



**ALL  
HEALTHCARE  
INSTITUTE**

12235 Beach Blvd, Suite 114  
Stanton CA 90680

Cell: 562-469-9302  
Office: 714-799-1550  
All-hci.com

**SCHOOL CATALOG  
01/01/2025 – 12/31/2025**

This catalog is available for download for prospective student or interested person.  
Please visit the webpage <https://all-hci.com/school-catalog-1> to download a copy.  
A copy is also available for pick up in the admission's office.

## IMPORTANT

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to Bureau for Private Postsecondary Education (BPPE) at 1747 N. Market Blvd. Ste 225, Sacramento, CA 95834 or P.O. Box 980818, West Sacramento, CA 95798-0818. Website: **www.bppe.ca.gov** Phone: (888) 370-7589 or by fax (916) 263-1897 / **(916) 574-8900** or by fax (916) 263-1897.

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.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling Toll Free: (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)

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling 888-370-7589 or by visiting [www.osar.bppe.ca.gov](http://www.osar.bppe.ca.gov).

Be informed that All Healthcare Institute has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and had no 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.).

This catalog is updated annually and reflects all information of the approved curricular programs of All Healthcare Institute to provide students and other interested persons prior to enrollment as required by Education Code 94909.

Any concern regarding this School Catalog may be directed to:

All Healthcare Institute  
12235 Beach Blvd, Suite 114  
Stanton CA 90680

Cell: 562-469-9302  
Office: 714-799-1550  
[All-hci.com](http://All-hci.com)

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**History and Ownership:**

The founders and owners of All Healthcare Institute own and operate several businesses in healthcare and education. The over 20 years of combined experiences of the founders gave the inspiration and vision to form the All Healthcare Institute.

All Healthcare Institute, established in 2022, is a private institution. The institution is organized and operated as a California for profit Corporation. The institution is in its early stages and just only beginning to write its own history. We hope to provide a long successful history to come, together.

The institution is organized and operated as a California for profit Corporation.

The members serve as the Governing Board of the School:

**Members:**

1. Monica Cendana Daniel
2. Roxanne Sulio Spencer
3. Jennifer Dayrit/George Dayrit

GoverningBoard is ultimately responsible for the decision-making authority and, in general, is empowered to:

- Set the company's policy, objectives, and overall direction, adopt by laws,
- Name members of the advisory, executive, finance, and other committees,
- Hire, monitor, evaluate, and fire the managing director and senior executives,
- Determine and pay the dividend, and
- Issue additional shares. Though,all its members might not be engaged in the company's day-to-day operations, the entire board is held liable (under the doctrine of collective responsibility) for the consequences of the firm's policies, actions, and failures to act.

**Greetings!**

We at All Healthcare Institute welcome you with open arms. We believe that given the chance, our institution will be able to provide you the comprehensive quality training inthe healthcare field. There is no shortcut in learning so we will provide the straight path forward in your education in healthcare. You do your part and we will do our part. This is our promise to you. Our door is open to anyone who is willing to learn and succeed. No exception! Please read the catalog in its entirety as it contains important information on school policies and available student services.

**Mission Statement:**

All Healthcare Institute's mission is to train motivated students become successful in their quest to become competent healthcare professionals. The fastest way from point A to point B is a straight line. We will provide that straight line to achieve your goal.

**School Objective:**

Provide the healthcare workforce with highly skilled competent healthcare professionals with the highest standards in ethics and values.

To achieve this objective, AHI has developed and made available to students the necessary educational resources and tools that will:

- Provide and instill learning by embracing technological change or assessing technical knowledge and skills that will meet health care needs of the public and the needs of the profession;
- Implement learning plan conducive to individual's needs;

- Provide a forum for an exchange of ideas and discussion on controversial issues and trends facing the profession;
- Relate to the conceptual framework of the particular profession; and
- Provide learning outcomes that apply to their individual practice.

### **SCHEDULE OF OPERATIONS**

The business office is open five days a week. Classes are generally scheduled seven days a week between the hours of 7:00 a.m. to 11:00 p.m. Actual schedules may vary depending upon the available classes.

#### **Class Schedules:**

VN Program – Monday through Friday

8:00 am to 4:00 pm Theory Classes

7:00 am to 3:30 pm or 3:00 pm to 11:30 pm Clinical Training

NA Programs – Monday through Friday

9:00 am to 3:30 pm Theory Classes for Day Time Schedule

7:00 am to 3:30 pm Clinical Training for Day Time Schedule

4:00 pm to 10:00 pm Theory Classes for Evening Schedule

4:00 pm to 8:00 pm Clinical Training for Evening Schedule

HHA Program – Monday through Friday

8:00 am to 4:30 pm Theory and Clinical

All class sessions and instructions are held at 12235 Beach Blvd., Suite 114, Stanton, CA 90680.

### **SCHOOL HOLIDAYS**

The school observes and honors the following holidays:

Martin Luther King's Birthday

President's Day

Memorial Day

Independence Day

Juneteenth

Labor Day

Veteran's Day

Thanksgiving Day

Christmas Day

New Year's Day

Easter Sunday

### **Facilities for VN, NA and HHA Programs**

All Healthcare Institute school facilities comply with all federal, state and local ordinances and regulations, including those related to fire safety, building safety, and health. The School is conveniently located near public transportation and is easily accessible from Freeways 5, 405, 91 and 22. Free parking is available. All programs are residential and taught in person.

All classes are held at 12235 Beach Blvd., Suite 114, Stanton CA 90680. All Healthcare Institute is 2,335 square foot suite on the first floor and consists of two classrooms, two skills laboratory, a student lounge, a resource center and library, reception area, faculty stations, and administrative offices. The skills laboratory has two hospital beds, a mannequin for demonstration and supplies needed for actual patient care demonstration.

#### **Equipment for VN, NA, HHA Programs**

All Healthcare Institute owns and is equipped with instructional equipment that is in good working order and sufficient to meet the needs of the current student body. Equipment and materials used for instruction include but not limited to: audiovisual, hospital beds, linens, mannequin, bedside and overhead table, personal protective equipment, wheelchair, cane, scale, bedside commode, disposable supplies, computers and software and video camcorder.

Practicum and clinical training take place at several off-campus locations. All off-campus sites will be equipped with all of the necessary equipment conducive to teaching and learning for training. Off campus sites will be as close to the campus as possible. Clinical training facilities are approved by the California Department of Public Health and California Board of Vocational Nursing.

Clinical training sites:

<b><i>Sea Cliff Healthcare Center (VN, NA)</i></b>	<b><i>Rowntree Gardens (VN, NA)</i></b>
18811 Florida St.	12151 Dale Street
Huntington Beach, CA 92648	Stanton, CA 90680
<b><i>Stanley Healthcare Center (VN, NA)</i></b>	<b><i>Bel Vista Healthcare Center (VN Only)</i></b>
14102 Springdale Street	5001 E. Anaheim St
Westminster, CA 92683	Long Beach, CA 90804
<b><i>Villa Elena Healthcare Center (VN, NA)</i></b>	<b><i>Paja Medical Group Long Beach (VN only)</i></b>
13226 Studebaker Rd.	780 Atlantic Ave
Norwalk, CA 90650	Long Beach, CA 90813
<b><i>His Nesting Place (VN only)</i></b>	<b><i>Paja Medical Group Los Angeles (VN only)</i></b>
350 E. Market St	1800 Wilshire Blvd.
Long Beach, CA 90805	Los Angeles, CA 90057
<b><i>Mega Hospice Care (HHA only)</i></b>	<b><i>CEI Plus Home Care (HHA only)</i></b>
12235 Beach Blvd., Suite 106	12235 Beach Blvd., Suite 200G
Stanton, CA 90680	Stanton, CA 90680

#### **CLASS SIZE**

The school's number of students in a clinical training setting is up to 15 students per instructor. The maximum number of students in a lecture class is 30 students per instructor.

Advisory Board:

Advisory Board for Nurse Assistant (NA) and Vocational Nursing (VN) Programs

<b>Name</b>	<b>Organization</b>	<b>Programs</b>
Marcial Calagui	Program Director All Healthcare Institute	Vocational and Nurse Assistant Program Home Health Aide Program
Erica G. Castillo	Program Director All Healthcare Institute	Vocational and Nurse Assistant Program Home Health Aide Program

Antoniette Dayrit	RN, MSN, VN Instructor Kaiser Permanente, Homestead	Vocational and Nurse Assistant Program Home Health Aide Program
Eunie Grace Sulio	NA Instructor All Healthcare Institute	Vocational and Nurse Assistant Program Home Health Aide Program
Monica Cendana Daniel	Owner, Homecare Pro Services Inc.	Vocational and Nurse Assistant Program Home Health Aide Program
Jennifer Dayrit	RN, BSN, Case Manager ISYS Solutions	Vocational and Nurse Assistant Program Home Health Aide Program

#### **ADMINISTRATIVE STAFF**

1. Lynette Aquino
2. Kevin Hernandez

#### **PROGRAM DIRECTORS**

1. VOCATIONAL NURSING – Marcial Calagui, RN, BSN
2. NURSE ASSISTING/HOME HEALTH AIDE – Marcial Calagui, RN, BSN

#### **FACULTY LINE-UP**

Vocational Nursing, Nurse Assistant, and HHA Programs

1. Eunie Grace Sulio, LVN (Full-time)
2. Marcial Calagui, RN (Part-time)
3. Erica Castillo, RN (Part-time)
4. Antoniette Dayrit, RN (Part-time)
5. Veronica Tabangin, LVN (Part-time)
6. Janet Blandino, RN, NP (Part-time)

#### **Accreditation**

All Healthcare Institute is not accredited by an accrediting agency recognized by the United States Department of Education. The school does not offer a degree program.

#### **Approvals**

The Nurse Assistant (NA) and HHA program are approved through the California Department of Public Health (CDPH), Licensing and Certification, Nurse Assistant Certification Section.

California Department of Public  
MS 3301, P.O. Box 997416  
Sacramento, CA 95899

The Vocational Nursing program is approved by the Board of Vocational Nursing and Psychiatric Technician (BVNPT).

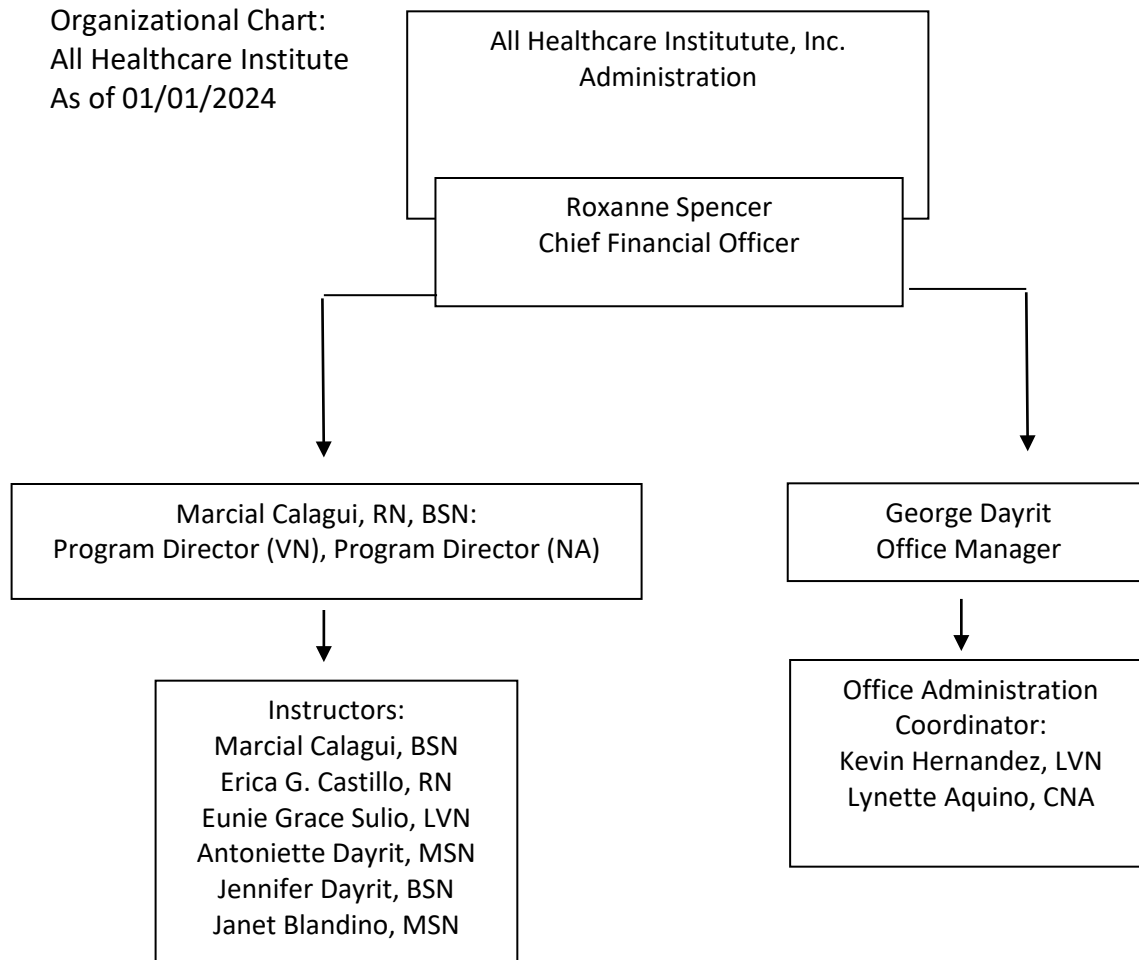
Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, CA 95833  
916-263-7800



All Healthcare Institute is a private institution that is approved to operate by the Bureau for Private Postsecondary Education. Approval means that the institution is in compliance with the California Private Postsecondary Act of 2009.

Bureau for Private Postsecondary Education  
1747 N Market Blvd, Ste 225  
Sacramento, CA 95834  
P.O. Box 980818, West Sacramento, CA 95798-0818  
916-574-8900 or by fax 916-263-1897  
888-370-7589 or by fax 916-263-1897  
Web site Address: [www.bppe.ca.gov](http://www.bppe.ca.gov)  
School Approval Code:64456157

Organizational Chart:  
All Healthcare Institute  
As of 01/01/2024



The school is approved unaccredited and offers a non-degree program, whereas the graduate of the program is eligible to sit for the licensure exam in California. Approved programs from BVNPT and CDPH upon obtaining the licensure/certification are recognized for employment positions, including, but not limited to, positions with the State of California. A student enrolled in an unaccredited institution is not eligible for federal financial aid programs.

### **Length of Program**

All Healthcare Institute meets the minimum required training hours for the, vocational nurse training program, nurse assistant program and HHA program set forth by California Code of Regulations (CCR) Title 22, Section 71835(n) and the Board of Vocational Nursing.

### **Program Clock Hours**

Program	Theory hours	Clinical/Skills hours	Credit	Weeks
VN Fulltime Program	576 hrs	816 hrs/138 hrs	N/A	54 weeks
NA Day and Evening Program	62 hrs	100 hrs/18 hrs	N/A	6 weeks/8 weeks
HHA Day Program	20 hrs	20 hrs		1 week

### **Transfer/Experiential Credits (No Fees for Assessment of Credits)**

All Healthcare Institute will review transfer of credits; but do not guarantee acceptance of credit.

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

All programs in All Healthcare Institute are awarded a diploma credential. The transferability of credits you earn at All Healthcare Institute (AHI) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the educational program you earn in AHI is also at the complete discretion of the institution to which you may seek to transfer. If the educational program that you earn at this institution is 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 AHI to determine if your educational program will transfer.

### **CREDIT GRANTING POLICY**

AHI may grant credit to a student for prior completed hours from an accredited institution only if:

1. The prior learning is equivalent to a college or university level of learning;
2. The completed hours are directly applicable to our program;
3. The completed hours show passing grades for both theory and clinical.

Official transcripts from previous school must be submitted and evaluated by AHI to award credit.

The institution will consider credit from other institutions accredited by an agency recognized by the U.S. Department of Education or the Council of Higher Education Accreditation (CHEA).

Credit granting for those students who wish to receive credit for previous education is based on the Vocational Nursing Practice Act Rules and Regulations Section 2535 and the Board of Vocational Nursing and Psychiatric Technician guidelines for developing a credit granting policy.

Transfer credit will be given for related previous education completed within the last five years. This includes the following courses:

- 1 . Approved vocational or practical nursing courses.
- 2 . Approved registered nursing courses.
- 3 . Approved psychiatric technician courses
- 4 . Armed services nursing courses.
- 5 . Certified nurse assistant course.
- 6 . Other courses the school determines are equivalent to courses in the program.

Credit will be determined by written and/or practical examinations.

In order for credit to be considered, the student must:

1. Complete the Credit Granting Request Form.
2. Submit official transcripts of course work.
3. Satisfactorily perform clinical skills assessment at the required level.

All students who present previous education related to the program must complete the Credit Granting Request form, even if the student does not want the credit and mark the box refusing credit.

Coursework from all other institutions, including foreign institutions, require an institution equivalency report. Previous education relating to the course program taken may be given credits upon presenting an official transcript of record. Hours of credit will be calculated based on hours of equivalency.

Request for credit granting and approval must be done and completed before commencing the Vocational Nursing Program. The school will allow a maximum of 450 clock hours to ensure the majority of training will be conducted in the All Healthcare Institute. The student will be given an opportunity to attend the credited classes at no additional cost to the student but rather to serve as review of the credited classes.

#### **Transfer Credit Appeal Process**

All students have the right to appeal a transfer credit decision. An appeal must be filed within ten (10) calendar days after receiving a transcript evaluation and should be sent in writing to the Program Director's email: Marcial Calagui's email:mcc@all-hci.com with any supporting documentation

**All appeal deadlines and decisions are final and no exceptions can be made.**

#### **Transfer or Articulation Agreements**

All Healthcare Institute has not entered into a transfer or articulation agreement with any other college or university.

#### **JOB CLASSIFICATIONS FOR EACH PROGRAM**

##### **Licensed Practical and Licensed Vocational Nurses – SOC 29-2061**

Care for ill, injured, or convalescing patients or persons with disabilities in hospitals, nursing homes, clinics, private homes, group homes, and similar institutions. May work under the supervision of a registered nurse. Licensing required.

**Nursing Assistants – SOC 31-1014**

Provide basic patient care under direction of nursing staff. Perform duties such as feed, bathe, dress, groom, or move patients, or change linens. May transfer or transport patients. Includes nursing care attendants, nursing aides, and nursing attendants.

**Home Health Aides – SOC 31-1011**

Provide routine individualized healthcare such as changing bandages and dressing wounds, and applying topical medications to the elderly, convalescents, or persons with disabilities at the patient's home or in a care facility. Monitor or report changes in health status. May also provide personal care such as bathing, dressing, and grooming of patient.

**Admission Requirements for VN, NA and HHA Program**

Vocational Nurse Training Program requires students to have a high school diploma or equivalent to be admitted; and must pass the VN program's AHI pre-admission entrance examination provided by AHI. See below. High school diploma from a foreign country must be evaluated for US equivalency.

Nurse Assistant and Home Health Aide requires a high school diploma or its equivalency or show ability to communicate competently to be able to participate in a training and learning environment by successfully passing the TABE Basic Level entrance exam provided by AHI.

Be at least 18 years of age.

- Must have a high school diploma or its equivalency to be admitted to the VN program
- For VN Program: If students have recently taken the HESI A2 or TEAS. We will accept students in the program with a score of 70% or better in their TEAS or HESI A2 exam if it was taken within six months as of the date of enrollment and will not be required to the AHI Preadmission Test.
- For NA and HHA only: If students do not have high school diploma or its equivalency, the students must pass AHI's entrance examination to be accepted into the NA or HHA programs. Entrance exam consist of items testing the adult's basic education.
- Submit completed physical examination report, and TB test or chest X-ray report. TB test must be done within the last 12 months. Chest X-ray is needed if tested positive for TB. Chest X-ray reports is valid for 2 years.
- Submit Immunization records, Influenza vaccine and current COVID vaccine/booster.
- Pass a criminal background check
- LIVE Scan screening for NA and HHA
- Submit a valid ID and Social Security card
- HHA students must have active C N A certification to be accepted into the HHA program.

**Health Exam and Screening Requirements**

Each student enrolled in VN, NA, or HHA training programs shall have a health examination prior to participating in segments of the program which involve contact with patients in a nursing facility.

This examination shall include:

- A medical history and physical examination.
- A test for tuberculosis infection that is recommended by the federal Centers for Disease Control and Prevention (CDC) and licensed by the federal Food and Drug Administration (FDA), unless

medically contraindicated. If a positive test result is obtained, a chest x-ray shall be taken within 90 days of starting clinical, unless medically contraindicated.

- A report, signed by the physician, physician's assistant or nurse practitioner, shall be provided to the nursing facility. This report shall indicate that "the student does not have any health condition that would create a hazard to self or other."
- The MMR (measles, mumps, and rubella) vaccinations are optional for students; however, are not required by the training program, unless otherwise required by the clinical training sites.
- The Hepatitis B vaccines are optional for students; however, are not required by the training program, unless otherwise required by the clinical training sites.
- Flu vaccine as a requirement annually.
- COVID vaccine and booster

### **HEALTH REQUIREMENTS**

Students accepted in the nursing program will need to complete all health requirements prior to being allowed to do the clinical training portion. Results of the health screening must be submitted to the admissions office. These requirements are mandated by the affiliating hospitals in order to protect both the patient and health worker (student nurse). Health requirements are reviewed every term the student is in the program to assure they are current. Not maintaining required health status will result in dismissal from the nursing program.

