ESSENTIAL MEDICAL AND MENTAL HEALTH INSTITUTE



Allied Health Programs Catalog

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**Table of Contents**

[Welcome Message from the President](#_Toc515896761) 6

Academic Calendar 7

[Mission Statement](#_Toc515896761) 8

[Keys to Success](#_Toc515896762) 8

Purpose Statements 8

Memberships 9

Student Consumer Information 9

[Company Summary 9](#_Toc515896763)

Campus Description 10

[Operation Hours](#_Toc515896764) 10

[Orientation Policy](#_Toc515896764) 10

[Services](#_Toc515896764)  11

Commitment to Diversity 12

[Finacial Policy](#_Toc515896764) 12

[Transfer Credit Policy](#_Toc515896765) 12

[Entrance Requirements](#_Toc515896765) 12

[Code of Conduct](#_Toc515896767) 13

[Alcohol and Substance Abuse Statement](#_Toc515896768) 13

[Attendance](#_Toc515896769) 13

[Grades](#_Toc515896770) 14

[Graduation Process](#_Toc515896770) 15

[OSHA](#_Toc515896771) 15

[Tutoring](#_Toc515896770) 15

[Retention](#_Toc515896771) 15

[Academic Probation](#_Toc515896771) 15

[Withdrawals](#_Toc515896770) 16

[Re-entry Students](#_Toc515896771) 16

[Module Repeat Policy/Remediation Policy](#_Toc515896770) 16

[Grievance Policy](#_Toc515896771) 16

Right to Change Policy 16

State Regulatory Information 17

Ownership and Use of Students Work/Photos 17

[Student Complaint Procedure](#_Toc515896770) 18

[Formal Complaint Form](#_Toc515896771) 18

[Refund Policy](#_Toc515896770) 19

[MEDICAL ASSISTANT PROGRAM](#_Toc515896761) 22

[Program Description](#_Toc515896762) 22

Hybrid Approach 23

The Modular System for Hybrid 23

In-person Approach 23

[Program Objectives and Overview](#_Toc515896770) 24

[Placement Services](#_Toc515896770) 25

[The Modular System for In-person](#_Toc515896770) 25

[Medical Assistant Syllabus](#_Toc515896770) 26

[Medical Assisting Program Course Hour Breakdown](#_Toc515896770) 28

[PHLEBOTOMY PROGRAM](#_Toc515896761) 29

[Program Description 2](#_Toc515896762)9

Hybrid Approach 29

The Modular System for Hybrid 30

In-Person Approach 30

[Program Objectives and Overview](#_Toc515896770) 30

[Placement Services](#_Toc515896770) 31

[The Modular System](#_Toc515896770) 32

[Phlebotomy Syllabus](#_Toc515896770) 32

[Phlebotomy Program Course Hour Breakdown](#_Toc515896770) 34

[MENTAL HEALTH TECHNICIAN PROGRAM](#_Toc515896761) 35

[Program Description 35](#_Toc515896762)

Hybrid Approach 35

In-Person Approach 36

[Program Objectives and Overview](#_Toc515896770) 36

[Placement Services](#_Toc515896770) 37

[The Modular System](#_Toc515896770) 37

[Mental Health Technician Syllabus](#_Toc515896770) 38

[Mental Health Technician Program Course Hour Breakdown](#_Toc515896770) 40

[STUDENT EVALUATION](#_Toc515896761) 41





ESSENTIAL MEDICAL AND MENTAL HEALTH INSTITUTE

2021-2021 Academic Calendar

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Dates | Winter 2021 | Spring 2021 | Summer 2021 | Fall 2021 |
| 01/01/2021 | New Year’s Day |  |  |  |
| 01/03/2021 | Winter Term Begins |  |  |  |
| 01/18/2021 | Martin Luther King Jr. Day |  |  |  |
| 03/20/2021 |  | Spring Term Begins |  |  |
| 05/31/2021 | Observing Memorial Day |  |  |  |
| 06/19/2021 |  |  | Observing Juneteenth  No Class |  |
| 06/20/2021 |  |  | Summer Term Begins |  |
| 07/04/2021 |  |  | Observing Independence Day  No Class |  |
| 07/05/2021 |  |  | School Closed  No Class |  |
| 08/30/2021 |  |  |  |  |
| 09/06/2021 |  |  | Labor Day  No Class |  |
| 09/22/2021 |  |  |  | Fall Term Begin |
| 11/25/2021 |  |  | Observing Thanksgiving Break  11/25/2021 – 11/28/2021 |  |
| 12/23/2021 |  |  |  | Observing Christmas Holiday  12/23/2021 -12/27/2021 |
| 12/31/2021 |  |  |  | Observing New Year’s Eve  12/31/2021 – 01/03/2022 |

ESSENTIAL MEDICAL AND MENTAL HEALTH INSTITUTE



**Mission Statement**

Essential Medical and Mental Health Institute's mission is to provide a quality education for those students who are eager to be trained and prepared with essential tools and knowledge to launch an innovative entry-level career in the medical field.

**Keys to Success**

Essential Medical and Mental Health Institute's keys to success include but are not limited to:

• Having a student base that is interested in the material and eager to learn new skills.

• Being able to secure the proper equipment to conduct the education.

• Having a well-trained and experienced staff that is capable of answering a wide range of

students' questions

**Purpose Statements**

* EMMI will include different learning modalities such as Hybrid instructional approach to accommodate student success in their chosen career fields.
* EMMI will emphasize the need to integrate culture and individual diversity ideologies with references of scientific learning models and theoretical principles of human learning.
* EMMI work with their instructors and workforce to ensure teaching practices and instructional methods involves the coupling of different teaching strategies, technologies (audio and visual aids), and professional experience for student practical understanding, to address diversity in the classroom and to promote a meaningful learning experience for my students.
* EMMI will analyze the workforce to ensure hands-on training and skills are current to ensure students can transition into the workplace successfully and with confidence.
* EMMI will aid students in the building of hard and soft skills that support personal and professional development.
* EMMI will provide learning experiences that relate to real-world practices and situations.
* EMMI will prioritize our focus on instructional development and design to ensure new and innovative modalities are included, continuous to include updated learning resources, and continuous assessment to improve the educational experience.

