

# L. A. VOCATIONAL INSTITUTE

January 1, 2018– December 31, 2018

## **Instruction**

### **Main Campus Address:**

**3550 Wilshire Boulevard, Suite 809**

**Los Angeles, CA 90010**

**(213) 480-4882**

**lavocational.com**

### **Satellite #1**

**15250 Ventura Blvd, Suite 1101**

**Sherman Oaks, CA91403**

**(2130 480-4892**

### **Satellite #2**

**660 Monterey Pass Road, Suite 218**

**Monterey Park, CA 91754**

**(213) 480-4892**

## **GENERAL INFORMATION**

### **APPROVAL DISCLOSURE STATEMENT**

LOS ANGELES VOCATIONAL INSTITUTE, a private institution, was granted Institutional Approval to Operate by the State of California Bureau for Private Postsecondary Education pursuant to California Education Code §94909(a)(2). The Bureau's approval means that the institution and its operation comply with the standards established under law for occupational instruction by private post-secondary educational institutions and does not imply any endorsement or recommendation by the State or by the Bureau. All information in this catalog is current and correct, and is so certified as true by Vana Bashan, Director.

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.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, Ca 95833, [www.bppe.ca.gov](http://www.bppe.ca.gov), toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

### **SCHOOL MISSION**

LAVI strives to provide our students with the best possible training in complementary and alternative medicine (CAM) programs by developing curriculum supporting the unique inner-health and growth processes of every individual by recognizing the unity of the body, mind and spirit.

LAVI's objectives are:

- ❖ To maximize educational opportunities through an open-door policy of recruitment.
- ❖ To recruit and retain highly qualified instructors who are effective in the classroom and familiar with current practices of industry.
- ❖ To offer training in short programs in vocational occupations that are in demand.
- ❖ To present these programs in a manner that allows students in search of immediate skill training to enter the school without a prolonged waiting period.
- ❖ To develop in students a professional attitude, and an awareness of contemporary industry practices through pragmatic course content with close contact with our expert, experienced faculty.
- ❖ To allow students to incorporate the transferable skills they have and combine them with new training to upgrade or enhance their current career or enter a new one.
- ❖ To assist graduates in finding employment opportunities.

Our student body is composed of those looking to enter the career fields in which we offer training. We focus our training in the rehabilitation retraining field, displaced employees and individuals desiring to upgrade their skills.

Students, who successfully complete a course of study, may be awarded an appropriate diploma. Instruction is in residence with facility occupancy level accommodating 15 students at one time.

California statute requires that a student, who successfully completes a course of study, be awarded an appropriate diploma or certificate verifying the fact. LA Vocational Institute awards it graduates an appropriate program diploma as an acknowledgement of their accomplishment and graduation from LA Vocational Institute.

LAVI provides English-as-a-second language instruction.

## CURRENT SCHEDULE OF STUDENT CHARGES

Pg	Program	Clock Hours	Reg Fee	Uniform	Tuition	Institution Charges	CA STRF	Total Cost
14	Massage Therapist I	300	\$75	included	\$2,600	\$2,675	\$0	\$2,675
14	Massage Therapist II	500	75	included	3,800	3,875	0	3,875
17	Massage Therapist III	800	75	included	5,700	5,775	0	5,775
17	Massage Therapy	150	75	included	1,550	1,625	0	1,625
21	Physical Therapy Aide	300	75	included	2,600	2,675	0	2,675
23	Medical Assistant	720	75	included	5,500	5,575	0	5,575
25	Medical Coding and Billing	760	75	included	3,200	3,275	0	3,275
26	EKG	20	75	included	150	225	0	225
27	N-CLEX-RN	200	75	included	2,500	2,575	0	2,575
28	Home Health Aide	40	75	included	700	775	0	775
30	Nurse Assistant	160	75	included	1,600	1,675	0	1,675
33	ESL Level I	160	75	included	800	875	0	875
35	ESL Level II	160	75	included	800	875	0	875
37	ESL Level III	160	75	included	800	875	0	875
39	ESL Level IV	160	75	included	800	875	0	875
41	Pharmacy Technician	650	75	25	6,500	6,600	0	6,600
43	Phlebotomy Technician	100	75	25	1,600	1,675	0	1,675
44	Phlebotomy Technician (Advanced)	32	75	25	850	925	0	925
44	Phlebotomy Technician (Basic)	28	75	25	600	675	0	675
47	Psychiatric Technician	1,560	75	25	18,500	18,575	0	18,575
54	Vocational Nursing (VN)	1,560	75	25	26,250	26,325	0	26,325
62	Central Venous Catheter (CVC)/Vanous Access (VA)*	40	75	included	375	450	0	450
64	Hemodialysis Technician/Patient Care Technician**	340	75	included	6,000	6,075	0	6,075

Where noted, books and supplies are provided at no additional costs.

\*\*NOTE: STRF fees, if applicable, are \$.00 per thousand of institutional charges rounded to the nearest thousand. Total fees may change based on annual STRF fee requirements.

### Purpose of Charges:

- Registration: To pay the cost of establishing student file and other paperwork associated with enrolling the student in a program (non-refundable).
- Tuition: The fee to cover the education of a student in a program. Refundable up to 60% of the program. For detailed explanation and sample please refer to Cancellation and Refund section of this Catalog
- Uniform The fee to purchase uniforms required to be worn whenever in class
- Books/Supplies The cost of Books and/or supplies that are not included in tuition.
- STRF Student Tuition Recovery Fees (non-refundable and required by BPPE)
- The total charges for a period of attendance and the estimated total charges for the entire educational program are the same.

### Financial Aid and Loans

LA Vocational is not currently accredited by an accrediting agency recognized by the United States Department of Education. LA Vocational Institute does not currently participate in federal financial aid programs. The Nurse Assistant, Physical Therapy Aide and Phlebotomy Technician programs are approved for veterans training under Title 38 (GI Bill) and through the Workforce Innovation and Opportunity Act (WIOA). Qualified students may be eligible for assistance and inquiries should be made directly to those agencies.

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund. If the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds.

LA Vocational Institute *does not* have any pending petitions in bankruptcy, is *not* operating as a debtor in possession, has *not* filed a petition within the preceding five years, and *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 (11 U.S.C. Sec. 1101 et seq.).

## ENTRANCE REQUIREMENTS/ADMISSIONS PROCEDURE

For all LAVI courses, the following minimum admission requirements apply. Please review the course description for additional admission requirements that may be required for specific courses as mandated by California law and regulations. Applicants must:

- Be 18 years of age
- Present a valid copy of a recognized high school diploma or GED certificate\*
- Attend an orientation session
- Be interviewed by a student program coordinator
- Tour the campus and have school policies and other pertinent information explained
- Show that he/she is capable of benefiting from the training

\*Documentation of High School Graduation, General Educational Development (GED) scores, or other equivalent. All applicants must have completed high school in their country or have passed the United States GED. Applicants must provide documentation of their high school graduation or passing GED scores prior to starting a program. Students who have documents from a foreign country must request a NACES credential evaluation agencies to determine eligibility. Applicants who hold a GED must submit GED test score results and/or their GED diploma. The GED must be approved by a State Department of Education to be considered. Note that GED Tests cannot be taken online and can only be taken at an official testing center. LAVI may request additional documentation to verify the successful completion of high school (such as, but not limited to, student transcripts) and/or to assess the preparation provided by the issuing institution. In all cases, LAVI retains the sole discretion to determine whether the secondary training completed by the applicant is sufficient to satisfy the high school graduation admission requirement.

*All ESL applicants* receive the CASAS ASSESSMENT, a standardized test used to determine if the applicant is able to benefit from the program. If the assessment suggests an ability to benefit, the scores are used to place the applicant into the appropriate course. Previous education and training will also be reviewed.

*NCLEX-RN Review applicants* should have completed (or be very near completion) of an educational program meeting all California requirements prior to taking the course.

*LVN, Psychiatric Technician and Pharmacy Technician applicants* must be a high school graduate or possess a high school equivalency certificate and must show the ability to benefit (entrance exam). To be registered with the California Board of Pharmacy you must pass a fingerprinting and criminal background check. The State of California may deny you registration if you have a felony conviction. You must attach two current, signed, letters of recommendation from persons familiar with your education, interpersonal communication skills, personal ethics and/or work experience. The letters must include contact information for the reference. You must also include a resume, copy of driver's license, and a letter of intent, and high school graduation or equivalency documentation.

### **Credit for Previous Education**

LA Vocational has not entered into an articulation or transfer agreement with any other college of university. However, LA Vocational will consider a written request for previous education credit with official transcripts. Previous training at a state-approved school will be considered with respect to the respective program upon demonstration of proficiency, appropriate credit (not to exceed 50% of course hours offered) will be determined jointly by the administrator and instructors. Courses taken within the previous two years are considered for transfer.

Please refer to the LVN and Psychiatric Technician course descriptions for specific transfer credit information, as transfer credit is regulated by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT).

## **STUDENT SERVICES**

### **FACILITIES**

LA Vocational Institute classrooms are furnished with massage and medical training equipment. For our Allied Health programs, we utilize the supplies and learning tools used in typical working environments.

### **LIBRARY/LEARNING RESOURCES**

LA Vocational Institute has a small reference library, which the students are encouraged to use. Many books are purchased on the request or recommendation from students and teachers. Although the number of books and periodicals is limited, these materials reflect the interest of the school community. The library contains volumes in English and Russian covering a full spectrum of subject areas and may not leave the facility. We also offer a variety of online web sites where the student can access electronic articles, indexes and journals, research assistance, and more.

Students are welcome to check out books to return at a future date. All other resource materials may be checked out for use on the premises and returned on the same day. Digital resources may be viewed in the Student Lounge / Media Center.

To check out resources/equipment, students must:

- Complete the Borrower Agreement Equipment/Resources form. Forms can be obtained from the school administration;
- Abide by the rules and regulations set forth in the Borrower Agreement;
- Accept full financial responsibility for the care of the materials borrowed; and
- Return equipment in the same condition as it was checked out.

Additionally, students are encouraged to obtain library access from their local and nearby college and university libraries. We also provide directions to other libraries in the area that may be utilized for additional reference materials. There are 45 libraries within a 4-mile radius of the Institute.

### **HOUSING**

**LA Vocational Institute does not have dormitory facilities under its control and has no responsibility to find or assist a student in finding housing.** The availability of housing located in close proximity of LA Vocational Institute and an estimation of the approximate range of cost follows: The cost of housing located within...

- 0-2 miles of the school is between \$700.00 to \$2000.00 per month.
- 3-5 miles of the school is between \$1400.00 to \$2500.00 per month.
- 10 miles of the school is between \$500.00 to \$900.00 per month.

### **STUDENT VISAS**

English as a Second Language programs are offered at LA Vocational Institute. Program costs are provided in the CURRENT SCHEDULE OF STUDENT CHARGES on page 2. Student Visas are available for those that qualify for educational programs. The Visa Processing fee is \$200 per instance.

### **PLACEMENT ASSISTANT PROGRAM**

While placement assistance may be provided, it is understood that the school cannot guarantee or promise employment to any graduate. This is a free service to graduates of the school only. An active effort will be made to assist all graduates in finding a career opportunity. Students are educated as to proper interviewing conduct and techniques, job opportunities and school placement procedures.

### **COUNSELING AND ADVISING**

Students who feel that they have a need of counseling or advising may feel at ease doing so with their instructor or the Director. Counseling and advising are conducted on an open door policy.

## **TRANSCRIPTS/RECORD RETENTION**

LA Vocational Institute maintains student records for at least five (5) years from the student's date of completion or withdrawal. Permanent records are maintained for all graduates, including (1) date of completion, (2) courses and units completed and (3) grades earned in each course. Written request for transcripts should be directed to the School Director along with a \$25 fee for each official transcript. Transcript requests are processed within 14 business days.

## **FACULTY**

All LAVI Faculty have a minimum of three years of education and experience of a combination thereof. Instructors also maintain knowledge in their subject area by regularly completing continuing education courses, classroom management or other course related to teaching. We take great pride in offering an extremely qualified array of faculty with education and experience that meets the requirements of the State of California and our own very high quality education standards as well.

## **SCHEDULE OF SESSIONS**

Classes are held Monday through Friday, both day and evening and also on Saturday and Sunday during the day.

## **HOLIDAYS OBSERVED**

New Years Day, Martin Luther King's Birthday, President's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, the day after Thanksgiving, Christmas Evening and Christmas Day. The School does not close for student holiday schedules or recess.

## **ADMINISTRATIVE HOURS**

Administrative Office Hours:

9:00 a.m. – 6:00 p.m. Monday through Friday

10:00a.m. – 3:00 p.m. Saturday

## **ENGLISH PROFICIENCY**

Instruction will occur in English. A proficiency in English is critical to achieving academic success at LA Vocational. To be considered for acceptance, you must demonstrate your mastery of English **OR** enroll in English-As-A-Second Language courses. If your native language is not English, we require that you take one of these two tests:

1. Test of English as a Foreign Language (TOEFL) examination
2. International English Language Testing System (IELTS) examination (academic modules)

The minimum accepted score for the TOEFL is 80 for the Internet-based test and 550 for the paper-based test. The IELTS examination is accepted with a 7 or better band score (academic modules). Be sure to arrange to have your scores reported to LA Vocational admissions. These scores must be received prior to admission. Information about these exams is available at most U.S. consulates and overseas U.S. educational advising offices, as well as by mail and online:

TOEFL Services  
P. O. Box 6151  
Princeton, NJ 08541-6151 USA  
E-mail: [toefl@ets.org](mailto:toefl@ets.org)  
Web: [www.toefl.org](http://www.toefl.org)

IELTS International  
E-mail: [ielts@ieltsintl.org](mailto:ielts@ieltsintl.org)  
Web: [www.ielts.org](http://www.ielts.org)

We strongly recommend that you take the test as early as possible, because your score may be a factor in whether or not we're able to admit you.

## **GRADING POLICY**

The Institute utilizes the following grading system:

100% - 90%	=	A	=	4.0 – Excellent
89% - 80%	=	B	=	3.0 – Good
79% - 70%	=	C	=	2.0 – Average
69% - 60%	=	D	=	1.0 – Below Average
Below 60%	=	F	=	0.0 - Failing

Students are graded on objective written tests – based on class lectures and practical demonstrable skills, any assignment not submitted as due or any test missed will be awarded a zero.

## **CLASS SIZE**

The average class size is 5 students with a maximum of 15.

## **ATTENDANCE, ABSENCE & TARDINESS POLICY**

Students are responsible to be on time and present from the beginning to the end of each class. All attendance, tardiness and absences are recorded. If you are more than 15 minutes late you may be excluded from class. When it is absolutely necessary to be absent, the student can make up the class by attending a regularly scheduled day or evening class, space permitting.

A student is considered tardy if they are not at their desk and seated by 10 minutes after the class starting time. Three (3) tardiness will result in an absence. If the student has a legitimate reason for being late, he or she should notify the instructor and arrange an arrival time and make-up work satisfactory to both parties.

The instructor must be notified in advance in case of absence. Students failing to maintain satisfactory attendance will be counseled by the administrator and may be dismissed.

To graduate with a certificate of completion from any of the LAVI programs, students are required to:

- successfully complete all courses and hours with a passing grade of 70% or better.
- Attend at least 80% of all required class hours.
- Fulfill all financial obligations to the school.

## **CONDUCT**

Any student not conducting themselves in an orderly and professional manner, which includes use of drugs and alcohol during school hours, dishonesty, disrupting classes, use of profanity, excessive tardiness, insubordination, violation of safety rules, or not abiding by the school rules will lead to either probation or dismissal from classes.

## **SATISFACTORY PROGRESS**

Students not meeting the minimum requirements for Satisfactory Academic Progress (SAP) within his/her course of study will be placed on academic probation for 30 days. The student will remain on probation until the overall average is raised to 70% during the 30-day probationary period at which time the student will be removed from academic probation. If a student is unable to obtain a 70% satisfactory academic progress within his/her 30-day probation period, the student will on the 31st day be referred to the School Director to determine any additional action, which could include an additional 30-day probation or expulsion. The School Director shall make the final determination.

## **PROBATION**

Students are expected to attend all scheduled Modules. Absences should not exceed 20%. Students who fail to meet the overall 80% attendance requirement will be placed on probation. Once the 80% attendance requirement is met, the student is removed from probation. LA Vocational Institute reserves the right to suspend or terminate any student whose attendance, academic performance, financial standing, or personal behavior does not comply with LA Vocational Institute standards, regulations and rules. Students who have been suspended or terminated may be reinstated only through the Appeals Process.

## **SUSPENSION AND DISMISSAL POLICY**

Students are expected to treat school personnel and other students with consideration and respect. A student will be suspended or dismissed from the school for serious incidence of intoxication, possession of illegal drugs or alcohol upon school premises, improper or sexual behavior, behavior creating a safety hazard to other persons at school, disobedient or disrespectful behavior to administrator or faculty member. Students must be present in the assigned classroom at least 90% of the schedule contact time of any course to achieve satisfactory attendance. A student will be dismissed after two weeks-unexplained absences. Leave may be taken for a 4-week segment when circumstances demand, with the permission of the administration. When it is absolutely necessary to be absent, the student can make up the class by attending a regularly scheduled day or evening class, space permitting.

## **APPEALS**

LA Vocational Institute deals with the occasional need to deviate from policy or procedure. In cases where students feel that such a deviation can be justified, they may request that the reconsideration. Such a request must be in writing (preferably typed) and should contain at least the following:

- Precise explanation of what policy or procedure is in question and what adjustment is requested.
- Clear statement of why the committee should feel compelled to grant the request.

LA Vocational Institute faculty and administration meets as needed and is composed of the Director and faculty representatives. The decision rendered by the appeals committee is final.

## **LEAVE OF ABSENCE**

Students may request a Leave of Absence (LOA) to the School Director for consideration. If granted, a LOA is issued for 30 days. If the student fails to report to the School Director at the conclusion of the LOA, the student will be terminated.

## **COMPLAINT/GRIEVANCE PROCEDURE**

From time to time, differences in interpretation of school policies will arise among students, faculty, and/or the administration. Persons seeking to resolve problems or complaints should first contact the instructor in charge.