Pregnant and postpartum students may continue in, or return to the nursing program at the discretion of the faculty and the student's physician. Periodic statements of physical fitness may be required for any student who has been recently seriously ill or hospitalized.

All Healthcare Institute will notify the Board of Vocational Nursing and Psychiatric Technicians in writing of any student requiring special assistance for any verified disability. If any student expects this assistance, please contact the Administrator of the Vocational Nursing Program at All Healthcare Institute and make needs known in writing four months prior to taking the NCLEX-PN®.

### **CRIMINAL BACKGROUND CLEARANCE POLICY**

**Upon enrollment** in a training program for nurse assistant certification and/or HHA certification, students must fill out CDPH283B Forms and complete and submit LiveScan form.

How to fill out CDPH 283B

Student fills out Section I-III.

School fills out Section IV.

#### **Live Scan Form**

All students complete LiveScan fingerprinting upon enrollment in NA or HHA. LiveScan is required for VN upon submission of the Board application prior to NCLEX Board exam. If LiveScan result matches the fingerprints in the Department of Justice database (oag.ca.gov), the student may be disqualified from admission and from taking the certification exam.

School submits CDPH283B and LiveScan forms to the Department's Aide & Technician Certification Section Registry upon student enrollment. School keeps copies of Initial CDPH283B in student files for 5 years.

If applicants have concerns about prior convictions of a crime or misdemeanor, they may contact the California Department of Public Health at (916)327-2445 or write to:

Criminal Background Section  
P.O. Box 997416, MS 3304  
Sacramento, CA 95899

### **Enrollment Procedure**

- After being granted admission, a prospective student is required to sign an enrollment agreement detailing the specific training the student will receive, the costs the student will incur, and when the student will begin classes.
- Application form must be completed and signed.
- Enrollment Agreement form must be signed.
- Submit Social Security Card copy.
- Submit Copy of the Driver's license.
- Submit completed physical examination form.
- Complete criminal screening form.
- Consent to Release of Information Form.
- Full payment is due on or before first day of class or
- Payment agreement has been signed by both agreed parties (the school and student).

### **ABILITY-TO-BENEFIT STUDENTS POLICY**

The school does not accept ATB testing (ability-to-benefit) students for its programs.

### **Students from Other Countries**

The school does not accept students outside the United States.

### **ENGLISH LANGUAGE POLICY**

The student must have sufficient knowledge of the English language to enable effective oral and written communication and to function in a regular educational setting without special assistance. Applicants whose native language is not English are evaluated based on the results of English proficiency such as the Test of English as a Foreign Language (TOEFL). A TOEFL score of 65 – 85 is acceptable level to be an effective learner.

The primary language of instruction, both in theory and clinical, is English. Applicant needing assistance with English speaking, reading, and writing skills may take advantage of English as a Second Language (ESL) classes and advised to enroll from any institutions at their own expense. The institution does not provide English language services, including instruction such as ESL.

Applicants whose native language is not English may be evaluated by the school based on the results of Testing for Adult Basic Education English (TABE Test) level I if students do not have TOEFL.

## **REQUIREMENTS FOR COMPLETION OF EACH PROGRAM**

A diploma will be awarded upon successful completion of all courses with a grade of 75% or better and all other curriculum requirements. Specifically, the student must pass the comprehensive exit exam to be considered a graduate of the program. Students must also meet all applicable clinical, administrative, clerical, classroom and laboratory skill proficiency standards, and must satisfactorily perform the applicable clinical or practical or hands-on portion of their training. Student must settle all financial obligations from the school to receive clearance to graduate.

The following are required number of hours for graduation:

- |                                       |            |
|---------------------------------------|------------|
| 1 . Vocational Nursing Program        | 1530 Hours |
| 2 . Nurse Assistant Training Program  | 162 Hours  |
| 3 . Home Health Aide Training Program | 40 Hours   |

## **GENERAL REQUIREMENTS & ELIGIBILITY FOR LICENSURE**

### **Vocational Nursing:**

1. Minimum age: 17 years.
2. Completion of the 12<sup>th</sup> grade of schooling or its equivalent.
3. Graduation from an accredited or approved vocational nursing program or its equivalent.
4. Successful completion of a written examination titled the National Council Licensing Examination for Practical (Vocational) Nursing (NCLEX).
5. Provide the Board with a social security number prior to scheduling for examination.
6. Has committed no act which, if committed by an LVN, would be grounds for disciplinary action.
7. After successful completion of the examination, the applicant must submit an initial license fee.
8. Graduation from a California accredited school of vocational nursing. (Accredited programs offer a course of instruction that is minimally 1,530 hours in length. Required curricular content includes anatomy and physiology, normal growth and development; psychology, nutrition, pharmacology, nursing fundamentals, medical/surgical, obstetrical, pediatric, gerontological and rehabilitation nursing theory and supervised clinical experience).

### **Nurse Assistant Requirement for Certification:**

Upon completion of the program, a graduate may sit for the Nurse Assistant Competency exam for licensure. Documents must be sent to the Aide and Technician Certification Section of the California Department of Public Health Licensing and Certification Program (ATCS). The school sends an original and official transcript showing that the student successfully graduated from the program

#### **Eligibility for Certification**

The nurse assistant program is approved by the California Department of Public Health (CDPH). At the completion of the training program, the students are qualified to take the certification exam through The NNAAP (National Nurse Aide Assessment Program). Upon successfully passing the certification examination, the candidate will receive a CNA license from the CDPH and can practice as a CNA in the state of California.

The school will schedule the students for the first available certification exams through the Regional Testing Center for the NNAAP.

NATP School refers students to CDPH approved testing vendor, National Nurse Aide Assessment Program for competency evaluation exam.

In 1987, the Nursing Home Reform Act was adopted by Congress as part of the Omnibus Budget Reconciliation Act (OBRA '87). It was designed to improve the quality of care in long - term health care

facilities and to define training and evaluation standards for Nurse Assistants who work in such facilities. Each state is responsible for following the terms of this federal law. As defined in the OBRA regulations, a Nurse Assistant competency evaluation program provides specific standards for Nurse Assistant related knowledge and skills. The purpose of a Nurse Assistant competency evaluation program is to ensure that candidates who are seeking to be Nurse Assistants understand these standards and can competently and safely perform the job of an entry - level Nurse Assistant.

There are two parts to the Nurse Assistant competency examination—a multiple - choice knowledge test and a manual skills test. Exam candidates must complete an approved training program, pass both parts of the exam and meet all other requirements of CDPH to qualify for certification as a Nurse Assistant in California. The information in the School Catalog will include Testing Policy to help candidates prepare for the examination.

### **Scheduling a Nurse Assistant Exam**

In order to schedule an examination date, candidates must successfully complete an approved training program. State and federal regulations allow candidates three (3) attempts to pass both the Skills Evaluation and the Written (or Oral) Examination. If candidate should fail either part or both parts three (3) times, the candidate will be required to successfully complete a state-approved training program and re-take both parts. Candidate must take and pass both the Written (or Oral) Examination and the Skills Evaluation within twenty-four (24) months of the Nurse Assistant training in order to be placed on the California Nurse Assistant Registry.

Each candidate must complete the CNA Exam Registration Form Southern Region (See Exhibit U). The exam fee is not included in the program cost. For re-take exam, candidates are responsible for the appropriate testing fees. The candidate must submit both exam fee and exam registration form directly to:

Regional Testing Center Golden West College  
15744 Golden West Street – Forum I, Room 112A  
Huntington Beach, CA 92647

### **Testing Day:**

Bring your original social security card, photo identification, original 283B Initial Application form or original approval notice with you to the examination. (Note: copies of your social security card, laminated social security cards or receipts from the SSA will not be accepted).

If you fail to bring any of the above listed documents or if you do NOT present them at the day of testing registration, you may not take the examination. You will be required to reschedule and pay the rescheduling fee. First and last names on 283b/932 form, photo identification, social security card and all presented documentation must be exactly the same or you will not be permitted to take the examination.

### **Rescheduling Policy NA Certification Exam**

If you are unable to attend your scheduled examination or do not bring the required documents for testing you will be charged a \$25 rescheduling fee.

Send and new registration application with the rescheduling fee to the Regional Test Coordination Center to reapply for the exam. A \$25 reschedule fee will apply for all cancelled, rescheduled or missed



exams. See candidate handbook for details. All registration materials are processed upon receipt, therefore there are no refunds

### **Home Health Aide Certification Requirements**

Upon completion of the HHA 40 hour training program, the school will submit form CDPH 183 to Aide and Technician Certification Section (ATCS) to confirm and inform the student has met all required hours and training for certification.

### **NONDISCRIMINATORY POLICY**

All Healthcare Institute admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

### **STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)**

All Healthcare Institute, in compliance with Federal and state regulations, requires that all students maintain satisfactory academic progress toward the completion of a diploma, or certificate in order to be eligible and remain in good academic standing and continue their enrollment. This SAP policy is applied consistently to all students of All Healthcare Institute regardless of whether or not federal aid is received by the students.

All students must satisfactorily complete their program within 150% of the normal timeframe. Evaluations will determine if the student has met the minimum requirements for satisfactory academic progress.

### **NATP/HHA Programs:**

The student's final grade will be computed based on the following average:

<b>THEORY</b>	<b>PERCENTAGE</b>
Quiz	15%
Attendance/Professionalism	15%
Unit Tests	30%
Final Comprehensive Exam	40%
Total	100%

<b>CLINICAL:</b>	1. Completion of Clinical Objectives
	2. Satisfactory Clinical Evaluation

**Grading Scale:** 75% is required to pass the course.

95-100	Excellent
90-94	Very Good
85-89	Good
80-84	Satisfactory
75-79	Average

Below 75	Fail
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### **The Effect of Course Withdrawals, Incomplete Grades, Repeated Courses, Non-credit Courses, Transfer Credits and Remedial Courses on Satisfactory Academic Progress**

If a student withdraws from a course officially or unofficially, the credit hours for which he/she registered will still be calculated as hours attempted for that term; and therefore, the withdrawal would have effect on the student's academic status in terms of the Policy on Satisfactory Academic Progress.

If a student enrolls for a course and does not withdraw officially, incomplete grade will be assigned. A student who receives an incomplete grade is expected to complete whatever remains to be completed to remove the incomplete grade by the end of the Term. For each grade of Incomplete that is not removed within the established time limit, a grade F will be recorded on the student's permanent record.

However, incomplete grade counts as credits attempted for the purpose of calculating the successful course completion percentage, but is not included in the GPA and credits completed until the incomplete grade changes to a passing or failing grade.

A student who repeats a course for any reason will affect the quantitative measure since they count toward courses attempted.

The course which a student remediates as well as incomplete courses will be counted in the quantitative measure of the student's progress.

Credits from other institutions will be added to resident enrolled credits to determine the total number of enrolled credits when calculating the Maximum Time Frame. All transfer credits are not included as attempt but treated as completion of program's total hours. Transfer credits do not affect the GPA for Satisfactory Academic Progress.

### **Reinstatement**

The Program Director may waive the Standards of Satisfactory Academic Progress for circumstances of poor health, family crisis, or other significant occurrence outside the control of the student. These circumstances must be documented by the student to demonstrate that they had an adverse impact on the student's performance. Students will be given time to make up the affected grades. Students who do not meet the requirements of Satisfactory Academic Progress will be placed on probation. Required academic progress for students placed on academic probation includes the achievement of 75% or better as well as satisfactory class attendance and completion of hours attempted. If the student meets requirements, he/she will be removed from probation and may be reinstated.

Student on academic probation who fails to meet either the quantitative or qualitative requirement by the end of probationary status is subject to termination from the program.

If a student desires to continue the program, academic evaluation will be conducted by the Program director to determine the ability of the student to satisfactorily complete the program.

**Academic Probation**

A student's unsatisfactory progress due to failed subject will result in academic probation and will require mandatory remediation of the failed subject. The student must successfully complete and pass remediation for the failed subject. The passing score for the remediation exam will replace the previously failed grade.

Remediation will keep students on probation status until student successfully demonstrates meeting of objectives in the remediated subject. Once the student has passed the remediation exam, the student is removed from probation status.

Probationary status may also be initiated if a student's performance jeopardizes minimum patient care standards, or when patterns of behavior of performance interfere with a student's progress. The administration may initiate probation when the student is not meeting the theory and/or clinical objectives.

When this happens, student shall be promptly informed in writing of probationary status. Student placed on probation shall be counseled, according to established probationary status. The terms of the probation will be stated in writing, to include criteria for removal of probationary status.

Required academic progress for students placed on academic probation includes the achievement of 75% or better as well as satisfactory class attendance and completion of hours attempted. If the student meets requirements, he/she will be removed from probation.

If it has been concluded that all efforts of remediation have been exhausted, and a student still continues to be deficient in theory and/or clinical practice despite several remediation sessions, he/she may be terminated from the program.

**Appeal Process**

An appeal process is available to students who are placed on suspension or termination for lack of Satisfactory Academic Progress. If unusual circumstances have affected a student's progress, the decision to suspend or terminate may be appealed. Requests for appeals must be made in writing to the Program Director. Appeals must be submitted no later than the end of the first week of classes following the suspended term or within 10 calendar days of the date on the academic progress letter, whichever is later. Outcome of the appeal will be decided within 5 business days.

**Attendance Policy**

The student is expected to attend every meeting of all classes. Disregard of the expectation may result in dismissal from the program according to the following Policy:

1. Attendance and punctuality is expected in all classes and clinical sessions.
2. Absence is defined as not being present or arriving more than 50 minutes late. If a student arrives after 50 minutes, he/she will be sent home and a day's attendance must be made-up.
3. A tardy is defined as arriving 10 minutes after the contracted time for class and/or up to 50 minutes past the start of the class (students who arrive 51 minutes late are marked absent). Three tardies equal one absence.
4. Excessive tardiness and absences are unacceptable and the student may be dropped from the program.

5. A student who has three (3) tardies or three (3) absences within a term either theory or clinical will be placed on academic probation. If the student does not show improvement in his/her attendance performance while on academic probation, then the student will be suspended for one week both theory and clinical.
6. While serving suspension, the student must make up the hours missed during suspension in addition to the hours missed due to suspension.
7. Student while on suspension may turn in the scheduled Theory assignments according to the syllabus for the days during suspension. Unit test and final exam may be taken during the make-up hours.
8. Upon completion of the suspension and if the student continues to show poor attendance record despite of the suspension, the student will be automatically terminated from the program. Only one suspension is allowed due to accumulated hours will not be able to make up before the next term.
9. All absences for theory and/or clinical must be made up. There are no EXCUSED absences. Instructors will issue advisories for theory/clinical absences and tardies. It is the student's ultimate responsibility to keep records of his/her clinical and theory absences and/or tardies.
10. In the make-up days theories can be made up by completing readings, writing papers, attending workshops on the objectives missed.
11. Clinical must be made up at the clinical site or skills lab completing missed hands-on objectives.
12. Objectives that have been missed because of absences will have to be met before the student progresses to the next term. Arrangements must be made with the instructor and approved by the Program Director.
13. Should an emergency arise, the clinical or theory instructor must be notified by calling the school or clinical facility at least one hour prior to the expected beginning time. Absences and tardiness will be evaluated on a case-by-case basis as to whether the student will be retained or dismissed from the program.
14. Contagious illnesses, the demise of a family member, and equally catastrophic absences will be taken into consideration for student retention.
15. Absences may make it impossible for a student to meet course objectives and may result in failing of the course. However, unexpected circumstances may be unavoidable. The school's delivery of the program allows for students to make up missed days on Fridays. Available make up days are posted on the yearly schedule.

**Cutting Classes** – Cutting of classes will be considered as unexcused absences.

#### **DRESS CODE POLICY**

Uniforms must be worn clean and wrinkle-free. Any need for variation from regulation uniform must be discussed and approved by the Program Director.

1. Students must be in full uniform during class and in clinical training.
2. Each student must maintain the appearance of their uniforms.
3. A plain white sweater or jacket (without a hood) may be worn with the uniform. Under shirts must be white or matching color with the uniform and inconspicuous (no flowers, stripes, logos, etc.). Make up should be moderate.
4. Shoes must be clean. White shoes and laces are preferred but not required. Shoes must meet hospital safety. No open toes or heels permitted.

5. Shoe wear will consist of all leather upper shoe with good arch support and nonskid soles (no clogs). Plain white hose (preferred) to be worn with the dress and plain white socks (preferred) covering the ankle to be worn with the pants.
6. Students are required to have a watch with a mechanism that records seconds; bandage; scissors; stethoscope with dual head; penlight; protective eye wear as appropriate; and two black pens.
7. No jewelry, other than a watch, school ring, or wedding band is permitted.
8. Hair is to be neat, clean, and off the collar. Hair capable of falling forward, are not acceptable. Hair accessories are to be plain, small, and match the hair color.
9. Beards/mustaches are to be neat and well groomed.
10. Wearing of hats is not allowed.
11. Nails are to be manicured. No polish or artificial nails of any kind is permitted. Length of nails not to exceed length of fingers when palm is turned upward.
12. Tattoos must be covered with school uniform or white undergarment. Body piercing accessories are not allowed in class and in the clinical area.
13. Student ID badge are to be visible when worn in class and in clinical sites and approved by school activities.
14. beepers/cell phones may not be utilized in the classroom and in the clinical area without consent from the instructor unless in emergency situations.
15. Gum chewing is not allowed in class and in the clinical area.

#### **Evaluation Methodology for Student Progress in the VN Program:**

The progress of the student for each subject is based on written examinations covering the theoretical content for the learning objectives. The results are discussed during monthly faculty meetings with the objective to improve and maintain student learning.

Students are measured for their performance each term. Students must achieve 75% or better for each subject and must have 75% or better for each subject in order to move on to the next term. There are a minimum of five (5) subjects per term. To address student's weaknesses early, if a student's grade is below 75% in the Unit Test, the student will be offered free tutoring prior to the next written test to help students avoid failing the subject. Students will be allowed two remediations in a term. If a student's grade is below 75% in a subject the student will need to attend mandatory tutoring for the next subject to improve his/her performance and will be put on a warning status. If the student's grade is below 75% a second time the student will continue to attend tutoring and will be placed on a probation status to avoid the third failed subject. Failing a third time will cause immediate termination from the program. Please see tutoring session request form.

At the end of each term all grades will be calculated to determine the student's performance to evaluate competency to move forward. If the student has one or two subjects with below 75% grade, the student must remediate the subject/s by taking a remedial exam and pass the remedial exam/s to move to the next term. Please see remediation policy and remediation form.

At the end of each term, to help the students, the school has integrated a week off before starting the next term dedicated to helping the students with remediation or makeup hours and NCLEX materials preparation with NextGen type questions.

**If the student earns below 75% in one of the subjects for the current term due to the failed subjects and failed remediations, the student will be terminated from the program.**

Students may re-enroll and repeat the failed subject. Students will resume attendance at the start of the subject to be repeated. Repeated subject will be charged for the hours repeated according to the current hourly rate of the tuition. Re-enrollment is allowed if space is available.

#### **VN Program Grading System:**

Students are graded on objective written tests on class lectures, assignments and return demonstrations of clinical skills. Any written assignment not submitted when due or any test missed will be rated zero. Student will have one week to make up or the zero will stay in the record. The student's final grade will be computed based on the following average:

#### **Evaluation Criteria Per Subject Matter:**

##### **A. Theory:**

Quiz/Homework	25%
Unit Test	35%
Final Exam	40%
<b>Total</b>	<b>100%</b>

#### **Grading Scale:**

95-100	Excellent
90-94	Very Good
85-89	Good
80-84	Satisfactory
75-79	Average
Below 75	Fail

The clinical instructor with the intent of ensuring students the opportunity to perform required clinical skills satisfactory closely monitors student skills list. Skills lab is also available to students around class time for the purposes of improving skills. The faculty initials skills when a student has performed the skill satisfactory. The skills checklist serves as an evaluation tool for the student and faculty to guide student individual needs.

The clinical grading scale reflects 75 -100 % as satisfactory, and 0 – 74 % as unsatisfactory. Students are required to satisfactorily pass the clinical component of the term to receive credit for the term. The clinical grading is on a pass/fail basis according to the evaluation criteria outlined in the syllabus. If the clinical performance is rated unsatisfactory or unsafe, the student will not be allowed to progress in the program. Students may be dropped without warning at any time for unsatisfactory or unsafe patient care.

Generally, unsatisfactory/unsafe clinical performance is determined by the following:

1. Unsatisfactory performance to achieve clinical objectives.
2. Poor standards in professionalism due to absences and tardiness.
3. Regression to a previous of lesser level of performance.

4. Unsafe patient care which is defined by, but not limited to:
5. Patient is placed in physical or emotional jeopardy.
6. Communication (written or verbal) is incongruent with care provided.
7. Inability of the student to comply with written and/or verbal instruction in the clinical setting.

#### **B. Clinical:**

Professionalism	15%
Drug Study	15%
Skills	70%
Total	100%

Percentage Equivalent	Rating Scale
75% - Above	Pass
74% - Below	Fail

Students professionalism will be based on punctuality, participation and cooperation.

The instructor evaluates student's performance based on the VN Skills Checklist. This tool will be used to assess student's satisfactory performance evaluation. Upon completion of the clinical skill competencies with passing mark, students will be considered to have successfully met the Satisfactory Academic Progress and will be allowed to progress to the next term.