**Memberships**

Essential Medical and Mental Health Institute maintain memberships in the following organizations:

* Georgia Nonpublic Postsecondary Education Commission
* American Medical Certification Association
* National Career Association
* National Center for Competency Testing
* Better Business Bureau
* Fayetteville Chamber of Commerce

**Student Consumer Information**

Prospective and current students can locate important information about the Essential Medical and Mental Health Institute on the Georgia Nonpublic Postsecondary Education Commission (GNPEC) website: <https://gnpec.georgia.gov/directory-institutions>

**Company Summary**

Essential Medical and Mental Health Institute is a medical school located in Fayetteville, Georgia and has been in operation since August 2019. Essential Medical and Mental Health Institute is an LLC and operated by Dr. Niyah Glover (President), who will teach the majority of the courses offered at the school. Dr. Niyah Glover hold certifications in the following areas: National Certified Counselor (LPC), Registered Medical Assistant, Certified Billing and Coding, Phlebotomist, CPR/BLS Instructor, Certified Allied Health Instructor, Licensed PTSD Counselor and Anger Management Specialist.

The school has obtained authorization through the Georgia Nonpublic Postsecondary Education Commission (GNPEC). Our certificate programs are designed to provide a working knowledge of the concepts and skills needed to pursue formal education in the medical field. At the completion of the Allied Health Programs all students will be granted approval to sit for the [NCCT Exam](https://www.ncctinc.com/) for their discipline. Students also can sit for CCMA, CMAA, CBCS, and CPT with [NHA](https://www.nhanow.com/) upon completion of their program. Student in the Mental Health Medical Assisting and Phlebotomy Programs will have the opportunity to sit American Medical Certification Association (AMCA) certifications. More specifically, the Mental Health Technicians will be granted the permission to sit for their certification to become Certified Mental Health Technicians with the [American Medical Certification Association.](https://www.amcaexams.com/exam-candidates/certification-exam/mental-health-technician-certification/)

Essential Medical and Mental Health Institute will offer training courses to students to become Medical Assistants, Phlebotomy Technicians, Mental Health Technicians, and CPR. The courses will be held at the school's office location at 115 Commerce Dr, in Fayetteville, GA, 30214 and/or Online (Hybrid) using Canvas Learning Management System. The typical customer will be a young adult seeking a career change to brighten their future. The school is designed for people who have a strong desire to better themselves but cannot afford to a large university or state college.

To train our students we have obtained high quality equipment such as EKG machines, glucose machines, spirometry machines, nebulizers, and other necessary equipment for the school.

**Campus Description**

Essential Medical and Mental Health Institute address is 115 Commerce Drive Suite H. Fayetteville, GA 30214. The campus is located approximately 10 miles going south on highway 85. There is free parking, and the facility is accessible to for all potential students. The facility is 750 square feet and encompasses 2 classrooms, and 1 break area/career center for students to seek employment opportunities. There is an area to train for laboratory procedures and all equipment at Essential Medical and Mental Health Institute is to-update to meet the needs of the medical field.

 

**Operation Hours**

Essential Medical and Mental Health Institute’s hours of operation will be Monday through Saturday 9:00 a.m. to 6:00 p.m. Courses will be administered in two, four-hour courses during these operating hours. We observed all Major Holidays (e.g. MLK Day, New Years, Memorial Day, Labor Day, Thanksgiving, and Christmas).

**Orientation Policy**

All new students will attend a 2-hour orientation to plan their career training programs, meet with the President (Dr. Niyah Glover) and register for their class, learn about EMMI, and begin to acquire the skills essential for successful transition into their chosen program.

**Services**

Essential Medical and Mental Health Institute offers the following training programs on a **monthly enrolled basis**:

**Medical Assistant**: $6,000 (includes books, medical scrubs, lab material, National Exam, CPR, HIPAA, and OSHA certification)

Medical assistants perform administrative and clinical tasks to keep the offices of physicians, podiatrists, chiropractors, and other health practitioners running smoothly. The duties of medical assistants vary from office to office, depending on the location and size of the practice and the practitioner's specialty. In small practices, medical assistants usually do several kinds of tasks, handling both administrative and clinical duties and reporting directly to an office manager, physician, or other health practitioner. Those in large practices tend to specialize in a particular area, under the supervision of department administrators. Medical assistants should not be confused with physician assistants, who examine, diagnose, and treat patients under the direct supervision of a physician.

**Phlebotomy Technician**: $2,500 (includes books, medical scrubs, lab material, National Exam, CPR, HIPAA, and OSHA certification)

Phlebotomy is the highly skilled technique of collecting or drawing blood for sampling or for collection. This precise skill can be developed with specialized training and after the completion of the training one can get good jobs with competitive pay at hospitals, research institutes, laboratories etc. The specialized procedure for collecting blood from the vein is relatively new and the demand for qualified and certified technicians or phlebotomists grew over last two decades. With advanced technologies and procedures, the process of collection and containment procedures have become safe and sterile than it used to be. In phlebotomy training one learns how to properly draw blood causing the least amount of pain to a patient. This job demands high level of skill and practice. Moreover, phlebotomy training also involves providing guidance on handling and controlling biohazardous materials like the blood samples and sterile unused and used needles. The students of phlebotomy must also learn proper bedside manner which is extremely critical with exact training on patient care. A phlebotomist must show an exact mixture of skill and empathy. In phlebotomy training the students learn in detail on human anatomy, needle technique, creating patient rapport, medical safety and processes of keeping record. Additionally, one goes through academic as well as hands on training on handling several medical equipment including containers for collecting biohazardous waste containers and biohazardous-spill kits, dermal puncture devices, syringes of various sizes, vacuum tubes, blood-culture bottles, bandages and tape, tourniquets, locking arm rests, etc.

**Mental Health Technician (MHT)**: $3,500 (includes books, medical scrubs, lab material, National Exam, CPR, HIPAA, and OSHA certification)

Mental Health Technician (MHT) are skilled in providing individual treatment plan of care, therapeutic interventions, and quality patient safety monitoring services under supervision of a licensed professional. MHT supports the nursing staff in providing whole-child care to patients with behavioral and mental health needs. The role and responsibility of the MHT will be primarily focus on spending time with patients, engaging in various diversional activities, promoting coping skills, and maintaining a therapeutic relationship and communication. In some cases, MHT may provide 1:1 supervision and assist patients with ADLs.

