlebotomist is confident in recognizing these situations. Appropriate precautions are the best method of preventing complication from occurring. However, when they do occur, handling them as professionally, quickly, and efficiently as possible is critical.

Lesson 6a: Recognition of Problems with Requisitions, Specimen, Transport and Processing - This course is designed to provide the student with an understanding of standards and protocols designed for the proper handling and processing of specimens to attain laboratory results. Occasionally, patient complications during or after the blood collection procedure are unavoidable. If so, the health care worker must be knowledgeable of methods that will decrease the negative impact of the complication to the patient, to the quality of the blood sample, to the phlebotomist, or to all three. Phlebotomist should also know that specimens should be transported to the laboratory for processing as soon as possible because delays can significantly affect laboratory results.

Lesson 6b: How to Take Corrective Actions for Problems with Requisitions, Specimen Processing and Transport - This course is designed to provide the student with an understanding of standards and protocols designed for the proper handling and processing of specimens to attain laboratory results. The major purpose of a clinical laboratory is to acquire and analyse appropriate patient specimens and communicate timely results to the physician. Specimen collection procedures are the first and most critical steps in this process. The number of persons and steps involved varies greatly depending on the size of the institution and the type of laboratory involved. With each additional location or person involved, another potential source of error or delay is introduced into the system.

Lesson 7: Communication Skills and Interpersonal Relationships, Stress Management, Ethics and Legal Issues - This course is designed to provide the student with an understanding of how to interact compassionately with patients, clients and their families. This course is also designed to provide the student with an understanding of the agencies and their responsibilities governing health care practitioners. Knowing and understanding these standards not only protect the phlebotomist, laboratory, hospital, and physician from possible lawsuit, but protect the patient from harm as well.

Lesson 8: Quality Assurance for Accurate and Reliable Results - This course is designed to provide the student with an understanding of quality assurance, quality control and risk management. Quality assurance is a group of activities and programs designed to guarantee the highest level of quality patient care. The quality assurance program must have evaluations and educational components to identify and correct problems. Risk management is a program used in conjunction with quality assurance and quality control designed to minimize the exposure to the risk of loss or injury for both the health care provider and patient.

Lesson 9: Legal Issues Related to Blood Collection - This course is designed to provide the student with an understanding of law, ethics and bioethics as it relates to blood collection and patient care. Every health care practitioner is governed by the same legal and ethical standards. Knowing and understanding these standards not only protect the phlebotomist, laboratory, hospital, and physician from possible lawsuit, but protect the patient as well.

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.

Externship Description:

Within a Hospital Clinical setting, the student will be able to identify and demonstrate the assembly of the equipment and the stepped procedures related to skin puncture and venipuncture. Successfully obtain 50 venipunctures, 10 skin punctures, and two arterial puncture observations on patients of various ages and clinical diagnosis.

Student Externs will be required to:

1. Be at work on time and in proper uniform.
2. Perform all procedures using standard precautions
3. Be able to identify blood drawing materials and know their proper disposal.
4. Identify the protective equipment to use when working in the laboratory.
5. Demonstrate correct patient preparation for phlebotomy.
6. Demonstrate proper customer service when performing phlebotomy.
7. Perform 10 successful skin punctures.
8. Perform 50 successful venipunctures.
9. 2 Arterial Puncture Observations.

Complete Externship Package and return to program director