If a student fails the clinical component of the subject, remediation will be offered and the student will need to see the program director for remediation process:

1. The student will be required to demonstrate and pass the failed clinical skill competencies in the Skills Lab setting.
2. The student, after demonstrating satisfactory performance evaluation of identified clinical skill competencies, will be allowed to proceed to the next term.
3. While the clinical evaluation is ongoing, the faculty with the director will write a plan of action for remediation. All documentation of outcomes are to be recorded in a separate binder immediately after the remediation and the students addressed if they are at-risk for failure. A copy of this document will be filed individually in a student's academic folder.
4. A student is closely watched for signs of another possible failure.

#### **Remediation Policy**

At the end of each term all grades will be calculated to determine the student's performance to evaluate competency to move forward. If the student has one or two subjects with below 75% grade, the student must remediate the subject/s by taking a remedial exam and pass the remedial exam/s to move to the next term.

The remedial exam will consist of objectives covered in the subject and will be 100 questions. Students must score 75 or above out of the 100 questions to pass the remedial exam. Students can only earn a maximum score of 75 regardless of the student's actual score in the remedial exam. The 75 score in the remedial exam will replace the "Final Grade" in the subject matter.

At the end of each term, in order to help the students, the school has integrated a week in between before starting the next term dedicated in helping the students with remediation or make up hours and ATI materials.

#### **Remediation Process:**

The Remediation Form will be completed and signed by the student and the instructor or Program Director. The remediation is designed to help students improve the overall grade point average to help meet student academic progress requirements. See sample table below:

VOCATIONAL NURSING PROGRAM	HW/Quiz	Unit Test	Final Exam	Final Grade	After Remediation
Term I	25%	35%	40%	100%	Final Grades
Anatomy and Physiology	95	60	60	68.75	75.00
Nutrition	100	75	60	75.25	75.25
Growth and Development	100	85	82	87.55	87.55
Psychology	100	65	75	77.75	77.75
Foundations of Nursing	100	60	70	74.00	75.00

Based on the sample above, the student's Term I performance is unsatisfactory with two subjects below 75%. The student needed to take a remedial exam for Anatomy and Physiology and Foundations of Nursing in order to meet the 75% overall GPA for the term. The student must have all grades with 75 or better to avoid termination.

## ACADEMIC HONOR CODE

### Cheating:

Cheating is any act or attempted act of fraud, deception or distortion of the truth by which a student misrepresents mastery or understanding of academic information or material. Cheating includes, but is not limited to:

1. The use of unauthorized sources of information during tests. This would include, but is not limited to, crib sheets, electronic devices, dictionaries, texts, and/or other aids excluded by the instructor and/or lab administrator. It also includes any act or the use of any item which would be deemed as cheating by a reasonable person.
2. Looking at another student's exam or using another's exams, assignments, or other work, or allowing another student to do so.
3. Completing an exam or assignment for another person or allowing another person to complete any part of an assignment or exam for one's self.
4. Altering grades, class work, and resubmitting that work for reconsideration.
5. Engaging in any kind of unauthorized assistance or communication with another person during an exam.
6. Purchasing, copying, accepting, stealing, or otherwise obtaining exam information, assignments, or other class work.

### Plagiarism:

Plagiarism is the inclusion in total or part of another's words, ideas, work, material, or data as one's own. Plagiarism includes, but is not limited to

1. Quoting or paraphrasing materials without citing the source in some acceptable manner and submitting those materials as one's own work.
2. Copying, using or borrowing another's ideas, assignments, test answers, lab work, research, report, term paper, computer program, file or date, etc., and submitting it as one's own work or allowing another student to do so.
3. Submitting as one's own work, work prepared by others or prepared in collaboration with others.



4. Reproducing another's work so closely that any reasonable person would, after careful evaluation of the circumstances, conclude that plagiarism has occurred.

**Falsification/Fabrication:**

Any act of inventing or altering information in order to deceive is considered falsification or fabrication. Falsification or fabrication includes, but is not limited to:

1. Inventing and submitting of falsified, fabricated, or fictitious information or falsely attributing the source as coming from another person or material.
2. Falsifying signatures on required forms or other academic records.
3. Using another person's identification, falsifying one's identification, or representing one's self as another person. Changing official academic records or documents, without going through a proper approval process.

Students will receive a failing grade on the examination or the course for noncompliance to the academic code.

**STANDARDS FOR STUDENT CONDUCT**

*(California Code of Regulations, Title 5, Article 2, Section 41301)*

All Healthcare Institute is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community must choose behaviors that contribute toward this end. Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

**UNACCEPTABLE STUDENT BEHAVIORS**

The following unacceptable behaviors are subject to disciplinary sanctions:

1. Dishonesty, including:
  - a. Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage
  - b. Furnishing false information to a school official, faculty member, or campus office
  - c. Forgery, alteration, or misuse of a school document, key, or identification instrument
  - d. Misrepresenting one's self to be an authorized agent of the school or one of its auxiliaries.
2. Unauthorized entry into, presence in, use of, or misuse of school property.
3. Willful, material and substantial disruption or obstruction of a school-related activity, or any on-campus activity.
4. Participating in an activity that substantially and materially disrupts the normal operations of the school or infringes on the rights of members of the school community.
5. Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus school related activity
6. Disorderly, lewd, indecent, or obscene behavior at a school related activity, or directed toward a member of the school community.
7. Conduct that threatens or endangers the health or safety of any person within or related to the school community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
8. Hazing, or conspiracy to haze, as defined in Education Code Sections 32050 and 32051:

"Hazing" includes any method of initiation or pre-initiation into a student organization, or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any school, community college, college, university or other educational institution in this state; but the term "hazing" does not include customary athletic events or other similar contests or competitions. A group of students acting together may be considered a 'student organization' for purposes of this section whether or not they are officially recognized. Neither the express or implied consent of a victim of hazing, nor the lack of active participation while hazing is going on is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act and is also a violation of this section."

9. Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, or the misuse of legal pharmaceutical drugs
10. Use, possession, manufacture, or distribution of alcoholic beverages, or public intoxication while on campus or at a school-related activity.
11. Theft of property or services from the school community, or misappropriation of school resources.
12. Unauthorized destruction, or damage to school property or other property in the school community.
13. Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals on campus or at a school related activity.
14. Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
15. Misuse of computer facilities or resources, including:
  - a. Unauthorized entry into a file for any purpose.
  - b. Unauthorized transfer of a file.
  - c. Use of another's identification or password.
  - d. Use of computing facilities, campus network, or other resources to interfere with the work of another member of the school community.
  - e. Use of computing facilities and resources to send obscene or intimidating and abusive messages.
  - f. Use of computing facilities and resources to interfere with normal school operations.
  - g. Use of computing facilities and resources in violation of copyright laws.
  - h. Violation of a campus computer use policy.
16. Violation of any published school policy, rule, regulation or presidential order.
17. Failure to comply with directions or, or interference with, any school official or any public safety officer while acting in the performance of his/her duties.
18. Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being of members of the school community, to property within the school community or poses a significant threat of disruption or interference with school operations.
19. Violation of the Student Conduct Procedures, including:
  - a. Falsification, distortion, or misrepresentation of information related to a student discipline matter.
  - b. Disruption or interference with the orderly progress of a student discipline proceeding.
  - c. Initiation of a student discipline proceeding in bad faith.
  - d. Attempting to discourage another from participating in the student discipline matter.
  - e. Attempting to influence the impartiality of any participant in a student discipline matter.
  - f. Verbal or physical harassment or intimidation of any participant in a student discipline matter.

- g. Failure to comply with the sanction(s) imposed under a student discipline proceeding.
- h. Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from the school while a disciplinary matter is pending.

## **ANTI-BULLYING POLICY**

All Healthcare Institute is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community must choose behaviors that contribute toward this end. Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

The school has adopted the following anti-bullying policy within the framework of the school's Standards for Student Conduct. All Healthcare Institute recognizes the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behavior:

1. A positive school culture and climate which:
  - is welcoming of difference and diversity
  - encourages students to disclose and discuss incidents of bullying behavior in a non-threatening environment
  - promotes respectful relationships across the school community
2. A shared understanding of what bullying is and its impact
3. Implementation of education and prevention strategies that build empathy, respect and resilience in students
4. Effective supervision and monitoring of students
5. Investigation and follow up of bullying behavior
6. On-going evaluation of the effectiveness of the anti-bullying policy

Bullying is defined as follows:

- Bullying is unwanted negative behavior, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.
- The following types of bullying behavior are included in the definition of bullying:
  - deliberate exclusion, malicious gossip and other forms of relational bullying,
  - cyber-bullying and
  - identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the community and bullying of those with disabilities or special educational needs.

All Healthcare Institute confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behavior and to facilitate early intervention where possible. The school will take all such steps that are reasonably practicable to prevent bullying or harassment of students on any of the following grounds specified i.e. gender including transgender, civil

status, family status, sexual orientation, religion, age, disability, race and membership of the community.

### **COMPREHENSIVE EXIT EXAM POLICY (VN Program)**

Comprehensive Exit Exam will be given to assess the student's acquisition and application of knowledge and skills offered in the school's Vocational Nursing program. Successful completion of the Comprehensive Exit Exam is required to complete the Vocational Nursing program.

Students are required to take the Comprehensive Exit Exam at the completion of Term IV, immediately after the Comprehensive Review. Attendance to Comprehensive Review is mandatory to increase chances of passing the Comprehensive Exit Exam and NCLEX-PN® exam. In order to be eligible for the Comprehensive Exit Exam, students must have satisfied all of the following requirements:

1. Completed all courses with at least a cumulative grade point average of 75% or better.
2. Completed all nursing course requirements within the allowed maximum time frame of the program.
3. Met all applicable clinical, administrative, clerical, classroom and laboratory skill proficiency standards, and must satisfactorily perform the applicable clinical or practical or hands-on portion of their training.
4. Must have attended Comprehensive Review.
5. Settled all financial obligations with the school.

The student must pass the Comprehensive Exit Exam with a grade of 75% or higher. If a student fails the exit exam, remediation process will be offered and the student will be allowed to retake the exit exam after 30 days. The student will be required to take an Alternate Comprehensive Exit Exam (version B of the Comprehensive Exit Exam) only once. The student must pass it with a grade of 75% or higher. In the event the student fails the Alternate Comprehensive Exam, he or she will not be eligible for graduation, will result in non-completion of the VN program and non-issuance of diploma. Non graduate students, having met the required hours are eligible to take the NCLEX and will be processed as "challengers".

### **COMPREHENSIVE REVIEW POLICY**

Comprehensive Review is designed to reinforce and strengthen concepts learned in the Vocational Nursing program. It offers students the opportunity to assess their own strengths and weaknesses of nursing knowledge and skills through diagnostic tools and to formulate a plan for areas of needed growth.

This review is offered at no cost to the students, requires mandatory attendance, and is conducted by an assigned instructor. The Comprehensive Review for graduating students is offered immediately after the end of the 1530 hours of the VN curriculum. Attendance at the review is a prerequisite to taking the Comprehensive Exit Exam.

After the Comprehensive Exit Exam, the school also offers a rigorous NCLEX-PN Review conducted over a period of three weeks by an experienced NCLEX reviewer in a classroom setting. Students are encouraged to attend the review, a separate fee is charged by the outside expert for the review.

### **DISMISSAL POLICY**

1. Dismissal may be initiated if the student fails to meet the terms of any warning and or probation, i.e. academic, attendance.
2. Displays inappropriate behavior.
3. An instructor may recommend dismissal at any time that he or she feels that student problem or situation has seriously jeopardized a patient, violated a safety principle, or interfered with the welfare of the school or clinical site.
4. If the student commits a serious infraction in the clinical facility, the instructor will remove the student from the clinical area. Follow the facility regulations regarding the infraction, and immediately notify the Program Director for further instructions. Any student action that places the patient in danger is grounds for immediate dismissal.
5. If on campus when an infraction occurs, the student will be sent to the Program Director's office for evaluation and advisement.

#### **RE-ENROLLMENT POLICY**

1. A student may re-enroll and repeat a Term/Subject in which the student has failed or did not complete depending upon space availability in the program. All Healthcare Institute will make every possible attempt to allow the applicant to repeat the Term. However, the student must first submit a signed and dated letter to the Program Director detailing why he/she should be considered a viable candidate for readmission, including specific reference to resolution of the issue(s) that led to the termination. In cases where a student was terminated due to his or her lack of attendance or progress, the student must show positive proof that the problem that caused the termination has been corrected, thereby ensuring proper attendance and/or progress. The Program Director will make final approval of readmission, as well as the right to test any student for knowledge/skills assessment prior to consideration for readmission. Readmission to the program depends on space availability.
2. When a term is repeated, the student must take both the theory and clinical segments of the program concurrently. The student must repeat the entire term. The student will be charged additional tuition fees for the term being repeated. The student's grade received when repeating the term will supersede any previous grade for that term. All satisfactory academic progress standards must be maintained to ensure completion of the program within the maximum time-frame allowed (one and half times the program scheduled hours).

#### **GRADUATION REQUIREMENTS (VN Program)**

1. Complete all courses with a cumulative grade point average of 75% or better.
2. Complete all nursing course requirements within the allowed maximum timeframe of the program.
3. Meet all applicable clinical, administrative, clerical, classroom and laboratory skill proficiency standards, and must satisfactorily perform the applicable clinical or practical or hands-on portion of their training.
4. Must have attended Comprehensive Review.
5. Pass the Comprehensive Exit Exam with a grade of 75% or higher.
6. Settle all financial obligations with the school.

#### **STUDENT RIGHTS**

All Healthcare Institute has set forth the following rights of the students:

1. Students have the right to consistent and judicious evaluation by the instructor.
2. Students are free to take reasoned exception to the data or views offered in courses of study. They may be required to know the material set forth by the instructor, but they are free to reserve personal judgment as to the truth or falsity of what is presented.
3. Students have the right to have faculty meet their classes at the scheduled times and make presentations appropriate to the course. When circumstances require cancellation of a class, the instructor shall make an effort to notify students.
4. While faculty and administrators have primary responsibility in curricular matters, students shall have opportunity for participation in revising and improving the curriculum by serving on operational curriculum committees.
5. Students are responsible for meeting standards of academic performance established for each course. Performance in the course shall be the sole criterion by which students are measured and the professor shall take no action to penalize students because of their opinions or because of their conduct outside the classroom in matters unrelated to the class. Students have the right to a course grade which is a just measurement of performance in the course.
6. Information about a student's performance, views, beliefs, and political association which professors acquire in the course of their work as instructors, advisers, and counselors is considered confidential.
7. Students have the right to have instructional faculty schedule a reasonable number of office hours for student conferences.
8. Students have the right to protection against improper disclosure of personal information. To minimize the risk of improper disclosure, the records of students' academic, counseling, disciplinary, financial and medical contacts with the school are kept separate from one another. Transcripts of academic records shall normally contain only information related to academic status and performance. However, in cases of disciplinary action, a notation of disciplinary status shall be added directly to the transcripts of any student who has been expelled or suspended with the notation for suspension to be removed at the end of the suspension period. Information from disciplinary, financial, counseling, medical, or academic records shall not be available to any person, on or off campus, without the express written consent of the student involved, except in accordance with law.

#### **COMPLAINT POLICY & GRIEVANCE PROCEDURES**

All Healthcare Institute is committed to providing an educational climate that is conducive to the personal and professional development of each individual. In order to ensure this commitment, the school has developed procedures for students to pursue grievances. Resources and procedures are available to students for resolving complaints and addressing concerns.

A complaint involves a concern, problem or issue other than a disciplinary measure. The appropriate response to a disciplinary measure which is deemed unfair or excessive, or dissatisfaction with a grade, or progression, probation, or dismissal from a program, is an appeal, not a complaint. Appeals are made through established school procedures.

The school defines a formal complaint as a written report from a student or other constituent that expresses a serious concern. Complaints may be academic or nonacademic.

An academic complaint may be brought by a student regarding the school's provision of education and academic services affecting his/her role as a student. Academic grievances can include but are not

limited to the following types of allegations: discriminatory action toward students within the classroom by a faculty member, e.g., by singling out specific students for either preferential or adverse treatment; failure of a faculty member to follow school or program policies in the conduct of classes or examinations; or capricious or unreasonable arbitrary actions by a faculty member that adversely affects student performance. Nonacademic grievances can include but are not limited to the following types of allegations: issues regarding sexual harassment, discrimination or an alleged infringement upon the rights or sensibilities of an individual by a school employee or other student or discrimination against him/her due to a disability.

Prior to initiating formal Grievance Procedures, the student is required to make a good faith effort to resolve the dispute with the person responsible for the action.

### **Procedure for Addressing Student Grievances**

The grievance procedures are as follows:

1. The student will make an appointment with the faculty member to discuss his/her grievance.
2. The faculty member has to accommodate the student within a 48-hour period. If the faculty is involved in the complaint, Program Director will discuss the issue with the student and the faculty member involved to resolve the issue.
3. If not resolved, the student will make an appointment with the Program Director and present the grievance to the director, verbal and in writing. The Program Director will accommodate the meeting request within 72 hours.

The Program Director makes the final decision. The student will be notified of the decision within a 24-hour period.

If the complaint is against the Program Director the student is required to take the complaint to the Chief Academic Officer.

In the case of support staff or administrative personnel, the President will discuss the issue with the student and the employee involved.

If the student is not satisfied with the decision, the student is referred to the:

Bureau for Private Postsecondary Education (BPPE)  
1747 N. Market Blvd. Ste 225, Sacramento, CA 95834  
or P.O. Box 980818, West Sacramento, CA 95798-0818

Website: **[www.bppe.ca.gov](http://www.bppe.ca.gov)**

Phone: (888) 370-7589 or by fax (916) 263-1897 / (916) 574-8900 or by fax (916) 263-1897.

Scope of practice and nursing education questions are generally answered by the nursing education consultants (NEC) in the Board's Education Unit. You may call the Education Unit secretary directly at (916) 263-7843 and ask to speak to an NEC.

Mail your inquiry to the Board's Sacramento office at:

Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, CA 95833

### **STUDENT RESPONSIBILITIES**

The basic responsibilities of the student include:

1. Respecting the rights of others.
2. Respecting the highest standards of academic integrity.
3. Respecting the property of others, and the property, equipment, facilities, and programs of the school.
4. Refraining from actions that endanger the health, safety, or welfare of any member of the University community or its guests.
5. Complying with the normative standards, rules, and regulations of All Healthcare Institute as well as with federal, state, and local laws.

### **LEAVE OF ABSENCE POLICY**

Leave of absence may be granted to a student if acceptable reasons are presented. It should be understood that leave of absence is granted only in extreme cases and must be approved by the Program Director, who will prescribe the duration of the leave of absence and specific conditions for resumption of study.

The period of leave for which the student has been approved may be excluded from the maximum time frame in which an individual student will be expected to complete the program. The Leave of Absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period. If the student does not resume attendance at the school on or before the end of a leave of absence, the school treats the student as a withdrawal.

### **COURSE WITHDRAWAL POLICY**

Students planning withdrawal from a course should contact the Program Director and submit a completed withdrawal form. Students who do not officially withdraw from a course will automatically receive a grade of "F".

The withdrawal date used to determine the refund is the date the student began the school's withdrawal process, although the school reserves the right to use the last date of attendance at an academically related activity.

The withdrawal date is:

- First, the date the student began the institution's withdrawal process or officially notifies the school of their intent to withdraw: or
- Second, the last known attendance at a documented academically-related activity (i.e. exam, a tutorial, computer-assisted instruction, academic counseling, academic advisement, turning in a class assignment, or attending a study group that is assigned by the institution); or

The student may withdraw from a course after instruction has started and receive a pro rata refund for the unused portion of the tuition and other refundable charges if the student has completed 60% or less of the instruction.



If the non-recipient of Title IV funds has completed more than 60% of the program, he'll not receive any refund. If a Title-IV fund recipient withdraws after 60% (or more) of the program, he/she is considered to have earned all of the federal aid and no repayment is necessary.

#### **CANCELLATION & REFUND POLICY**

Should the student be terminated or cancelled for any reason, all refunds will be made according to the following refund procedures:

1. Rejection of Applicant: If an applicant is rejected for enrollment by an institution a full refund of all tuition monies paid will be made to the applicant.
2. Program Cancellation: If an institution cancels a program subsequent to a student's enrollment, the institution will refund all monies paid by the student.
3. Cancellation Prior to the Start of Class or No Show: If an applicant accepted by the institution cancels prior to the start of scheduled classes or never attends class (no-show), the institution will refund all monies paid.

#### **STUDENT'S RIGHT TO CANCEL**

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later. The institution shall pay or credit refunds within 45 days of a student's cancellation or withdrawal.

The school shall refund all monies paid less a registration fee if notice of cancellation is made through attendance at the first class session. The institution shall pay or credit refunds within 45 days of student's cancellation or withdrawal.

If the institution gave the student any equipment, the student shall return the equipment within 30 days following the date of the Notice of Cancellation. If the student fails to return the equipment within this 30 day-period, the institution may retain that portion of the consideration paid by the student equal to the documented cost to the institution of the equipment and shall refund the portion of the consideration exceeding the documented cost to the institution of the equipment within 10 days after the period within which the student is required to return the equipment. The student may retain the equipment without further obligation to pay for it.