In MHT training one learns how to properly interact with clients/patients with mental health disorders. This job demands high level of theoretical and therapeutic knowledge, skill, and practice. The students of MHT must also learn proper bedside manner which is extremely critical with exact training on patient care. A MHT must also demonstrate a collaboration of professional skills and empathy. In MHT training the students learn in detail the history of mental health care, clinical language and documentation, current theories and therapies, ethical and legal issues, mental health assessment skills, clinical skills and diagnostic, crisis intervention, and therapeutic procedures and practices.

**Commitment to Diversity**

The Essential Medical and Mental Health Institute aims to prepare students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from diverse backgrounds.

**Financial Policy**

Essential Medical and Mental Health Institute do not offer Financial Aid. We currently provide a payment plan for all students seeking to attend the programs offered.

**Transfer Credits**

Essential Medical and Mental Health Institute (EMMI) is a 6-month diploma program training institution and do not accept transfer credits from other institutions for the offered programs. In addition, the credits obtained by EMMI may not be transferrable to another institution.

**Entrance Requirements**

All candidates are required to complete an Entrance Interview with the President. In addition, all candidates are required to submit the following items:

Valid Driver’s License/State ID

Social Security Card

High School Diploma or GED Diploma with transcripts

Recent TB Test

**Code of Conduct**

Each student is held responsible for conforming to local, state, and federal laws and for behaving in a manner consistent with the best interest of the school and of the student body. Students should not interfere with other students’ rights, safety or health, or right to learn. Violations to conduct standards include, but are not limited to:

1. Theft

2. Dishonesty, including plagiarism

3. Disruptive behavior

4. Possession or use of firearms except by designated law enforcement personnel; possession or use of explosives or other dangerous substances

5. Vandalism, or threats of actual damage to property or physical harm to others

6. Possession, sale, transfer, or use of illegal drugs

7. Appearance under the influence of alcohol or illegal drugs

8. Harassing or abusive acts which invade an individual’s right to privacy, including sexual harassment, or abuse against members of a particular race, ethnic, religious, or cultural group.

9. Reckless or intentional use of invasive software such as viruses and worms destructive to hardware, software, or data files.

10. Unprofessional conduct

The campus reserves the right to suspend or dismiss any student at any time for misconduct or when such action is deemed to be in the best interest of the student, the student body, or the staff.

**Alcohol and Substance Abuse Statement**

The school does not permit or condone the use or possession of marijuana, alcohol, or any other illegal drug, narcotic, or controlled substance by students or employees. Possession of these substances on campus is cause for dismissal.

**Attendance**

Students must become accustomed to the attendance requirements in the workplace.

They must strive for perfect attendance and punctuality on a daily basis. In an effort to reinforce in our

students a sense of professionalism and in the interest of realistic expectations in the workplace, Essential

Medical and Mental Health Institute has developed an attendance policy for all students. Students who miss more than 20 percent of the total classroom hours scheduled for the program will be dropped. Absences may include tardiness or early departures. Students who are not in attendance for at least 51 percent of the scheduled class time will be considered absent for the day. Students who have been absent from all of their scheduled classes for 10 consecutive school days will be dropped from the training program. Students who miss 15 percent of the total classroom hours will be advised that they are at risk of being dropped from the program. Students who miss 20 percent of the total classroom hours will be advised of the campus’s intent to terminate them from the program. If terminated, students must successfully appeal their termination within three school days in order to continue their training without interruption. If their termination is not successfully appealed, they will remain dropped from the program. Students are not permitted to make up absences for the classroom-training portion of their program. However, students must make up absences that occur during the externship to ensure that the required extern hours are completed prior to graduation. Students should be encouraged to schedule medical, dental, or other personal appointments after school hours. If a student finds that he/she will be unavoidably absent, he/she should notify the school.

Instructors are required to complete daily attendance and turn in their attendance rosters to the

Registrar or Academic Dean once class is completed. Students who are absent should be called if they

have not notified the school prior to their absence. Unsuccessful contacts and serious absence problems

are to be turned over to the Academic Dean for further tracking. It is the instructor’s responsibility

to set the example for the students of excellent attendance and punctuality.

**Grades**

Every month instructors will receive a Grade Roster for the module they are assigned to teach. On the

grade roster the instructor will submit the grades that each student received for the four-week course. The

grades are distributed based upon the percentages listed on each module syllabus.

**Graduation Process**

Student must complete all requirements of the program to secure diploma and transcripts. Therefore, meaning, students must successfully pass each module, complete externship, complete NCCT exam, and have zero balance for the program.

**OSHA**

The Occupational Safety and Health Administration (OSHA) has established guidelines for the health

care field. The guidelines are the same in the classroom as any health care facility.

**Tutoring**

Tutoring is advisable for:

• Any new student who fails their first exam

• Any student who fails a module

• Any student who is having difficulty with their school work

• Any student who requests it

Tutoring should be accomplished by coordination between the instructor, Department Chair, and Director

of Education. There should be a set “Tutoring Time” where one instructor is available at a specific

location for a set time period on certain days. Any student who needs help can go to the instructor for

tutoring. Many instructors tutor their students for one-half hour before or after class hours.

**Retention**

Student retention is a national concern and no less a concern for us. A high percentage of students

withdraw from school within the first 90 days of their enrollment. Often, if the student can get over the

initial “hump,” then success is assured. It is necessary for instructors to understand their role in

student retention. Retention is “keeping students in school.” Students enroll in school for a

variety of reasons and leave school often without anyone knowing why. This fact alone is the

reason for every faculty and staff member to be involved in identifying “at risk students” and

applying the appropriate interventions necessary.

**Academic Probation**

At the end of the term, after grades have been posted, each student’s GPA is reviewed to determine whether the student is meeting EMMI requirements. Students will be placed on academic probation when the GPA falls below 80% or a B letter grade. When the GPA is above the probation range, the student is removed from probation. During the period of academic probation students are considered to be making satisfactory progress for academic eligibility.

**Withdrawals**

In the event of withdrawal prior to graduation, the student is expected to schedule an exit interview with the Academic Dean, Education Director, or the Registrar.

**Re-Entry Students**

A re-entry student is one who previously attended the Institute. The student must complete a re-entry interview with the student finance department and the Academic Dean or Education Director. Re-entry students must meet standards of satisfactory progress by the end of their first term back in order to remain in the program.