When such differences arise, usually a miscommunication or misunderstanding is a major contributing factor. For this reason, we urge both students & staff to communicate any problems that arise directly to the individual(s) involved. If the problem cannot be resolved in this manner, the Director of the School should be contacted. Normally, the informal procedure of “discussing” the difference will resolve the problem. Requests for further action may be requested in writing to the School Director, Vana Bashan, at the main campus during regular office hours.

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](http://www.bppe.ca.gov).

## **CANCELLATION & REFUNDS**

### **STUDENT’S RIGHT TO CANCEL.**

You have the right to cancel the enrollment agreement and obtain a refund. The institution, for all students, without penalty or obligation shall refund 100 percent of the amount paid for institutional charges, less a reasonable deposit or application fee not to exceed two hundred fifty dollars (\$250), if the notice of cancellation is made through attendance at the first class session, or the seventh day after enrollment, whichever is later.

Cancellation shall occur when you give written notice of cancellation at the address of the Institution shown on the top of this Agreement by mail or hand delivery. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with postage prepaid to LA Vocational Institute, 3550 Wilshire Boulevard, Suite 809, Los Angeles, CA 90010. The written notice of cancellation need not



take any particular form and, however expressed, it is effective if it shows that you are no longer wish to be bound by this Agreement.

#### WITHDRAWAL

You may withdraw from a course after instruction has started and receive a pro-rated refund for the unused portion of the tuition if you have completed 60% or less of the instructional period covered by the Agreement from the given Start date to Scheduled Completion date. Withdrawal shall occur when you give written notice of withdrawal to LA Vocational Institute, 3550 Wilshire Boulevard, Suite 809, Los Angeles, CA 90010 by mail or hand delivery. Withdrawal may be effectuated by the student's conduct, including, but not necessarily limited to, a student's lack of attendance. The written notice of withdrawal need not take any particular form and, however expressed, it is effective the date received by the institution if it shows that you are no longer wish to be bound by this Agreement.

#### REFUNDS

Only tuition is refundable. The Registration Fee, STRF Fee and any equipment that has been purchased and not returned in "as new" condition is non-refundable. To determine your refund, divide tuition by the number of hours in the program. The quotient is the hourly tuition charge for the program. The amount owed to the student for the purpose of calculating a tuition refund is derived by multiplying the total hours attended by the hourly charge for instruction. For example if the student completes only 10 hours of a 40-hour course and paid \$1,000.00 tuition, the hourly quotient would be \$25 per hour. Multiply this quotient times the 10 hrs completed x \$25.00 per hour, totaling \$250.00 due to the institution for the tuition charge. This charge plus the non-refundable fees would be deducted from the amount paid.

The school will also refund money collected for sending to a third party on the student's behalf such as license or application fees. If the school cancels or discontinues a course or educational program, the school will make a full refund of all charges. Refunds will be paid within 45 days of cancellation or withdrawal.

If the amount that a student paid is more than the amount that he/she owed for the time attended, a refund will be made within 45 days of withdrawal. If the amount that a student owed is more than the amount he/she has already paid, then the student will have to make arrangements for payment.

#### NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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

#### **STUDENT TUITION RECOVERY FUND**

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- 1) The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
- 2) You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
- 3) You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
- 4) The institution has been ordered to pay a refund by the Bureau but has failed to do so.
- 5) The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
- 6) You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
- 7) You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

Any questions a student may have regarding this school catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento California, 95833. [www.bppe.ca.gov](http://www.bppe.ca.gov) Phone: 888.370.7589 Fax: 916.263.1897

**LA VOCATIONAL INSTITUTE**  
**PROGRAMS**

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
*Massage Therapy*

Massage Therapy	150 hours	Massage Therapist II	500 hours
Massage Therapist I	300 hours	Massage Therapist III	800 hours

**BENEFICIAL EFFECTS OF MASSAGE**

1. Massage dilates or opens up blood vessels, improving the circulation and relieving congestion.
2. Massage increases the number of red blood cells, especially useful in cases of anemia.
3. Massage acts as a “mechanical cleanser” pursuing along lymph and hastening the elimination of waste and toxic debris.
4. Massage relaxes muscle spasm and relieves tension.
5. Massage increases the blood supply and nutrition to muscles without adding to their load of toxic lactic acid, produced through voluntary muscle contraction. It helps to overcome harmful “fatigue” products resulting from strenuous exercise or injury.
6. Massage improves muscle tone and helps prevent or delay muscular atrophy resulting from forced inactivity.
7. Massage can compensate, at least in part, for lack of exercise and muscular contraction in persons who, because of injury, illness or age, are forced to remain inactive. In these cases, massage helps return venous blood to the heart, and so eases the strain on this vital organ.
8. Massage improves the general circulation and nutrition of tissues. It is accompanied or followed by an increased interchange of substance between the blood and tissue cells, heightening tissue metabolism.
9. Massage increases excretion, via the kidneys of fluids and nitrogen, inorganic phosphorus and salt in normal individuals.
10. Massage encourages the retention of chemical compounds necessary for tissue repair in persons convalescing from bone fractures.
11. Massage stretches connective tissue, improves its circulation and nutrition and so breaks down or prevents the formation of adhesions and reduces the danger of fibrosis.
12. Massage improves the circulation and nutrition’s of joints and hastens the elimination of harmful particles.

**MESSAGE THERAPIST COURSE**

Students learn the techniques and procedures for massage therapy and other body conditioning treatments for hygienic or remedial purposes: Applying alcohol or other lubricants or rubbing compounds; Massage body using a variety of established techniques for health purposes; Under the direction of a medical practitioner, giving instructions for activities such as reducing or remedial exercises. Entry-level employment may also be available as a physical or corrective therapist assistant. Working under the direction of a physical or corrective therapist, prepare and administer physical therapy treatment such as massages; heat, light and sound treatments; and traction. Instruct, motivate and assist patients with learning and improving functional activities.

**Textbooks and other Written Materials**

- Massage Therapy, Massage Therapist I, Massage Therapist II, Massage Therapist III
- Miladys Theory & Practice of Therapeutic Massage 6th Edition Mark F. Beck
  - Mosby's Fundamentals of Therapeutic Massage - 6th Edition
  - Trail Guide to the body by Andrew Biel
  - L.A. Vocational Institute Handout Booklet

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
*Massage Therapy (ON HIATUS)*

A graduate of this program may be employed as a:

	<i>SOC Code</i>
<a href="#">Masseur/Masseuse Job Outlook</a>	31-9011.00

The 150 clock-hour Massage Therapy program satisfies the training requirements for a massage technician license in some cities. This course includes lecture, group discussion, and supervised hands-on practice. Special focus is on anatomy, body mechanics utilized in professional massage, and a variety of massage techniques to ensure a successful beginning in the world of Massage Therapy.

The 300 clock-hour Massage Therapist I program consists of an introduction to bodywork providing instruction in basic anatomy and physiology of the human body, instruction in Swedish and other types of massage including reflexology, in-office massage, deep tissue massage and oscillation therapy. This class was designed specifically to prepare the student for city and county licensing requirements within the State of California and for entry-level positions in clinics, health clubs and beauty salons.

The 500 clock-hour Massage Therapist II program goes beyond the basics to provide the student with a comprehensive and in-depth study and practical applications of bodywork. Students learn the techniques and procedures for massage therapy and other body conditioning treatments for hygienic or remedial purposes: Applying alcohol or other lubricants or rubbing compounds; Massage body using a variety of established techniques for health purposes; Under the direction of a medical practitioner, giving instructions for activities such as reducing or remedial exercises. Entry-level employment may also be available as a physical or corrective therapist assistant. Working under the direction of a physical or corrective therapist, prepare and administer physical therapy treatment such as massages; heat, light and sound treatments; and traction. Instruct, motivate and assist patients with learning and improving functional activities.

The 800 clock-hour Massage Therapist III program offers a comprehensive, current and integrated Massage Therapy education. Our CMT program exceeds the current national average in massage therapy education in order to begin the therapist at the very leading edge of the healing professions today. This program integrates the leading trends in massage therapy today; clinical neuromuscular therapy, effective Swedish, orthopedic assessment, deep-tissue and advanced deep tissue. Myofascial release and hydrotherapy.

California Licensing Requirements

The California Massage Therapy Council (CAMTC) was created by an act of the California Legislature and began accepting applications for certification in 2009. In 2019, CAMTC was re-authorized, with legislative changes becoming effective as of January 1, 2019. LAVI is not currently approved by CAMTC to offer massage therapy courses. The massage courses are on hiatus for reapproval in 2020.

The California Massage Therapy Council, a private nonprofit corporation, issues voluntary certifications to massage professionals that meet the requirements in the law. Certification is voluntary, and CAMTC certification is not required by state law in order for a massage professional to practice their profession in the state. However, many cities and counties have replaced their requirement for a city massage permit, usually issued by the police or sheriff's department, with a requirement for CAMTC certification. Massage professionals may find CAMTC certification useful as it is recognized statewide and employers may require certification.

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
 MESSAGE THERAPIST 300 HOURS AND 500 HOURS (*ON HIATUS*)

<b>Subject</b>	<b>Clock Hours 300 hours</b>	<b>Clock Hours 500 hours</b>
<u>In-Office Massage</u> The In-Office Massage is a brisk, fifteen-minute sequence of pressure and relaxation strokes designed to decrease stress in the neck, shoulder, and hand regions. This massage is a technique in its own right and provides the therapist with a wonderful opportunity to introduce potential clients to the benefits of massage therapy.	8	16
<u>Swedish Massage</u> Swedish Massage teaches the art of touch through the application of five invigorating strokes. The five basic techniques include vibration, friction, effleurage, tapotement, and petrissage. These strokes stimulate circulation, increase muscle tone, improve detoxification functions of the lymphatic system, relieve muscle spasms and assist the digestive process. In Swedish, students are taught how to touch in a safe and professional manner. The psychological effects of Swedish Massage, which include reduced tension, relief from fatigue and a sense of relaxation are also addressed.	96	96
<u>Anatomy &amp; Physiology I</u> The study of Anatomy and Physiology is an essential part of a massage therapy education. Learners in this course will understand the organization of tissue structure and the mechanisms, which control their functions. This knowledge will greatly enhance the learner's ability to use precaution and appropriate touch in the practice of massage and bodywork. Further, it will re-enforce the learner's understanding of the physiological effects of manual therapies.	64	64
<u>Anatomy &amp; Physiology II</u> A MT continuation of Anatomy and Physiology I, providing more detailed study of organ system composition, location, and function, with particular emphasis placed upon the body to detoxify and heal.	0	24
<u>Foot Reflexology</u> Foot Reflexology is a reflex acupuncture technique designed specifically for the feet. This form of massage, while localized at the feet is beneficial for the entire body, leaving clients with a feeling of relaxation and well being. Basic theory and point mapping taught, along with proper use of pressure, frequency, and rhythm.	16	24
<u>Massage History and Theory</u> Massage therapy is traced from its beginnings to its present day status as a healing art. The theory behind the effectiveness of massage therapy is discussed.	4	12
<u>Kinesiology</u> Clinical Kinesiology is the study of movement limitations, their cause and effect on joint structure, soft tissue, and physical mobility. This course is specifically designed for massage and bodywork students. It will enable learners to recognize joint dysfunction, common related symptoms, and strategies for improvement.	8	12

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
 MASSAGE THERAPIST 300 HOURS AND 500 HOURS (*ON HIATUS*)

<b>Subject</b>	<b>Clock Hours 300 hours</b>	<b>Clock Hours 500 hours</b>
<u>Hydrotherapy</u> An introduction to the therapy to the theory and therapeutic uses of heat and cold to reduce pain, enhance healing and improve range of motion. Applications of moist heat packs, ice massage are demonstrated and practiced in the classroom.	8	16
<u>Herbology and Oils I</u> A basic introduction to using essential oils and herbs as part of a massage practice. Emphasis is upon actual experience and subtle effects of different oils.	16	24
<u>Herbology and Oils II</u> This course covers the basics of Eastern, Western, and Indian use of herbs. Use of potent essential oils and preparation of medicated oils for use as part of an advanced massage practice is emphasized.	0	36
<u>Pathology</u> Many diseases, conditions, and symptoms are indicated and contraindicated for massage therapy. This class helps the student understand the medical terminology, the effects of conditions on the systems of the body, and how the massage therapy affects different pathologies.	16	48
<u>Hygiene</u> Good hygienic practices such as keeping clean hands and linen, and using hypoallergenic oils are essential to a healthy massage practice and are discussed in detail. Students complete this module by committing to memory a short checklist of hygienic questions to ask themselves and clients on a routine basis. Safeguards against transmission vectors for disease are emphasized.	4	8
<u>Nutrition</u> Nutrition has been designed to provide massage therapy students with the skills to analyze their diets compared to an optional diet, evaluate areas that can be improved, and promote long-term strategies for dietary change. The learner will be equipped to optimize his/her diet and health and appropriately enhance nutrient intake during periods of emotional and physical stress. This course is student-oriented. It is not intended to train practitioners in care and assessment of their clients.	8	16
<u>Business Ethics and Practice</u> Basic training in proper goal setting, ethical marketing, and client record keeping is covered in this module. Students finish with a good background in skills needed to begin and promote a successful massage practice. Items such as effective advertising, acquiring business cards, screening clients and stimulating referrals are discussed in detail.	4	8
<u>Deep-tissue Therapy</u> Working with the layers of muscle and connective tissue, this technique helps facilitate structural release and balance, relieves tension and holding patterns, and brings greater awareness to the somato-emotional relationship of the body. It is an efficient and specific technique used for many different structurals, muscular and pains dysfunction.	8	16

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
 MESSAGE THERAPIST 300 HOURS AND 500 HOURS (*ON HIATUS*)

<b>Subject</b>	<b>Clock Hours 300 hours</b>	<b>Clock Hours 500 hours</b>
<u>Sports Massage</u> Sports massage uses a variety of techniques to help athletes maximize their physical potential. Pre-event massage is used to aid flexibility and prepares the muscles for exertion, and post-event massage is used to decrease the build up of lactic acid that can cause sore, inflexible muscles. Also, maintenance techniques are used during training to help athletes remain flexible and help prevent injury and speed recovery should an injury occur.	32	40
<u>Oscillation</u> An introduction to Oscillation a gentle form of massage therapy using repetitive back and forth movements to put the body through it normal range of motion. This form of bodywork, when properly done, provides the client with profound mental relaxation.	8	16
<u>Reducing Massage</u> Reducing massage uses a variety of techniques to help individuals who are on weight loss programs by toning and conditioning the body.		24
<b>TOTAL CLOCK HOURS</b>	<b>300</b>	<b>500</b>



L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
 MASSAGE THERAPIST 150 HOURS AND 800 HOURS (*ON HIATUS*)

<b>Subject</b>	<b>Clock Hours 150 hours</b>	<b>Clock Hours 800 hours</b>
<u>Anatomy &amp; Physiology I</u>	28	100
<p>The study of Anatomy and Physiology is an essential part of a massage therapy education. Learners in this course will understand the organization of tissue structure and the mechanisms, which control their functions. This knowledge will greatly enhance the learner's ability to use precaution and appropriate touch in the practice of massage and bodywork. Further, it will re-enforce the learner's understanding of the physiological effects of manual therapies.</p>		
<u>Anatomy &amp; Physiology II</u>	0	40
<p>A continuation of Anatomy and Physiology I, providing more detailed study of organ system composition, location, and function, with particular emphasis placed upon the body to detoxify and heal.</p>		
<u>Kinesiology</u>	0	20
<p>Clinical Kinesiology is the study of movement limitations, their cause and effect on joint structure, soft tissue, and physical mobility. This course is specifically designed for massage and bodywork students. It will enable learners to recognize joint dysfunction, common related symptoms, and strategies for improvement.</p>		
<u>Pathology</u>	0	24
<p>Many diseases, conditions, and symptoms are indicated and contraindicated for massage therapy. This class helps the student understand the medical terminology, the effects of conditions on the systems of the body, and how the massage therapy affects different pathologies.</p>		
<u>Hygiene</u>	4	8
<p>Good hygienic practices such as keeping clean hands and linen, and using hypoallergenic oils are essential to a healthy massage practice and are discussed in detail. Students complete this module by committing to memory a short checklist of hygienic questions to ask themselves and clients on a routine basis. Safeguards against transmission vectors for disease are emphasized.</p>		
<u>Business Ethics and Practice</u>	4	8
<p>Basic training in proper goal setting, ethical marketing, and client record keeping is covered in this module. Students finish with a good background in skills needed to begin and promote a successful massage practice. Items such as effective advertising, acquiring business cards, screening clients and stimulating referrals are discussed in detail.</p>		
<u>Nutrition</u>	0	8
<p>Nutrition has been designed to provide massage therapy students with the skills to analyze their diets compared to an optional diet, evaluate areas that can be improved, and promote long-term strategies for dietary change. The learner will be equipped to optimize his/her diet and health and appropriately enhance nutrient intake during periods of emotional and physical stress. This course is student-oriented. It is not intended to train practitioners in care and assessment of their clients.</p>		
<u>Massage History and Theory</u>	0	8
<p>Massage therapy is traced from its beginnings to its present day status as a healing art. The theory behind the effectiveness of massage therapy is discussed.</p>		

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
 MASSAGE THERAPIST 150 HOURS AND 800 HOURS (*ON HIATUS*)