To cancel the contract for school mail or deliver a signed and dated copy of cancellation notice, or any other written notice including an email to:

Mailing Address:  
Marcial Calagui, Program Director  
All Healthcare Institute  
12235 Beach Blvd., Suite 114  
Stanton, CA 90680

Email Address:  
**mcc@all-hci.com**  
Tel: 714-799-1550

## TUITION REFUND POLICY

The student shall have the right to a full refund of all charges less the amount of \$150.00 for the non-refundable registration charges if he/she cancels the agreement prior to or on the first day of instruction or the seventh day after enrollment, whichever is later.

Further, the student may withdraw from a course after instruction has started and receive a pro rata refund for the unused portion of the tuition and other refundable charges if the student has completed 60% or less of the scheduled period/semester. Students who completed 60.01% or more of the scheduled period/semester will be charged the whole period/semester.

The following examples describe how a refund calculation is made.

Example #1: The vocational nursing program at All Healthcare Institute has 1644 hours of instructional time and costs \$17,680.00 in tuition. The student withdraws from the program after attending 300 hours of 450 hours of the scheduled period of instruction at which point he has made a total payment of \$4,000.00.

What would be his refund, if any?

*First, the cost per hour of instruction is established by dividing the total hours of the program (1644) into the total cost of the program (\$17,680.00):  $\$17,680.00 / 1644 = \$10.75/\text{hour}$ . In the example above the student attended 300 of 450 hours scheduled, 66.6%. Based on the policy above student is charged the full 450 scheduled hours. The student is charged \$4,837.50 ( $450 \times 10.75 = \$4,837.50$ ) the student does not have a refund.*

Example #2: The student withdraws from the program after attending 270 hours of 450 hours of the scheduled period of instruction at which point he has made a total payment of \$4,000.00.

What would be his refund, if any?

*In example #2 above the student attended 270 of 450 hours scheduled, 60%. Since student only completed 60% of the scheduled hours, based on the policy above student is charged only the 270 hours attempted. The student is charged \$2902.50 ( $270 \times 10.75 = \$2902.5$ ) the student's refund is calculated below.*

Amount paid	\$4,000.00
Less: Nonrefundable registration fee	150.00
Less: Tuition cost incurred	2,902.50
Refund due the student	<hr/> \$947.50

The student is required to return the equipment, books, and uniforms. If the student fails to return these items, a charge will be made against the student in the amounts enumerated in the Enrollment Agreement. The school will refund the amount owed to the student within 45 days of the date of withdrawal.

## PAYMENT SCHEDULE

For paying students, it's their responsibility to make payment of program fees every month and within the timeframe designated on the statement of account. If a student is unable to make payment within the timeframe given he/she must submit written notification to the Administration with an explanation and the expected date of payment. If a student is unable to make payment of program fees, the student will not be allowed to progress.

### **METHOD OF COLLECTING DELINQUENT TUITION**

1. Notification in writing stating outstanding balance.
2. Follow-up phone call one week after written notification.
3. Second written notification 30 days after first written notification.
4. Follow-up phone call one week after second written notification.
5. Third written notification 30 days after second written notification.
6. Follow-up phone call one week after third written notification.
7. Final courtesy follow-up call.
8. If satisfactory payment arrangements are not made, the student's balance will be reported to the Credit Bureau. Delinquent accounts will be turned over for collections. Any costs related to the collection of the amount owed will be charged to the student's account.

### **STUDENT TUITION RECOVERY FUND (STRF)**

"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, 1747 N. Market Blvd. Ste 225, Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are 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."

#### **CANCELLATION OF A PROGRAM BY THE SCHOOL**

The School may cancel the enrollment of any student if the student does not meet the eligibility requirements as set by the school, in case of emergency and/or low enrollment. The school reserves the right to postpone or reschedule any class or instructor at any time. Cancellation notice will be given in writing, stating the reasons for the action.

#### **LANGUAGE OF INSTRUCTION**

Students are expected to be proficient in the language of the courses in which the student will be registered in. The primary language of instruction, both in theory and clinical, is English.

#### **DISTANCE EDUCATION**

Vocational Nursing, Nurse Assistant Training, Home Health Aide programs are all residential. The address where the instructions are provided is 12235 Beach Blvd., suite 206, Stanton, CA 90680. The student shall have the right to cancel the enrollment agreement and receive a full refund before the first lesson and materials are received. Cancellation is effective on the date written notice of cancellation is sent. The institution shall make the refund pursuant to section 71750 of the Regulations. If the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 45 days after the student's return of the materials.

#### **STUDENT SERVICES**

All Healthcare Institute is committed to providing a "whole person" education. Classroom learning is supplemented by students' personal growth and development achieved through activities and programs.

Faculty and staff are committed to assisting students as they strive to develop intellectually, physically, socially, morally, and spiritually. AHI provides a comprehensive program of student services. All activities and programs are designed to help students have positive and rewarding personal growth experiences while at AHI.

**The following areas are included in Student Services:**

**Advising Services** - where students obtain help with educational, career, and personal concerns from the Program Director.

**Tutoring Services** – help students struggling in their subjects and for those who know that their study skills are weak and have trouble in particular courses.

**Career & Employment Services** – provide a variety of opportunities and experiences which will empower our students and alumni to successfully pursue their career goals.

**Campus Learning Assistance Services** - help students increase their mastery of course material through course-specific tutoring and academic skills development. This provides small group tutoring and workshops on note-taking, time management, reading, exam preparation, memory and concentration, and other study skills to assist students in developing their academic skills.

**NCLEX Preparation Through Assessment Technologies Institute (ATI)** – prepares student for the NCLEX exam by systematically strengthening their knowledge-base throughout their nursing education. This program is designed not only to increase pass scores on the NCLEX, but also to lower program attrition rates by early identification of student at risk.

**Counseling** may be initiated by the instructor if a student's performance in class or clinical is not up to the standards. Counseling sessions will be provided during theory days or after class or clinical hours, or anytime during class or clinical hours by the Program Director if absolutely needed.

If it has been noted that the student's problems need urgent intervention, the Instructor, Director, or designee may provide the necessary intervention right away.

All counseling sessions are to be written on the anecdotal form. A copy is to be given to the student while the original goes to the student's file.

If a student's grade is failing below the minimum passing grade of 75% per school policy, he/she has to make a request for and make time to attend tutorial/review session with any available instructor/tutor to be assigned by the Program Director. It is the student's responsibility to make an appointment with the instructor or the Director.

AHI offers individual tutoring to all students who do not meet the satisfactory academic progress. The school has a tutorial program to help its students pass the course. It goes without saying that not all students in a class progress at the same speed. There are some students who need extra help. These students often need to acquire good studying habits; some need to learn test-taking skills; and some need help with class assignments. A teacher has only a limited time to devote to any one student. This is where a tutor comes into the picture. AHI offers individualized tutoring to those students who would benefit from it.

#### **Employment Placement Services**

All Healthcare Institute, Inc. provides its graduates with employment assistance with an attempt to place everyone but **cannot guarantee employment**.

Our Career Services staff assist students in:

1. Exploring a full range of career and work possibilities that match their career goals.
2. Preparing job-search competencies and tools to present themselves effectively as candidates for employment such as job search skills, resume writing, interview techniques and career portfolios.
3. Obtaining information on employment opportunities and prospective employers.
4. Connecting with employers through campus interviews, job listings, referrals, networking, publications, and information technology

Career services staff develop and maintain relationships with employers that provide career development and employment opportunities for students.

### **LibraryService**

It supplies a variety of innovative materials and services necessary to support instructional programs.

Students can use the variety of materials it has to offer for research, projects, assignments, homework, review, remediation, and other enrichment activities.

The assigned custodian/librarian shall be advised to monitor the logbook for sign-in and sign-out of students using this facility.

#### *Service Hours:*

Monday-Friday 9am-5pm

#### *Regulations:*

1. Leave your school ID and bag before entry.
2. Users must not make noises which disturb those who are studying/reading.
3. Users should not talk except as necessary to conduct business inside.
4. Users should set cell phone to silent mode and should not use while inside.
5. Eating and bringing of food and beverages are not allowed inside.
6. Users must treat furniture, equipment, books and other property with care.
7. Users must not damage, mark or deface library materials. They must not dog-ear pages or use paper clips or post-its in books.

#### *Borrowing Policy:*

1. Items may be renewed one time for the same length of time as the original check out unless another student has placed a hold on it.
2. Each student is limited to checking out two items only.
3. The circulation period for each item is only three days.
4. Any item(s) kept after three days is considered overdue. Borrowing privileges are suspended after the second overdue notice.
5. Library patrons are expected to return library materials in as good of condition as when borrowed. Each student will be responsible for materials checked out, including fines for late returns, lost items, and items damaged beyond repair. A \$2 a day fine will be imposed for each book checked out and not returned on time.
6. For lost and damaged items, the replacement cost will be charged. A lost or damaged item may be replaced with an exact, new copy of the item.

## **HOUSING INFORMATION**

All Healthcare Institute has no dormitory facility under its control and does not provide any housing accommodation to its students. Furthermore, the school has no responsibility to find or assist a student in finding housing. Students are responsible for finding their own housing.

The area offers many apartment complexes around the campus with rent ranging from \$700 to \$975 for an unfurnished room. Most apartments supply an oven, refrigerator, dishwasher, and laundry facilities. Renters are usually responsible for their own monthly utilities. Single houses, townhomes, and condominiums are also available with rent ranging from \$1500 to \$1900 per month. Apartment for low rent housing is also available with subsidized government low income rates.

## **STUDENT RECORDS MANAGEMENT & RETENTION**

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

AHLis in compliance with provisions granted under the Family Educational Rights and Privacy Act of 1974 (FERPA). Under this law, students enrolled in any educational institution are given certain rights concerning school records.

This privacy right is a right vested in the student. Generally:

1. Institutions must have written permission from the student in order to release any information from a student's educational record.
2. Institutions may disclose directory information in the student's educational record without the student's consent.
3. It is good policy for the institution to notify the student about such disclosure and to seek the written permission of the student to allow disclosure of any educational records including directory information.
4. Institutions should give the student ample opportunity to submit a written request that the school refrain from disclosing directory information about them.
5. Institutions must not disclose non-directory information about students without their written consent except in very limited circumstances.
6. Institutions should notify students about their rights under FERPA through annual publications.
7. When in doubt, it is always advisable to err on the side of caution and to not release student educational records without first fully notifying the student about the disclosure.
8. The school should always seek a written consent from the student before disseminating educational records to third parties.

### **RETENTION OF STUDENT RECORDS**

The Admissions Office is responsible for ascertaining that school records maintenance, storage, security and management are in compliance with the Bureau's record-keeping requirements, and school's policy, procedures, rules and regulations. The institution maintains records for each student, whether or not the student completes the educational service, for a period of not less than five years at 12235 Beach Blvd., Suite 114, Stanton, CA 90680 after the date of the student's graduation, withdrawal, or termination.

AHI student records, both academic and financial, are all organized, maintained and stored on computer, making records accessible through electronic retrieval. These records are in an electronic format that are readily available and open to inspection by the Bureau upon request.

Printed copies of student records, historical and contemporary, are readily available as well. All hard copy records are scanned and saved online with back-ups stored on a separate hard drive to prevent from damage and loss.

AHI shall maintain all students' transcripts indefinitely.

The student records shall be retrievable by student name and shall contain all of the following applicable information:

1. Home/mailling address, e-mail address, and telephone number
2. Written records and transcripts of any formal education or training relevant to the student's qualifications for admission to the institution
3. Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid
4. Copies of all tests given the student before admission
5. Records of the dates of enrollment and, if applicable, withdrawal, leaves of absence, and graduation
6. A transcript showing all of the classes and courses or other educational services that were completed or were attempted but not completed and grades or evaluations given to the student for each course or subject
7. Copy of certificate granted and the date on which that certificate was granted
8. A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received
9. A document specifying the amount of a refund, including the amount refunded for tuition and the amount for equipment, the method of calculating the refund, the date the refund was made, the check number of the refund, and the name and address of the person or entity to which the refund was sent
10. Copies of any official advisory notices or warnings regarding the student's progress
11. Complaints received from the student, including any correspondence, notes, memoranda, or telephone logs relating to a complaint. (All notices and disclosures provided to students and a record of the time period within which each notice and disclosure was provided).
12. Records of student attendance
13. Satisfactory academic progress report

The institution also maintains complete and accurate records of all the educational programs offered and the curriculum for each, and information of all previous and current faculty and staff files.

The institution has personnel scheduled to be present at all times during normal business hours who know how to operate the devices and can explain the operation of the devices to any person authorized by the state to inspect and copy records.



Records Custodian:

Lynette Aquino

12235 Beach Blvd., Suite 114, Stanton, CA 90680

Location of Records:

Physical Address: 12235 Beach Blvd., Suite 114, Stanton, CA 90680

Phone: 714-799-1550

The Chief Academic Officer conducts a quarterly checking to ascertain that the records management and retention are being properly handled.

### **DRUG-FREE SCHOOLS AND CAMPUSES REGULATIONS (DFSCR)**

The Drug and Alcohol Abuse Prevention Regulations (Education Department General Administrative Regulations [EDGAR]), requires that, as a condition of receiving funds or any other form of financial assistance under any federal program, an institution of higher education (IHE) must certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees.

AHlis in compliance with these regulations. The school adopts and implements a drug prevention program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by all students and employees both on school premises and as part of any of its activities. The school has program that complies with the regulations such as:

- A. Annually notifying each employee and student, in writing, of standards of conduct; a description of appropriate sanctions for violation of federal, state, and local law and campus policy; a description of health risks associated with AODuse; and a description of available treatment programs.
- B. Developing a sound method for distributing annual notification information to every student and staff member each year.
- C. Conducting a biennial review on the effectiveness of its AOD programs and the consistency of sanction enforcement.
- D. Maintaining its biennial review material on file.

The school's DFSCR policy addresses the legal and responsible use of alcohol. It addresses the academic, health, personal and safety risks associated with alcohol and other drug use through education, services and resources that focus on prevention of alcohol and other drug abuse. Through wide dissemination of this policy, the school community will be informed of its contents, as required by the Drug-Free Workplace and Drug-Free Schools and Campuses Act.

It is a goal of the school to provide a safe, productive, and healthy environment in which all members of the school community can learn, work, and grow from a wealth of different school experiences. The school is determined to establish and maintain working, living, and learning conditions that are free from the negative effects of alcohol and other drug abuse. The school recognizes that the misuse or abuse of any drug can be detrimental to the health, safety, learning, and well-being of individuals as well as the school community. Therefore, in compliance with the U.S. Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989, the school offers substance abuse prevention programs for its students and employees and will identify resources and provide assistance and support for those who have, developed or are in recovery from problems with AODs.

The illegal or abusive use of alcohol and/or other drugs by students, faculty or staff adversely affects school's commitment to provide an environment of excellence in teaching, research and learning. As members of the school community, we all share in the responsibility for creating and maintaining a healthy and productive environment for work and study alike. With this responsibility comes the obligation to be involved in preventing problems caused by the abuse of alcohol, tobacco and other drugs.

The school's comprehensive approach to addressing substance abuse emphasizes:

- A. Taking effective steps to create and maintain a drug-free workplace and educational environment for students, faculty and staff.
- B. Providing continual prevention, education and counseling services along with referrals to off-campus treatment facilities as appropriate.
- C. Encouraging individuals who are experiencing problems associated with alcohol and/or other drugs or chemical dependency to seek assessment, counseling and/or treatment voluntarily with the understanding that this assistance is confidential and will not be used against them.

School's policy on alcohol and other drug use respects all legal requirements including, but not limited to:

- A. Federal and California controlled substance laws, as well as other administrative regulations concerning alcohol and other drugs.
- B. The Drug-Free Workplace Act of 1988 sets forth special requirements for employees on federal contracts and grants. It requires the school to provide notice of a conviction for a violation of any criminal drug statute occurring in the workplace by an employee engaged in the performance of work under federal contract or grant; and to report to the funding agency within ten calendar days after notice from an employee of a conviction for a violation of any drug statute occurring in the workplace.
- C. California Drug Free Workplace Law. Employees or contractors of any state agency are prohibited from the unlawful manufacture, distribution, dispensation possession or use of a controlled substance as defined in the Controlled Substances Act. The employer or contractor must publish a statement regarding the prohibition and any sanctions that will be imposed and establish a drug-free awareness program.
- D. Federal and California controlled substance laws, as well as other administrative regulations concerning alcohol and other drugs.

## **DRUG AND ALCOHOL ABUSE PREVENTION PROGRAM (DAAPP)**

### **Purpose**

All Healthcare Institute is dedicated to the safety, health and welfare of its students, faculty and staff. The unlawful use and or abuse of drugs and alcohol can have a negative impact on the safety and well-being of college students and on our All Healthcare Institute (AHI) educational environment.

The primary purpose of the following guidelines are in support of the Drug and Alcohol Abuse Prevention Program (DAAPP) developed and implemented in an effort to prevent the unlawful possession, use, and distribution of drugs and alcohol on campus and at recognized events and activities. The College aspires to educate, call our community to action, help those in need, and be in full compliance with the Drug-Free Schools and Campuses Regulations (34 CFR Part 86) of the Drug-Free Schools and Communities Act (DFSCA).

## **Guidelines**

### ***I. Entities Affected by this Policy***

Persons covered by the Drug and Alcohol Abuse Prevention Program (DAAPP) are employees of AHI and students who enroll in one or more classes for any type of academic credit except for continuing education units.

### ***II. Standards of Conduct***

AHI complies with local, state, and federal laws and penalties regarding the unlawful use of drugs and alcohol including the possession of illegal drugs and drug paraphernalia on college premises and the sale or use of alcoholic beverages on AHI premises. (Please see Drug-Free Schools and Campuses Regulations in School Catalog)

### ***III. Disciplinary Procedures***

AHI believes it is the responsibility of all employees and students to report prohibited use or abuse of drugs and alcohol. If a student/employee is suspected of violating the Drug-Free Schools and Campuses Regulations of the AHI, the College will perform an investigation to determine the appropriate course of action. An Incident Report (student or employee) detailing alleged violations of the Standards of Conduct by an AHI student/employee will need to be completed to initiate the Disciplinary Actions/Due Process procedures.

### ***IV. Disciplinary Sanctions***

Violations of the AHI Standards of Conduct refer to a student's failure to meet his/her responsibilities and are subject to General Disciplinary Action in accordance with college policy as stated in the AHI Student Handbook and School Catalog.

Sanctions: The School Director has the authority to issue sanction(s) including, but not limited to, the following:

- a. Written reprimand
- b. Loss of privileges/access
- c. Removal from course/s
- d. Warning
- e. Suspension
- f. Expulsion
- g. Termination (employee)
- h. Referral for prosecution (student and/or employee)

### ***V. DAAPP Information Dissemination***

Notification of the information contained in the DAAPP is distributed to all enrolled students registered in classes for academic credit in the following methods:

- Admissions application notification to all applicants
- Catalog and/or Registration guide
- Online student handbook
- AHI main website (Consumer Right To Know)

Notification of the information contained in the DAAPP is distributed to all employees in the first day of employment and annually thereafter.

### ***VI. Program Resources for Individual and Group Counseling***

A list of local resources with descriptions of drug and alcohol counseling treatment, rehabilitation or reentry programs available to students are provided below:

Hanmi Family Counseling Center  
Counseling & mental health  
12362 Beach Blvd Ste 1, Stanton, CA 90680  
(714) 892-9910  
hanmihope.org

Kcs Counseling - Garden Grove  
Addiction treatment  
13091 Galway St, Garden Grove, Ca 92844  
(714) 539-4544  
kcsinc.org

Stanton Family Resource Center  
Community center  
11822 Santa Paula St, Stanton, CA 90680  
(714) 379-0129  
freefood.org

Agape Addiction Counseling  
Counseling & mental health  
13511 Sunnyvale Ave, Westminster, Ca 92683  
(714) 659-7586  
agapeaddictioncounseling.com

#### ***VII. Oversight Responsibility***

The school director and financial aid director shall serve as the main contacts that will have oversight responsibility of the Student DAAPP including, but not limited to: updates, coordination of information required in the DAAPP, coordination of the annual notification to students, and the biennial review report.

#### ***VIII. Assessment of Program Effectiveness and Biennial Report***

The school director and financial aid director will review documented infractions of the student conduct policy on an annual basis. The assessment includes reviewing the incident(s) and the outcome(s) to ensure that college policy regarding drug, alcohol and other substance abuse violations and sanctions are imposed and consistently enforced.

The school director and financial aid director will conduct an annual review to determine program effectiveness and implement changes as necessary. The school director and financial aid director will prepare a biennial review report as required to be in full compliance with the Education Department General Administrative Regulations (EDGAR) 34 CFR Part 86.100.

A review of the number of documented cases regarding students of concerns referred through AHI's behavioral intervention team(s) will be gathered for statistical purposes and to ensure prevention and awareness activities are delivered appropriately to all student populations.

Under the leadership of the school director an assessment to measure student perceptions and behavior will be conducted periodically. These data will be analyzed to continuously determine the most appropriate interventions.

### ***IX. Policy History***

The DAAPP for students and policy with accompanied guidelines will be reviewed on an annual basis to ensure that it accurately reflects institutional policy, procedures and programs; and to consider expansion of evaluation, prevention, and awareness activities.

### ***X. Related Documents***

Drug and Alcohol Abuse Prevention Program (DAAPP), Drug Free Schools and Campuses Regulations (34 CFR Part 86), Drug Free Schools and Communities Act (DFSCA) Administrative Rule.