**Module Repeat Policy/Remediation Policy:**

Student must receive a grade of 80% or above to pass this module. Students have 3 attempts to pass the skills check-off at the end of each module. Remediation will be required for 1 week of one-on-one training with the instructor and a retest of students’ skills reviewed.

If students still do not meet the skills satisfaction, students must repeat the module. Student will have to wait until the Module is offered again and will not be allowed to advance to the next Module in the Program.

***Note: Students must pass all end of Module check-offs with an 80% or above.***

**Grievance Policy**

Essential Medical and Mental Health Institute (EMMI) encourages all employees, students, and parents to openly discuss their concerns and complaints through informal conferences with the campus President. We urge all concerns to be expressed in a timely and professional manner to allow immediate resolution at the lowest possible administrative level. If at any event the conference fails to reach a compromising end to the situation, the campus President will further discuss mediation option to satisfy all parties involved. Remember, at EMMI there is an open door policy at all times.

**Rights to Change Policy**

Essential Medical and Mental Health Institute Academic Catalog presents the policies and procedures for all certificate programs offered by the Intuition. The Institution reserves the right to make alterations to this Catalog and the policies and procedures therein as deemed necessary by the Institute. These changes may be required or necessitated by state, or local law, other regulatory requirements or licensure. Changes may include but are not limited to curriculum, academic policies, administrative policies, procedures, and costs. Please note, formal notice of these changes are not required for a new policy to take effect. However, if these changes In impact a student’s graduation requirements, information will be posted on the website.

Please refer to the "Future of EMMI" Page on the website for academic changes and improvements of academic programs. <https://emminstitute.org/future-of-emmi>

**State Regulatory Information**

For a current listing of the states in which the Essential Medical and Mental Health Institute is licensed, registered, authorized, certified, or exempt, and states where such licensure is not required, please <https://gnpec.georgia.gov/> EMMI will continue to monitor developments in state laws, in which it enrolls students and, if authorization or licensure is or becomes necessary, will promptly seek to obtain such approvals. 

***Georgia***: The Essential Medical and Mental Health Institute is authorized by the Georgia Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, GA 30084-5305, (770) 414-3300, <https://gnpec.georgia.gov/>

The non-transferrable credits earned at Essential Medical and Mental Health Institute is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at the Essential Medical and Mental Health Institute to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Approvals and Accreditations does not guarantee credentials or credits earned at the Essential Medical and Mental Health Institute will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

**Ownership and Use of Student Work/Photos**

Students own the copyright in works created in or as part of Essential Medical and Mental Health Institute course. Students grant to Essential Medical and Mental Health Institute and its administration, faculty and staff, a license and/or permission to use their work and any photos obtained during lab for demonstrations, marketing, and educational purposes. No personally identifiable information will be included. In addition, such information will be kept confidential in accordance with The U.S. Department of Education's Family Educational Rights and Privacy Act (FERPA) regulations. Essential Medical and Mental Health Institute will adhere to all laws, ethics, and criteria for ensuring and protecting rights to privacy and identity. Essential Medical and Mental Health Institute monitors student work for plagiarism, including the use of anti-plagiarism applications, tools, and services. Essential Medical and Mental Health Institute prohibits the sale of student work as a violation of the Academic Integrity Policy. In regard to student employees, this policy is upheld for all works created within their roles as students. Works created within their roles as employees are outside the scope of this policy and therefore, held to employee regulations.

**EMMI Student Complaint Procedure**

The EMMI student complaint procedure is available to students who wish to have a concern resolved regarding an institution process or person. The goal of the procedure is to resolve concerns as quickly and efficiently as possible at the level closet to the student. A complaint should be filed during the semester of occurrence but no later than 60 days from the first day of the following semester.

Students are advised to take the following steps:

• Request and complete the Formal Complaint Form (below) and submit to the Campus President.

• Academic Complaints/Grievances: should be reported to the Campus President. This would include concerns or complaints regarding faculty, instruction, grades or any academic process.

• Non-academic Complaints/Grievances: should be reported to the Campus President for addressing appropriate action/resolution. This would include concerns or complaints regarding behavior or misconduct situations, or student development services.

• Business Operations Complaints/Grievances: should be reported to the Campus President. Concerns or complaints would include concerns related to financial or billing issues or facility and auxiliary services.

• Other concerns: Concerns related to civil rights, discrimination, sexual violence, or harassment should be reported to the Campus President for addressing appropriate action/resolution that may impact Title IX guidelines.

• If student complaints are not appropriately handled within the EMMI, students can appeal the institution's decision to NPEC. Students can contact Georgia Nonpublic Postsecondary Education Commission (GNPEC) at 2082 East Exchange Place Suite 220 Tucker, GA 3008; Phone: 770-414-3300 or via website: <https://gnpec.georgia.gov/>

**EMMI** **Formal Complaint Form**

Students should always first attempt to resolve issues through an informal process with the faculty or staff person involved. When appropriate the student is encouraged to talk directly to the faculty or staff member prompting the complaint in an effort to resolve the issue.

If the student prefers to talk to someone other than the direct faculty or staff member involved, they are encouraged to present the complaint to their assigned Campus President, Dr. Niyah Glover. To make an appointment with the Campus President you can stop by the office or contact the office 770-873-0236 for more information. If a student is unable to resolve the issue informally, they can choose to file a formal complaint.

Background Information

Your full name:

Your position/title:

Your phone number:

Your email address:

Nature of this report (Required):

Urgency of this report:

Date of incident (Required):

Descriptive Narrative

Describe your efforts to informally resolve this complaint. Be as specific as you can, including, dates, who you talked to about your complaint and the response you received. (Required)

What relief or remedy are you requesting? (Required)

Any other information you would like to share regarding this complaint.

Supporting Documents: Please include photos, video, email, and other supporting documents

**Refund Policy**

The refund policy for Essential Medical and Mental Health Institute (EMMI) is as follows:

all monies paid by a prospective student are refunded if: the student requests a refund within three (3) business days after signing a contract;

OR no contract is signed and prior to classes beginning the student requests a refund within three (3) business days after making a payment.

Essential Medical and Mental Health Institute (EMMI) ensures that deposits or down payments are credited as tuition payments unless clearly identified on receipt by the institution as application.

Essential Medical and Mental Health Institute (EMMI) adopts a policy that ensures that only one of the following criteria is used to calculate refunds, which is the last date of attendance by the student.