<b>Subject</b>	<b>Clock Hours 150 hours</b>	<b>Clock Hours 800 hours</b>
<u>Swedish Massage</u> Swedish Massage teaches the art of touch through the application of five invigorating strokes. The five basic techniques include vibration, friction, effleurage, tapotement, and petrissage. These strokes stimulate circulation, increase muscle tone, improve detoxification functions of the lymphatic system, relieve muscle spasms and assist the digestive process. In Swedish, students are taught how to touch in a safe and professional manner. The psychological effects of Swedish Massage, which include reduced tension, relief from fatigue and a sense of relaxation are also addressed.	28	100
<u>Hydrotherapy</u> An introduction to the theory and therapeutic uses of heat and cold to reduce pain, enhance healing and improve range of motion. Applications of moist heat packs, ice massage are demonstrated and practiced in the classroom.	8	40
<u>Stone Therapy</u> Working in harmony using various techniques and incorporating warm and cold stones relaxing the body at its deepest level, therapeutic stone massage is very effective to create harmony and a positive energy flow thus promoting a sense of balance energy and peace. Stones used as a massage tool open and warm the muscle tissue making it more susceptible to the therapy.	4	16
<u>Shiatsu</u> Shiatsu is a bodywork therapy that has originated within the Oriental Healing Arts. It incorporates the theory of acupuncture which proposes that energy, known as "Chi" ( or "Ki") moves through the body along well defined passageways called meridians.	14	32
<u>Acupressure &amp; Trigger Point Therapy</u> Acupressure uses gentle, firm pressure of the hands and feet. Trigger point therapy is a bodywork technique that involves the applying of pressure to tender muscle tissue in order to relieve pain and dysfunction in other parts of the body.	12	32
<u>Reflexology</u> Reflexology is a reflex acupressure technique designed specifically for the hands, feet and ears. This form of massage, while localized, is beneficial to the entire body, leaving the client with a feeling of relaxation and well being. Theory and point mapping are taught, along with proper use of pressure, frequency and rhythm.	8	40
<u>Sports Massage</u> Sports massage uses a variety of techniques to help athletes maximize their physical potential. Pre-event massage is used to aid flexibility and prepares the muscles for exertion, and post-event massage is used to decrease the build up of lactic acid that can cause sore, inflexible muscles. Also, maintenance techniques are used during training to help athletes remain flexible and help prevent injury and speed recovery should an injury occur.	12	40

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
 MESSAGE THERAPIST 150 HOURS AND 800 HOURS (*ON HIATUS*)

<b>Subject</b>	<b>Clock Hours 150 hours</b>	<b>Clock Hours 800 hours</b>
<u>Chair</u> Chair massage is a risk sequence of pressure and relaxation strokes designed to decrease stress in the neck, shoulder and hand regions. Chair massage is intended to relieve stress, help prevent injuries, such as; repetitive stress syndrome, tendonitis, carpal tunnel syndrome, provide better mental clarity, balance emotional states, heighten energy levels and increase productivity.	8	32
<u>Deep-tissue Therapy</u> Working with the layers of muscle and connective tissue, this technique helps facilitate structural release and balance, relieves tension and holding patterns, and brings greater awareness to the somato-emotional relationship of the body. It is an efficient and specific technique used for many different structural, muscular and pains dysfunction.	16	40
<u>Polarity</u> Polarity therapy is a healing art based on energy. This pulsating life energy is made up of specific frequencies known as the five elements: ether, air, water and earth, it is a truly holistic health system.	0	16
<u>Lymphatic</u> Lymphatic massage involves techniques for increasing lymph flow and for draining the lymph nodes. It is based on a light touch methodology, making it yet another effective technique in relaxation.	4	16
<u>Pregnancy</u> Pregnancy massage benefits the mother physically and emotionally. There is also a link between the skin and brain, benefiting both mother and child.	0	16
<u>Cranio Sacral</u> CranioSacral Therapy (CST) is a gentle, hands-on method of evaluating and enhancing the function of a physiological body system called the craniosacral system - comprised of the membranes and cerebrospinal fluid that surround and protect the brain and spinal cord.	0	32
<u>Myofascial Release</u> Myofascial release leads to postural and alignment changes, which allows for the most efficient use of energy. It is aimed at relieving constrictions and adhesions in fascia ( the tissue that envelopes every muscle in the body).	0	48

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
 MESSAGE THERAPIST 150 HOURS AND 800 HOURS (*ON HIATUS*)

<b>Subject</b>	<b>Clock Hours 150 hours</b>	<b>Clock Hours 800 hours</b>
<u>Neuromuscular</u>	0	60
<p>Neuromuscular therapy is a process of correcting imbalances in the musculature in order to reduce pain. Postural distortion often occurs as a result of unilateral contractions of skeletal muscles. Treatment is aimed at creating balance in order to reduce damages that can be caused by unnecessary torque on joints.</p>		
<u>Orthopedic Assessment</u>	0	24
<p>As a comprehensive system, orthopedic massage is capable of integrating a variety of massage's most effective techniques in the treatment of soft-tissue dysfunctions, pain and injuries. Four component parts characterize the system of orthopedic massage: orthopedic assessment, matching the physiology of the tissue injury with the physiological effects of treatment, treatment adaptability, and understanding the rehabilitation protocol.</p>		
<b>TOTAL CLOCK HOURS</b>	<b>150</b>	<b>800</b>

Books and equipment are included in Tuition.

L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*Physical Therapy Aide*

**Title of Educational Service**

Physical Therapy Aide

**Educational Objectives**

The Physical Therapy Aide program is 15 weeks in length and goes beyond the basics to provide the student with a comprehensive and in-depth study and practical applications of bodywork.

Under the direction of a licensed physical therapist and working alongside physical therapists and/or physical therapy assistants, physical therapy aides are skilled health care workers who help when a patient is receiving treatment and performing remedial exercises. Physical therapist aides prepare and administer physical therapy treatment such as massages heat, light and sound treatments and traction. Aides instruct, motivate and assist patients with learning and improving functional activities. Students will learn the techniques and procedures for massage therapy and other body conditioning treatments for hygienic or remedial purposes

The course was designed to familiarize the student with human anatomy, human needs and injuries to the muscle skeletal system to prepare the student to assist and direct patients in the rehabilitation process.

The physical therapy aide program presents courses in records management, terminology, and anatomy and physiology. The course teaches the background theory relevant to working in the physical therapy setting: observation, reporting, charting, patient care, therapeutic exercises, physical therapy agents and modalities, range of motion, and specialized therapies. Students also learn the basic skills required for scheduling an appointment and completing a medical record, vital signs, and body mechanics. Wheelchair transfer techniques are also covered.

A graduate of this program may be employed as a Physical Therapy Aide under the direct supervision of a state licensed Physical Therapist.

<i>Potential Occupation</i>	<i>SOC Code</i>
<a href="#">Physical Therapy Aide Job Outlook</a>	31-2022.00

**Length of Course**

15 weeks  
300 Clock Hours

**Sequence and Frequency**

Ongoing based on demand; Open enrollment; Not less than three (3) times per year

**Textbooks and other Written Materials**

- Joseph Kahn, Electrotherapy 4th Ed
- Elaine N. Marieb, Essentials of Human Anatomy and Physiology. (12 Ed.)
- John Green, Human Anatomy in full color.

**Instructional Mode/Methods**

Lecture and Lab

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
*Physical Therapy Aide (continued)*

**Course Outline**

Course ID	Course Name	Lecture	Lab
PT 1	Medical Terminology	36	
PT 2	Anatomy	24	
PT 3	Physiology	24	
PT 4	Massage	90	
PT 5	Physical Therapy Aide	90	
PT 6	Lab		36
	<b>TOTAL</b>	<b>264</b>	<b>36</b>
	<i>Equivalent Units</i>		<i>16</i>

Books and equipment are included in Tuition

**HOURS OF INSTRUCTION**

9:00 A.M. – 1:00 P.M.            Monday – Friday  
 5:30 P.M. – 9:30 P.M.        Monday – Friday  
 9:00 A.M. – 5:00 P.M.        Saturday and Sunday

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
*Medical Assistant*

**Title of Educational Service**

Medical Assistant

**Educational Objectives**

The 720 clock-hour Medical Assistant program is 30 weeks in length and goes beyond the basics to provide the student with a comprehensive and in-depth study and practical applications of health care.

This curriculum was developed to comply with the regulations established by the State of California. The curriculum is structured to provide theory and practical application of knowledge and skills needed to function as a Medical Assistant. Medical Assistants are skilled health care workers who interact with different kinds of patients, their families and other health professionals. Medical Assistants duties are varied depending on the health care environment employed in but some typical duties include recording patient's weight, height, temperature, blood pressure and medical history. Medical Assistants help doctors examine and treat patients and do routine chores needed for good office operation. They sterilize instruments and equipment used in tests, such as urinalysis and blood counts and take electrocardiograms. Other clinical duties may include telling patients about medication and self- treatment and applying bandages. In addition to the clinical duties Medical Assistants may be responsible for some clerical duties which include ordering supplies, sending out letters, billing patients, completing insurance forms and writing down dictation. In some offices, they keep financial records and handle credit, collections and other bookkeeping duties.

This course was designed to teach the student caring, critical thinking and problem solving, team building, ethics and cultural sensitivity.

The Medical Assistant program presents modules in terminology, anatomy and physiology, safety, screening and appointment, computers, medical office emergencies/CPR, medical insurance, and performance improvement. This course also presents modules covering medical office receptionist, records, finances, insurance billing and office management. In addition the Medical Assistant program will cover exam room procedures, specialty procedures, pharmacology, minor office surgery, laboratory procedures, nutritional needs of patients and patient education.

A graduate of this program may be employed as a:

	<i><b>SOC Code</b></i>
<a href="#">Medical Assistant Job Outlook</a>	31-9092.00

**Length of Course**

30 weeks

720 Clock Hours

**Sequence and Frequency**

Ongoing based on demand; Open enrollment; Not less than two (2) times per year

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
*Medical Assistant (continued)*

**Textbooks and other Written Materials**

- Delmar Publishers, Medical Assisting Administrative and Clinical Competencies 6th Edition and Workbook, by Wilbura(B) Q. Lindh; Marily Poller; Carol D.Taparo; Barbara M. Dahl; Julie Morris
- Administrative Medical Assisting - Linda L. French; Marilyn T. Fordney.
- Medical Terminology Systems 7<sup>th</sup> Edition, by Barbara A. Gylys, Mary Ellen Wedding
- Comprehensive Beginners Guide to Learn Excel 2019 By Alexander Cane
- Microsoft Office 2019 Step by Step by Joan Lambert

**Instructional Mode/Methods**

Lecture and Lab

**Course Outline**

Course Name	Lecture	Lab
Introduction to Medical Assisting	32	
Terminology, Anatomy & Physiology	80	
Safety	16	
Screening and Appointments	6	
Computers	54	
Medical Office Emergencies/CPR	20	
Job Search	6	
Introduction to Medical Insurance	6	
Performance Improvement	4	
Medical Office Receptionist	58	
Medical Office Records	36	
Medical Office Finances	36	
Medical Office Insurance Billing	90	
Medical Office Management	20	
Exam Room Procedures	54	38
Specialty Procedures	24	30
Pharmacology	48	
Minor Office Surgery	12	6
Laboratory Procedures	20	18
Nutrition	4	
Patient Education	2	
<b>TOTAL</b>	<b>628</b>	<b>92</b>
<i>Equivalent Units</i>		<b>44</b>

Books and equipment are included in Tuition

**Hours of Instruction**

Class hours are held between 9:00am to 5:00pm Monday – Friday



L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
*Medical Coding and Billing*

**Educational Objectives**

Students will be able to: Identify legal aspects and terms associated with medical records and billing. Define general insurance terms and contracts. Know the general standards and universal forms and procedures used in billing. Know and explain the different forms of electronic and manual billing. Additionally, Upon completion of course, student will be able to successfully:

- Identify and define the different types of coding.
- Distinguish between different sources of coding manuals and necessary usage of each.
- Understand and test knowledge of Anatomy, Disease Pathophysiology, Medical Terminology applicable in coding.
- Establish and identify sources and resources for coding purposes.

**Occupation**

A graduate of this program may be employed as a:

	<i>SOC Code</i>
Medical Billing Coder	
Medical Coding Technician	29-2071.00

**Length of Course**

760 Hours

**Text books and other written materials**

- Understanding Health Insurance (A Guide to Billing and Reimbursement 14th Edition) by Michelle A.Green
- Medical Terminology 8th Edition (a short course) by Chabner BA Mat, Davi-Ellen
- ICD-10-CM 2019 by American Medical Association
- Elsevier Step-by-Step Medical Coding 2019. Edition
- Other Related Medical & Coding Information (Handouts by Instructors)

Books may change as required for course.

**Instructional Mode**

Lecture and Lab

**Competencies and how they are measured**

Competencies are measured by both practical and written testing. Upon successful completion of this course, students will be able to practice and identify through assignments, lecture, reading and reports generated what to expect in claims submissions, realistic coding scenarios and complete the full cycle of the claims process.

Students will also be able to:

1. Identify and analyze the necessities and requirements related to claims submissions.
2. Understand the full cycle of claims submissions using sample scenarios.
3. Display comprehension in newer coding additions and conventions such as “Terrorism coding.”
4. Identify certain HIPAA issues as related to claims and billing.
5. Incorporate reporting mechanisms and understand remittance reports.
6. Address possible additional educational needs with respect to the ICD-10.

L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*EKG Interpretation*

**Educational Objectives**

This course is designed to fill the needs of students who desire the ability to interpret the resting (and exercise) normal and abnormal EKG, as well as provide an overview of heart anatomy, function and neurophysiology.

**Rationale:**

An understanding of cardiac physiology and electrocardiography is an important aspect of clinical exercise physiology. Emphasis in this course is on understanding and interpreting EKG tracings.

**Length of Course**

20 Clock Hours

**Sequence and Frequency**

Ongoing based on demand; Open enrollment; Not less than four (4) times per year

**Textbooks and other Written Materials**

Students are not required to buy texts or materials for this course.

Textbook

- ECG & Pharmacology By American Heart Association
- Huff, J. ECG workout: Exercises in arrhythmia interpretation (7th edition). Wolters Kluwer., 2016

Other Useful Text:

- Aehlert, B. ECGs made easy (6th edition). Elsevier Health Science , 2017.

**Instructional Mode/Methods**

Lecture, Video, Audio and other Practical Training

**Competencies and Measurements**

Competencies are measured by both practical and written testing.

Upon completion of this course, the Student will be able to:

- Relate to the electrical conducting system
- Review of the heart anatomy and the cardiac cycle
- Properly prepare a subject for a 12-lead EKG
- Have a basic understanding of cardiac muscle contraction
- Have a basic understanding of the heart's propagation of an action potential
- Have a basic understanding of EKG interpretation involving the recognition of the most common abnormalities
- know basic clinical exercise physiology.

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
*N - C L E X - R N R e v i e w*

**Title of Educational Service**

NCLEX-RN

**Educational Objectives**

The theoretical component of this course will reinforce and complement prior knowledge gained in the nursing curriculum. Students will utilize the nursing process and critical thinking skills to review previously learned nursing concepts. Completion of the course will assist students to further prepare for NCLEX.

**Prerequisite**

RN Graduate or equivalent.

**Length of Course**

200 Hours

**Sequence and Frequency**

Ongoing based on demand; Open enrollment; Not less than four (4) times per year

**Text books and other written materials**

1. Kaplan NCLEX-RN Exam 2019
2. NCLEX Review NCLEX-RN ,Lippincott William -LWW 13 Ed.
3. NCLEX- RN Preparation Plus 2019,2 practice tests+ Proven Strategies ,March 2019.

**Instructional Mode/Methods**

Lecture, Video, Audio and other Practical Training

**Competencies and how they are measured**

Competencies are measured by both practical and written testing.

**Upon Completion of this course, the Student will:**

1. Relate to nursing content and strengthen concepts learned.
2. Possess enhanced test taking skills at the application, synthesis and analysis levels.
3. Recognize remediation needs and develop a plan for final NCLEX preparation.
4. Have an intense sense of confidence and competence to pass NCLEX on the first attempt.
5. Have an improved satisfaction with preparation for NCLEX.
6. Know strengths and areas for focused review in relation to NCLEX-RN test plan.
7. Increase technology fluency.

Safe and Effective Care Environment	30
Health Promotion & Health Maintenance	40
Pharmacology	30
Psychosocial Integrity	30
Nursing Process: Assessment, Analysis, Planning, Implementation, and Evaluation	30
Self analysis plan	40
<i>TOTAL</i>	200

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
*Home Health Aide*

**Title of Educational Service**

Home Health Aide

**Educational Objectives**

Prerequisite: Nurse Assistant

The 40 clock-hour Home Health Aide program is 2 weeks in length and goes beyond the basics to provide the student with a comprehensive and in-depth study and practical applications of home health care.

This curriculum was developed following the Department of Public Health (CDPH) guidelines for the training of CNA's for certification as a Home Health Aide by the State of California. This certification allows the Home Health Aide to function as an entry-level worker on a health care team in a home health agency. The curriculum is structured to provide theory and practical application of knowledge and skills needed to function as a home health aide. Under the direction of a Registered Nurse or Physical Therapist, Home Health Aides are skilled health care workers who help the elderly and disabled take care of themselves at home preventing them from moving to a nursing home. Some typical duties of Home Health Aides include checking the patients pulse and breathing rates; change bandages; helping the patient take a bath. Aides also plan meals including special diets, shop and fix meals. They report changes in the patient's condition to the nurse supervisor and keep records of patients care.

This course was designed to teach the student caring, critical thinking and problem solving, team building, ethics and cultural sensitivity.

The Home Health Aide program presents modules in aide and agency roles, medical and social needs of clients, personal service care, nutrition and cleaning tasks in the home. The course teaches the background theory relevant to working in the home health care setting: observation, reporting, charting, patient care. Students also learn the basic skills required for completing a medical record, vital signs, and body mechanics.

Graduates can only be employed as Home Health Aide under the direct supervision of a state licensed Registered Nurse or Physical Therapist.