### ***XI. Health Risks Associated with Alcohol and Drugs***

#### **Alcohol**

Alcohol is a legal drug. Nonetheless, it is a depressant and is the leading drug of abuse in America. Use of alcohol may affect judgment and decision-making abilities, slow down the central nervous system and brain function, and reduce coordination and reflex actions. Alcohol use (even low doses) may increase the incidence of a variety of aggressive acts, including physical altercations, threats, and domestic abuse. Higher doses may cause marked impairments in mental functions, severely altering a person's ability to learn and remember information. Very high doses may cause respiratory depression and death. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, also can lead to permanent damage to vital organs such as the brain and the liver.

A 12-oz. can of beer, a 5-oz. glass of wine and a 1.5-oz. shot of hard liquor all contain the same amount of alcohol. Coffee, cold showers and exercise do not speed up the body's ability to metabolize alcohol – only the passage of time will free the body from the effects of alcohol.

#### **SIGNS AND SYMPTOMS OF ABUSE**

- Dulled mental processes
- Lack of coordination
- Slowed reaction time
- Poor judgment
- Reduced inhibitions

Alcohol consumption causes a number of marked changes in behavior. Even small amounts alcohol can significantly impair the judgment, reaction time and coordination needed to safely operate equipment or drive a car.

#### **HEALTH EFFECTS OF ALCOHOL**

- Decreased sexual functioning
- Liver cancer, fatty liver, hepatitis, cirrhosis
- Increased cancers of the mouth, tongue, pharynx, esophagus, rectum, breast and skin
- Kidney disease
- Ulcers
- Increased acid in the stomach

- Insomnia
- Gout
- Contributes to high blood pressure and strokes
- Heart muscle disease or heart failure
- Use during pregnancy can cause fetal alcohol syndrome, increased risk of miscarriages, premature births, stillbirths, and low-birth-weight babies
- Increased blood sugar levels which makes diabetes worse
- Increased severity of mental health problems such as bipolar disorder, posttraumatic stress disorder, depression, anxiety, and addiction

### **Marijuana**

Marijuana is a derivative of the cannabis sativa plant and is illegally used for its intoxicating effects and dreamy state of relaxation and euphoria. All forms of marijuana have negative physical and mental effects. Long-term users of marijuana may develop tolerance levels requiring more and more marijuana to achieve the same “high”. Prolonged use leads to dependence, and the drug can become the center of users’ lives. The active ingredient in marijuana is Delta-9-Tetrahydrocannabinol, or THC.

### **SIGNS AND SYMPTOMS OF USE**

- Several regularly observed physical effects of marijuana include:
  1. substantial increase in heart rate
  2. bloodshot eyes
  3. dry mouth and throat
  4. increased appetite
  5. chronic sore throat
- Use of marijuana also has mental effects that may include:
  1. impaired or reduced short-term memory and comprehension
  2. altered sense of time
  3. changed sensory perception--sight, smell, hearing, touch
  4. reduced ability to perform tasks requiring concentration and coordination, such as driving a car
- Research also shows that people do not retain knowledge when they are “high”. Motivation and cognition may be altered, making the acquisition of new information difficult. Marijuana also can produce paranoia and psychosis.

### **HEALTH EFFECTS**

- Emphysema-like symptoms
- Respiratory track and sinus infections
- Lowered immune system response
- Because users often inhale the unfiltered smoke deeply and then hold it in their lungs as long as possible, marijuana is damaging to the lungs and pulmonary system. Marijuana smoke contains more cancer-causing agents than tobacco smoke.

### **Inhalants**

Inhalants are mood-altering substances that are voluntarily inhaled. Most substances used are commercial and household products, such as solvents and aerosols, which are easily obtained and are not harmful, if used for the purpose intended and as directed. Because they are common products, inhalants often are a

young person's first attempt at "getting high". Inhalants can severely impair judgment and driving ability. They also cause severe disorientation, visual distortion and confusion. There is evidence that tolerance to the effects of inhalants develops with continued use so, users need to increase use to obtain the same high. Studies have shown that dependence on inhalants continues even when the user goes on to use other drugs. Inhalants include: Nitrous Oxide, laughing gas, propellant aerosol cans, Amyl Nitrite, poppers, snappers in ampules, Butyl Nitrite, rush, bullet, climax, aerosol sprays, aerosol paint cans, containers of cleaning fluid, gasoline, glue and paint thinner.

### **SIGNS AND SYMPTOMS OF USE**

- Inhaling solvents allows the substance to reach the bloodstream very quickly. The immediate negative effects of inhalants include:
  1. nausea
  2. sneezing
  3. coughing
  4. nosebleeds
  5. fatigue
  6. poor coordination
  7. loss of appetite
- Solvents and aerosol sprays also may decrease heart and respiratory rates. Amyl and Butyl Nitrite cause rapid pulse, headaches and involuntary passing of urine and feces.

### **HEALTH EFFECTS**

1. Hepatitis
  2. brain damage
  3. debilitating effects on the central nervous system
  4. weight loss
  5. fatigue
  6. electrolyte imbalance
  7. muscle fatigue
  8. permanent damage to the nervous system
- Deeply inhaling the vapors, or using large amounts over a short time, may result in disorientation, violent behavior, unconsciousness or death. High concentrations of inhalants can cause suffocation by displacing the oxygen in the lungs or depressing the central nervous system to the point that breathing stops.

### **Cocaine**

Cocaine is the most potent stimulant of organic origin and the most widely used of the stimulants. Although cocaine has been used in the past as a topical anesthetic, its therapeutic uses have almost been eliminated due to the development of safer anesthetics. Cocaine is a powerfully addictive drug leading to physical and psychological dependence. Cocaine powder is sniffed or snorted. Occasional use can cause a stuffy or runny nose, while chronic use can ulcerate the mucous membrane of the nose. Cocaine powder can also be injected into the bloodstream when it is mixed with water. Preparation of freebase, which involves the use of volatile solvents, can result in death or injury from fire or explosion. Inhalation of cocaine fumes from freebasing produces effects that are very fast in onset, very intense and momentary in duration. Crack is cocaine that is processed into tiny chips having the appearance of slivers of soap. Crack has become a very popular form of cocaine, since it is inexpensive and relatively easy to use. It is smoked in a pipe or rolled with tobacco in a cigarette.

#### SIGNS AND SYMPTOMS OF USE

- dilated pupils
- increased pulse rate
- elevated blood pressure
- insomnia
- loss of appetite
- tactile hallucinations
- paranoia
- seizures
- anxiety, agitation
- periods of increased activity followed by fatigue and depression
- wide mood swings
- difficulty in concentration

#### HEALTH EFFECTS

- Cocaine stimulates the central nervous system. Its effects include:
  1. dilated pupils
  2. elevated blood pressure
  3. elevated heart rate
  4. elevated respiratory rate
  5. elevated body temperature
  6. death by cardiac arrest or respiratory failure

#### **OTHER STIMULANTS**

Stimulants are drugs that stimulate the central nervous system and excite bodily activity.

Methamphetamine is one of the fastest growing drugs of abuse. These drugs create less intense and less expensive cocaine-like effects in the body. Persons who use large amounts of amphetamines over a long period of time can develop an amphetamine psychosis that includes hallucinations, delusions and paranoia. These symptoms usually disappear when drug use ceases. Amphetamines can be swallowed in pills or capsules, smoked as “crank” and “ice” or injected. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, very high fever or heart failure.



### SIGNS AND SYMPTOMS OF USE

- Mood changes
- Impaired concentration
- Impaired mental functioning
- Swings between apathy and alertness
- Restless, anxious and moody behavior

### HEALTH EFFECTS

1. increased heart and respiratory rates
2. elevated blood pressure
3. sweating
4. headaches
5. blurred vision
6. dizziness
7. sleeplessness and anxiety
8. rapid or irregular heartbeat
9. tremors
10. poor coordination
11. physical collapse
12. Physical exertion while using stimulants can be dangerous because of the drugs' effects on the body's temperature-regulating and cardiovascular systems and can cause deaths in otherwise healthy young athletes.

### **Depressants**

A depressant is a drug that depresses the central nervous system, resulting in sedation and a decrease in bodily activity. Depressants, taken as prescribed by physicians, can be beneficial for the relief of anxiety, irritability, stress and tension. The main classes of medical depressants are barbiturates and benzodiazepines. When regular users suddenly stop taking large doses, they can develop withdrawal symptoms ranging from restlessness, insomnia and anxiety to convulsions and death. Babies born to mothers who abuse depressants during pregnancy may be physically dependent on the drugs and show withdrawal symptoms shortly after they are born. Birth defects and behavioral problems also may result. Depressants are known as: barbiturates, downers and tranquilizers, such as Valium, Librium, Equanil, Serax, Tranxene and Zanax.

### SIGNS AND SYMPTOMS OF USE

- The effects of depressants are in many ways similar to the effects of alcohol. Small amounts can produce calmness and relaxed muscles, but somewhat larger doses can cause:
  1. slurred speech
  2. staggered walk
  3. altered perception
  4. mental clouding and drowsiness
  5. respiratory depression

## 6. coma and death

### HEALTH EFFECTS

- physical and psychological dependence
- tolerance to the drug, leading the user to increase the quantity consumed.

### **Hallucinogens**

Hallucinogenic drugs distort the senses and often produce hallucinations--experiences that depart from reality. Some negative health effects may last six months to a year following prolonged daily use.

Phencyclidine (PCP) interrupts the function of the neurocortex, the section of the brain that controls the intellect and keeps instincts in check, because the drug blocks pain receptors. Violent PCP episodes may result in self-inflicted injuries. Lysergic acid (LSD), mescaline and psilocybin also are hallucinogens that cause illusions and hallucinations. It is common to have a bad psychological reaction to LSD, mescaline and psilocybin. The user may experience panic, confusion, suspicion, anxiety and loss of control. Delayed effects or flashbacks can occur even after use has ceased.

### SIGNS AND SYMPTOMS OF USE

- impaired concentration
- confusion and agitation
- muscle rigidity
- profuse sweating
- a sense of distance and estrangement
- muscular coordination worsens and senses are dulled
- blocked and incoherent speech
- dilated pupils
- elevated body temperature
- increased heart rate and blood pressure
- loss of appetite
- sleeplessness
- tremors

### HEALTH EFFECTS

- persistent memory problems
- speech difficulties
- Mood disorders, such as depression, anxiety and violent behavior
- paranoid and violent behavior
- hallucinations
- convulsions and coma
- heart and lung failure

### **Narcotics**

Narcotic analgesics are the most effective compounds used for pain relief. Narcotic analgesics include Opium, Opiates (morphine, codeine, percodan, heroin and dilaudid) and Opioids (synthetic substitutes such as vicodin, darvon, demerol and methadone). Narcotics can be smoked or eaten (opium), injected,

taken orally or smoked (morphine), inhaled, injected or smoked (heroin). Opiates also are known as: heroin, smack, horse, brown sugar and black tar.

#### SIGNS AND SYMPTOMS OF USE

- A feeling of euphoria that is often followed by:
  1. drowsiness
  2. nausea and vomiting
  3. constricted pupils
  4. watery eyes and itching
  5. low and shallow breathing
  6. clammy skin
  7. impaired respiration
  8. convulsion
  9. coma
  10. possible death

#### HEALTH EFFECTS

- easy addition
- addiction in pregnant women can lead to premature, stillborn or addicted infants who experience severe withdrawal symptoms

#### **Designer Drugs**

Illegal drugs are defined in terms of their chemical formulas, but underground chemists can modify the molecular structure of certain illegal drugs to produce analogs known as designer drugs, which do not meet these definitions. These drugs can be several hundred times stronger than the drugs they are designed to imitate.

Many of the so-called designer drugs are related to amphetamines and have mild stimulant properties but are mostly euphorants. They can produce severe neurochemical damage to the brain. The narcotic analogs can cause symptoms such as those seen in Parkinson's disease, including uncontrollable tremors, drooling, impaired speech, paralysis and irreversible brain damage. Analogs of amphetamines and methamphetamines cause nausea, blurred vision, chills or sweating and faintness.

Psychological effects include anxiety, depression and paranoia. As little as one dose can cause brain damage, and the designer drugs still cause illusions, hallucinations and impaired perception.

Some designer drugs are: Synthetic Heroin White, MPTP (New Heroin), analogs of MDMA (Ecstasy, XTC, Essence), hallucinogens (STP, PMA, EVE) and analogs of PCP.

## **CAMPUS SECURITY & CRIME AWARENESS (CLERY ACT POLICY)**

**Purpose** To establish a policy and procedure for the collection and disclosure of campus crime information in compliance with the Jeanne Clery Crime Awareness and Campus Security Act of 1990.

In compliance with the Disclosure of Campus Security Policy and Campus Crime Statistics Act, information pertaining to specific crime categories at All Healthcare Institute, Inc. is being reported and made known to students and employees that will include:

1. Murder/Non-negligent homicide
2. Negligent Manslaughter
3. Forcible Sex/Non-forcible Sex Offenses
4. Robbery
5. Burglary
6. Motor vehicle theft
7. Aggravated assault
8. Arson
9. Hate crime
10. Liquor law violations
11. Drug law violations
12. Illegal weapons possessions

The school shall publish and distribute an Annual Campus Security report to current and prospective students and employees disclosing crime statistics and shall make timely warnings to the campus community about crimes that pose an ongoing threat to students and employees.

The school shall maintain a public log of all crimes reported to them, or those of which they are made aware that contains the nature, date, time and general location of each crime and disposition of the complaint.

### **Background**

Campus security and safety are important issues for students and their families. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), provides students and families, as higher education consumers, with the information they need to make informed decisions. The Clery Act requires that institutions disclose institutional safety and security policies, along with statistics for offenses committed on campus. The information is a compilation of data reported in the campus records and incidents that were reported to local law enforcement agencies. Crimes statistics are disclosed each year for the previous three calendar years. Statistics for all schools nationwide are made available to the public by the Department of Education's website located at <http://ope.ed.gov/security>.

## **Annual Campus Security Report**

Notices of this Report are published in the School Catalog and Employee Handbook. Further, a notification is sent to all students and employees annually.

Since crime can occur anywhere and at any time, it is our sincere hope that you will read this policy and follow the included guidelines. If you suspect a crime has been committed, notify the School Administrator or any key manager or supervisor. If you witness a crime in progress, call 911 to alert local law enforcement agencies, and then notify the School Administrator or any key manager or supervisor.

While the school employs electronic security systems, there is no such thing as a fail-safe security system. Even the most elaborate security precautions are not a guarantee against crime. The best safety measures are the ones you perform using common sense. You should always remain alert and aware of your surroundings. Secure your vehicles and do not leave valuables in your car. Do not leave your personal items unattended. Avoid walking alone, particularly at night. Again, be cautious, use good sense, and look after your friends and classmates.

### **Timely Warning & Emergency Notification**

A **TIMELY WARNING** is issued if a crime occurs on All Healthcare Institute campus. If any crime is committed and reported, the School Administrator or designee will authorize the issuance of a timely warning. For purposes of this policy, "timely" means as soon as reasonably practicable after an incident has been reported to the school personnel.

In order to determine if timely warning is required, and to determine the content of the warning, the School Administrator will consult with all relevant outside authorities, including local emergency responders and police department.

The college will consider any factors reflecting on whether the alleged crime represents a serious or continuing threat to the school community, including, but not limited to, (a) the nature of the incident; (b) when and where the incident occurred; (c) when it was reported; (d) the continuing danger to the school community and (e) the risk of compromising law enforcement efforts.

Upon confirmation of an emergency affecting the school community, the School Administrator or designee will, without delay, take into account the safety of the students and employees, determine the content of the notification and initiate the emergency notification system, and respond to the emergency. Emergency notifications may be issued for fires and explosion emergencies, natural gas leaks, unplanned utility outages, bomb threats, weather emergencies or other situations requiring building or campus evacuations; criminal or violent acts that may require building lockdowns or shelter-in-place instructions; and other situations requiring communications to the community, such as disease outbreaks.

The school will post applicable messages about the dangerous condition on the school website to ensure the rest of the campus is aware of the situation and the steps they should take to maintain personal and campus safety.

### **Forms of Notification**

The following forms of communication may be used to provide timely warnings and emergency notifications:

1. E-mail
2. Text/voice messages
3. Website
4. Classroom's door-to-door contact

### **Emergency Response Procedures**

If a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurs, students and employees will be notified through the e-mail notification or text message system, via building fire alarm systems, and/or other situationally-appropriate means to best protect the health and safety of students and employees. The fire alarm system will be used to order an emergency evacuation of the building. All students, instructors, and staff must immediately evacuate the building whenever the fire alarm sounds. Failure to evacuate will be a cause for disciplinary action for both students and employees.

The e-mail and text message alert system may be used to order a "lockdown". A lockdown order requires all students and employees to quickly enter a classroom, office or other room which can be locked, lock the door and attempt to hide from view of the hallways. Students or employees in large, unsecured areas should either find a secure area or quickly evacuate the building and proceed to a safe distance away from the building.

Prior to initiating the Emergency Response system, the School Administrator (or other designated official) will confirm that an emergency exists, determine the appropriate methods of communication, and determine the message content.

### **Timely Warning Protocols**

Timely warnings are triggered by crimes that have already occurred but represent an ongoing threat. Timely warnings are issued for any Clery crime committed within the Clery geography that is reported to the campus security authorities or a local law enforcement agency and is considered by the institution to represent a serious or continuing threat to students and employees. A warning is being issued as soon as the pertinent information is available. In the event of a situation which, in the judgment of the campus security authority, constitutes an ongoing or continuing threat of a criminal nature to the campus community, a timely warning will be issued by the school designated official.

Events that qualify for timely warnings include, but are not limited to, the following:

1. Burglary
2. Homicide
3. Motor Vehicle Theft
4. Arson
5. Hate Crimes
6. Manslaughter
7. Sex Offenses
8. Robbery
9. Aggravated Assault
10. Any crime considered to represent a threat to the public

In order to determine if timely warning is required, and to determine the content of the warning, the School Administrator will consult with all relevant outside authorities, including local emergency responders and police department.

The school will consider any factors reflecting on whether the alleged crime represents a serious or continuing threat to the school community, including, but not limited to:

- (a) the nature of the incident;
- (b) when and where the incident occurred;
- (c) when it was reported;
- (d) the continuing danger to the school community and
- (e) the risk of compromising law enforcement efforts.

Upon confirmation of an emergency affecting the school community, the School Administrator or designee will, without delay, take into account the safety of the students and employees, determine the content of the notification and initiate the emergency notification system, and respond to the emergency. Emergency notifications may be issued for fires and explosion emergencies, natural gas leaks, unplanned utility outages, bomb threats, weather emergencies or other situations requiring building or campus evacuations; criminal or violent acts that may require building lockdowns or shelter-in-place instructions; and other situations requiring communications to the community, such as disease outbreaks.

The school will post applicable messages about the dangerous condition on the school website to ensure the rest of the campus is aware of the situation and the steps they should take to maintain personal and campus safety.

The following forms of communication may be used to provide timely warnings:

- 1. E-mail
- 2. Text/voice messages
- 3. Website
- 4. Classroom's door-to-door contact

Campus Security Authority:

- 1. George Dayrit, 818-238-7944, [gdd@all-hci.com](mailto:gdd@all-hci.com)
- 2. Lynette Aquino, 714-799-1550, [admin@all-hci.com](mailto:admin@all-hci.com)

### **Incident Reporting**

Any staff, instructor, or student observing or having knowledge of a criminal act or other emergency situation should first contact appropriate local emergency response personnel by calling 9-1-1. Students witnessing any such event should also report it immediately to the School Administrator or any member of the faculty or staff. For non-emergency events, students may submit an *Incident Report Form* to the School Administrator.

Employees of the school are required to report any incident in which they have been involved or which they have witnessed on the campus or on the public areas adjoining the campus. Incidents will be reported on an *Incident Report Form* and forwarded immediately to the School Administrator (or other available senior official as appropriate).

Copies of all *Incident Report Forms* will be maintained by the School Administrator for use in data compilation for the Annual Campus Security Report. Forms for the previous three calendar years will be archived for audit purposes.

### **Security of and Access to Campus Facilities**

Students should only be on the campus during scheduled school hours, or while attending to other legitimate academic or administrative functions at All Healthcare Institute. All visitors are required to sign in with the front desk. Further, students are prohibited from being on the campus at any time when the building is not open and staff are not present.

Security of the building is an ongoing concern of all staff and instructors. Each staff and instructor is expected to be security-conscious and vigilant at all times. All security violations, including unauthorized visitors, should immediately be reported to the School Administrator or other senior official.

### **Law Enforcement and Security Personnel**

All Healthcare Institute does not employ security personnel. All requests for security assistance are handled by law enforcement agencies. The School Administrator is responsible for ensuring that all crimes occurring on campus are reported to the appropriate local law enforcement agency.

### **Informational Programs**

This policy is reviewed during new student and new employee orientations. These sessions promote awareness of crime and crime prevention, along with promoting awareness of rape, sexual assault, and acquaintance rape. During these orientations, students and employees are also told about good practices in crime prevention including securing their autos and other personal property and how to report a crime, emergency, or other incident.

### **Other Safety Policies and Related Topics**

The All Healthcare Institute Drug and Alcohol Policy prohibits the possession or use of illegal controlled substances on the school's premises or at any school-related activity. In that regard, the *Drug and Alcohol Policy* is considered part of this Campus Security Policy. The *Drug and Alcohol Policy* is posted to the school's website and published in the catalog.