Essential Medical and Mental Health Institute (EMMI) ensures that:

* refunds are based on tuition paid for segments of the instructional program as described by the institution in the enrollment agreement. Essential Medical and Mental Health Institute (EMMI) follows a module approach to instruction. Therefore, classes are designed and observed on a monthly basis.
* refunds are made in full to the student within forty-five (45) days of the date of withdrawal; refunds are determined based on the proration of tuition and percentage of program completed at withdrawal, up until 50% of the program; if a student withdraws after completing 50% of the program, no refund of tuition is required; this policy only applies to full withdrawals, and it is up to the institution to determine policies for refunds for partial (course) withdrawals.
* Students need to submit a formal letter to withdraw from the school, including the date of such request. The withdrawal process will begin within 48 hours of receipt of student’s request. All funds that are owed the student will be refunded with forty-five (45) days of the date of withdrawal.

Essential Medical and Mental Health Institute (EMMI) has adopted a policy:

* for addressing extenuating circumstances such as student injury, prolonged illness or death, or other circumstances which prohibit completion of the course or program of study; that establishes a process for determining a settlement which is reasonable and fair to the student and the institution. Therefore, student must submit documentation by physicians related to illness or injury, verification of family member is of the immediate family (e.g. mother, father, sister, brother, child).
* the date on which the student has begun the official withdrawal process as prescribed by the institution will be used to determine the refund.

Essential Medical and Mental Health Institute (EMMI) ensures that if the institution cancels or changes a program of study or course (time or location) in such a way that a student who has started the program or course is unable to continue: makes arrangements in a timely manner to accommodate the needs of each student enrolled in the program; OR refunds all money paid by the student for the program of study or course if alternative arrangements determined by NPEC to be equitable to both the institution and the student are not possible.

**Essential Medical and Mental Health Institute Medical Assisting Program**

Program Description

The Medical Assisting Program (Diploma) is structured in an In-person and Hybrid

instructional modality. The Medical Assisting Program (Diploma) is also designed to prepare students for

entry-level positions as medical assistants in a variety of health care settings. Students study the structure

and function of the major body systems in conjunction with medical terminology, diagnostic

and therapeutic procedures, computer skills, administrative processes, bookkeeping and

accounting practices, and the processing of medical insurance forms and claims.

In recent years, the medical assisting profession has become indispensable to the health care

field. Physicians have become more reliant on medical assistants for their front and back

office skills, and their services are being sought by medical offices, ambulatory care providers,

clinics, hospitals, urgent care centers, nursing homes, medical supply businesses, home health

agencies, insurance providers, and pharmaceutical companies. This certificate program

prepares graduates to fill entry-level positions such as clinical or administrative assistant,

and medical receptionist.

**Hybrid Approach**

The course is designed in a Hybrid approach to learning and instruction. The Medical Assistant (MA) course uses Canvas as a Learning Management System and include online discussion, tutorials, quizzes, exams, stimulations, and videos that student will engage. The MA program also subscribes to the synchronous and asynchronous learning design. Students will meet with their instructor in weekly Zoom meeting to discuss learning content and learning outcomes such as instruction on EHR data entry. In addition, student will obtain in-person instruction for their hard skills such as vital signs, patient triage and documentation, and administering medication. Lastly, students in the MA program include interactive simulations to capture the real-world scenarios for students to enter the workforce.

This program is divided into six learning units called modules. The first six modules,

MA 101 through MA 106 are classroom modules. Each stands alone as a unit of study and is not

dependent upon the completion of any previous or subsequent module. If students do not complete any

portion of a module, the entire module must be repeated. Students may enter the program in any

of the seven modules and continue through these modules until all have been completed.

Following the successful completion of the first six modules, MA 101 through MA 106, students

participate in a 160-hour externship.

**The Modular System for Hybrid**

The Medical Assisting program contains seven modules. Each module is 20 days in length. Each

day contains four hours of class time, which includes one hour of lecture, one hour of

instructional career building/Reading, and two hours of laboratory time.

The Medical Assisting Modules are as follows:

• MA 101—The Role and Responsibilities of the Medical Assistant

• MA 102—Clinical Assisting and Pharmacology

• MA 103—Hematology and Specimen Collection

• MA 104—Cardiopulmonary and Electrocardiology

• MA 105—Clinical Assisting

• MA 106 —Medical Law and Ethics and Psychology

• MA 107- Externship 160 hours

**In-person Approach**

This program is divided into six learning units called modules. The first six modules,

MA 101-MA 106 are classroom modules. Each stands alone as a unit of study and is not dependent

upon the completion of any previous or subsequent module. If students do not complete any

portion of a module, the entire module must be repeated. Students may enter the program in any

of the seven modules and continue through these modules until all have been completed.

Following the successful completion of the first six modules, MA 101-MA106, students participate-

in a 160-hour externship. This constitutes a supervised, practical in-service in a medical office or

clinic in which the student practices direct application of all administrative and clinical functions

as a medical assistant. Completion of the Medical Assisting Program is acknowledged by the awarding of

a diploma.

**Program Objectives and Overview**

The objective of the Medical Assisting Program is to provide the student with the appropriate

didactic theory and hands-on skills required and necessary, to prepare them for entry level

positions such as clinical or administrative assistant, medical receptionist, and medical insurance

biller. Students study the structure and function of the major body systems in conjunction with

medical terminology, clinical skills and diagnostic and therapeutic procedures.

Upon successful completion of this program, the graduate will be able to:

• Demonstrate professionalism and ethical behavior.

• Discuss the history of medical assisting as it relates to medical practice and professional

organizations.

• Recognize and respond to verbal and nonverbal communication, and use appropriate

communication techniques.

• Demonstrate knowledge of and use appropriate terminology for the different body systems,

illnesses, and injuries associated with those systems, and diagnostic and therapeutic

procedures.

• Apply principles of infection control and use appropriate aseptic technique.

• Perform clinical responsibilities, including preparing patients for examination and procedures,

preparing and administering medications as directed, collecting and processing

specimens, recognizing emergencies, and performing CPR and first aid.

• Identify minor surgical procedures and demonstrate the ability to assist with those procedures.

• Instruct and teach patients methods of health promotion and disease prevention.

• Maintain accurate patient records.

• Demonstrate skills related to word processing, medical transcription, the processing of

insurance claims, and simulated computerized medical office applications.