A graduate of this program may be employed as a:

	<i>SOC Code</i>
<a href="#">Home Health Aide Job Outlook</a>	31-1011.00

**Length of Course**

2 weeks

40 Clock Hours

**Sequence and Frequency**

Ongoing based on demand; Open enrollment; Not less than four (4) times per year

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
*Home Health Aide (continued)*

**Textbooks and other Written Materials**

- Providing Home Care: for Home Health Aides 5 E. By William Leahy MD. Jetta Fuzy RN MS,
- Workbook for Providing Home Care: Home Health Aide 5 E. by Hartman Publishing, Inc.
- Normal and Therapeutic Nutrition / Edition 17  
by Corinne H. Robinson, Marilyn R. Lawler, Wanda L. Chenoweth, Ann E. Garwick
- Homemaker/Home Health Aide, by Susann Balduzzi 7 Ed(January 1.2015)
- Being a Homemaker/Home Health Aide (6th Edition) by Elana Zucker (2005-11-06)
- Coping with Chronic Illness by H. Norman Wright (kindle Ed 2010)

**Instructional Mode/Methods**

Lecture and Lab

**Course Outline**

Course Name	Lecture	Lab
Introduction to Aide and Agency Role	2	
Interpretation of Medical & Social Needs of Clients	5	
Personal Care Services	5	15
Nutrition	5	3
Cleaning and Care Tasks in the Home	5	5
<b>TOTAL</b>	<b>20</b>	<b>20</b>
<i>Equivalent Units</i>		<i>2.00</i>

**Tuition and Fees**

Home Health Aide Course  
 Registration fee..... \$75.00  
 Tuition fee ..... \$520.00  
 Total..... \$595.00

Books and equipment are included in Tuition

**HOURS OF INSTRUCTION**

9:00 A.M. – 1:00 P.M.            Monday – Friday  
 9:00 A.M. – 4:00 P.M.        Saturday – Sunday

L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*Nurse Assistant*

**Title of Educational Service**

Nurse Assistant

**Educational Objectives**

Prerequisite: Health screening, fingerprints and criminal background check.

The 160 clock-hour Nurse Assistant program is 8 weeks in length and goes beyond the basics to provide the student with a comprehensive and in-depth study and practical applications of health care. Students will be employable as Certified Nurse Assistant once they pass the National Nurse Aide Assessment Program (NNAAP) examination.

This curriculum was developed following the Department of Public Health (CDPH) guidelines for the training of students for certification as a Nurse Assistant by the State of California. This certification allows the Nurse Assistant to function as an entry-level worker on a health care team in a health care setting. The curriculum is structured to provide theory and practical application of knowledge and skills needed to function as a Nurse Assistant. Under the direction of a Licensed Practical Nurse, Nurse Assistants are skilled health care workers who interact with different kinds of patients, their families and other health professionals. Some typical duties of a Nurse Assistants include answering signal lights bells, or intercom systems to determine patients' needs. Nurse Assistants bathe, dress, and undress patients. They serve and collect food trays and feed patients who require help to eat and report changes in the patient's condition to the nurse supervisor and keep records of patients care. Nurse Assistants duties vary according to training and experience and maybe designated by various titles.

This course was designed to teach the student caring, critical thinking and problem solving, team building, ethics and cultural sensitivity.

The Nurse Assistant program presents modules in patient rights, communication and interpersonal skills, safe environment, body mechanics, principle of asepsis, weights and measures, resident care skills, resident care procedures, vital signs, nutrition, emergency procedures, long term care resident, rehabilitative/restorative care, observation and charting, and death and dying. The course teaches the background theory relevant to working in the health care setting: observation, reporting, charting, patient care. Students also learn the basic skills required for completing a medical record, vital signs, and body mechanics.

Licensure as a Certified Nurse Assistant by CDPH is required for employment in this field. Licensure is obtained by passing the NNAAP examination and receiving criminal background clearance from CDPH.

Graduates can only be employed as Nurse Assistant under the direct supervision of a state Licensed Practical Nurse or General Duty Nurse. A graduate of this program may be employed as a:

[Nurse Assistant Job Outlook](#)

*SOC Code 31-1014.00*

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
*Nurse Assistant (continued)*

**Length of Course**

8 weeks      160 Clock Hours

**Sequence and Frequency**

Ongoing based on demand; Open enrollment; Not less than four (4) times per year

**Textbooks and other Written Materials**

- Acello, B., & Hegner, B. R. (2016). *Nursing assistant: a nursing process approach*. Boston, MA: Cengage Learning.
- Sorrentino, S. A., & Remmert, L. N. (2017). *Mosbys textbook for nursing assistants*. United States: Mosby.
- Hegner, B. R., & Gerlach, M. J. (2014). *Assisting in long term care*. Clifton Park, NY: Delmar, Cengage Learning.
- Kübler-Ross, E., & Byock, I. (2014). *On death & dying: what the dying have to teach doctors, nurses, clergy & their own families*. New York: Scribner, a division of Simon & Schuster, Inc.
- Fuzy, J. L. (2019). *Hartmans nursing assistant care: the basics*. Albuquerque, NM: Hartman Publishing.
- Bell, V., & Troxel, D. (2006). *The best friends approach to Dementia care*. Baltimore, MD: Health Professions Press. Kubler-Ross, *On Death and Dying*. Scribner, 2016
- Dementia, Alzheimers disease stages, treatments and other medical considerations by Laura Town and Karen Kassel 2015

**Instructional Mode/Methods**

Lecture and Lab

**Course Outline**

Course Name	Lecture	Lab
Introduction	2	
Patient Rights	2	1
Communication and Interpersonal Skills	5	
Safe Environment	1	1
Body Mechanics	2	4
Principles of Asepsis	2	8
Weights and Measures	1	1
Resident Care Skills	14	44
Resident Care Procedures	10	20
Vital Signs	3	6
Nutrition	2	6
Emergency Procedures	2	1
Long Term Care Resident	2	
Rehabilitative/Restorative Care	4	4
Observation & Charting	4	4
Death and Dying	4	
<b>TOTAL</b>	<b>60</b>	<b>100</b>
<i>Equivalent Units</i>		7

L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*Nurse Assistant (continued)*

**Tuition and Fees**

Nurse Assistant Course

Registration fee..... \$75.00

Tuition fee ..... \$1,600.00

Total..... \$1,675.00

Books and equipment are included in Tuition

**HOURS OF INSTRUCTION**

9:00 A.M. – 1:00 P.M.            Monday – Friday  
9:00 A.M. – 4:00 P.M.            Saturday – Sunday



L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*ESL – Level I*

**Educational Objectives**

Course designed for persons who have had little or no formal English instruction and who have little or no ability to communicate in English. Emphasis is on fundamental speaking and listening skills and exposure to basic literacy and computer skills. Students must achieve a score of 190 or higher on the CASAS ESL ASSESSMENT test used for ESL Program Placement.

**Length of Course**

160 Clock Hours

**Sequence and Frequency**

Ongoing based on demand; Open enrollment

**Textbooks and other Written Materials**

- Touchstone Level 1 Teacher's Edition with Assessment Audio CD/CD-ROM by Michael McCarthy , Jeanne McCarten , et al. | Jan 31, 2014
- English for Everyone: Level 1: Beginner, Course Book: A Complete Self-Study Program by DK Jun 28, 2016

Students are not required to buy texts or materials for this course.

- Teacher made materials
- Survival English
- Basic Oxford Picture Dictionary.
- Videos that are appropriate for level
- Computers and related software

**Instructional Mode/Methods**

Lecture, Video, Audio and other Practical Training

**Competencies and Measurements**

Competencies are measured by both practical and written testing.

Upon completion of this course, the beginning ESL Student will be able to:

- recognize, pronounce, and write the alphabet, numbers, dates, times and money
- respond to simple directions and personal questions and express basic needs and wants
- read basic sight words, labels, warnings and signs
- write simple statements and words from memory and copy information onto a simple form
- use a computer with supervision

L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*ESL – Level I (continued)*

Students will demonstrate the following competencies in the context of work, family and citizenship:

- Recognize initial consonant sounds and the relationship between sounds and letters
- Recognize frequently used words, phrases, body language and one-step directions
- Respond appropriately to basic personal questions
- Pronounce most consonants and short and long vowels sounds
- Express basic needs or wants
- Recognize basic words in print, labels, warnings, and emergency signs
- Read and say the alphabet, numbers, dates, digital clock time, coins and currency
- Write upper and lower case letters and numbers and copy symbols
- Copy information onto a simple form
- Write simple statements and words from memory with proper size, punctuation, and spacing
- Use basic computer software with supervision

L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*ESL – Level II*

**Educational Objectives**

For people who have had some formal English instruction and but whose ability to communicate in English is very limited. Emphasis is on basic survival needs, beginning reading and writing skills and familiarity with computer skills. Course designed for persons who have completed the Level I Course, or a score of 205 or higher in the listening and reading components of the CASAS ESL ASESSMENT placement test used for ESL Program Placement.

**Length of Course**

160 Clock Hours

**Sequence and Frequency**

Ongoing based on demand; Open enrollment

**Textbooks and other Written Materials**

- English for Everyone: Level 2: Beginner, Practice Book: A Complete Self-Study Program, by DK Jun 28, 2016

Students are not required to buy texts or materials for this course.

- Selected ESL Texts
- Worksheets and supplemental dictionaries
- Instructor made material
- Computer Lab & related software(Rosette Stone)

**Instructional Mode/Methods**

Lecture, Small Group/Pair Work, Dictations, Cooperative Learning, Student Presentations and Computer Lab

**Competencies and Measurements**

Competencies are measured by both practical and written testing. Upon completion of this course, the Level II ESL Student will be able to:

- respond to simple requests, rules and regulations and follow multi-step directions
- conduct simple conversations, express needs and wants, and describe objects and activities using statements, questions, and nonverbal behavior
- pronounce consonants, blends, and vowels
- read simple statements and questions, schedules, maps, simple directions, signs, warning labels, times and dates
- write three or four related sentences using words from memory
- fill out personal information forms
- establish own learning goals
- use simple computer programs

L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*ESL – Level II (continued)*

At the end of this level the student will demonstrate the following competencies in the context of work, family and citizenship:

- Understand simple sentences spoken slowly
- Differentiate statements from questions
- Use sentences and nonverbal behaviors to express needs and wants
- Ask and respond to questions and requests
- Understandably pronounce consonants, vowels, and diphthongs
- Use basic vocabulary to describe familiar objects and activities
- Read and write simple statements and questions
- Use sound-symbol relationships to read words and phrases
- Read simple notes, messages, schedules, signs and warning labels
- Find times and dates in printed materials
- Sort items alphabetically and numerically
- Fill out personal information forms
- Write from dictation one-syllable words with regular spellings
- Write three or four related sentences
- Use appropriate end punctuation
- Write frequently used word from memory
- Establish own learning goals
- Perform tasks using a computer

L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*ESL – Level III*

**Educational Objectives**

For people who read and write some English and are able to communicate with difficulty with native speakers. Emphasis is on developing the students' reading, writing, communication and computer skills. Course designed for persons who have completed the Level II Course, or a score of 210 or higher in the listening and reading components of the CASAS ESL ASSESSMENT placement test used for ESL Program Placement.

**Length of Course**

160 Clock Hours

**Sequence and Frequency**

Ongoing based on demand; Open enrollment

**Textbooks and other Written Materials**

- Touchstone Level 3 Teacher's Edition with Assessment Audio CD/CD-ROM by Michael McCarthy , Jeanne McCarten , et al. | Jan 31, 2014

Students are not required to buy texts or materials for this course.

- Challenger 3
- Side by Side, Book 3
- Even More True Stories
- Instructor made materials
- Computer lab and related software
- Videos

**Instructional Mode/Methods**

Lecture, Oral Discussions and Written Materials, Audio Visual Media, Dictations, Student Presentations and Computer Lab

**Competencies and Measurements**

Competencies are measured by both practical and written testing. At the end of ESL Level III, students will have learned how:

- to follow and maintain simple conversations by recognizing voice and speech patterns, familiar phrases and vocabulary
- to participate in groups by understanding main topics in a conversation and nonverbal behaviors
- to express personal skills and interests, report incidents, make excuses, and describe people, places and events
- to respond to spoken instructions, warnings, and requests for further clarification and information.
- to understand simple paragraphs and simplified reading materials
- to read maps, schedules, signs, abbreviations and US measurement vocabulary
- to recognize important information on information forms
- to write and revise basic sentences and simple notes using basic spelling rules, correct word order, and punctuation
- to use reading strategies to understand new words
- to locate, sort, and sequence information
- to use basic computer software programs

L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*ESL – Level III (continued)*

Students will demonstrate the following competencies in the contexts of work, family and citizenship:

- Understand spoken sentences and routine phrases containing familiar vocabulary
- Initiate and maintain simple conversations using appropriate forms of address
- Recognize basic formal & informal speech patterns
- Use stress patterns and common nonverbal behaviors appropriately
- Identify the main topic in a conversation
- Report an absence, injury, accident, or incident
- State personal skills and interests
- Describe a person, place or event
- Respond to rules, warnings and two or three-step directions given orally
- Respond to follow-up and clarifying questions
- Make excuses or requests for leave
- Read short texts and related statements and questions using context clues and sound/symbol relationships
- Recognize most standard words on information forms
- Read maps, schedules, signs, warning labels, and common abbreviations.
- Read and recognize US measurement vocabulary
- Locate, sort, & sequence information from a variety of sources
- Use basic spelling rules
- Write and revise statements and questions
- Write 4 - 6 sentences on a related topic
- Write simple notes and messages
- Use several basic computer software programs

L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*ESL – Level IV*

**Educational Objectives**

Designed for persons who are fairly literate in English, can handle their jobs with simple oral and basic written instructions, and can communicate with native speakers with some difficulty. Emphasis is on developing students speaking, listening, reading and writing skills along with the use of various computer software. Course designed for persons who have completed the Level III Course, or a score of 215 or higher in the listening and reading components of the CASAS ESL ASSESSMENT placement test used for ESL Program Placement.

**Length of Course**

160 Clock Hours

**Sequence and Frequency**

Ongoing based on demand; Open enrollment

**Textbooks and other Written Materials**

- English for Everyone: Level 4: Advanced, Course Book: A Complete Self-Study Program, by DK | Jun 28, 2016

Students are not required to buy texts or materials for this course.

- Challenger 4
- Fundamentals of English Grammar
- Instructor made materials
- Computer Lab & related software
- Videos

**Instructional Mode/Methods**

Lecture, Audio Visual Media, Dictations, Student Presentations and Computer Lab

**Competencies and Measurements**

Competencies are measured by both practical and written testing. At the end of Level IV students will have learned how:

- Pronounce words and phrases using appropriate voice patterns and differentiate between differing language forms including formal/informal, slang, and non-verbal
- Identify essential information in conversations and respond to requests, warnings, and directions
- Read various types of simple narratives and identify the main idea and supporting details
- Give accurate personal information, share opinions, and give reasons for behaviors
- Write personal letters and fill out various types of forms
- Make notes from conversations and describe the steps in a process
- Use electronic and traditional resources in the writing process

L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*ESL – Level IV (continued)*

Students will demonstrate the following competencies in the context of work, family and citizenship:

- Distinguish questions, statements, and imperatives
- Identify essential information in conversations, rules, and regulations
- Respond to requests, warnings, and directions
- Differentiate between formal, informal, and slang speech
- Identify the main idea and supporting details in a paragraph
- Follow written directions
- Read simple descriptions, narratives, announcements, and advertisements
- Interpret charts, graphs, and diagrams
- Extract information from bills, receipts, bank statements and pay stubs
- Request, confirm and clarify basic information
- Give reasons or excuses for personal behavior
- State personal opinions and respond to other people's opinions
- Explain the steps in a process
- Provide accurate personal and employment information
- Ask for and give directions
- Use and be aware of non-verbal language
- Pronounce words and phrases using appropriate stress, rhythm and intonation
- Write a personal letter
- Record information from telephone and in-person conversations
- Fill out forms, questionnaires, and surveys
- Write a paragraph of 6 - 8 sentences using compound sentences and proper punctuation
- Write steps in a process
- Use a dictionary to check spelling
- Explore the internet and use word processing software



L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
*Pharmacy Technician*

**Educational Objectives:**

This intensive program is designed to qualify you for California State Board of Pharmacy registration as a Pharmacy Technician. California law requires this registration to work as a Pharmacy Technician. Our curriculum includes classroom instruction and experiential learning that provide you with the theory, skills and hands-on practical experience necessary for an entry-level position as a pharmacy technician in a variety of work settings. A Pharmacy Technician Certificate is awarded upon successful completion of all program requirements

The program exceeds the State Board of Pharmacy's registration requirements. Upon successful completion, the student is eligible to apply for registration as a pharmacy technician with the State of California. This course will also prepare students to take the Pharmacy Technician Certification Board's PTCB exam.

**Prerequisites / Admission Requirements**

You must be a high school graduate or possess a high school equivalency certificate. You must pass the LAVI entrance exam. Testing dates will be provided at the information meetings listed on the front of this brochure. To be registered with the California Board of Pharmacy you must pass a fingerprinting and criminal background check. The State of California may deny you registration if you have a felony conviction. You must attach two current, signed, letters of recommendation from persons familiar with your education, interpersonal communication skills, personal ethics and/or work experience. The letters must include contact information for the reference. You must also include a resume, copy of driver's license, and a letter of intent, and high school graduation or equivalency documentation.

**Is a career working as a Pharmacy Technician right for you?**

- Many technicians work evenings, weekends, and some holidays - would you mind this?
- Two-thirds of jobs are in retail pharmacies.
- Do you enjoy precise and detailed work?
- Do you have good reasoning abilities and enough math abilities to perform pharmaceutical calculations?
- You must type well, be familiar with data entry, have above average manual dexterity, good eyesight, and normal color vision.
- Do you have good interpersonal and communication skills?
- Are you able to work under pressure, deal with patients, nurses, and physicians?
- You cannot have a prior drug or substance abuse problem.
- An applicant for registration as a pharmacy technician must have a high school diploma or GED; must also be fingerprinted and have a social security number.
- To become a Certified Pharmacy Technician, one must pass the National Pharmacy Technician Certification Examination. This exam is voluntary.