Fighting, gambling, or any other behaviors that are illegal and/or interfere with the ability of other students to learn are forbidden inside the school's premises.

Further, possession of ammunition, long blade knives, or any other type of weapon without written permission is not allowed on the campus or at any other location when participating in a school-sponsored activity.

### **Sexual Assault Prevention and Awareness**

All Healthcare Institute is concerned about the safety of its students, instructors and staff. With regard to sexual assault, good sense safety practices are your best defense. Remember to remain aware of your surroundings, do not walk alone outdoors especially at night, do not enter areas of the building to which you are not authorized, and do not feel compelled to enter any secluded location or any situation which makes you uncomfortable.

Whether an assault occurs on- or off-campus, victims are strongly encouraged to report sexual assaults to the appropriate authorities. It is important to preserve evidence whenever possible for the police to use in pursuing a criminal investigation.

In the unlikely event that a sexual assault occurs on campus, students should immediately notify their Program Director or any available staff or instructor they are comfortable confiding in. Upon being



notified, the school will assist the student in contacting the appropriate authorities if the alleged victim chooses to do so. The school personnel will, to the best of their ability, attempt to secure any affected area of the campus and to otherwise prevent the compromise of evidence until law enforcement officials arrive. If a sexual assault occurs to a student off-campus, the school will assist an alleged victim with notification to the appropriate law enforcement agency having police jurisdiction where the crime occurred upon request of the student.

The school provides referral to local agencies that provide counseling and other support services. Resources for counseling services are posted in the bulletin board.

If an alleged victim of sexual assault on-campus elects not to file criminal charges, but still wishes to proceed with formal administrative charges, an investigation is conducted, and the case is referred to the School President. Disciplinary actions assessed in a particular case will be dependent upon the nature of the conduct involved, the circumstances and conditions which existed at the time the student engaged in such conduct and the results which followed as a natural consequence of such conduct. Sanctions, up to and including permanent expulsion from the school, will be carried out by the President.

The following principles apply to any such investigation/ disciplinary process:

1. The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding.
2. Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding brought alleging a sex offense.
3. Accuser shall be informed of their options to notify law enforcement.
4. Accuser shall be notified of available counseling services.

### **Missing Person Notification**

If any member of the school has reason to believe that a student may be missing for a period of more than 24 hours without any known reason or if his/her absence has occurred under circumstances that are suspicious or cause concerns for her/his safety, this should be immediately reported to the police authority. No later than 24 hours after determining that a person is missing, the School Administrator or his designee will notify the emergency contact of a missing person. If the student is under 18 years of age and is not emancipated, the school will notify the student's custodial parent or guardian within 24 hours. Regardless of whether the student has identified a contact person, is above the age of 18, or is an emancipated minor, the school will inform the local law enforcement agency that has jurisdiction in the area within 24 hours.

Students are advised that their contact information be registered confidentially with the Admissions Office and that this information be accessible only to authorized school officials, and that this may not be disclosed, except to law enforcement personnel in furtherance of a missing person investigation. Regardless of whether they name a contact person, unless the local law enforcement agency is the entity that made the determination that student is missing, All Healthcare Institute will notify the local law enforcement agency within 24 hours of the determination that the student is missing.

### ***Procedures:***

Responsibility: The School Administrator (or designee) will be responsible for collecting, processing and publishing annual campus crime data, although other staff members may assist with these functions.

Data Collection: All crimes, security incidents, serious injuries, or severe illness incidents known to employees which occur on-campus or on the public areas adjoining the campus should be recorded on an *Incident Report Form*. The forms will be forwarded to the School Administrator.

The School Administrator (or designee) will also request information annually from the appropriate local police department of any incidents, crimes, and/or arrests recorded in their records during the calendar year disclosure period on non-campus or public property.

Data Processing: The internal *Incident Report Forms*, police department data, and any other available information will be combined and cross-referenced to form the crime statistics.

The data collection/reporting period is the calendar year. The School Administrator (or designee) will cross-reference data from different sources to prevent duplicate reporting of one incident. All incidents must be categorized appropriately for reporting purposes. If a particular incident fits into none of the appropriate reporting categories, it will not be reported.

Annual Distribution & Publishing: The annual Campus Security Report will be published by October 1 each year. The report is published on the website which is available to all students and employees and to new student applicants and potential employees. The report will also be published in the catalog. Further, students and employees have an opportunity to request a copy.

Documentation: The School Administrator (or designee) will maintain all data used in the creation of the annual Campus Security Report, a printed copy of the Report, and a printed copy of the student/employee notifications.

Printed Copy Upon Request: Although the Campus Security Report is published electronically and through catalog and handbook, the law requires that a printed copy be distributed to any student, prospective student, or prospective employee upon request. Any member of the staff receiving such a request may print and distribute the Campus Security Report or refer the inquirer to the School Administrator (or designee).

## **ANNUAL SECURITY REPORT (ASR)**

All Healthcare Institute, Inc. is concerned about the safety and welfare of its students, faculty and staff, and visitors, and is committed to providing a safe and secure campus. The school has very little serious crime, but the potential exists. All Healthcare Institute has implemented policies and procedures designed to protect all persons on the campus.

The school has taken a number of steps to insure that our campus remains safe. Most recently, the school has completed installation of video surveillance cameras in all facilities of the school building.

The school is diligent in maintaining its buildings and grounds, with special concern for safety and security. Repairs of a safety and security nature are made promptly. For example, outdoor lights are checked on a regular basis to insure that burned out or damaged bulbs are replaced quickly.

In addition, each year classroom buildings are inspected by an outside expert to ensure that the buildings meet state and federal fire code. Defects are given priority and repaired promptly.

The instructors, staff, and students are given basic training course in CPR and first aid in cases of emergency situations.

Smoke detectors and fire extinguishers have been strategically placed in all school buildings. Vandalizing the alarm system, covering smoke detectors or illegally discharging fire extinguishers are serious offenses. Every effort will be made to identify persons who compromise public safety through such acts.

All Healthcare Institute reports to the Department of Education and disclose in its annual security report statistics for the three most recent calendar years concerning the number of each of the following crimes that occurred on or within its Clery geography and that are reported to local police agencies or to a campus security authority:

I. Primary crimes, including

(A) Criminal homicide:

- (1) Murder and non-negligent manslaughter; and
- (2) Negligent manslaughter.

(B) Sex offenses:

- (1) Rape;
- (2) Fondling;
- (3) Incest; and
- (4) Statutory rape.

(C) Robbery.

(D) Aggravated assault.

(E) Burglary.

(F) Motor vehicle theft.

(G) Arson.

II. Arrests and referrals for disciplinary actions, including

- (A) Arrests for liquor law violations, drug law violations, and illegal weapons possession.
- (B) Persons not included in paragraph (c)(1)(ii)(A) of this section who were referred for campus disciplinary action for liquor law violations, drug law violations, and illegal weapons possession.

III. Hate crimes, including

- (A) The number of each type of crime in paragraph (c)(1)(i) of this section that are determined to be hate crimes; and
- (B) The number of the following crimes that are determined to be hate crimes:
  - (1) Larceny-theft.
  - (2) Simple assault.
  - (3) Intimidation.
  - (4) Destruction/damage/vandalism of property.

IV. VAWA amendment offenses: Dating violence, domestic violence, and stalking.

**DEFINITIONS OF REPORTABLE CRIMES AND OTHER ASSOCIATED TERMS**

Murder and Non-negligent Manslaughter: The willful (non-negligent) killing of one human being by another.

Negligent Manslaughter: The killing of another person through gross negligence.

Sexual Assault: Any nonconsensual sexual act proscribed by federal or Illinois law, including when the victim lacks capacity to consent.

Sex Offenses: Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.

1. Forcible (Rape, Fondling): Any sexual act directed against another person, forcibly and/or against that person's will, or not forcibly or against the person's will where the victim is incapable of giving consent.
2. Forcible (Incest, Statutory Rape): Unlawful, non-forcible sexual intercourse.

Rape: The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent.

Domestic Violence:

1. A felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the victim; by a person with whom the victim shares a child in common; by a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner; by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred (42 U.S. Code Section 13925 (a)(8)); or
2. Physical abuse, harassment, intimidation of a dependent, interference with personal liberty or willful deprivation of a family or household member, which includes spouses, former spouses, parents, children, stepchildren and other persons related by blood or by present or prior marriage, persons who share or formerly shared a common dwelling, persons who have or allegedly have a child in common, and persons who share or allegedly share a blood relationship through a child.

Dating Violence:

1. Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence. Any incident meeting this definition is considered a crime for the purposes of Clery Act reporting.

2. Threatening to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person.
3. The existence of a dating relationship in 1 or 2 above shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

**Stalking:**

1. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to (A) fear for the person's safety or the safety of others; or (B) suffer substantial emotional distress.

For the purposes of this definition:

(i) Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device or means, follows, monitors, observes, surveils, threatens or communicates to or about a person, or interferes with a person's property; (ii) Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim; (iii) Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling; (iv) Any incident meeting this definition is considered a crime for the purposes of Clery Act reporting (42 U.S. Code Section 13925 (a)(30)) or 2. (A) Knowingly and without lawful justification, on at least two separate occasions, following another person or placing the person under surveillance or any combination thereof and (i) at any time transmitting a threat of immediate or future bodily harm, sexual assault, confinement or restraint and the threat is directed towards that person or a family member of that person, or (ii) places that person in reasonable apprehension of immediate or future bodily harm, sexual assault, confinement or restraint to or of that person or a family member of that person; or (B) when, having been previously convicted of stalking another person, knowingly and without lawful justification on one occasion, (i) follows that same person or places that same person under surveillance; and (ii) transmits a threat of immediate or future bodily harm, sexual assault, confinement or restraint to that person or a family member of that person (720 ILCS 5/12-7.3). 3. Stalking may be accomplished by physical act or electronic means, such as computer or cell phone.

**Robbery:** The taking or attempting to take anything of value from the care, custody or control of a person or persons by force or threat of force, violence and/or causing the victim fear.

**Aggravated Assault:** An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm. It is not necessary that injury result from an aggravated assault when a gun, knife or other weapon is used which could or probably would result in a serious potential injury if the crime were successfully completed.

**Burglary:** The unlawful entry of a structure to commit a felony or a theft. For reporting purposes this definition includes: unlawful entry with intent to commit a larceny or a felony, breaking and entering

with intent to commit a larceny, housebreaking, safecracking and all attempts to commit any of the aforementioned.

**Motor Vehicle Theft:** The theft or attempted theft of a motor vehicle. (All cases are classified as motor vehicle theft where automobiles are taken by persons not having lawful access even though the vehicles are later abandoned, including joy riding.)

**Arson:** Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling, house, public building, motor vehicle or aircraft, personal property, etc.

**Larceny-Theft:** The unlawful taking, carrying, leading, or riding away of property from the possession or constructive possession of another.

**Intimidation:** To unlawfully place another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.

**Simple Assault:** An unlawful physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration or loss of consciousness.

**Liquor Law Violations:** The violation of laws or ordinances prohibiting: the manufacture, sale, purchase, transportation, possession or use of alcoholic beverages, not including driving under the influence of drunkenness.

**Drug Abuse Violations:** The violation of laws prohibiting the production, distribution, and/or use of certain controlled substances and the equipment or devises utilized in their preparation and/or use.

The unlawful cultivation, manufacture, distribution, sale, purchase, use, possession, transportation, or importation of any controlled drug or narcotic substance. Arrest of violations of State and local laws, specifically those relating to the unlawful possession, sale, use, growing, manufacturing, and making of narcotic drugs.

**Weapons: Carrying, Possessing, Etc.:** The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, explosives, incendiary devices, or other deadly weapons.

**Destruction/Damage/Vandalism of Property** To willfully or maliciously destroy, damage, deface, or otherwise injure real or personal property without the consent of the owner or the person having custody or control of it.

**ALL HEALTHCARE INSTITUTE CRIME STATISTICS  
(2021-2022-2023)**

<b>VAWA AMENDMENT OFFENSES</b>	<b>Year</b>	<b>On-Campus</b>	<b>Non-campus (Clinical Facility)</b>	<b>Public Property</b>
Dating Violence	2021	0	0	0
	2022	0	0	0
	2023	0	0	0

Domestic Violence	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Stalking	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
<b>HATE CRIMES</b>				
Murder and Non-negligent Manslaughter	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Negligent Manslaughter	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Sex Offenses Forcible	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Murder and Non-negligent Manslaughter	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Negligent Manslaughter	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Sex Offenses Forcible	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Sex Offenses Nonforcible	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Robbery	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Aggravated Assault	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Burglary	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Motor Vehicle Theft	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Arson	2021	0	0	0
	2022	0	0	0
	2023	0	0	0

Larceny	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Simple Assault	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Intimidation	2021	0	0	1
	2022	0	0	0
	2023	0	0	0
Vandalism	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
<b>OTHER OFFENSES</b>				
Liquor Law Violations	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Drug Abuse Violations	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Illegal Weapons	2021	0	0	0
	2022	0	0	0
	2023	0	0	0

**General Procedures for Reporting a Crime or Emergency** All members of the AHI community including students, faculty, staff and visitors are encouraged to report all crimes and public safety related incidents to the school management and to the Stanton Police Station:

Sheriff's Non-Emergency Dispatch: 714-647-7000 or 949-770-6011

Stanton Police Services: 714-889-7866

For all emergencies, dial 911.

If you have any questions about the crime statistics or safety issues on campus, do not hesitate to contact the above-mentioned phone numbers.

The school will issue an annual report of criminal reports made to the school management and other law enforcement agencies of crimes occurring on school property.

The school will issue timely warnings to members of the campus community in cases of reported murder, sex offenses, robbery, aggravated assault, burglary, motor vehicle theft and any hate crimes. If it is determined that a threat continues to exist because of a reportable offense, the school will issue timely warning to members of the campus community.

#### **CONSUMER INFORMATION**

All consumer information that is required to be disclosed to the student pursuant to the federal and state financial aid programs are available from school catalog and school's website.

#### **Methods of Disclosure**



AHI annually distributes to all enrolled students and employees a notice of the availability of the information that is required to be made available.

Federal regulations set forth by the Higher Education Act require the disclosure of certain consumer information each year to prospective and enrolled students. All Healthcare Institute provides the following consumer information disclosures on the website at [all-hci.com](http://all-hci.com) and school catalog. If you need assistance obtaining the information listed on the website or to receive a paper copy of the information, please contact the Financial Aid Office by phone at 562-469-9302 or by e-mail at [jeny@all-hci.com](mailto:jeny@all-hci.com) copies are available from the Financial Aid Office Monday thru Friday from 9:00am until 4:30pm.

Disclosures and reporting requirements include but not limited to the following:

1. Completion or graduation rates, retention rates, licensure exam passage rates, placement rates, salary wage data and information
2. Drug and Alcohol Prevention Program.
3. Constitution Day observance
4. Voters Registration information and application
5. Family Educational Records and Privacy Act
6. Selective Service
7. Campus Security Reports
8. Students Right-to-Know Act
9. Copyright Information
10. GED
11. Student with Disability
12. Timely Warning & Emergency Notification

#### **Health & Safety Exemption Requirement**

All Healthcare Institute adheres to all requirements pertaining to the protection of student information. However, there are limited exceptions to FERPA regulations under which the school is permitted to disclose education records or personally identifiable, non-directory information from education records in connection with a health or safety emergency without student consent.

The situation must present imminent danger to a student, other students, or members of the school community in order to qualify as an exception. This action is not taken lightly and only under circumstances that present imminent danger.

#### **Complying with the Constitution Day Law (AHI is not Title IV approved)**

Institutions receiving Title IV Financial Aid, are required to hold a program pertaining to the United States Constitution for all students attending the institution. Higher education institutions must offer educational programs about the Constitution on Constitution Day (Sept. 17) in order to remain eligible for Title IV funding.

All Healthcare Institute encourages students to come to understand freedoms and struggles of our great nation. Examples of activities that All Healthcare Institute are conducting to meet the requirement are: classroom resources engaging students in the current events and civic education, readings of the Constitution, writing opinions about Constitutional issues, student debates on the Constitution; film showing, playing games that include questions about the constitution, viewing instructional videos about the Constitution, and visiting websites for National Constitution Centers.

### **Voter's Registration**

The Program

Participation Agreement (PPA) includes a voter registration requirement that applies to general elections and special elections for federal office, and to the elections of governors and other chief executives within a state.

You can pick up a voter registration form at your county elections office, library, or U.S. Post Office. It is important that your voter registration form be filled out completely and be postmarked or hand-delivered to your county elections office at least 15 days before the election. You will need to re-register to vote when you move to a new permanent residence or change your name. Registered voters may apply for a vote-by mail ballot for an upcoming election at any time. If you apply by mail, your application must be received no later than 7 days before an election, otherwise you will need to apply in person to get a vote-by-mail ballot for that election. You can use the application printed on your Sample Ballot that is mailed to you by your county elections official prior to every election. If you don't want to wait for your sample ballot, you can write to your county elections official for an application or you may use the California Vote-By-Mail Ballot Application. Read the instructions, type your information directly into the application, then print, sign and date the application, and mail it to your county elections office.

Voter Registration Forms are available online at Election Assistance Commission Website [www.eac.gov](http://www.eac.gov). You may receive voter registration forms from the Financial Aid Office.

### **Selective Service**

Males between the ages of 18 through 25 are required to register with the Selective Service System to receive financial aid.

Selective Service "mail-back" registration forms are available at any Post Office. A man can fill it out, sign it, affix postage, and mail it to Selective Service. Another way is to check a box on the application form for Federal Student Financial Aid (FAFSA form). He can check "Yes" on Box #29 of that form, and the Department of Education will furnish Selective Service with the information to register him. Students may also register online by going to the Selective Service website at [Hhttp://www.sss.gov](http://www.sss.gov).

### **Students with Disability**

All Healthcare Institute does not discriminate in admission or access to our program on the basis of age, race, color, sex, disability, religion, sexual orientation or national origin. The school is committed to providing reasonable accommodations for eligible students with documented disabilities as defined by state and federal laws relating to the Americans with Disabilities Act (ADA). This school offers programs for students with disability depending on the physical ability of the handicapped student. We provide reasonable accommodation for the known disability of a qualified applicant, student, client, or employee except when the accommodation imposes an undue hardship on the school, other students, or employees. If you would like to request academic adjustment or auxiliary aids, please contact the school's Chief Academic Officer.

### **GED**

**What is the GED Test?** The GED test credential is recognized in all states and it is considered equivalent to high school qualifications. It comprises four subjects that must be passed to receive certification. It provides a practical way to demonstrate academic knowledge in GED math, social studies, science and language arts. Students that pass the examination are issued a certificate or diploma. In addition, individuals obtain a GED transcript that allows them to apply for jobs or enroll for higher education.

The examination takes up to seven hours to complete. The test and GED practice are administered in various centers around the country. This helps provide easy access to anyone keen on acquiring the certification.

The credential is updated every ten to fifteen years. It is designed to provide an alternative route for anyone who does not complete or meet basic criteria for a high school diploma.

The GED Testing Service is operated under a joint venture agreement between the American Council on Education and Pearson (the developer of the examination). You are required to take the test in person using a computer. Also, it is expected that you meet the minimum passing score to obtain the Certificate of High School Equivalency or alternative credential.

**Why take the GED Test?** Certificate holders can take advantage of increased opportunities when it comes to higher education. Many educators are convinced that GED practice and achieving high test scores has the capacity to build self-confidence. In turn, this helps students work hard towards higher education qualifications. According to the United States Department of Education, low self-esteem is linked to a wide variety of unfavorable outcomes. Hence, the need to strive for a good education by taking GED classes and mastering the GED study guide.

Achieving good GED prep results allows you to build a solid foundation and avoid a low socio-economic status. Many adult learners have managed to advance careers by switching from lower paying positions to roles that require basic education. Research conducted by the GED Testing Service suggests that the certification may help individuals increase confidence. GED math is one of the key subjects that help open new doors in the labor market.

**GED Sections.** It is important to familiarize with the content and structure of the GED test. The GED math test is designed to evaluate your knowledge relating to mathematical concepts and their application. Some of the topics include probability, geometry, algebra, stat and more. These areas of focus are covered substantially in the GED study guide.

The math exam has two sections, which feature up to 46 questions in total. You are required to complete the sections in 115 minutes. Test-takers who commit sufficient time to GED prep will find it easy to complete the exam within the allotted time. Meanwhile, the use of online or physical calculators is allowed in section two only.

The GED Reasoning Through Language Arts (RLA) test evaluates your capacity to edit and revise informational documents. The exam takes up to 150 minutes to complete. It encompasses topics like mechanics, sentence structure, organization and application. This portion of the exam is divided in two three sections.

The wide variety of questions fielded in the sections require critical thinking. Reading the questions carefully allows you to pick the important details. Dedicating time to GED practice test improves chances of a positive outcome. The exam is designed to test your ability to peruse, understand and respond clearly to complex texts.

The science test focuses on four key areas: physical, life, earth and space science. It is aimed at testing your knowledge of fundamental concepts surrounding these topics. The physical science section

concentrates on chemical properties, flow of energy, motion, conservation and more. It is vital that you prepare for this section through GED practice.

On the other hand, the earth and space science section covers topics, such as astronomy, organization of the cosmos, interaction between Earth's systems, including structure and more.

The social studies portion of the exam focuses on questions drawn from a broad range of areas, including geography, government, economics, history and civics. The test is aimed at assessing your abilities when it comes to comprehending basic concepts of the aforementioned topics.