• Develop a resume and identify a career plan that includes potential job leads, networking

contacts, a job search schedule, interview techniques, and future goals.

**Placement Services**

Essential Medical and Mental Health Institute (EMMI) offers awarding career opportunities. We offer career building skills and resume writing aid. Upon completion of the classroom hours, students are placed in a facility for their externship that will use 90% of their skills to ensure that the students will have continuous hands-on skills and to promote the opportunity to develop and learn new skills. Depending upon the course job assistance is available. The Medical Assistant program requires that all student complete 6- months classroom in collaboration with clinical training. It is also required that all students complete a 160-hours of externship to qualify for graduation. Upon completion, EMMI provides job assistance, if the students are not hired on externship.

**The Modular System for In-person**

The Medical Assisting program contains seven modules. Each module is 20 days in length. Each

day contains four hours of class time, which includes one hour of lecture, one hour of

instructional career building/Reading, and two hours of laboratory time.

The Medical Assisting Modules are as follows:

• MA 101—The Role and Responsibilities of the Medical Assistant

• MA 102—Clinical Assisting and Pharmacology

• MA 103—Hematology and Specimen Collection

• MA 104—Cardiopulmonary and Electrocardiology

• MA 105—Clinical Assisting

• MA 106 —Medical Law and Ethics and Psychology

•MA 107- Externship 160 hours

***Theory—(One hour of class time per day)***

It is recommended in all teaching aspects that instructors utilize the following strategies for learning in the classroom:

• Present classroom lecture presentations with visual aids and videos.

• Use demonstrations whenever possible.

• Promote research—to assist students in using critical thinking skills.

• Employ group discussions—participation is critical in the learning process.

• Use role-playing when applicable.

• Use simulations—creates a real working environment.

• Use hands-on supervised classroom practices.

***Laboratory/Workgroups—(Two hours of class time per day)***

The same teaching strategies apply in the clinical area. In the clinical area it is important to put students in workgroups to utilize equipment, time, and space more efficiently. Workgroups also help students learn to work with others as a team. During this two hour period the instructor is required to give demonstrations of the expected hands-on skills (called check-offs) for the module, have students practice those skills with other students, and then demonstrate those skills in front of the instructor for a grade.

MEDICAL ASSISTANT SYLLBALUS

Module Description: Overview of Medical Assistant Program

The six modules introduces students to the health care environment and office emergencies and first aid,

with an emphasis on bandaging techniques for wounds and injuries. Students will study a variety of

clinical skills such as EKG, Phlebotomy, Specimen Collection, CPR techniques, Administering of

Injections, Vital Signs, Bookkeeping and basic administrative skills. Students develop an

understanding of good health nutrition and weight control and strategies in promoting good health in

patients. Students gain an understanding of basic anatomy and physiology of the body systems, common

diseases and disorders, and medical terminology related to these systems. Students study essential

medical terminology, and become familiar with the self-directed job search process by developing career

networking techniques that will assist them in being successful in the medical field.

Theory 96 hours

Clinical/Lab 192 contact hours

Externship 160

Total: 448 hours

The grade scale is as follows: A 100–90 B 89–80 C 79–70 F 69–0

Student must receive a grade of 80% or above to pass this module.

***Clinical Medical Assistant Textbook:***

Medical Assistant: Medical Assisting Administrative & Clinical Competencies (8th ed)

***Grading:***

The grade distribution for all Modules is as follows:

\* Professionalism = 10%

\* Lab = 30%

\* Keyboarding= 25%

\* Theory (Exams, including Final Exam) = 25%

\* Homework = 10%

\* Totals 100%

Medical Assisting Program Course Hour Breakdown

Program Title: Medical Assisting

Program Length: 6 Months

448 Clock Hours

Course Number Course Title Clock Hours

MA 101 The Role and Responsibilities of the Medical Assistant 48

MA 102 Clinical Assisting and Pharmacology 48

MA 103 Hematology and Specimen Collection 48

MA 104 Cardiopulmonary and Electrocardiography 48

MA 105 Laboratory Procedures 48

MA 106 Medical Law and Ethics and Psychology 48

MA 107 Externship 160

Program Total 448

**Essential Medical and Mental Health Institute Phlebotomy Program**

**Program Description**

The Phlebotomy Program (Diploma) is structured in an In-person and Hybrid

instructional modality. The Phlebotomy Program (Diploma) is designed to prepare students for entry-

level positions as phlebotomy in a variety of health care settings. Students study the structure

and function of the major body systems in conjunction with medical terminology, the proper techniques for blood collection, CPR and first Aid Techniques, and special laboratory procedures, such as capillaries, and butterfly techniques. In recent years, the phlebotomy profession has become an increasing interest and need for healthcare providers/field. Laboratories have become more reliant on phlebotomists for their specialized skills. Phlebotomist’s services are being sought by medical offices, ambulatory care providers,

clinics, hospitals, urgent care centers, nursing homes, home health agencies, and major laboratories such

as: Quest Diagnostics, Lab Corp, American Red Cross, and Life South. This certificate program

prepares graduates to fill entry-level positions in either field previously listed.

**Hybrid Approach**

The course is designed in a Hybrid approach to learning and instruction. The Phlebotomy Technician (PT) course uses Canvas as a Learning Management System and include online discussion, tutorials, quizzes, exams, stimulations, and videos that student will engage. The PT program also subscribes to the synchronous and asynchronous learning design. Students will meet with their instructor in weekly Zoom meeting to discuss learning content and learning outcomes such as instruction on EHR data entry. In addition, student will obtain in-person instruction for their hard skills such as vital signs, patient triage and documentation, and administering medication. Lastly, students in the PT program include interactive simulations to capture the real-world scenarios for students to enter the workforce.

This program is divided into two learning units called modules. The first two modules,

PHLEB 101 through PHLEB 102 are classroom modules. Each stands alone as a unit of study and is not

dependent upon the completion of any previous or subsequent module. If students do not complete any

portion of a module, the entire module must be repeated. Students may enter the program in any

of the seven modules and continue through these modules until all have been completed.

Following the successful completion of the first two modules, PHLEB 101 through PHLEB 102, students

participate in a 80-hour externship.

**The Modular System for Hybrid**

The Phlebotomy Technician program contains two modules. Each module is 20 days in length.