A graduate of this program may be employed as a:

	<i>SOC Code</i>
<a href="#">Pharmacy Technician Job Outlook</a>	29-2052.00

**Length of Course:**

650 clock hours

**Sequence and Frequency:**

Ongoing based on demand; open enrollment; not less than two (2) times per year

L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*Pharmacy Technician (continued)*

**Textbooks and other Written Materials:**

Students are not required to buy texts or materials for this course:

- The Pharmacy Technician Comprehensive Approach, Dr. Jahangir Moini, M.D., P.P.H. Thompson/Delmar, 3rd Ed.,2016.
- Pharmacy Practice for Technicians, Jane M. Durgin, ED.d, and Zachary I. Hanan, Thompson/Delmar, January 6, 2014, 5th Ed.
- Drug Calculations Ratio and Proportion problems for clinica practice, 10th ED by: Mosby
- Math for Meds 11th Edition, Anna M. Curren, RN, Thompson/Delmar, 2014

**Instructional Mode/Methods:**

Lecture, Audio Visual Media, Dictations, Student Presentation and Computer Lab

**Competencies and Measurements:**

At the end of the course the student will be able to:

- Assist the pharmacist in collecting, organizing, and evaluating information for direct client care, medication use review, and departmental management.
- Receive and screen prescription/medication orders for completeness and authenticity.
- Prepare medications for distribution.
- Verify measurements, preparation, and/or packaging of medications produced by other technicians.
- Distribute medications.
- Assist the pharmacist in administration of immunizations.
- Assist the pharmacist in the identification of clients who desire/require counseling to optimize the use of medications, equipment, devices.
- Initiate, verify, collect payment for and initiate billing for pharmacy services or goods.
- Purchase pharmaceuticals, devices, and supplies according to an established plan.
- Control the inventory of medications, equipment, and devices according to an established plan.
- Assist the pharmacist in monitoring the practice site and/or service area for compliance with state, federal and local laws, regulations, and professional standards.
- Maintain the pharmacy equipment and facilities.
- Assist the pharmacist in preparing, storing, and distributing investigational medication products.
- Assist the pharmacist in monitoring medication therapy.
- Participate in the pharmacy department's process for preventing medication misadventures.
- Contrast effective communication approaches for dealing with people of various personal styles/temperaments.
- Use active listening, mirroring and parameter-setting to participate effectively in difficult conversations (criticism, bad news, etc.)

L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*Phlebotomy Technician*

Stethoscopes, sphygmomanometers, examination and treatment tables, electrocardiograph machines, centrifuges, teaching mannequins, screens, thermometers, bandages, surgical instruments, monoject blood collection, monoject blood collection needles, safety phlebotomy products, needle holders, urinalysis reagent strips, parasitology specimen collection & culture swabs, specimen collection containers, specimen collection bags, insulin & tuberculin needles, hypodermic needles, safety needles & syringes, tourniquets, electrodes, medical recording papers, wax, PAP- kits, speculums, gloves, biohazard bags & labels, sharp containers, disinfectants, cotton tipped applicators, tongue depressors, cytology brushes, gauze sponges, band-aids, antibacterial applications and other miscellaneous teaching aids.

### **Equipment**

Equipment and instruments are available to instruct students in the skills they will need in their chosen careers. The classrooms are equipped with audio-visual equipment to support various lectures. Students also have access to computer and clinical laboratories. Laboratories include a communications lab equipped with computers and medical transcribers. In the clinical laboratory, students will have the use of examining tables, electrocardiograph units, training mannequins, and an array of examination and surgical instruments and supplies. The lab also has equipment, such as autoclaves, centrifuge, microscopes, phlebotomy equipment and supplies. Students also have access to the library and Internet materials.

LA Vocational Institute students acquire knowledge and technical skills through demonstrations, actual operation of equipment and the practice of techniques. Among the major items of equipment available to LA Vocational Institute students are the following:

- Phlebotomy Essentials - By Ruth E. McCall and Cathee M. Tankersley 6<sup>th</sup> Edition
- Phlebotomy Handbook By Diana Garza and Kathleen Becan-McBride. 10<sup>th</sup> Edition.
- Phlebotomy Exam Review By Ruth E. McCall, Shauna C. Anderson, and Cathee M Tankersley, 6th Ed.
- Procedures in Phlebotomy - By John C Flynn, Jr. PhD, MS, MT (ASCP) SBB. 4th Edition.
- National Certified Phlebotomy Technician Exam Study Guide:
- NHA National Health Career Association -NHA Test Review for the for Competency Testing Exam, by NHA Test Prep Team | 2019
  
- Phlebotomy Lecture Guide, Laboratory Manual, Course Objectives/Outline, and Course Schedule- available at the Phlebotomy Admission

### **Credit for Previous Education and Experience**

- Challenge of Theory Courses: The challenge examination for theory courses will be instructor-developed tests. The tests will be similar in content and length to the final examination given to students enrolled in the course being challenged. Tests will be updated periodically to include new information.
  
- Transfer Credit for PT Courses: Transfer credit for non-nursing courses is granted by the office of admissions and records based on equivalency evaluation of official transcripts from a regionally accredited college. If a given course from a regionally accredited college is comparable in content and level to a course required in the Vocational Nursing Program, transfer credit is granted. Students are asked to submit course descriptions, course outlines, and/or syllabi for evaluation of content as necessary.

L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*Phlebotomy Technician (continued)*

- Students Transferring from Programs Educating PT: Academic credit earned in regionally accredited institutions of higher education for comparable pre licensure courses will be accepted for transfer. The student who is in good standing transferring from another PT program will be given credit for content already covered in his/her previous educational program.

**BASIC 28 hours**

Our basic course is tailored to the beginning student and any person interested in starting this awesome career. This course gives the student an overview of anatomy, physiology and basic infection control, along with basic phlebotomy theory which will prepare the student for advanced phlebotomy techniques. Students must begin with this basic course. 20+ hours total.

**Prerequisite:** High School Diploma or GED

**ADVANCED 32 hours**

Our advanced course is set up to follow the basic theory class and will present an in-depth study of advanced infection control, the cardiovascular system, and pre-analytical errors to avoid. This section will include a lecture on law and ethics pertaining to the profession of phlebotomy, building on the previous lectures in the Basic Course. 20+ clinical hours total.

**Prerequisite:** High School Diploma or GED, and Basic course.

**CERTIFIED PHLEBOTOMY TECHNICIAN (CPT 1) 100 hours**

CPT is combination of Basic and Advance course plus 53 hour in lab with requirement of 50 vein puncture and 10 skin puncture. Our clinical course is set up to introduce the student to the different equipment used in the field of phlebotomy, including but not limited to "vacutainers, butterflies and blood cultures". The student will learn the correct techniques per the current highest standard in the field. Upon successful completion of this section each student will be placed with an instructor in a lab setting to educate him or her in the technical real-world setting.

**Note:** You are required to complete all three courses (Basic, Advanced, and Clinical to earn CPT1 / Certified Phlebotomy Technician 1 ) in order to be eligible to take the National Exam there after process of licensure with California Health Department.

**Prerequisite:** High School Diploma or GED, Basic and Advanced courses.

**Beginning and ending and program length**

Phlebotomy courses start on the every Monday. Each course lasts according to taken class in duration. Each Phlebotomy course is comprised of 28, 32 or 60 hours of classroom instruction, as well as 40 hours of externship instruction and training according to California State requirements.

Class is held approximately 5 hours per day, Monday through Friday. We have weekend classes available. However, during course student is required to attend two special instruction days where you will spend five hours each day with clinical laboratory scientist/bio-analysist. Additionally, student will be required to attend one morning test day where he/she will complete final exam.

Morning class: 9:00am to 2:45pm

Evening class: 4:00pm to 9:45pm (Availability may vary)

L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*Phlebotomy Technician (continued)*

**Course Description**

The profession of phlebotomy is taught through didactic, student laboratory, and clinical experiences. The student will be trained to perform a variety of blood collection methods using proper techniques and precautions including: vacuum collection devices, syringes, capillary skin puncture, butterfly needles and blood culture specimen collection on adults, children and infants. Emphasis will be placed on infection prevention, proper patient identification, proper labeling of specimens, and quality assurance. Students will be taught specimen handling, processing and accessioning. Students will learn the theory and principles of waived laboratory tests and perform the tests in the student laboratory. The testing performed will include: manual hematocrits, Urinalysis dipsticks, erythrocyte sedimentation rate and pregnancy testing.

*\*California state regulations concerning the practice of phlebotomy have changed. The new regulations for phlebotomists were approved on January 9 2003 and are now in effect. The phlebotomy courses now being offered by LA Vocational Institute have been approved. Students who complete course will receive a certificate of completion from LA Vocational Institute.*

*In order to be a Certified Phlebotomy Technician I in the State of California, the individual who earns our certificate of completion must then follow two more steps: (1) apply to a national certifying agency approved by Laboratory Field Services, take their examination and receive their certification, then (2) apply to the Department of Health Services Laboratory Field Services for certification. Please be advised that applicants who have a police record other than minor traffic tickets may be denied certification. Details of the certification process will be provided in class.*

**Occupational Description**

As a member of the health care delivery team, the phlebotomist generally works in a clinical laboratory under the supervision of a clinical laboratory technologist. The phlebotomist is primarily responsible for collecting blood specimens from patients for the purpose of laboratory analysis. The program is designed to provide students with information about the health care delivery system; collection of materials and equipment; venipuncture and capillary puncture techniques; specimen transport and processing techniques; quality assurance and safety techniques; basic concepts of communications, and medical and legal implications of blood collection.

**The Phlebotomist**

The phlebotomist is a vital member of the clinical laboratory team, whose main function is to obtain patient's blood specimens by venipuncture and microcollection and transportation of other clinical laboratory specimens. Phlebotomists are employed throughout the health care system - hospitals, neighborhood health centers, medical group practices, HMO's public health facilities, and Veterans hospitals. The field of phlebotomy has greatly expanded in the past several years, and the role of this integral member of the health care team has recently been brought into much sharper focus. The threat of AIDS, hepatitis, and risks to all segments of society from other infectious diseases has dramatically emphasized the need for quickly expanding training programs, while maintaining the highest possible standards of instruction and continuing education for these health care professionals. Patient safety and quality assurance, which adhere to the most stringent professional standard, are essential at every echelon of the health care

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
*Phlebotomy Technician (continued)*

process. Society's continuing good health may very well depend on it. The phlebotomist has a direct effect on the overall quality of medical care.

**Possible Career Opportunities**

Phlebotomy routinely has a high turnover rate. Many times there are positions available that are not yet posted.

- Laboratories
- Clinics and blood centers
- Walk-in Clinics or Hospital laboratories
- Diagnostic Laboratories
- Research Laboratories
- Paramedical Insurance Practitioners
- Hospitals
- Phlebotomy
- Health Dept.
- Physician Offices
- "Traveling" phlebotomists for HMO's.
- "Phlebotomy services" or "Insurance"

A graduate of this program may be employed as a:

	<i>SOC Code</i>
<a href="#">Phlebotomy Technician Job Outlook</a>	31-9097.00

**Job Placement Assistance**

Although LA Vocational Institute does not guarantee job placement, upon successful completion of the course you will be on the list for prospective employment. However, employers do call LA Vocational Institute on occasion requesting a phlebotomist. LA Vocational Institute considers this a "job lead". The job lead will be posted on the bulletin board in the hallway of the school for all current and graduated students to see. LA Vocational Institute will offer no information about job leads over the telephone so the interested individual must come in person to look at the bulletin board he or herself. If a current graduated student of LA Vocational Institute secures employment through the bulletin board, the school would appreciate notification from the student so it can be documented in your file.

LA Vocational Institute has never done job placement for the graduated students and is unable to determine the amount of students that have secured employment as a result of taking the course.

The amount of money that can be earned as a phlebotomist vary so much from area to area it would be unfair to make a salary claim that would apply to every student. LA Vocational Institute recommends that the individual student call the hospitals and laboratories in their area and come to their own determination.

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
*Psychiatric Technician*

**Program Information**

Licensed Psychiatric Technicians are in the forefront of care and treatment of Californians with mental illnesses or developmental disabilities. These specialized mental health professionals have been a unique component of the state's healthcare system since the 1950s. Psychiatric Technicians are active members of interdisciplinary teams and an integral part of the quality assurance process. The Psychiatric Technician is a nursing category parallel to Licensed Vocational Nurse (California's term for Licensed Practical Nurse). Psychiatric Technician skills focus on mental illnesses and developmental disabilities, while Licensed Vocational Nurses have an emphasis on medical/surgical, maternity and pediatric nursing.

As multi-talented mental health professionals with a broad range of skills and expertise, Psychiatric Technicians are key players in the many and varied aspects of California's system of treating those with mental illness or developmental disabilities. It is a profession that attracts those who truly want to help improve the quality of life for some of the most needy individuals in today's society.

**Course Description**

The Psychiatric Technician educational program consists of 1,530 hours of classroom instruction plus hands-on clinical experience in state or community facilities under the direct supervision of an experienced instructor. The curriculum is approximately one-third nursing and two-thirds behavioral science. The curriculum is regularly updated so the skills that are taught match the needs in the current practice settings.

**State licensure**

California Psychiatric Technicians are licensed by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT), which is a part of the state Department of Consumer Affairs. The Board maintains an enforcement function to safeguard the consumer's right to skilled, competent treatment.

**Occupational Description**

The Psychiatric Technician profession has its roots in the old job of hospital "attendant." The profession came into its own in the 1950's as advancements were made in treatment of the mentally ill and mentally retarded in both the private and public sectors. In order to provide a system to assure competence in practice, the state began "certifying" Psychiatric Technicians in 1959. Ten years later, the Psychiatric Technician Law was enacted, elevating the profession to full licensure like that required for other health care disciplines.

A graduate of this program may be employed as a:

	<i>SOC Code</i>
<a href="#">Psychiatric Technician Job Outlook</a>	29-2053.00

**Psychiatric Technician Skills**

- Basic nursing
- Communication skills
- Medication administration
- Documentation
- Patient assessment
- Therapeutic activities
- Treatment plan development
- Addictive disorders
- Treatment plan implementation
- Group process
- Treatment evaluation
- Patient / family education
- Case management
- Geriatric care

Psychiatric Technicians are active members of interdisciplinary teams and an integral part of the quality assurance process.

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
*Psychiatric Technician (continued)*

**Curriculum Content**

- a. Psychiatric technician program includes theory and correlated clinical experience.
- b. The curriculum develops the knowledge, skills, and abilities necessary to care for patients of all ages in current health care settings.
- c. The curriculum content shall be taught in a sequence that results in students' progressive mastery of knowledge, skills, and abilities.
- d. The curriculum content includes:

Class Title	Theory	Practicum(Clinic)
<b>(1) Anatomy and physiology</b> <i>60 Lecture Hours</i>	An integrated anatomy and physiology course emphasizing the study of the normal structure and function of the human body: disease states, homeostasis, chemistry and metabolism. Includes theory, physiologic measurements	
<b>(2) Cell Biology and Histology</b> <i>10 Lecture Hours</i>	An introduction to the biochemical and cellular mechanisms of the organ systems of the human body. Lab exercises include measurements taken on individual students and preserved specimens.	
<b>(3) Microbiology and Immunology, Including Infection Control</b> <i>24 Lecture Hours</i>	Introduction to microorganisms, particularly the morphologic, physiologic and immunologic characteristics of pathogenic bacteria, viruses, fungi and protozoa. Includes factors in infection, resistance, transmission, control and chemotherapy of infectious disease processes. Laboratory experiences are adapted to clinical and hospital methods of handling and identifying microorganisms.	
<b>(4) Pathology</b> <i>30 Lecture Hours</i>	To develop an understanding of the causes and mechanisms of disease and the associated alterations of structure and function. To develop skills of observation, interpretation, and integration needed to analyze human disease. When provided with the <b>clinical history</b> , the <b>anatomical lesions</b> , and the <b>laboratory data</b> of a patient, to determine the most likely <b>diagnosis</b> and explain the <b>pathogenesis</b> of the disease.	
<b>(5) Biochemistry</b> <i>20 Lecture Hours</i>	This course is designed to meet the needs of allied health students, but it is also suitable for any non-science major. This is a descriptive course that covers organic and biological chemistry. Topics include organic functional groups, reactions, carbohydrates, lipids, proteins, nucleic acids, and metabolism.	
<b>(6) Nutrition</b> <i>8 Lecture Hours</i>	Proper nutrition for optimum health and well being. Enables the student to plan proper food selections in health and disease.	
<b>(7) Psychology &amp; Behavioral Science</b> <i>60 Hours Lecture</i>	This course introduces the psychiatric technician and other human service workers to the field of general psychology with emphasis on theory and application in a variety of psychiatric clinical settings. Emphasis is on principles that will be helpful to the psychiatric technician in understanding the behavior of mentally ill patients. Topics include perception, intelligence, learning and thinking, motivation and emotion,	



	personality, abnormal patterns of behavior, and treatment practice. This provides a basic theoretical background from which the other courses in the program can be interrelated.	
<b>(8) Normal growth and development</b> <i>10 Lecture Hours</i>	Human development from conception through infancy, childhood, adolescence, maturity, late adulthood, old age and death. Physical, cognitive, social, emotional and personality development. Developmental theories. Discusses aging as lifelong process, involving interrelationships of the individual and his or her environment. Includes future demographic trends, family health care, social policy and mass media.	
<b>(9) Nursing process</b> <i>20 Lecture Hours</i>	Practice designated nursing procedures, nursing skills, Medical Terminology, Administration of medication including injections, lab values, preoperative and postoperative care	
<b>(10) Communication</b> <i>8 Lecture hours</i>	Focus is on the roles of the nurse to support adults and children from diverse backgrounds to achieve, maintain, and restore health. Emphasis is placed on nursing process, communication skills, the environment and assessment of body systems.	
<b>(11) Nursing science</b>	The philosophical, ethical, socio-cultural, economic, and political forces that shaped the historical course of nursing science are examined. Philosophical and scientific foundations of knowledge development in nursing science are explored. Conceptual and grand theoretical development and analysis strategies are practiced. Integration of theory, research, and practice knowledge development in nursing science is emphasized. The development of middle-range theoretical structures and processes in nursing science is examined. Historical foundations of middle-range theory are traced to current trends and future possibilities in theory development, application, testing, and evaluation. Examples from nursing science and related health and social sciences are used to illustrate middle-range theory development, application, testing, and evaluation. Strategies for using existing theoretical knowledge to guide practice in diverse settings and to foster ongoing development of new knowledge are explored.	In this course, students will assess clients; formulate a problem list; plan and set goals; implement interventions; evaluate intervention plan in the care of the mentally ill person(s). These activities take place in a variety of settings which include: community mental health agencies, long term care agencies, and acute care agencies. Planning and implementation of nursing interventions will include application of various treatment modalities such as psychoanalytic, behavioristic, humanistic, and somatic approaches to the care of the mentally ill person and/or group. Students will develop a therapeutic relationship with a client, develop a nursing care plan for that client, keep daily journals of their experience, formulate a case profile of the client, plan and lead a group, administer medications and work within a team framework, analyze communication skills, and complete a self-evaluation.
<b>(A) Nursing fundamentals</b> <i>60 Lecture Hours</i> <i>180 Practicum Hours</i>	Provides the introductory theory base for the PT utilizing theory of universal self-care requisites. The basic philosophy of practical nursing, the nursing process and fundamental nursing skills are covered. The laboratory component provides demonstration and practice of skills in simulated patient care settings.	Offers structured clinical experiences in a nursing home and hospital designed to enable students to develop proficiency in basic nursing skills. During this clinical lab the student is presented with the opportunity to demonstrate the CARING ATTRIBUTES and PROCESSES at a beginning level. Current trends in health care, nursing knowledge, skills and therapeutic interventions are introduced for providing safe, basic nursing CARE to adult clients. Experiences are offered in long-term care facilities, Alzheimer care facilities, and acute care units within the hospital setting. The role of the nurse in the health care delivery system and on the health care interdisciplinary team in the planning for client community care needs is introduced.
<b>(B) Critical Care Nursing</b> <i>40 Lecture Hours</i>	Introduces basic concepts of critical care nursing. Covers anatomy and physiology of the cardiovascular, pulmonary, renal, metabolic and	Introduces basic concepts of critical care nursing. Covers anatomy and physiology of the cardiovascular, pulmonary, renal,