The test comes with a time limit of 90 minutes, which provides you sufficient time to complete both multiple choice and short answer questions. The multiple choice part is allotted 65 minutes while the short questions has a 25-minute cap. The questions are designed to assess your analytical skills and reasoning.

**How to Pass GED.** To ensure success, you need to prepare well in advance. One of the best ways to achieve the objective entails creating a suitable study space. Also, make an effort to familiarize with the GED study guide as well as the content of various sections covered in the exam.

There are free GED prep materials available online consisting of a detailed how-to-succeed study plan, up-to-date learning materials, numerous practice tests, study tools and various tips & tricks that allow you to prepare for the GED at your own pace.

**GED Test Centers:**

Huntington Beach Adult School  
5832 Bolsa Avenue  
Suite 100  
Huntington Beach, California 92649

Golden West College  
15744 Goldenwest Street  
Huntington Beach, California 92647

ABC Adult School Assessment Center  
12254 Cuesta Drive  
Cerritos, California 90703

Norwalk-La Mirada Adult School  
15711 Pioneer Blvd  
Norwalk, California 90650

Downey Adult School  
12340 Woodruff Ave  
Downey, California 90241

Irvine Valley College  
1624 Valencia Ave.Suite102  
Tustin, California 92782

Rowland Adult & Community  
Education  
2100 Leron Ave  
Rowland Heights, California 91748

Lynwood Community Adult School  
11277 Atlantic Avenue  
Lynwood, California 90262  
Hacienda La Puente Adult Education

14101 E. Nelson Avenue  
Room 116  
La Puente, California 91746

Los Angeles Harbor District  
1111 Figueroa Place  
Technology Building, Room 204  
Wilmington, California 90744

## **Copyright Infringement Policy & Sanctions**

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

**Criminal Penalties for Violation of Federal Copyright Laws** Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees.

For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. All equipment, services and technologies provided to students as part of the school's computer system constitute the exclusive property of All Healthcare Institute. Similarly, all information composed, transmitted, received or stored via the school's computer system is also considered the property of All Healthcare Institute. As such, all stored information is subject to disclosure to management, law enforcement and other third parties, with or without notice to the student.

Students are responsible for complying with copyright law and applicable licenses that apply to software, files, documents, messages and other material they wish to download, copy, or transmit. This includes peer-to-peer sharing of files and applications. All students obtaining access to any material prepared or created by another company or individual must respect any attached copyrights and may not copy, retrieve, modify or forward such copyrighted materials, except with written permission of the lawful owner. Students receiving electronic files via the school's e-mail system or Internet connection should ensure that the sender is the lawful owner or has obtained the necessary license or permission.

The school monitors and filters all internet activity and provides regular reports of internet use to the office of the President. Therefore, to avoid disciplinary or criminal consequences, students should be very careful to investigate any material obtained via the Internet to be sure it is legal before copying. Students found to be in violation of any part of the policy will be subject to disciplinary action up to and including dismissal from the school.

All Healthcare Institute shall notify students and employees annually of the school's obligation to combat illegal file sharing and the information available on this disclosure.

## **FINANCIAL ASSISTANCE**

All Healthcare Institute does not participate in Federal, State, City or Local County Student Aid programs.

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, and that, 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.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

(1) The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.

(2) The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

Information regarding All Healthcare Institute financial aid programs and policies is distributed through the following published documents:

1. Catalog (includes eligibility requirements, application process, academic progress requirements and aid programs available)
2. All Healthcare Institute Website

Scholarship is available through Sea Cliff Healthcare Center for the NA program. In order to receive the Scholarship, student **must agree to 12 months full time employment as a CNA at Sea Cliff Facility** and must begin employment *immediately* or as agreed, after the student successfully passes the certification exam from California Department of Public Health and is officially a Certified Nurse Assistant.

#### TUITION AND FEES

Students should pay all required fees in accordance with stated policies or initiate arrangements with the Financial Office. The fees listed are subject to change.

Course Programs	Non Refundable Registration	*STRF	Tuition	NCLEX Prep Materials Skills Lab Supplies	Textbooks/ Handouts	Uniform	TOTAL CHARGES
Vocational Nursing (VN)	\$150	\$0	\$17,840	\$1,500	\$400	\$250	<b>\$20,140</b>
Nurse Assistant (NA)	\$50	\$0	\$1,888	\$0	\$52	\$60	<b>\$2050</b>
Home Health Aide (HHA)	\$50	\$0	\$639.50	\$0	\$30	\$30	<b>\$749.50 (outsider)</b>
Home Health Aide (HHA)	\$50	\$0	\$290	\$0	\$30	\$30	<b>\$400 (AHI NA graduate)</b>

Other associated fees for enrollment:

Background Check Fee: \$65 (Paid by students directly to American Data Bank)

Live Scan Fingerprinting: \$70 (Paid by students directly to vendors)

#### COURSE PROGRAMS

## **VOCATIONAL NURSING PROGRAM**

TOTAL CHARGES FOR THE 1<sup>st</sup> PERIOD OF ATTENDANCE: \$7,547

TOTAL CHARGES FOR THE 2<sup>nd</sup> PERIOD OF ATTENDANCE: \$5,247

TOTAL CHARGES FOR THE 3<sup>rd</sup> PERIOD OF ATTENDANCE: \$3,685

TOTAL CHARGES FOR THE 4<sup>th</sup> PERIOD OF ATTENDANCE: \$3,661

ESTIMATED TOTAL CHARGES FOR THE ENTIRE VN PROGRAM: \$20,140

**Program Length:**1530 Hours

**Instructional Delivery:** Residential

### **Program Schedule:**

Full-time:

(13 Months/54 Weeks)

Theory: Monday through Friday - 8:00am-4:00pm

Clinical: Monday through Friday - 7:00am-3:30pm or 3:00 pm to 11:30 pm

30-40 Hours/Week

### **Program Objectives:**

Upon completion of the nursing program, the graduate should be able to meet the following objectives:

- 1) Provision of direct patient care:
  - a) Utilize the Nursing Process, Maslow's Hierarchy of Needs, and Erikson's Developmental Theory as the unifying theme to:
    - o Perform basic assessments to collect, analyze, and synthesize relevant data to identify a client's actual and potential health problems.
    - o Participate in and execute interventions in accordance with the plan of care and under the supervision of the licensed physician or licensed registered nurse.
    - o Safely administer prescribed medications and treatments within the scope of a licensed vocational nurse, and monitor for efficacy and side effects.
    - o Provide a safe environment both physically and psychosocially for the client and the client's family/support person(s).
    - o Contribute to the evaluation of individualized interventions related to the plan of care and assist with making amendments to the plan to align with the changing needs of the client.
  - b) Utilize knowledge of wellness and health problems as it pertains to client care.
  - c) Demonstrate competency in common nursing procedures, including medication administration.
- 2) Communicator:
  - a) Communicate effectively with clients, support persons, and the health care team.
  - b) Document implementation of the plan of care.
- 3) Coordination of care:
  - a) Maintain the role of the nurse as a client advocate.
  - b) Use critical thinking to recognize client care needs and perform interventions that are consistent with standards for nursing practice and licensing laws as defined by the Board of Vocational Nursing.
  - c) Utilize the basic leadership and management skills in practice for groups of clients.

- d) Delegate tasks effectively to Unlicensed Assistive Personnel (UAP) that are within the UAP scope of practice.
  - e) Function effectively as a contributing member of the health care team.
  - f) Accomplish nursing care in a safe and effective manner.
- 4) Professionalism
- a) Recognize current issues and trends in nursing practice and participate as appropriate.
  - b) Utilize resources for continued self-development and learning.

### Program Description:

The school's Vocational Nursing Program is designed to impart the basic knowledge and demonstrative ability necessary for entry level of employment as a vocational nurse.

This program prepares individuals to assist in providing general nursing care under the direction of a registered nurse, physician, or dentist. It includes instruction in taking patient vital signs, applying sterile dressings, patient health education, and assistance with examinations and treatment.

### Course Outline:

<b>Term I</b>	<b>Course #</b>	<b>Theory</b>	<b>Skills</b>	<b>Clinical</b>	<b>Total Clock Hours</b>
Anatomy and Physiology	VN 101	64			64
Nutrition	VN 102	24			24
Growth and Development	VN 103	24			24
Psychology	VN 104	32			32
Pharmacology	VN 105	54			54
Foundations of Nursing	VN 106	72	52	128	252
<b>Total for Term I:</b>		<b>270</b>	<b>52</b>	<b>136</b>	<b>450</b>
<b>Term II</b>	<b>Course #</b>	<b>Theory</b>	<b>Skills</b>	<b>Clinical</b>	<b>Total Clock Hours</b>
MS I: Integumentary System Disorders	VN 201	20	6	48	74
MS I: Musculoskeletal System Disorders	VN 202	20	6	48	74
MS I: Endocrine System Disorders	VN 203	20	6	56	82
MS I: Respiratory System Disorders	VN 204	20	6	56	82
MS I: Multi System Disorders	VN 205	20	6	56	82
Geriatric and Rehabilitation	VN 206	32	0	24	56
<b>Total for Term II:</b>		<b>132</b>	<b>30</b>	<b>288</b>	<b>450</b>
<b>Term III</b>	<b>Course #</b>	<b>Theory</b>	<b>Skills</b>	<b>Clinical</b>	<b>Total Clock Hours</b>
MS II: Sensory System Disorders	VN 301	16	4	32	52
MS II: Neurologic System Disorders	VN 302	16	6	40	62
MS II: Immune System Disorders	VN 303	16	6	32	54
MS II: Hematopoietic and Lymphatic System Disorders	VN 304	16	6	32	54



MS II: Cardiovascular System Disorders	VN 305	24	6	64	94
<b>Total for Term III:</b>		<b>88</b>	<b>28</b>	<b>200</b>	<b>316</b>
<b>Term IV</b>	<b>Course #</b>	<b>Theory</b>	<b>Skills</b>	<b>Clinical</b>	<b>Total Clock Hours</b>
MS III: Urinary System Disorders	VN 401	10	6	48	64
MS III: Gastrointestinal System Disorders	VN 402	10	6	48	64
MS III: Reproductive System Disorders	VN 403	10	8	48	66
Maternity and Newborn Nursing	VN 404	20	8	16	44
Pediatric Nursing	VN 405	20	8	16	44
Leadership and Supervision	VN 406	16	0	16	32
<b>Total for Term IV:</b>		<b>86</b>	<b>36</b>	<b>192</b>	<b>314</b>
<b>Total Clock Hours in the Program:</b>		<b>576</b>	<b>138</b>	<b>816</b>	<b>1530</b>

### **Course Title: VN 101 Anatomy and Physiology**

#### **Course Description:**

This course of normal structure and function of the body covers various body systems, its parts, and its relationships to one another in order to maintain a state of balance in one's health. Areas of study incorporate common terms, structure of body processes from the unit structure of the cell to the complexity body parts of different systems, in relation to normal functioning and health maintenance.

#### **Course Objectives:**

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

1. Define anatomy, physiology and other common terms.
2. Describe body parts and functions and relationships with other body parts and functions.
3. Discuss body systems and general functions of each.
4. Utilize common medical terminology related to Anatomy and Physiology.
5. Describe the human body and explain its organization from cell to system to the whole organism.

#### **Course Hours:**

Theory	:	64 Hours
Skills Laboratory	:	0 Hour
Clinical	:	0 Hour

**Prerequisite:** None

**Outside Work:** None

### **Course Title: VN 102 Nutrition**

#### **Course Description:**

This course provides basic knowledge of nutrition science. Topics include concepts of basic nutrition, nutrients, therapeutic diets and nutritional guides and the role of nutrition in health promotion and maintenance, common alternative ways to provide nutrition, cultural, and social aspects of nutrition.

#### **Course Objectives:**

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

1. Discuss nutrients, food groups, and identify corresponding food sources.

2. Explain the importance of adequate nutrition in relation to health maintenance and disease prevention.
3. Identify special nutritional considerations related to pregnancy, infancy, childhood, adolescence, early and middle adulthood, and older adulthood and aging.
4. Explain different types of diets applicable to certain diseases and disorders.
5. Describe common alternative ways of providing nutrition to clients with certain disorders and diseases.
6. Discuss influences of religion, culture, and personal choice on food preferences.

**Course Hours:**

Theory	:	24 Hours
Skills Laboratory	:	0 Hour
Clinical	:	0 Hour

**Prerequisite:** None

**Outside Work:** None

**Course Title:** **VN 103 Growth and Development**

**Course Description:**

This course incorporates the normal process of growth and development in various stages from birth through adulthood. Aspects covered are physical, mental, emotional, social, and personality development. Concerns of common behavioral problems, health maintenance, education and anticipatory guidance are important aspects of the course.

**Course Objectives:**

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

1. Describe the expected growth and development pattern in each age and stage of life from birth through adulthood
2. Discuss the significance of the family in relation to child growth and development.
3. Explain expected behavioral characteristics of the newborn, child, adolescents, and development.
4. Describe common behavioral problems and explain ways to resolve them.

**Course Hours:**

Theory	:	24 Hours
Skills Laboratory	:	0 Hour
Clinical	:	0 Hour

**Prerequisite:** None

**Outside Work:** None

**Course Title:** **VN 104 – Psychology**

**Course Description:**

This is a short course in mental health nursing. It deals with the history and scope of mental health, understanding of behavior, cognitive, social, and personality aspects as well as functional development. Common personality disorders and corresponding treatment modalities are briefly covered so that students may develop in relation to the care of clients with existing psychological concerns.

**Course Objectives:**

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

1. Define mental health and briefly explain its scope.
2. Explain behavioral characteristics and personality disorders and discuss influences on it.
3. Identify key members of mental healthcare team.
4. Discuss commonly used medications in mental health.
5. Discuss different types of dementias, personality disorders and adaptation.
6. Discuss common personality disorders and corresponding treatment modalities.

**Course Hours:**

Theory	:	32 Hours
Skills Laboratory	:	0 Hour
Clinical	:	0 Hour

**Prerequisites:** None

**Outside Work:** None

**Course Title:** **VN 105 Pharmacology**

**Course Description:**

This course provides important background knowledge relating to drug administration, and the role and responsibilities of the nurse. Drug calculation and related mathematics are demonstrated and practiced. The learner will be given several opportunities to develop the skills in drug calculation and medication administration. In the clinical area, the student will administer medications safely and competently.

**Course Objectives:**

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

1. Identify major sources of drug standards and drug information.
2. Discuss nursing responsibilities in relation to drug administration.
3. Demonstrate proper techniques in administering medications using different routes of drug administration.
4. Explain different classifications of drugs, their actions and side effects.
5. Convert units of measurement of medication to the same system or another system of measurement.
6. Solve problems involving drug dosage calculations.

**Course Hours:**

Theory	:	54 Hours
Skills Laboratory	:	0 Hour
Clinical	:	0 Hour

**Prerequisite:** None

**Outside Work:** None

**Course Title:** **VN 106 Fundamentals of Nursing**

**Course Description:**

This course offers skills and knowledge that serve to be foundation in the practice of nursing. Learning modules include History of Nursing, Legal Aspects, Basic Human Needs, Body Mechanics, Personal Hygiene, Communication, Nursing Process, Nursing Assessment, Nursing Care Plan, Patient Education, Safety, Infection Control, Basic Comfort Measures such as Personal Hygiene, Positioning, Heat and Cold Applications, and other common nursing procedures, and client concerns such as advanced directives,

organ donations, and significant health care trends. In the clinical setting the students will demonstrate safety and competency when providing client(s) with basic nursing care.

**Course Objectives:**

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

1. Discuss significant historical events and trends in nursing and health care.
2. Discuss legal aspects pertaining to nursing.
3. Perform basic nursing procedures safely and competently.
4. Explain basic human needs, importance of client education, communication in health care settings.
5. Explain pertinent health care information such as organ donation and advance directives.

**Course Hours:**

Theory	:	72 Hours
Skills Laboratory	:	44 Hours
Clinical	:	136 Hours

**Prerequisite:** None

**Outside Work:** None

**Course Title: VN 201 - Integumentary System Disorders**

**Course Description:**

This course provides a review of the anatomy and physiology of the skin, hair, nails, glands and related structures. The student will also be introduced to the etiology of common integumentary disorders/diseases, and the diagnosis, treatment and prevention of disease. Related pharmacological agents, nutritional needs and changes with aging are discussed. The course emphasizes the nursing interventions and the psychosocial aspects in the care of the client with an integumentary disorder.

**Course Objectives:**

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

1. Utilize the nursing process in identification of disorders related to the integumentary system.
2. Discuss the primary components of the structure and function of the integumentary system.
3. Recognize nursing diagnosis in the care plan and carry out specific interventions related to common integumentary system disorders.
4. Under the direction and supervision of the registered nurse or licensed physician, evaluate the care of patients with alteration in functions of this system and assist with modifications to the plan of care.
5. Discuss the role of the vocational nurse in the implementation of care for the integumentary system as directed under the supervision of the registered nurse or licensed physician.

**Course Hours:**

Theory	:	20 Hours
Skills Laboratory	:	6 Hours
Clinical	:	48 Hours

**Prerequisites:** Anatomy & Physiology, Fundamentals of Nursing, Pharmacology

**Outside Work:** None

**Course Title: VN 202 – Musculoskeletal System Disorders**

**Course Description:**

This course provides a review of the anatomy and physiology of the muscles, bones and related structures. Course content includes the most common musculoskeletal disorders/diseases, and the diagnosis, treatment and prevention of disease. Related pharmacological agents, nutritional needs and changes with aging are discussed. The course focuses on the nursing interventions and the psychosocial aspects for the care of the client with a musculoskeletal disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

**Course Objectives:**

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

1. Utilize the nursing process in identification of disorders related to the musculoskeletal system.
2. Discuss the primary components of the structure and function of the musculoskeletal system.
3. Recognize nursing diagnosis in the care plan and carry out specific interventions related to common musculoskeletal system disorders.
4. Under the direction and supervision of the registered nurse or licensed physician, evaluate the care of patients with alteration in functions of this system and assist with modifications to the plan or care.
5. Discuss the role of the vocational nurse in the implementation of care for the musculoskeletal system as directed under the supervision of the registered nurse or licensed physician.

**Course Hours:**

Theory	:	20 Hours
Skills Laboratory	:	6 Hours
Clinical	:	48 Hours

**Prerequisites:** Anatomy & Physiology, Fundamentals of Nursing, Pharmacology

**Outside Work:** None

**Course Title: VN 203 – Endocrine System Disorders****Course Description:**

This course provides a review of the anatomy and physiology of the endocrine system including how hormones work on a negative feedback system and are specific to target cells/organs. The student will also be introduced to the etiology of common endocrine disorders/diseases, and the diagnosis, treatment and prevention of disease. Related pharmacological agents and the psychosocial aspects in the care of the client with an endocrine disorder. Additional emphasis is placed on the care of the diabetic client, administration of insulin and signs of diabetic complications. Selected clinical experiences will allow the student to practice appropriate nursing skills.

**Course Objectives:**

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

1. Utilize the nursing process in identification of disorders related to the endocrine system.
2. Discuss the primary components of the structure and function of the endocrine system.
3. Recognize nursing diagnosis in the care plan and carry out specific interventions related to common endocrine system disorders.
4. Under the direction and supervision of the registered nurse or licensed physician, evaluate the care of patients with alteration in functions of this system and assist with modifications to the plan or care.
5. Discuss the role of the vocational nurse in the implementation of care for the endocrine system as directed under the supervision of the registered nurse or licensed physician.

**Course Hours:**

Theory	:	20 Hours
Skills Laboratory	:	6 Hours
Clinical	:	56 Hours

**Prerequisites:** Anatomy & Physiology, Fundamentals of Nursing, Pharmacology

**Outside Work:** None

**Course Title: VN 204 – Respiratory System Disorders****Course Description:**

This course provides a review of the anatomy and physiology of the upper and lower respiratory system. The content will also enhance understanding of the etiology, pathophysiology, assessment findings, and management of common respiratory disorders/diseases. Related pharmacological agents, oxygen precautions/interventions and nutritional needs are discussed. Emphasis is placed on the nursing interventions and the psychosocial aspects in the care of the client with a respiratory disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

**Course Objectives:**

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

1. Utilize the nursing process in identification of disorders related to the respiratory system.
2. Discuss the primary components of the structure and function of the respiratory system.
3. Recognize nursing diagnosis in the care plan and carry out specific interventions related to common respiratory system disorders.
4. Under the direction and supervision of the registered nurse or licensed physician, evaluate the care of patients with alteration in functions of this system and assist with modifications to the plan or care.
5. Discuss the role of the vocational nurse in the implementation of care for the respiratory system as directed under the supervision of the registered nurse or licensed physician.

**Course Hours:**

Theory	:	20 Hours
Skills Laboratory	:	6 Hours
Clinical	:	56 Hours

**Prerequisites:** Anatomy & Physiology, Fundamentals of Nursing, Pharmacology

**Outside Work:** None

**VN 205 – Multi System Disorders**

This course discusses fluid, electrolyte, and acid–base balance and the disorders that occur when there are imbalances. It also discusses shock and its various types, pathophysiologic consequences, and assessment findings, which may vary according to type. And finally, students will learn and gain basic understanding about cancer. Cancerous tumors invade healthy tissues and compete with normal cells for oxygen, nutrients, and space. They will discuss the pharmacological agents used in treatment of the disorders. Students will learn and discuss treatments and nursing care for clients with fluid imbalances, clients in shock and clients with cancer.