Each day contains four hours of class time, which includes one hour of lecture, one hour of

instructional career building/Reading, and two hours of laboratory time.

The Phlebotomy Technician Modules are as follows:

• PHLEB 101— The Role & Responsibilities of the Phlebotomy

• PHLEB 102— The Human Body/ Hematology: Blood and Specimen Collection /Special Procedures

• PHLEB 103 - Externship 80 hours

**In-person Approach**

This program is divided into three learning units called modules. The first two modules,

PHLEB 101-102, are classroom modules. Each stands alone as a unit of study and is not dependent

upon the completion of any previous or subsequent module. If students do not complete any

portion of a module, the entire module must be repeated. Students may enter the program in any

of the four modules and continue through these modules until all have been completed.

Following the successful completion of the first two modules, PHLEB 101-102, students participate

in a 160-hour externship. This constitutes a supervised, practical in-service in a medical office, laboratory,

or clinic in which the student practices direct application of all laboratory functions as a phlebotomist.

Completion of the Phlebotomy Program is acknowledged by the awarding of a certificate**.**

**Program Objectives and Overview**

The objective of the Phlebotomy Program is to provide the student with the appropriate

didactic theory and hands-on skills required and necessary, to prepare them for entry level

positions such as clinical or laboratory phlebotomists. Students study the structure and function of the

major body systems in conjunction with medical terminology and clinical skills. The program is designed

to train students of the proper venipuncture techniques, laboratory procedures, while incorporating the

proper asepsis techniques.

Upon successful completion of this program, the graduate will be able to:

• Demonstrate professionalism and ethical behavior.

• Discuss the healthcare setting as it relates to medical practice and professional

organizations.

• Recognize and respond to verbal and nonverbal communication, and use appropriate

communication techniques.

• Demonstrate knowledge of and use appropriate terminology for the different body systems,

illnesses, and injuries associated with those systems, and diagnostic and therapeutic

procedures.

• Apply principles of infection control and use appropriate aseptic technique.

• Perform clinical responsibilities, including special laboratory procedures, collecting and processing

specimens, recognizing emergencies, and performing CPR and first aid.

• Instruct and teach patients methods of health promotion and disease prevention.

• Maintain accurate patient records.

• Develop a resume and identify a career plan that includes potential job leads, networking

contacts, a job search schedule, interview techniques, and future goals.

**Placement Services**

Essential Medical and Mental Health Institute (EMMI) offers awarding career opportunities. We offer career building skills and resume writing aid. Upon completion of the classroom hours, students are placed in a facility for their externship that will use 90% of their skills to ensure that the students will have continuous hands-on skills and to promote the opportunity to develop and learn new skills. Depending upon the course job assistance is available. The phlebotomy candidates are required to complete an 8-weeks classroom course and clinical training program. Upon completion students are required to complete 80 hours of externship

**The Modular System**

The Phlebotomy Program contains three modules. Each module is 16 days in length. Each

day contains four hours of class time, which includes one hour of lecture, one hour of

instructional career building/Reading, and two hours of laboratory time.

The Phlebotomy Modules are as follows:

• PHLEB 101—The Role & Responsibilities of the Phlebotomy

• PHLEB 102—Hematology: Blood and Specimen Collection /Special Procedures

• PHLEB 103---Externship

*Theory—(One hour of class time per day)*

It is recommended in all teaching aspects that instructors utilize the following strategies for learning in the classroom:

• Present classroom lecture presentations with visual aids and videos.

• Use demonstrations whenever possible.

• Promote research—to assist students in using critical thinking skills.

• Employ group discussions—participation is critical in the learning process.

• Use role-playing when applicable.

• Use simulations—creates a real working environment.

• Use hands-on supervised classroom practices.

*Laboratory/Workgroups—(Two hours of class time per day)*

The same teaching strategies apply in the clinical area. In the clinical area it is important to put students in workgroups to utilize equipment, time, and space more efficiently. Workgroups also help students learn to work with others as a team. During this two hour period the instructor is required to give demonstrations of the expected hands-on skills (called check-offs) for the module, have students practice those skills with other students, and then demonstrate those skills in front of the instructor for a grade.

PHLEBOTOMY SYLLBALUS

Module Description: Overview of Phlebotomy Program

The three modules introduce students to the health care environment and office emergencies and first

aid, with an emphasis on proper blood collection techniques. Students will study a variety of

clinical skills such as Phlebotomy, Specimen Collection, CPR techniques, and special blood collection

skills. Students develop an understanding of good health nutrition and weight control and strategies in

promoting good health in patients. Students gain an understanding of basic anatomy and physiology of

the body systems, common diseases and disorders, and medical terminology related to these systems.

Students study essential medical terminology, and become familiar with the self-directed job search

process by developing career networking techniques that will assist them in being successful in the

medical field.

Theory 32 hours

Clinical/Lab 64 contact hours

Externship 80

Total: 176 hours

The grade scale is as follows: A 100–90 B 89–80 C 79–70 F 69–0

Student must receive a grade of 80% or above to pass this module.

Phlebotomy Textbook:

Phlebotomy Essentials 5th edition

Grading:

The grade distribution for all Modules is as follows:

\* Professionalism = 10%

\* Lab = 30%

\* Keyboarding= 25%

\* Theory (Exams, including Final Exam) = 25%

\* Homework = 10%

\* Totals 100%

Phlebotomy Program Course Hour Breakdown

Program Title: Phlebotomy Technician

Program Length: 2 months

176 Clock Hours

Course Number Course Title Clock Hours

PHLEB 101 The Role & Responsibilities of the Phlebotomy 48

PHLEB 102 Hematology: Laboratory Procedures & Specimen Collection 48

PHLEB 103 Externship 80

Program Total 176

**Essential Medical and Mental Health Institute Mental Health Technician Program**

**Program Description**

The Mental Health Technician Program (Diploma) is structured in an In-person and Hybrid instructional modality. The Mental Health Technician Program (Diploma) is designed to prepare students for entry-level positions as Mental Health Technician in a variety of mental health care settings. The Mental Health Technician program aims to provide the student with the appropriate didactic theory and hands-on skills required and necessary, to prepare them for entry level positions such as Mental Health Technician. Students study the history of mental health care, clinical language and documentation, current theories and therapies, ethical and legal issues, mental health assessment skills, clinical skills and diagnostic, crisis intervention, and therapeutic procedures and practices. In recent years, the mental health profession has become an increasing interest and need for mental healthcare providers/field. Mental health organizations and facilities have become more reliant on mental health technicians for their specialized knowledge and skills. Mental Health Technician services are being sought by medical offices, ambulatory care providers, clinics, urgent care centers, nursing homes, home health agencies, and major hospitals such as: Grady Memorial Hospital, Children Healthcare of Atlanta, Emory Hospital, Veterans Affairs, and Veterans Health Administration. This certificate program prepares graduates to fill entry-level positions in either field previously listed.