<b>100 Practicum Hours</b>	neurological systems, related pathophysiology, current therapeutic modalities and psychosocial interventions.	metabolic and neurological systems, related pathophysiology, current therapeutic modalities and psychosocial interventions.
(C) Medical/surgical nursing  <b>40 Lecture Hours</b> <b>80 Practicum Hours</b>	A basic course which focuses on the care of the medically-surgically ill patient. The course integrates basic principles of nursing care. It is designed for, but not limited to, psychiatric technician students.	A course in basic nursing skills designed to give the students an understanding and application of the principles of the restoration and maintenance of mental and physical health, particularly in care of acutely ill medical-surgical clients (patients). Emphasis is placed on 1) competence in performing basic nursing skills related to activities concerned with hygiene, comfort, safety, nutrition and elimination, 2) competence in performing nursing procedures with aseptic technique, 3) development of communication skills, i.e., observation, documentation, including use of medical terminology, 4) application of knowledge of anatomy and physiology, 5) growth in professionalism including ethics of interactions with clients (patients).
(D) Communicable diseases, which includes Human Immunodeficiency Virus (HIV)  <b>8 Lecture Hours</b>	This course will provide the learner with an overview and understanding of the fundamentals of communicable diseases. Students will be presented with information on the microbiology of contagious pathogens, disease transmission, and infection control measures to prevent or stop the spread of communicable diseases. Emphasis will be placed on the pathogens that are likely to be used in a bioterrorism attack and new or re-emerging infectious diseases.	
(E) Gerontological nursing  <b>30 Lecture Hours</b> <b>80 Practicum Hours</b>	Complex issues that influence care for clients and their family systems at the time of and surrounding death provide the focus for this course. Contemporary attitudes surrounding death and dying as well as ethical, legal, cultural, social, and financial issues are examined. The needs of individuals and families surrounding death such as pain and symptom management, psycho-spiritual care, and bereavement are discussed in relation to contemporary causes of death. Collaborative role development with other members of the health care team surrounding care of the dying are explored.	The course emphasizes development of wellness programs built on recovery philosophy and health promotion models. Factors relevant to the adoption of healthy behaviors in individuals with psychiatric disabilities are explored. Students have the opportunity to partner with interdisciplinary groups including students with psychiatric disabilities in designing a health promotion session that meet the needs of the population.
(12) Patient education  <b>4 Lecture Hours</b>	Provides overview of selected challenges and issues in patient education: low literacy, patient acuity, health status, early discharge, evolving health policy, cost of health care and staff proficiency. Considers the role of the advanced practice nurse in creating and managing patient education programs for individuals, groups, and populations.	
(13) Pharmacology <b>Total:</b>  <b>60 Lecture Hours</b> <b>10 Practicum Hours</b>	Effects of drugs in therapy based on recent advances in pharmacology. Reviews all body systems an related pharmacology.	Introduces general principles of pharmacology, as well as utilization of the nursing process, in the administration of pharmacologic agents. Students examine several medications in each major drug classification for major effects, major side effects and applicable nursing care. Dosage ranges for some medications are studied. Students practice conversion of dosages from the household and apothecary to the metric system by completing worksheets and solving problems using a personal computer.

<p>(A) Knowledge of commonly used drugs and their actions</p> <p><b>30 Lecture Hours</b></p>		
<p>(B) Computation of dosages</p> <p><b>10 Lecture Hours</b></p>	<p>Review and apply mathematical operations, principles, and methods needed for dosage calculations when providing safe, nursing CARE. Students learn and practice dosage calculations for medication administered orally, intravenously and by syringe as well as solve word problems specific to medication orders. Students also learn to calculate intake and output, read medication labels, convert between various systems of measurement, properly reconstitute powdered medications and calculate dosages for children.</p>	
<p>(C) Preparation of medications</p> <p><b>10 Lecture Hours</b></p>	<p>A course in pharmacology designed to assist the psychiatric technician in developing the ability to safely administer medications by knowing drug standards, sources, dosages, actions therapeutic and non-therapeutic effects. PT will emphasize on drugs used to treat the medically and surgically ill patient. PT will emphasize on drugs used to treat childhood psychiatric disorders and developmental disabilities. PT will emphasize on drugs used to treat a wide variety of psychiatric disorders.</p>	<p>A course in pharmacology designed to assist the psychiatric technician in developing the ability to safely administer medications by knowing drug standards, sources, dosages, actions therapeutic and non-therapeutic effects. PT will emphasize on drugs used to treat the medically and surgically ill patient. PT will emphasize on drugs used to treat childhood psychiatric disorders and developmental disabilities. PT will emphasize on drugs used to treat a wide variety of psychiatric disorders.</p>
<p>(D) Principles of administration</p> <p><b>10 Lecture Hours</b> <b>5 Practicum Hours</b></p>	<p>This Course is designed to provide the students with an understanding of the route of drug administration</p>	<p>Course designed to prepare students to administer intravenous fluids using the basic concepts and techniques of venipuncture, intravenous fluid and drug administration.</p>
<p><b>(14) Classifications, treatment programs and interventions for developmental disabilities</b></p> <p><b>60 Lecture Hours</b> <b>220 Practicum Hours</b></p>	<p>The course examines characteristic changes in behavior and functioning in each stage of life from conception to death. Physical, cognitive, affective, and social bases of behavior are explored. Lectures will provide introductory information related to research on diagnosis and etiology of various disabilities, assessment and treatment issues, research on coping in families, evaluation of community integration of persons with disabilities, attitudes toward persons with disability. More detailed information will be covered in case studies and debates.</p> <p>Students will be divided into groups for case study analysis. The purpose of these case studies is for students to apply the knowledge gained through lectures and readings to a real life case. Each group will focus on a particular developmental disability (Down syndrome, Fragile X syndrome, Autism Spectrum Disorder, Fetal Alcohol syndrome, Dual diagnosis, Prader Willi syndrome). Each group will make a presentation on the disability (characteristics, etiology, and then present information on two major areas of research concerning the disorder that will be helpful with case study analysis). The instructor will then present a case. The class will be divided into groups with one student from the presenting group responsible for leading discussion about the case in each group. Each group will be given questions to answer about the presenting problem, assessment and interventions strategies to address the problems as well as strengths and possible pitfalls of their approach.</p>	<p>This course is designed to provide the student with an understanding of the principles of care for the developmentally disabled client. Characteristics of the developmentally disabled individual, including functional limitations such as deafness, blindness, and cerebral palsy will be discussed. The student will learn approaches which may be applied to increase individual levels of function; observation, management, and documentation of behavioral problems; and interpersonal skills and therapeutic strategies for communication. The emphasis throughout will be on the practical application of theoretical principles with the developmentally disabled population.</p>

<p><b>(15) Classifications, treatment programs and interventions for mental disorders, including addictive behaviors and eating disorders.</b></p> <p><i>40 Lecture Hours</i> <i>290 Practicum Hours</i></p>	<p>Focus is on understanding abnormal or maladaptive behavior, including common misconceptions, accepted definitions, and DSM IV classifications. Also examined are contemporary biological, psychosocial, and sociocultural viewpoints of abnormal behavior. A brief overview of assessment and current therapies is included. The student is expected to examine and discuss his/her own beliefs, ideas, values, and feelings about the topic.</p>	<p>Focus is on understanding abnormal or maladaptive behavior, including common misconceptions, accepted definitions, and DSM IV classifications. Also examined are contemporary biological, psychosocial, and sociocultural viewpoints of abnormal behavior. A brief overview of assessment and current therapies is included. The student is expected to examine and discuss his/her own beliefs, ideas, values, and feelings about the topic.</p>
<p><b>(16) Leadership</b></p> <p><i>4 Lecture Hours</i></p>	<p>Study of the importance of professional growth. Topics include the role of the licensed Psychiatrist Technician in the multi-disciplinary health care team, professional organizations, and continuing education. Describe the role of the PT in multi-disciplinary settings inclusive of basic principles of leadership and management; discuss the role of professional organizations and regulatory agencies; and identify criteria and appropriate resources for continuing education. Course objectives have been keyed to reflect the scans competencies, basic skills and workplace skills that are incorporated into this course. These competencies are introduced, developed, or assessed in an effort to provide the student the student success in the workplace.</p>	
<p><b>(17) Supervision</b></p> <p><i>4 Lecture Hours</i></p>	<p>This course focuses on helping the student attain a professional identity. Students examine current issues and trends and discuss how these affect clinical practice. Emphasis is placed on helping the student resolve philosophical conflicts which may interfere with treatment of the mentally ill. This includes evaluation of concurrent clinical settings, and presenting the pro's and con's of various treatment modalities. Also this course helps acquaint incoming psychiatric technician students with LA Vocation Institute and its services and the Psychiatric Technician Program. It covers college orientation and information regarding the Psychiatric Technician Program policies and procedures, career opportunities, stress management, study skills and self awareness exercises.</p>	

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
*Psychiatric Technician (continued)*

**INSTRUCTIONAL CLOCK HOUR DISCLOSURE**

Class Title	Lecture Hours	Practicum Hours	Total Instructional Hours
Anatomy and Physiology of the Human Body	60		60
Cell Biology and Histology	10		10
Microbiology and Immunology (including Infection control)	24		24
Psychology and Behavioral Science	60		60
Normal growth and development	10		10
Pathology	30		30
Biochemistry	20		20
Pharmacology (Including commonly used drugs and their action, Computation of dosages, Preparation of medications, Principles of administration)	60	10	70
Nursing Fundamentals	60	180	240
Medical-surgical Nursing	40	80	120
Communicable diseases (Including HIV)	20		20
Gerontological Nursing	30	80	110
Nursing process	20		20
Communication	8		8
Critical Care Nursing	40	100	140
Patient education	4		4
Classifications, treatment programs and interventions for developmental disabilities	60	220	280
Classifications, treatment programs and interventions for mental disorders, including addictive behaviors and eating disorders.	40	290	330
Leadership	4		4
Supervision	4		4
<b>Total</b>	<b>600</b>	<b>960</b>	<b>1,560</b>

**Continuing Education**

To help keep Psychiatric Technicians current with recent advances in their field, they must complete 30 hours of continuing education courses every two years in order to renew their licenses.

L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*V o c a t i o n a l   N u r s i n g*

**Program Information**

The Vocational Nursing Program is designed to provide students with a strong academic foundation, and the clinical skill level necessary to become knowledgeable and skilled entry level Vocational Nurses who work as integral members of the health care provider team.

The individuals who successfully complete the course are eligible to take the NCLEX-PN/VN examination for licensing.

**Course Description**

Topics include health promotion, expanded assessment, and analysis of data, nursing process, pharmacology, multidisciplinary teamwork, communication and applicable competencies in knowledge, judgment, skills, and professional values within a legal/ethical framework throughout the life span. Fundamental nursing concepts that will be covered include critical thinking, nutrition, wound healing, asepsis, safety, hygiene, activity & exercise, rest & sleep, fecal & urinary elimination, oxygenation, family, spirituality, transcultural nursing, wellness/health/illness, sexuality, fluid & electrolytes and stress.

**Equipment**

Equipment and instruments are available to instruct students in the skills they will need in their chosen careers. The classrooms are equipped with audio-visual equipment to support various lectures. Students also have access to computer and clinical laboratories. Laboratories include a communications lab equipped with computers and medical transcribers. In the clinical laboratory, students will have the use of examining tables, electrocardiograph units, training mannequins, and an array of examination and surgical instruments and supplies. The lab also has equipment, such as centrifuge, microscopes, phlebotomy equipment and supplies. Students also have access to the library and Internet materials.

LA Vocational Institute students acquire knowledge and technical skills through demonstrations, actual operation of equipment and the practice of techniques. Among the major items of equipment available to LA Vocational Institute students are the following:

Catheters, nasogastric tubes, oxygen and masks, needles, syringes, suction machine, K-pad, wheel chairs, injection materials, sterile supplies, Stethoscopes, spectrophotometers, autoclaves, sphygmomanometers, examination and treatment tables, otoscope, ophthalmoscope, electrocardiograph machines, microscopes, centrifuges, teaching mannequins, screens, thermometers, bandages, surgical instruments, monoject blood collection, monoject blood collection needles, safety phlebotomy products, needle holders, urinalysis reagent strips, parasitology specimen collection & culture swabs, specimen collection containers, specimen collection bags, insulin & tuberculin needles, hypodermic needles, safety needles & syringes, tourniquets, electrodes, medical recording papers, wax, PAP- kits, speculums, ultrasound gel, mineral oils & massage lotions, gloves, biohazard bags & labels, sharp containers, disinfectants, cotton tipped applicators, tongue depressors, cytology brushes, gauze sponges, band-aids, antibacterial applications and other miscellaneous teaching aids.

*\*All equipment is owned by LA Vocational Institute and meets all appropriate standards.*

L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*Vocational Nursing (continued)*

**Occupational Description**

As a member of the health care delivery team, the Vocational Nurses (VNs) assist in the care of patients with medical problems. They administer:

- Medications
- Monitor equipment
- Change dressings
- Prepare food trays

They feed, bathe, massage, and dress patients, maintain patients' charts, and take temperatures and pulse rates. Private duty VNs care for a single patient in the home or hospital and may do general housekeeping as well.

**Nature of the Work**

*The Licensure and practice of vocational nurses is authorized by the California Business and Professions Code and regulated by the Board of Vocational Nurse and Psychiatric Technician Examiners. The Licensed vocational nurse (L.V.N.) is a mid-level health professional who provides care for patients in variety of health care settings.*

Licensed practical nurses or licensed vocational nurses (L.V.N.) as they are called in California, care for the sick, injured, convalescent, and disabled, under the direction of physicians and registered nurses.

Most LVNs provide basic bedside care. They take vital signs such as temperature, blood pressure, pulse, and respiration. They also treat bedsores, prepare and give injections and enemas, apply dressings, give alcohol rubs and massages, apply ice packs and hot water bottles, and insert catheters. LVNs observe patients and report adverse reactions to medications or treatments. They collect samples from patients for testing, perform routine laboratory tests, feed them and record food and liquid intake and output. They help patients with bathing, dressing, and personal hygiene, keep them comfortable, and care for their emotional needs. In States where the law allows, they may administer prescribed medicines or start intravenous fluids. Some LVNs help deliver, care for, and feed infants. Some experienced LVNs supervise nursing assistants and aides.

LVNs in nursing homes, in addition to providing routine bedside care, may also help evaluate residents' needs, develop care plans, and supervise the care provided by nursing aides. In doctors' offices and clinics, they may also make appointments, keep records, and perform other clerical duties. LVNs who work in private homes may also prepare meals and teach family members simple nursing tasks.

**Working Conditions**

Most licensed practical nurses in hospitals and nursing homes work a 40-hour week, but because patients need round-the-clock care, some work nights, weekends, and holidays. They often stand for long periods and help patients move in bed, stand, or walk.

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
*Vocational Nursing (continued)*

LVNs may face hazards from caustic chemicals, radiation, and infectious diseases such as AIDS and hepatitis and also are subject to back injuries when moving patients and shock from electrical equipment. They often are subject to stress from heavy workloads. In addition, the patients they care for may be confused, irrational, agitated, or uncooperative.

**Employment**

Growth in the employment of LVNs is in response to the long-term care needs of a rapidly growing elderly population and the general growth of healthcare. Replacement needs will be a major source of job openings as workers leave the occupation. Nursing homes will offer the most new jobs for LVNs as the number of aged and disabled people who need long-term care rises. Hospitals are continually under pressure to lower costs and are progressively using more LVNs in place of registered nurses. Increasingly, LVNs will also find jobs outside the traditional hospital setting as healthcare delivery changes.

According to the California Projections of Employment, published by the Labor Market Information Division of EDD, in California, the number of Licensed Vocational Nurses is expected to grow much faster than average growth rate for all occupations. Jobs for Licensed Vocational Nurses are expected to increase by 17.0 percent, or 11,800 jobs between 2016 and 2026. In Los Angeles County, the number of Licensed Vocational Nurses is expected to grow much faster than average growth rate for all occupations. Jobs for Licensed Vocational Nurses are expected to increase by 19.2 percent, or 4,040 jobs between 2016 and 2026.

**Training, Other Qualifications, and Advancement**

All States require LVNs to pass a licensing examination after completing a State-approved practical nursing program. A high school diploma is usually required for entry, but some programs accept people without a diploma.