**Hybrid Approach**

The course is designed in a Hybrid approach to learning and instruction. The Mental Health Technician (MHT) course uses Canvas as a Learning Management System and include online discussion, tutorials, quizzes, exams, stimulations, and videos that student will engage. The MHT program also subscribes to the synchronous and asynchronous learning design. Students will meet with their instructor in weekly Zoom meeting to discuss learning content and learning outcomes such as instruction on EHR data entry. In addition, student will obtain in-person instruction for their hard skills such as vital signs, patient triage and documentation, and administering medication. Lastly, students in the MHT program include interactive simulations to capture the real-world scenarios for students to enter the workforce.

**In-person Approach**

This program is divided into 5 learning units called Lessons. Each lesson stands alone as a unit of study and is not dependent upon the completion of any previous or subsequent module. If students do not complete any portion of a lesson, the entire module must be repeated. Students may enter the program in any of the five lessons and continue through these lessons until all have been completed.

Following the successful completion of the 4 Lessons, I-IV, students participate in their last lesson

(Lesson V) that aims to provide students with a practical understanding of mental health in the

workplace. Completion of the Mental Health Technician Program is acknowledged by the awarding of a

diploma.

**Program Objectives and Overview**

The objective of the Mental Health Technician Program is to provide the student with the appropriate

didactic theory and hands-on skills required and necessary, to prepare them for entry level

positions such as mental health technician or also called psychiatric technician. Students study the

clinical skills and proper documentation techniques. The program is designed

to train students of the proper vital sign techniques, administration of medication, patient triage, and

clinical assessments.

Upon successful completion of this program, the graduate will be able to:

• Demonstrate professionalism and ethical behavior.

• Discuss the healthcare setting as it relates to mental health practice and professional

organizations.

• Recognize and respond to verbal and nonverbal communication, and use appropriate

communication techniques.

• Demonstrate knowledge of and use appropriate terminology and documentation for the different

theories, mental health illnesses, and symptoms associated with those illnesses and disorders, and

diagnostic and therapeutic procedures.

• Apply principles of infection control and use appropriate aseptic technique.

• Perform clinical responsibilities, including vital signs, recognizing emergencies, and performing CPR

and first aid.

• Instruct and teach patients methods of health promotion and disease prevention.

• Maintain accurate patient records.

• Develop a resume and identify a career plan that includes potential job leads, networking

contacts, a job search schedule, interview techniques, and future goals.

**Placement Services**

Essential Medical and Mental Health Institute (EMMI) offers awarding career opportunities. We offer career building skills and resume writing aid. Upon completion of the classroom hours, students are assisted with career services, career development outlook, resume building skills, and job seeking assistance.

**The Modular System**

The Mental Health Technician Program contains 5 Lessons. Each lesson is 14 days in length. Each

day contains four hours of class time, which includes one hour of lecture, one hour of

instructional career building/Reading, and two hours of laboratory time.

The Mental Health Technician Modules are as follows:

• Lesson I —Foundation of Mental Health

• Lesson II—Mental Health and Patient Care

• Lesson III—Psychological Development and Behavior

• Lesson IV—Pharmacology

• Lesson V—Practical Setting

*Theory—(Eight hour of live class time each week)*

It is recommended in all teaching aspects that instructors utilize the following strategies for learning in the classroom:

• Present classroom lecture presentations with visual aids and videos.

• Use demonstrations whenever possible.

• Promote research—to assist students in using critical thinking skills.

• Employ group discussions—participation is critical in the learning process.

• Use role-playing when applicable.

• Use simulations—creates a real working environment.

• Use hands-on supervised classroom practices.

*Laboratory/Workgroups—(Two hours of class time per week)*

The same teaching strategies apply in the clinical area. In the clinical area it is important to put students in workgroups to utilize equipment, time, and space more efficiently. Work groups also help students learn to work with others as a team. During this two -hour period the instructor is required to give demonstrations of the expected hands-on skills (called check-offs) for the module, have students practice those skills with other students, and then demonstrate those skills in front of the instructor for a grade.

MENTAL HEALTH TECHNICIAN SYLLBALUS

Module Description: Overview of Mental Health Technician Program

The five modules introduce students to the mental health care environment and office emergencies and

first aid, with an emphasis on proper patient care techniques. Students will study a variety of

clinical skills such as CPR techniques, vital signs, and medication administration. Students develop an

understanding of good health nutrition and weight control and strategies in

promoting good mental health in patients. Students gain an understanding of basic anatomy and

physiology of the body systems, common diseases and disorders, and medical terminology related to

these systems. Students study essential medical terminology, and become familiar with the self-directed

job search process by developing career networking techniques that will assist them in being successful in

the medical field.

Theory 80 hours

Clinical/Lab 20 contact hours

Total: 100 hours

The grade scale is as follows: A 100–90 B 89–80 C 79–70 F 69–0

Student must receive a grade of 80% or above to pass this module.

Phlebotomy Textbook:

Foundations of Mental Health Care 6th Edition

Grading:

The grade distribution for all Modules is as follows:

\* Professionalism = 10%

\* Lab = 30%

\* Keyboarding= 25%

\* Theory (Exams, including Final Exam) = 25%

\* Homework = 10%

\* Totals 100%

Mental Health Technician Program Course Hour Breakdown

Program Title: Mental Health Technician

Program Length: 2.5 months

100 Clock Hours

Course Number Course Title Clock Hours

Lesson I Foundation of Mental Health 20

Lesson II Mental Health and Patient Care 20

Lesson III Psychological development and Behavior 20

Lesson IV Pharmacology 20

Lesson V Practical Setting 20

Program Total 100

Student Evaluation

Specifically, what improvements would you make to the Program?

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Did the Instructor provide guidance when needed?

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Would you recommend the program to other students?

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What did you like best about the program?

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Other comments:

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