Practical nursing programs last more than 1 year and include both classroom study and supervised clinical practice (patient care). Classroom study covers basic nursing concepts and patient-care related subjects, including anatomy, physiology, medical-surgical nursing, pediatrics, obstetrics, psychiatric nursing, and administration of drugs, nutrition, and first aid. Clinical practice is usually in a hospital, but sometimes includes other settings.

LVNs should have a caring, sympathetic nature. They should be emotionally stable because work with the sick and injured can be stressful. As part of a health care team, they must be able to follow orders and work under close supervision.

Related Occupations

LVNs work closely with people while helping them. So do emergency medical technicians, human service workers, and teacher aides.

**Possible Career Opportunities**

A graduate of this program may be employed as a:

	<i>SOC Code</i>
<a href="#">Vocational Nurse Job Outlook</a>	29-2061.00



L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*Vocational Nursing (continued)*

Vocational Nursing Care Career Options:

- Hospitals and Acute Care Facilities
- Home Health Agencies
- Surgery centers
- Correctional Facilities
- Physicians' Offices
- Industry
- Various Clinics
- Military
- Schools
- Community and Public Health Centers
- Skilled Care Facilities
- Nursing Homes
- Home Health

Upon completion of additional specialized training, LVNs may also be employed in specialty care areas, such as Intravenous Therapy Teams, Critical Care Units, Telemetry Units, Hemodialysis Units, Gastroenterology Laboratories, and Gebitourinary Laboratories.

As caregivers, LVNs provide emotional support and physical comfort and safety, in addition to performing clinical duties.

**Job Placement Assistance**

Although LA Vocational Institute does not guarantee job placement, upon successful completion of the course you will be on the list for prospective employment. However, employers do call LA Vocational Institute on occasion requesting a LVN. LA Vocational Institute considers this a "job lead". The job lead will be posted on the bulletin board in the hallway of the school for all current and graduated students to see. LA Vocational Institute will offer no information about job leads over the telephone so the interested individual must come in person to look at the bulletin board he or herself. If a current graduated student of LA Vocational Institute secures employment through the bulletin board, the school would appreciate notification from the student so it can be documented in your file.

LA Vocational Institute has never done job placement for the graduated students and is unable to determine the amount of students that have secured employment as a result of taking the course. The amount of money that can be earned as a phlebotomy technician vary so much from area to area it would be unfair to make a salary claim that would apply to every student. LA Vocational Institute recommends that the individual student call the hospitals and offices in their area and come to their own determination.

**Notice of Licensure Eligibility**

Vocational Nurse licensure is regulated by the California Department of Consumer Affairs, Board of Vocational Nursing and Psychiatric Technicians (BVNPT). A copy of the current ***Summary of Requirements for Licensure as a Vocational Nurse*** is provided in Appendix XX or may be viewed at [www.bvnpt.ca.gov/summary\\_vn.shtml](http://www.bvnpt.ca.gov/summary_vn.shtml). Candidates for the Vocational Nursing program must meet eligibility requirements in order to be accepted to the Vocational Nursing program.

L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*Vocational Nursing (continued)*

**Credit for Previous Education and Experience**

- General Policies Governing Challenge Examinations: All nursing courses required for eligibility to take the California licensure examination may be challenged by examination. Candidates for the challenge process may obtain preparatory materials anytime after notifying the Director of intent to challenge. These materials include copies of the course objective, course syllabus, and information regarding the format of the challenge examination. Challenge examinations for credit based on previous education/experience must be requested by the student six (6) weeks prior to the start of the semester in which the course is scheduled to be taught. Challenge examinations will be given one at a time according to curriculum sequence. Also refer to BC Academic Regulations 4C1.
- Challenge of Theory Courses: The challenge examination for theory courses will be instructor-developed tests. The tests will be similar in content and length to the final examination given to students enrolled in the course being challenged. Tests will be updated periodically to include new information.
- Challenge Procedures for Laboratory Proficiency: The nature of the challenge examinations for laboratory proficiency will vary with the area being challenged. They will be designed to validate: (1) a working understanding of the performance objectives for the subject matter being challenged; (2) ability to assess client needs based on the diagnosis and other pertinent information; (3) ability to provide appropriate client teaching given a pre-selected care plan; (4) ability to perform selected procedures in a simulated client care setting.
- Grading of Nursing Challenge Tests: Grading for challenge tests will be exactly the same as for tests given to students enrolled in the program. The score of 80% is required for a “B” grade and will be the minimum score required for passing. Grading will be on a pass/fail basis only. Grades for challenge tests in nursing are recorded only if the student is successful. This is to insure that, if an individual is not successful with the challenge, there is no penalty incurred. The unsuccessful student then may enroll in the course for credit and receive the grade earned. If the student is successful “credit by examination” rather than a grade is recorded on the College transcript.
- Transfer Credit for Non-Nursing Courses: Transfer credit for non-nursing courses is granted by the office of admissions and records based on equivalency evaluation of official transcripts from a regionally accredited college. If a given course from a regionally accredited college is comparable in content and level to a course required in the Vocational Nursing Program, transfer credit is granted. Students are asked to submit course descriptions, course outlines, and/or syllabi for evaluation of content as necessary.

L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*Vocational Nursing (continued)*

- Students Transferring From Programs Educating Vocational Nurses: Academic credit earned in regionally accredited institutions of higher education for comparable prelicensure courses will be accepted for transfer. The student who is in good standing transferring from another Vocational Nurse program will be given credit for content already covered in his/her previous educational program.

Persons With Educational Experience in Healthcare Fields or Experience in Any Way Analogous to the Field of Nursing: Individuals from allied health profession backgrounds will be evaluated on an individual basis as to education and work experience. Credit by challenge examination will be given to qualified individuals. Written tests used for challenge will be comparable to those used as part of the regular nursing program. Skills testing will follow the pattern used for laboratory competency in the particular area being challenged. Current nursing assistant certification will be recognized and credit given based on the individual's performance on challenge examination.

**Beginning and ending and program length**

The Vocational Nurse course starts on the first Monday of every month and lasts **39** weeks in duration. Each Vocational Nurse course is comprised of **600** hours of classroom instruction, as well as **960** hours of practical instruction and training.

Class is held 8 hours per day, Monday through Friday (40 hours a week). We offer one class per month.  
Morning class: **8:00am to 6:00 pm** (including total 2 hours for breaks)

**Measure of program duration**

The school measures its academic accomplishment in semester credit hours. The ending date of graduation date from a program is a "scheduled" graduation date. In- service days, holidays, and other unscheduled events that could cause interruptions in scheduled training may influence the actual calendar length of a program.

**Academic units of credit**

The school uses the traditional system of clock hour to credit hour conversion. One semester credit hour is equivalent to 15 clock hours of lecture, 30 clock hours of lab or 45 clock hours of externship or clinical experience. One clock hour equals 50 minutes of instruction.

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
*Vocational Nursing (continued)*

**INSTRUCTIONAL CLOCK HOUR DISCLOSURE**

<b>Class Title</b>	<b>Lecture Hours</b>	<b>Lab Hours</b>	<b>Practicum Hours</b>	<b>Total Instructional Hours</b>	<b>Total Credit Units</b>
Anatomy and Physiology of the Human Body	60			60	4.0
Cell Biology and Histology	10			10	0.5
Microbiology and Immunology (including Infection control)	24			24	1.5
Psychology and Behavioral Science	60			60	4.0
Pathology	30			30	2.0
Biochemistry	20			20	1.0
Pharmacology (Including commonly used drugs and their action, Computation of dosages, Preparation of medications, Principles of administration)	60			60	4.0
Nursing Fundamentals (including Critical care Challenges)	-----	-----	960	-----	21.0
Medical-surgical Nursing	60			60	4.0
Communicable diseases (Including HIV)	20			20	1.0
Gerontological Nursing	60			60	4.0
Rehabilitation Nursing	60			60	4.0
Maternity Nursing	60			60	4.0
Pediatric Nursing	60			60	4.0
Safety and First Aid, CPR, Psychoactive Substance Dependence and Abuse, Toxicology	8			8	0.5
Leadership	4			4	0.25
Supervision	4			4	0.25
<b>Total</b>	<b>600</b>		<b>960</b>	<b>1560</b>	<b>60.0</b>

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
*Vocational Nursing (continued)*

**Instruction**

Classroom instruction is an interactive and lively experience lead by highly experienced instructors. While in class you will be encouraged to participate in discussions of daily topics, reading and homework assignments, and other phlebotomy topics.

Methods of presentation

- Lecture
- Discussion
- Demonstration
- Audiovisual materials
- Laboratory practice
- Clinical Practice

**Student to Instructor Ratio**

LA Vocational Institute strives to maintain a student teacher ratio of no more than 12 to 1 in the theory portion of the course, and 5 to 1 in the practical portion of the course.

**Materials required For Vocational Nurse**

Mosby's Tour Guide to Nursing School	Chenevert	Mosby
Fundamentals of Nursing – (e-book)	Potter	Mosby
Fundamentals of Nursing – Study Guide	Ochs, Potter	Mosby
Gerontologic Nursing	Meiner	Elsevier
Medical-Surgical Nursing – Multimedia Edition	Lemone	Pearson
Critical Thinking in Med./Surg. Settings	Winningham	Lippincott/WK
Nutrition Handbook	Dudek	Lippincott/WK
Clinical Drug Therapy	Abrams	Lippincott /WK
Dosage Calculations: Ratio & Proportions – w/CD	Pickar	Delmar
Instructional Syllabus	LA Vocational Institute	Staff
Mosby's Diagnostic & Lab Test Reference 14E	K Pagana	Mosby/Elsevier
Davis's Drug Guide for Nurses –w/3" disk	Deglin	Springhouse /Davis
Nurse's Med Deck Boxed Version	Deglin	Davis
Nursing Care Plans and Documentation	Carpenito	Springhouse
Nursing Diagnosis	Carpenito	Lippincott/WK
Taber's Cyclopedic Medical Dictionary	Taber	Davis
Maternity Nursing - w/3" disk	Reeder	Lippincott
Whaley & Wong' Essentials of Pediatric Nursing	Wong	Mosby
Clinical Nursing Skills: Basic to Advanced Skills	Smith	Pearson

L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*Central Venous Catheter (CVC)/  
Vanous Access (VA)*

**Educational objectives:**

This course is designed to fill the need of the students who desire to understand the technique of elective central venous access procedures to patients.

It may also serve as a resource for other physicians (e.g., surgeons, radiologists, nurses, or health care providers who manage patients with central venous catheters

**Rational:**

An understanding of the anatomy of the venous great vessels include the superior vena cava, inferior vena cava, brachiocephalic veins, internal jugular veins, subclavian veins, iliac veins, and common femoral veins is an important prerequisite of the Central Venous Catheter insertion process.

Emphasis of this course on indications, potential risks, equipment and materials, and description of the insertion procedures.

**Length of the course:**

5 clock hours

**Sequence and frequency:**

Ongoing based on demand, open enrollment.

**Textbooks and other written materials:**

Students are not required to buy texts or material for this course.

Textbook:

- JoVE Science Education Database. *Emergency Medicine and Critical Care*. Central Venous Catheter Insertion: Femoral Vein. JoVE, Cambridge, MA, (2019).
- JoVE Science Education Database. *Emergency Medicine and Critical Care*. Central Venous Catheter Insertion: Subclavian Vein. JoVE, Cambridge, MA, (2019).

**Instructional mode/methods:**

Lecture, Video, Audio, and Other Practical Training.

**Competencies and measurements:**

Competencies ae measured by both practical and written testing

Upon completion of this course, the student will be able to have a basic understanding on:

- 1) The anatomy of the cardiovascular system.
- 2) The technique of elective central venous access procedures to patients performed by anesthesiologists or health care professionals under the direction/supervision of anesthesiologists
- 3) Placement and management of central venous catheters.
- 4) How to reduce infectious, mechanical, thrombotic, and other adverse outcomes associated with central venous catheterization, and
- 5) How to improve management of arterial trauma or injury arising from central venous Catheterization

L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
*Central Venous Catheter (CVC)/  
 Vanous Access (VA)*

<b>Class Title</b>	<b>Theory Training</b>	<b>Clinical / Lab Training</b>	<b>Total Instructional Clock Hours</b>
Aseptic Technique on Insertion <ul style="list-style-type: none"> <li>▪ Indications and Guidelines</li> </ul>	6	2	8
Anatomy & Physiology of Human body <ul style="list-style-type: none"> <li>▪ Vascular Access</li> </ul>	6	2	8
Central line insertion techniques 1 <ul style="list-style-type: none"> <li>▪ Discuss contents and thorough review of CVC insertion kits, supplies, forms, and time-out procedure.</li> </ul>	4	4	8
Central line insertion techniques 2 <ul style="list-style-type: none"> <li>▪ Reinforce key components of sterility to include hand hygiene, skin preparation, and sterile field precautions.</li> <li>▪ Explain central venous catheter insertion, securement, and dressing techniques</li> </ul>	4		
Care of patients with Interpersonal skills <ul style="list-style-type: none"> <li>▪ CVC complications/Trouble Shooting</li> </ul>	6	2	8
<b>TOTAL HOURS</b>	26	14	40 hours

L.A. VOCATIONAL INSTITUTE  
COURSE SYLLABUS  
*Hemodialysis Technician /  
Patient Care Technician*

**Instruction**

An estimated 26 million people, 13% of the United States population, are living with Chronic Kidney Disease (CKD), and this number continues to grow. If current trends continue, there will not be enough specialists to serve this expanding patient population.

In medicine, dialysis (from Greek "dialysis", meaning dissolution, "dia", meaning through, and "lysis", meaning loosening) is primarily used to provide an artificial replacement for lost kidney function in people with renal failure. Dialysis may be used for those with an acute disturbance in kidney function (acute kidney injury, previously acute renal failure) or for those with progressive but chronically worsening kidney function—a state known as chronic kidney disease stage 5 (previously chronic renal failure or end-stage kidney disease). The latter form may develop over months or years, but in contrast to acute kidney injury is not usually reversible, and dialysis is regarded as a "holding measure" until a renal transplant can be performed, or sometimes as the only supportive measure in those for whom a transplant would be inappropriate.

Across the nation, dialysis technicians are assuming increasing responsibility for the safety and well-being of patients on dialysis. From dialyzer reprocessing to patient care, technician training and experience are a crucial link in providing safe and effective patient care.

The purpose of the Curriculum for the Dialysis Technician is to provide basic information on the varying duties dialysis technicians may have in a dialysis center. The modules cover both technical and clinical aspects of dialysis treatment. Combining these modules with your center-specific information and a thoughtful, well-planned preceptorship program will help improve dialysis technician training.

This Curriculum for the Dialysis Technician is offered as a general educational guide for dialysis technicians and other medical professionals.

To make the best use of the Curriculum and related modules, LA Vocational Institute provides students with the following library resources.

**Reference Materials**

English language and a medical dictionary, a medical terminology text, drug references, literature from equipment manufacturers, FDA manuals, and American Association of Medical Instrumentation (AAMI) materials.

**Textbooks**

Recent texts (published within the past five years) should be available covering all aspects of clinical and technical information on kidney disease and dialysis.



L.A. VOCATIONAL INSTITUTE  
 COURSE SYLLABUS  
*Hemodialysis Technician /  
 Patient Care Technician (continued)*

**Medical Journals**

Periodical literature helps practitioners keep up with new information in the field:

1. Advances in Chronic Kidney Disease
2. American Journal of Kidney Diseases
3. American Society for Artificial Internal Organs (ASAIO) Journal
4. Clinical Journal of the American Society of Nephrology
5. Dialysis and Transplantation
6. Hemodialysis International
7. Journal of the American Medical Association
8. Journal of the American Society of Nephrology
9. Kidney International
10. Nephrology News & Issues
11. Nephrology Nursing Journal
12. Peritoneal Dialysis International
13. Seminars in Dialysis
14. Professional and patient organization journals and newsletters:
  - American Association of Kidney Patients
  - American Society of Nephrology
  - Board of Nephrology Examiners – Nursing and Technology
  - National Association of Nephrology Technologists
  - National Kidney Foundation
  - National Renal Administrators’ Association
  - Renal Physicians Association

**Additional Materials**

Films, videos, slide shows, and other non-printed information help round out the collection.

Total Instructional Hours/ Course Length: 340 hours /16weeks

<b>Class Title</b>	<b>Theory Training</b>	<b>Clinical / Lab Training</b>	<b>Total Instructional Clock Hours</b>
Principles of dialysis	4	4	8
Care of patients with kidney failure; Interpersonal skills	16	36	52
Dialysis procedures and documentation; including initiation, proper cannulation techniques, monitoring and termination of dialysis	16	24	40
Possible complications of dialysis	6	28	34
Water treatment and dialysate preparation	4	28	32
Infection control	6	8	14
Safety	4	8	12
Dialyzer reprocessing	4	8	12
Anatomy & Physiology of Human body	12	4	16
Vascular Access	20	28	48
Skin, Vein and Arterial Punctures	10	8	18
Person w/Chronic Kidney Disease	10	28	38
Dialysis Overview	4	4	8
Hemodialysis Device	4	4	8
<b>TOTAL</b>	<b>120</b>	<b>220</b>	<b>340</b>

**L. A. VOCATIONAL INSTITUTE**

**Instruction**

**Main Campus Address:**

**3550 Wilshire Boulevard, Suite 809**

**Los Angeles, CA 90010**

**(213) 480-4882**

**lavocational.com**

**Satellite #1**

**15250 Ventura Blvd, Suite 1101**

**Sherman Oaks, CA 91403**

**(213) 480-4892**

**Satellite #2**

**660 Monterey Pass Road, Suite 218**

**Monterey Park, CA 91754**

**(213) 480-4892**

<b>Phlebotomy Licensure Requirements</b>
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Effective April 9, 2003, all persons performing phlebotomy who are not doctors, nurses or clinical lab scientists, must be certified as a phlebotomist before they can draw blood. To become a CPT I; A person without any phlebotomy experience must meet the following;

- Have a minimum of a high school graduate equivalent or GED.
- Complete 60 hours phlebotomy class training from an approved school.
- Complete 40 hours phlebotomy practice that includes at least 50 venipunctures and 10 skin punctures and 2 ABG (Arterial Blood Gas)
- Pass an approved phlebotomy certification exam.
- Apply for certification with LFS (Laboratory Field Services)
- Attn: Phlebotomy Program
- CDPH - Laboratory Field Services
- 850 Marina Bay Parkway, Bldg. P, 1st Floor
- Richmond, CA 94804-6403

A person with more than 1040 hours phlebotomy experience (more than half a year) must meet the following;

- Have a minimum of a high school graduate equivalent or GED.
- Complete 32 hours phlebotomy class training from an approved school.
- Document completion of at least 50 venipunctures and 10 skin punctures, on the job.
- Pass an approved phlebotomy certification exam.
- Apply for certification, pay application fee.

To become a CPT II – a person must meet the requirements of CPT1 and has minimum of 1040 hours on the job experience in phlebotomy in previous five years, has completed a minimum of 25 Arterial punctures pursuant to business and professional Code 1220(d)(1) or (d)(2)(A)

If you are not a high school graduate or attended school outside the USA

You will have to complete a GED or have your foreign degree evaluated by AACRAO. You can contact AACRAO at <http://www.aacrao.org>. You may submit an official translation of the foreign transcript performed by a translation service approved for legal documents.

All required documentation such as official transcripts, verification of training and experience, certificate of completion of training course, two passport size photos, and state approved examination must be sent directly to Laboratory Field Services at the address below.

Attn: Phlebotomy Program  
CDPH - Laboratory Field Services  
850 Marina Bay Parkway, Bldg. P, 1st Floor  
Richmond, CA 94804-6403

<b>BVNPT Vocational Nursing Licensure Requirements</b>
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[http://www.bvnpt.ca.gov/summary\\_vn.shtml](http://www.bvnpt.ca.gov/summary_vn.shtml)

**Graduate of a California Approved School of Vocational Nursing**

Successful completion of a California Approved Vocational Nursing Program. Contact your school's program director for application forms and instructions.

- 1 Minimum Age - 17 Years.
- 2 Completion of the 12th Grade of schooling or its equivalent (furnish proof).
- 3 Complete and sign the "Application for Vocational Nurse Licensure".
- 4 Complete and sign the "Record of Conviction" form.
- 5 Submit the required Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) fingerprints. (see "Important Fingerprint Information.") **Note: A License will not be issued until the board receives the background information from DOJ.**
- 6 Attach the appropriate nonrefundable fee made payable to the "BVNPT".
- 7 Successful completion of a written examination titled the National Council Licensing Examination for Practical (Vocational) Nursing (NCLEX) or the National League for Nursing Test Pool Practical Nursing Examination (NLN). A passing score on a Registered Nurse examination will not satisfy this requirement.
- 8 When the requirements of Steps 1-7 have been met, the Board will advise you of the Initial License Fee to be paid. **This fee is in addition to the application fee.** It takes 4-6 weeks to process your license.

**OR Graduate of an Out-Of-State School of Practical/Vocational Nursing.**

The school of practical/vocational nursing from which you graduated must have been approved by the Board of Nursing in the State in which it is located.

*(Licensure in another state does NOT entitle you to practice as a Licensed Vocational Nurse in California. In order to practice as a Licensed Vocational Nurse in California, you must be licensed by the California State Board of Vocational Nursing and Psychiatric Technicians.)*

**1. Equivalent Education and/or Experience.**

This method **requires** you to complete within ten (10) years prior to the date of application not less than fifty-one (51) months of paid general duty bedside nursing experience in a general acute care facility approved by the Board, at least half of which shall have been within five (5) years prior to the date of application. In addition to this experience, you must also complete a pharmacology course of at least 54 theory hours that covers the following content:

- Knowledge of commonly used drugs and their action
- Computation of dosages
- Preparation of medications
- Principles of administration

The 51 months of experience shall include a minimum of each of the following:

- 48 months medical/surgical nursing
- 5 weeks maternity or genitourinary nursing
- 5 weeks pediatric nursing

<b>BVNPT Vocational Nursing Licensure Requirements (Continued)</b>
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Experience in any of the following areas may be substituted for a maximum of eight (8) months of medical/surgical experience:

- Communicable Disease Nursing
- Public Health Nursing
- Industrial Nursing
- Office Nursing (M.D.)
- Psychiatric Nursing
- Operating Room Nursing
- Hemodialysis
- Private Duty Nursing (In a general acute care facility)
- Emergency Room Nursing
- Geriatric Nursing
- Recovery Room Nursing
- Out-Patient Clinic

Experience must be verified by the employer showing specific dates of employment and shall include certification from the R.N. Director or Supervisor that the applicant has satisfactorily demonstrated the following knowledge and skills:

**a. Basic Bedside Nursing**

- Ambulation Techniques
- Intake and Output
- Bedmaking
- Neurological Check
- Catheter Care
- Personal Hygiene and Comfort Measures
- Collection of Specimens
- Positioning & Transfer
- Diabetic Urine Testing
- Range of Motion
- Enema
- Skin Care
- 

**b. Aseptic Technique (May be demonstrated in classroom, lab, and/or patient care settings)**

- Urinary Catheterization
- Sterile Dressing Change
- Sterile Irrigations

Applicants with formal nursing education may submit official transcripts for evaluation for possible credit in lieu of paid bedside nursing experience. The transcripts must be submitted to the Board directly from the school and must show theory and clinical hours completed.

<b>BVNPT Vocational Nursing Licensure Requirements (Continued)</b>
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**c. Aseptic Technique (May be demonstrated in classroom, lab, and/or patient care settings)**

- 1) Submit proof of having at least twelve (12) months service on active duty in the medical corps of any of the armed forces rendering bedside patient care. The proof submitted must show date(s) and wards assigned.
- 2) Submit proof of having completed a basic course of instruction in nursing while in the armed forces.
- 3) Submit proof that service was honorable (DD-214).

**Note:** A combination of military and nonmilitary experience is not acceptable under this method. Proof of 12th grade education is not required under this method.

**d. 4-Year Expired California Licensed Vocational Nurse.**

Section 2892.1 of the Business and Professions Code specifies that a license which is not renewed for 4 years shall expire. An expired license cannot be renewed, re-issued or reinstated. The licensee is required to submit a new application and retake the licensure examination to receive a new license.

Applicants under this method must submit evidence of prior licensure with this Board (i.e., copy of expired license or license number, original issue date and expiration date.)

**Please Note: State Boards of Nursing in many states require graduation from an approved school of nursing. Please be aware that if you are deemed eligible for licensure in California using another method of qualifying (i.e., military experience or equivalent education and experience) you may not be eligible for licensure by endorsement in other states.**

As educators, we believe that it is our job not only to educate, but also to inspire. Our family is comprised of industry professionals who have a passion for their profession and have the desire to share their knowledge and experience with others.

L A Vocational Institute is proud of its faculty and staff. Their diverse wealth of knowledge and experience helps to make our program a rewarding experience. We seek out professionals whose talents and knowledge create an exciting, interesting and rewarding atmosphere in which to learn the fine art of Massage Therapy.

Now meet our faculty...

***Nana Dekanosidze, MA***

Master of Art in special Education, Educational Therapy, Bachelor of Biological Sciences, Senior Scientist

Special interests in the area of cell biology, bioenergetics and skills in Spectrophotometry Polarometry, Densitometry and Gel Electrophoresis. Delivers popular lectures in Anatomy, Physiology, Biophysical and Biochemistry.

Certified for: *Anatomy and Physiology, Human and Animal Pathology, Medical Terminology*

***SalpyAkaragian, RN, PHN, MN, FIAN***

B.S. in Nursing, UCLA

M.S.N., UCLA

Registered Nurse

Public Health Nurse

American Heart Association BCLS Instructor's Certificate.

American Heart Association Pediatric Advance Life Support Instructor's Certificate

Salpy has almost 35 years of elite nursing experience. She was appointed by the Governor of California to the California Board of Registered Nurses, acting in the legislative and education committees within the board. Salpy has a special place in her heart for pediatrics, she volunteers her spare time for pediatric organizations, and has taught dozens of courses related to pediatric health. Salpy has held numerous positions in professional organizations and is dedicated to nursing education. She has also worked with the Armenian Olympic team providing nursing care to the athletes!

*Specialties: Electrocardiogram Technician, Didactic Phlebotomy, Medical Assisting, and Instruction in LVN*

**Rafael D. Balatbad, CMT, LMT**

Bachelor of Science in Physical Therapy  
Master of Science in Acupuncture and Oriental Medicine  
Completed Course in Anatomy and Neurobiology  
Completed Course in Natural Holistic health Professionals

Dr. Rafael has 40 years of hands on experience in the field of therapeutic bodywork and healing. His extensive education placed him as the physical therapist of the New York Knicks and a student instructor of massage for over 10 years. He believes knowledge of both eastern and western philosophies is the key to successfully helping all human beings.

Certified for: *Acupressure, Aromatherapy, Swedish Massage, Trigger Point, Chair Massage, Deep Tissue, Lymphatic Massage, Hydrotherapy, Sports Massage, Shiatsu, Herbology*

**S. Tayler Kent**

B.S. Psychology  
B.A. Human Development  
M.A. Behavior Analysis

After opening the Parkville Wellness Center in Kansas City his journey led him to San Francisco and Los Angeles. His philosophy stems from his studies in psychology, human development, and behavior analysis coupled with massage to awaken the inner healing energy. His approach for unconditional complete client comfort has created a new level of relaxation and communication between therapist and client. His vast knowledge in marketing and development provides a resource for students to begin building their private practice and become as successful as possible.

*Swedish Massage, Deep Tissue Massage, Hydrotherapy, Stone Therapy, Aromatherapy, Herbology, Shiatsu, Acupressure, Trigger Point, Reflexology, Sports Massage, Chair Massage, Polarity, Lymphatic, Pregnancy*

**Dan Sion, CMT**

University courses included advanced study in Acupuncture and Massage at Nanjing and Shanghai International Center of Traditional Chinese Medicine. Dan is a trainer and teacher of Vak Yoga (Yoga of Logos), Traditional Chinese, Oriental and Holistic Massage. His global experiences include teaching at the National Group for Study and Practice of Yoga and instructing classes of Massage, Yoga, Acupuncture, Taiji Quan & Qi Gong at the Jean Marc Kespi Academy in Bucharest.

Certified in: *Swedish Massage, Hydrotherapy, Aromatherapy, Chinese Massage, Herbology, Stone Therapy, Zen Shiatsu, Acupressure, Reflexology, Sports Massage, Chair Massage, Deep Tissue, Pregnancy, Lymphatic, Myo-Facial, Polarity, Yoga, Tai Ji Quan and Qi Gong*



**Sergio De Oliveira, CMT, LMT**

Sergio believes massage is an art and the therapist is the artist. Through that art miracles can be performed: Transformation of body and mind, health, stamina and new self is born after a massage session. Sergio has been practicing massage for over a decade and massage for him is his bigger passion and he wants to share this with the students as well, to create more massage therapist artist and make a difference in people lives through a caring touch.

Certified in: *Swedish Massage, Hydrotherapy, Aromatherapy, Herbology, Stone Therapy, Shiatsu, Acupressure, Trigger Point, Reflexology, Sports Massage, Chair Massage, Deep Tissue, Pregnancy, Lymphatic, Polarity, Yoga*

**Samia Elshafie**

Samia Elshafie is a Medical Assistant and Phlebotomy instructor at LA vocational institute.

Samia Elshafie born in Cairo, Egypt. She graduated from Ain Shams Medical College IN 1987 with a bachelor's degree in surgery and Medicine. In 2010, she joined Helwan University to earn her PhD degree in hospital management, her major was Human Resources Development.

After receiving her education, she worked as a physician in Ministry of health hospitals in Egypt. She later worked as an Obstetrician in Saudi airline medical services in Saudi Arabia Kingdom. On 2002, She switched her career to be a trainer in different fields of healthcare provision.

On April 2015, Samia was assigned to Egy Lab, Aswan, Egypt. She served as a phlebotomy supervisor and medical lab director. She successfully increased client satisfaction levels through providing excellent patient support, improved the venipuncture techniques and diagnostic testing procedures, trained the phlebotomy/**lab** technicians on handling tough patient cases such as cases involving infants, newborn babies, and overweight adults. She also set up policies and procedures according to the national established guidelines, established patient's database to improve information accessibility and improved the administration process by offering supportive supervision to the lab administrators.

Samia Elshafie in her current position as Medical Assistant / phlebotomy instructor, she creates an atmosphere that fosters learning. She has the passion for guiding students through the learning process, in addition to a passion for the material she presents. She encourages learning by creating a relaxed environment for students, stimulating conversation about concepts being presented and organizing material in a way that makes it easiest to understand. She treats subject matter as interconnected, emphasizing that everything students are learning fits together into a holistic understanding of the world, from which they develop their personal worldview. She demonstrates that learning by guiding them to find information applies to all areas of life and she uses topics and examples that are multidisciplinary

**Malik Seif**

Seif Malik is a Medical Assistant / EKG / Phlebotomy Instructor at LA Vocational Institute - Los Angeles since 05/2017 until present.

Seif Malik is born in Bucharest, Romania . He graduated from University of Bucharest-School of Medicine with Diploma in Medicine- Medical Doctor on 1981, after that he joined University Cluj (Romania) to get Diploma in Biology on 1976.

On 2004, he graduated from Bryman College Los Angeles 2004 with Diploma in Vascular & Ultrasound Echo.

Seif Malik worked as Paramedical Examiner in Life Insurance Medical Branch EMSI Corp and as a Mobile Lab Phlebotomist.

Since 2016, Seif Malik worked as an Instructor teaching medical assistant classes, phlebotomy and EKG in many educational institutions.

Currently he is working as an instructor at LA Vocational Institute - Los Angeles teaching Medical Assistant class / terminology, Anatomy and Physiology ejection, drawing blood, EKG, Vascular ultrasound and echocardiography.

Seif Malik possess many qualifications, he is Confident and experienced in multiple medical practices that include phlebotomy, EKG, Echocardiography, medical vascular technology and medical coding. Professional experience also includes teaching medical assistant classes and anatomy/ physiology.

**Tamara Grigal**

Tamara Grigal is a phlebotomy instructor at LA vocational institute.

Tamara Grigal born in Serov, Russia. She graduated from **Medical College**, Serov, Russia in February 1987 with bachelor degree in nursing, on January 2005, she joined the Associated Technical College, Los Angeles, CA and graduated as a Phlebotomy Technician/Medical Assistant after that she Meridian Institute, Los Angeles, CA on June 2006 to become a Certified Phlebotomy Technician 1.

Since 2006, she worked as a Phlebotomy Technician in following clinical labs:

RM Global Health, Glendale, CA, CMB Laboratory, Cypress, CA, CMB Laboratory, Los Angeles, CA.

Currently she is working as a Phlebotomy Technician at Four Tech Laboratory, El Monte, CA

As well as a phlebotomy instructor in LA Vocational Institute, Los Angeles since 2016.

Tamara is known to be a dedicated Phlebotomy Technician with excellent skills and good bedside manner. Complete routine blood samples within 5-10 minutes and difficult cases 15 minutes. Complete knowledge of various needles, tube types, specimen processing and handling requirements. Competence in drawing and processing adult, geriatric and pediatric specimens. In addition, a highly talented Medical Assistant with experience in performing routine patient screening, additional technical supportive services, and medical clerical duties

**Arpi Movsesyan**

Arpine Movsisyan is a graduate phlebotomist from LA Vocational. Arpi joined Los Angeles Vocational Institute in 2015 as a phlebotomy Instructor. Since coming to LAVI, she has worked as a phlebotomist for over 7 years. She currently teaches students Phlebotomy Technician classes and works in a hospital.

Arpi has graduated from nursing school in 2013 as well as Pharmacy Technician in the year 2003. She has applied this combination of practical and theory experience to a variety of students. She delegates all her knowledge to helping students from all backgrounds succeed. These professional efforts have been recognized by both her instructors and employers. She enjoys teaching students all about Phlebotomy and Pharmacy Technician programs including hands on experience.

Outside her professional career she loves to travel, read, write books and watch movies.

An important aspect of her life is spending time with her family and friends.

Favorite quote is “Education is the most powerful weapon which you can use to change the world”. (Nelson Mandela).

**Maria Rubio**

Ms. Maria Rubio, Medical Assistant / CPT-1 has applied her skills to her community for over 20 years. She holds recognition for her ability to teach all incoming staff at Medical facilities. Her ability to communicate in two languages and ASL has allowed her to gain experience in cultures and correspond to the need of patient. This experience is transmitted to students that are starting out in the field that need experienced and professional guidance. Her desire to have her students learn policies, procedures and to obtain theoretical knowledge per protocol is so strong that she establishes a one on one relation with each student until the course is completed

**Paul Kurasiewicz**

Paul Kurasiewicz is a clinical phlebotomist, MA and phlebotomy instructor assistant with 12 years of experience in healthcare. Currently a lab assistant at a reputable doctor’s office in Pasadena, CA. Paul brings his enthusiasm for phlebotomy into the classroom and shares a unique variety of his hands-on experiences to contribute to the educational experience of his students. Paul is also a veteran of the United States Army and has his bachelor’s degree in Microbiology from UCLA.

**Maria G. Villalobos**

Maria Villalobos, RN has extensive experience in a hospital setting, sub-acute nursing homes, and home health care. She has over 20 years’ experience. Maria was inspired by a nurse who took care of her in a very critical time in her life. In receiving thoughtful and compassionate care she decided her calling was nursing. She attended nursing school, graduated with honors and began her career at Long Beach Memorial. She notes the need to bring in more nurses, therefore, she is inspired to teaching She reminds all her students that in giving compassionate selfless care to those in need is the greatest reward that one can achieve in nursing.

**Enrique Quintana**

Mr. Enrique Quintero, AA LVN continues to hold his LVN license to practice and to teach nurses assistant program. His 19 years of nursing experience has successfully lead a new generation of students to practice with the understanding of how to overcome any challenges that may occur with patients. He trains and advises per protocol under the supervision of the Director of the Program.