**Course Objectives:**

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

1. Utilize the nursing process in identification of disorders related to multi system disorders.

2. Discuss the primary components of the structure and function related to fluid, electrolyte and acid-base balance.
3. Recognize nursing diagnosis in the care plan and carry out specific interventions related to fluid, electrolyte and acid-base balance.
4. Under the direction and supervision of the registered nurse or licensed physician, evaluate the care of patients with alteration in functions of this system and assist with modifications to the plan or care.
5. Discuss the role of the vocational nurse in the implementation of care related to fluid, electrolyte and acid-base balance as directed under the supervision of the registered nurse or licensed physician.

**Course Hours:**

Theory	:	20 Hours
Skills Laboratory	:	6 Hours
Clinical	:	56 Hours

**Prerequisites:**Anatomy and Physiology, Fundamentals of Nursing, Pharmacology

**Outside Work:** None

**Course Title: VN 206A – Gerontological Nursing**

**Course Description:**

This course will provide information on the care of the elderly. The theories and concepts of aging, the physiologic and psychosocial changes and problems associated with the process, and the appropriate nursing interventions are discussed. It addresses common disease processes of aging. Elder abuse, dementia and related disorders are also explored.

**Course Objectives:**

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

1. Describe nursing in geriatric care settings.
2. Discuss nursing measures in assisting the elderly client in meeting nutritional, elimination, and personal hygiene needs.
3. Apply the nursing process as it relates to elderly clients with dementia.
4. Discuss the role of the nurse as manager of care, provider of care, and educator to elderly clients and family.

**Course Hours:**

Theory	:	16 Hours
Skills Laboratory	:	0 Hour
Clinical	:	16 Hours

**Prerequisites:** None

**Outside Work:** None

**Course Title: VN 206B – Rehabilitation Nursing**

**Course Description:**

This course focuses on the home health setting for nursing care delivery. It discusses long term care settings and addresses specialized nursing care in this setting. Principles of rehabilitation nursing and the specialized care for clients in these settings are also emphasized.

**Course Objectives:**

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

1. Describe nursing rehabilitative care settings.

2. Discuss appropriate nursing interventions for common health concerns of the older adult.
3. Describe how home health care differs from community and public healthcare services.
4. Discuss goals of long term care services.
5. Demonstrate understanding of changes associated with aging and their impact on client care in rehabilitative care settings.

**Course Hours:**

Theory	:	16 Hours
Skills Laboratory	:	0 Hour
Clinical	:	8 Hour

**Prerequisites:** None

**Outside Work:** None

**Course Title: VN 301 – Sensory System Disorders**

The course provides basic review of the anatomy and physiology of the sensory system and related structures. The content will also enhance understanding of the etiology, pathophysiology, assessment findings, and management of common sensory disorders/diseases. Related pharmacological agents, nutritional needs and changes with aging are discussed. Emphasis is placed on the nursing interventions and the psychosocial aspects for the care of the client with a sensory disorder.

**Course Objectives:**

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

1. Utilize the nursing process in identification of disorders related to the sensory system.
2. Discuss the primary components of the structure and function of the sensory system.
3. Recognize nursing diagnosis in the care plan and carry out specific interventions related to common sensory system disorders.
4. Under the direction and supervision of the registered nurse or licensed physician, evaluate the care of patients with alteration in functions of this system and assist with modifications to the plan or care.
5. Discuss the role of the vocational nurse in the implementation of care for the sensory system as directed under the supervision of the registered nurse or licensed physician.

**Course Hours:**

Theory	:	16 Hours
Skills Laboratory	:	4 Hours
Clinical	:	32 Hours

**Prerequisites:** Anatomy & Physiology, Foundation of Nursing, Pharmacology

**Outside Work:** None

**Course Title: VN 302 – Neurosensory System Disorders**

**Course Description:**

This course provides a review of the anatomy and physiology of the nervous system. Course content includes etiology, pathophysiology, assessment findings, and management of the most common neurologic disorders/diseases. Related pharmacological agents and nutritional needs and changes with aging are discussed. The course focuses on the nursing interventions and the psychosocial aspects for the care of the client with a neurologic disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

**Course Objectives:**



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

1. Utilize the nursing process in identification of disorders related to the nervous system.
2. Discuss the primary components of the structure and function of the nervous system.
3. Recognize nursing diagnosis in the care plan and carry out specific interventions related to common nervous system disorders.
4. Under the direction and supervision of the registered nurse or licensed physician, evaluate the care of patients with alteration in functions of this system and assist with modifications to the plan or care.
5. Discuss the role of the vocational nurse in the implementation of care for the nervous system as directed under the supervision of the registered nurse or licensed physician.

**Course Hours:**

Theory	:	16 Hours
Skills Laboratory	:	6 Hours
Clinical	:	40 Hours

**Prerequisites:** Anatomy & Physiology, Fundamentals of Nursing, Pharmacology

**Outside Work:** None

**Course Title: VN 303 - Immune System Disorders**

This course provides a review of the anatomy and physiology of the immune system. The student will also be introduced to the etiology of common immune disorders/diseases, and the diagnosis, treatment and prevention of disease. Related pharmacological agents, nutritional needs and changes with aging are discussed. The course emphasizes the nursing interventions and the psychosocial aspects for the care of the client with an immune disorder.

**Course Objectives:**

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

1. Utilize the nursing process in identification of disorders related to the immune system.
2. Discuss the primary components of the structure and function of the immune system.
3. Recognize nursing diagnosis in the care plan and carry out specific interventions related to common immune system disorders.
4. Under the direction and supervision of the registered nurse or licensed physician, evaluate the care of patients with alteration in functions of this system and assist with modifications to the plan or care.
5. Discuss the role of the vocational nurse in the implementation of care for the immune system as directed under the supervision of the registered nurse or licensed physician.

**Course Hours:**

Theory	:	16 Hours
Skills Laboratory	:	6 Hours
Clinical	:	32 Hours

**Prerequisites:** Anatomy & Physiology, Foundation of Nursing, Pharmacology

**Outside Work:** None

**Course Title: VN 304 – Hematopoietic and Lymphatic System Disorders**

The course provides a review of the anatomy and physiology of the hematopoietic and lymphatic system. The student will also be introduced to the etiology of common hematologic and lymphatic disorders/diseases, and the diagnosis, treatment and prevention of disease. Related pharmacological agents, nutritional needs and changes with aging are discussed. The course emphasizes the nursing interventions and the psychosocial aspects for the care of the client with a hematologic or

lymphatic disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

**Course Objectives:**

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

1. Utilize the nursing process in identification of disorders related to the hematopoetic and lymphatic system.
2. Discuss the primary components of the structure and function of the hematopoetic and lymphatic system.
3. Recognize nursing diagnosis in the care plan and carry out specific interventions related to common hematopoetic and lymphatic system disorders.
4. Under the direction and supervision of the registered nurse or licensed physician, evaluate the care of patients with alteration in functions of this system and assist with modifications to the plan or care.
5. Discuss the role of the vocational nurse in the implementation of care for the hematopoetic and lymphatic system as directed under the supervision of the registered nurse or licensed physician.

**Course Hours:**

Theory	:	16 Hours
Skills Laboratory	:	6 Hours
Clinical	:	32 Hours

**Prerequisites:** Anatomy & Physiology, Foundation of Nursing, Pharmacology

**Outside Work:** None

**Course Title: VN 305 – Cardiovascular System Disorders**

**Course Description:**

This course provides a review of the anatomy and physiology of the cardiovascular system. The content will also enhance understanding of the etiology, pathophysiology, assessment findings, and management of common cardiovascular disorders/diseases. Related pharmacological agents and nutritional needs are discussed. Emphasis is placed on the nursing interventions and the psychosocial aspects for the care of the client with a cardiovascular disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

**Course Objectives:**

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

1. Utilize the nursing process in identification of disorders related to the cardiovascular system.
2. Discuss the primary components of the structure and function of the cardiovascular system.
3. Recognize nursing diagnosis in the care plan and carry out specific interventions related to common cardiovascular system disorders.
4. Under the direction and supervision of the registered nurse or licensed physician, evaluate the care of patients with alteration in functions of this system and assist with modifications to the plan or care.
5. Discuss the role of the vocational nurse in the implementation of care for the cardiovascular system as directed under the supervision of the registered nurse or licensed physician.

**Course Hours:**

Theory	:	24 Hours
Skills Laboratory	:	6 Hours
Clinical	:	64 Hours

**Prerequisites:** Anatomy & Physiology, Fundamentals of Nursing, Pharmacology

**Outside Work:** None

**Course Title: VN 401 – Genitourinary System Disorders****Course Description:**

This course provides a review of the anatomy and physiology of the urinary system. The content will also enhance understanding of the etiology, pathophysiology, assessment findings, and management of common urinary disorders/diseases. Related pharmacological agents, nutritional needs and changes with aging are discussed. Emphasis is placed on the nursing interventions and the psychosocial aspects in the care of the client with a urinary disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

**Course Objectives:**

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

1. Utilize the nursing process in identification of disorders related to the urinary system.
2. Discuss the primary components of the structure and function of the urinary system.
3. Recognize nursing diagnosis in the care plan and carry out specific interventions related to common urinary system disorders.
4. Under the direction and supervision of the registered nurse or licensed physician, evaluate the care of patients with alteration in functions of this system and assist with modifications to the plan or care.
5. Discuss the role of the vocational nurse in the implementation of care for the urinary system as directed under the supervision of the registered nurse or licensed physician.

**Course Hours:**

Theory	:	10 Hours
Skills Laboratory	:	6 Hour
Clinical	:	48 Hours

**Prerequisites:** Anatomy & Physiology, Fundamentals of Nursing, Pharmacology

**Outside Work:** None

**Course Title: VN 402 – Gastrointestinal System Disorders****Course Description:**

This course provides a review of the anatomy and physiology of the gastrointestinal system. Course content includes etiology, pathophysiology, assessment findings, and management of common gastrointestinal disorders/diseases. Related pharmacological agents, nutritional needs and changes with aging are discussed. Emphasis is placed on the nursing interventions and the psychosocial aspects in the care of the client with a gastrointestinal disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

**Course Objectives:**

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

1. Utilize the nursing process in identification of disorders related to the gastrointestinal system.
2. Discuss the primary components of the structure and function of the gastrointestinal system.
3. Recognize nursing diagnosis in the care plan and carry out specific interventions related to common gastrointestinal system disorders.
4. Under the direction and supervision of the registered nurse or licensed physician, evaluate the care of patients with alteration in functions of this system and assist with modifications to the plan or care.

5. Discuss the role of the vocational nurse in the implementation of care for the gastrointestinal system as directed under the supervision of the registered nurse or licensed physician.

**Course Hours:**

Theory	:	10 Hours
Skills Laboratory	:	6 Hour
Clinical	:	48 Hours

**Prerequisites:** Anatomy & Physiology, Fundamentals of Nursing, Pharmacology

**Outside Work:** None

**Course Title: VN 403 – Reproductive System Disorders****Course Description:**

This course provides a review of the anatomy and physiology of the male and female reproductive system. It explores the etiology of common reproductive disorders/diseases, and the diagnosis, treatment and prevention of disease. Related pharmacological agents and nutritional needs are discussed. Also discussed are hormonal changes, changes with aging, and birth control methods. The unit emphasizes the nursing interventions and the psychosocial aspects for the care of the client with a reproductive disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

**Course Objectives:**

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

1. Utilize the nursing process in identification of disorders related to the male and female reproductive system.
2. Discuss the primary components of the structure and function of the male and female reproductive system.
3. Recognize nursing diagnosis in the care plan and carry out specific interventions related to common reproductive system disorders.
4. Under the direction and supervision of the registered nurse or licensed physician, evaluate the care of patients with alteration in functions of this system and assist with modifications to the plan or care.
5. Discuss the role of the vocational nurse in the implementation of care for the reproductive system as directed under the supervision of the registered nurse or licensed physician.

**Course Hours:**

Theory	:	10 Hours
Skills Laboratory	:	8 Hour
Clinical	:	48 Hours

**Prerequisites:** Anatomy & Physiology, Fundamentals of Nursing, Pharmacology

**Outside Work:** None

**Course Title: VN 404 – Maternal & Newborn Nursing****Course Description:**

This course is developed to provide students with guidance for acquiring the knowledge, and skills needed to become competent, critically thinking and caring care provider for pregnant individuals and to newborns. The course includes topics regarding pregnancy to include maternal and fetal nutrition needs, labor and birth processes, postpartum care and newborn care. It entails presentation of normal pregnancy as well as newborn at risk and its management.

**Course Objectives:**

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

1. Define common maternity and newborn nursing terminologies.
2. Describe the process of conception and pregnancy.
3. State the physiologic changes and signs and symptoms of pregnancy.
4. Explain fetal circulation.
5. Discuss recommended dietary needs for pregnant women.
6. Explain the importance and preparation and psychological adaptation to pregnancy.
7. Discuss signs of labor and differentiate true labor from false labor.
8. Discuss nurse's role and responsibilities during fetal monitoring.
9. Discuss stages of labor and its specific nursing management.
10. Discuss nursing role and responsibilities and considerations for postpartum care.
11. Discuss nursing care and management of normal and high risk newborns.
12. Explain the importance of providing health teachings regarding special needs of adolescent mothers and high-risk pregnancies and newborns.

**Course Hours:**

Theory	:	20 Hours
Skills Laboratory	:	8 Hours
Clinical	:	16 Hours

**Prerequisites:** Anatomy & Physiology, Fundamentals of Nursing, Pharmacology

**Outside Work:** None

**Course Title: VN 405 – Pediatric Nursing**

**Course Description:**

Pediatric begins with an introduction of the student to related terms, programs, and laws affecting pediatrics. It reviews the normal growth and development and identifies the time span of each age group. The course describes the child's reaction to illnesses, to the nurse and hospitalization, it includes diagnostic tests, nursing procedures, and treatments adapted to the child. The disease conditions of childhood are described in relation to the body systems. The course includes material related to accidents, communicable diseases, mental retardation and care of the premature infant. The pediatric nursing course ends with the adolescent and their problems. Pediatric nursing also focuses on health management and maintenance and the prevention of illness, care of the child as a whole, and deviation from normal state of health. The definition of client care includes using the nursing process, performing assessments, using critical thinking, and providing client education.

**Course Objectives:**

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

1. Describe health management and maintenance and prevention of illness as they relate to the pediatric client.
2. Describe conditions that may affect the pediatric client at different age stages.
3. Describe nursing observations and interventions related to each of the diagnostic studies and procedures.
4. Describe use of the nursing process with emphasis on assessment and the client education related to the pediatric client.
5. Discuss the nurse's responsibility and the methods of treatment.
6. Discuss drugs most commonly used in diagnosis, prevention and treatment.
7. Compute correct dosages using body weight and body surface area.

8. Discuss pediatric dietary regimen.
9. Explain the normal growth and development of the infant, toddler, preschooler, school age child and adolescent.
10. Discuss standard precautions as they relate to the pediatric client.

**Course Hours:**

Theory	:	20 Hours
Skills Laboratory	:	8 Hours
Clinical	:	16 Hours

**Prerequisites:** Anatomy & Physiology, Fundamentals of Nursing, Pharmacology

**Outside Work:** None

**Course Title: VN 406 – Leadership and Supervision**

**Course Description:**

This course provides the core foundation in preparing the nurse to function in a leadership and/or management role. The student will develop an understanding of leadership theories and management styles, delegation, networking, conflict resolution, information management recruitment and retention as they relate to the role of the nurse leader/manager in the healthcare delivery system. Concepts include organizational structure, change theory, staff motivation, managing quality and performance, workplace diversity, legal and political influences, budgeting and resource allocation, and health care delivery systems. The importance of the nurse leader as a member of the interdisciplinary health care team is also highlighted.

**Course Objectives:**

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

1. Integrate theoretical and empirical knowledge from nursing, sciences, and liberal arts to the leadership role of the professional nurse.
2. Utilize critical thinking skills in decision making as a nurse leader and manage therapeutic nursing intervention in a variety of clinical settings to promote, maintain, restore, and reorganize health, and support death with dignity.
3. Communicate professionally and effectively with clients and other healthcare professionals to motivate, problem-solve, manage conflict, and to act as a change agent.
4. Employ organization principles to the role of leadership in the clinical setting to include fiscal management, staffing patterns, motivation, delegation, and quality review within a general systems framework.
5. Judge issues of accountability and responsibility in professional nursing leadership roles and behaviors in the changing environment of the healthcare delivery system.
6. Participate in own self-directed learning activities to meet own needs in the role of nursing leadership.

**Course Hours:**

Theory	:	16 Hours
Skills Laboratory	:	0 Hour
Clinical	:	16 Hours

**Prerequisites:** Anatomy & Physiology, Fundamentals of Nursing, Pharmacology

**Outside Work:** None

### **Clinical Practice**

This clinical learning experiences provide opportunities for students to apply nursing theory, skills, and concepts. Direct supervision is provided by the clinical instructor. With emphasis on clinical reasoning, nursing process and evidence-based practice, the student develops skills in the role of the vocational nurse as provider of patient-centered care, patient safety advocate, member of the health care team, and member of the profession.

### **Instructional Resources and Materials:**

1. Required Textbooks
2. Student Workbook
3. Reference Books
4. Journals / Periodicals
5. Study Guides
6. Recommended Websites
7. Computer / Printer
8. CD/DVD's

**Type of Delivery:** Residential

### **Required Textbooks:**

1. Rosdahl's Textbook of Basic Nursing, Twelfth Edition; Caroline Bunker Rosdahl
2. Timby's Fundamental Nursing Skills and Concepts, Twelfth Edition; Loretta A. Donnelly-Moreno
3. Timby's Introductory Medical-Surgical Nursing, Thirteenth Edition; Loretta A. Donnelly-Moreno, Brigitte Mosely
4. Introductory Clinical Pharmacology, Twelfth Edition; Susan M. Ford

Student Resources:

<https://thepoint.lww.com/>

<https://uniontestprep.com/>

<https://www.atitesting.com/nclex-prep>

- NCLEX-Style Review Questions
- Concepts in Action Animations
- Practice and Learn Activities
- Watch & Learn Videos
- Dosage Calculation Quizzes
- Journal Articles
- Learning Objectives
- Audio Glossaries
- Heart & Breath Sounds
- Video Clips Credit List
- Answers (Sample Questions)
- Internet Resources
- Suggested Readings
- Appendices
- Skills Checklist and Guidelines
- Assessments: Chapter Review Questions
- NCLEX PN Exam Preparation Materials

## **NURSE ASSISTANT TRAINING PROGRAM**

TOTAL CHARGES FOR THE ENROLLMENT PERIOD OF ATTENDANCE: \$2,000

ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM: \$2,050

**Program Length:** 162 Hours

**Instructional Delivery:** Residential

**Program Schedule:**

Full Time Day

(6Weeks)

Monday-Friday: Theory: 9:00am-3:30pm; Clinical: 7:00am-3:30pm

30-40 Hours/Week

Evening

(8 Weeks)

Monday-Friday: Theory: 4:00pm-10:00pm; Clinical 4:00 pm to 8:00 pm

20-30 Hours/Week

**Program Objectives:**

Upon successful completion of the course, the student will be able to:

1. Understand the role and responsibility of the Nursing Assistant and perform as a health team member.
2. Recognize the importance of verbal and non-verbal communication and demonstrate effective communication skills.
3. Understand the resident's rights and the purpose and use of the patient plan of care.
4. Observe and reports changes in condition, abnormal signs, symptoms, and care provided to a licensed nurse.
5. Practice the principles and techniques of safety and infection control.
6. Accurately assess and chart vital signs
7. Demonstrate proper personal care procedures, admission and discharge procedures, exercise and activity, and elimination procedures according to the principles.
8. Apply the knowledge on nutritional requirements and techniques in measuring and recording intake and output, feeding the patient, preparing and serving meal.
9. Understand clients with special needs.
10. State the CNA's role in restorative care.
11. Care for the resident through the dying process and care for the body after death.
12. Work with and under the direction of the LVN/RN in a structured health-care setting.
13. Be eligible to take the state test to become a Certified Nurse Assistant.

**Program Description:**



This course is designed to provide the student with the skills necessary to administer care for patients or residents in a hospital, extended care facility or in-home. The course will consist of both classroom and clinical training in a local extended care facility. The curriculum will include, but not limited to, title XXII and OBRA regulations, vital signs, patient/resident bill of rights, fire/safety, universal standard precautions, the nursing process approach to health care, fluid intake and output procedures, assisting patients with hygiene, body mechanics, nutrition, elimination and specimen, assisting patients with activity of daily living, basic anatomy and physiology, medical terminology, abbreviations and communication.

Upon successful completion of the course, the student will be eligible to take the state test to become a Certified Nurse Assistant.

### Course Outline:

#### NA Course Syllabus

	Theory	Skills	Clinical
(1) Module 1. Introduction.	2		
(A) Role and responsibilities of the Certified Nurse Assistant.			
(B) Title 22, division 5, California Code of Regulations,			
(C) Requirements for nurse assistant certification.			
(D) Professionalism.			
(E) Ethics and confidentiality.			
(2) Module 2, Patients' Rights.	3	0.5	1
(A) Title 22			
(B) Health and Safety Code			
(C) Code of federal regulations			
(D) Preventing, Recognizing & reporting of resident right violations			
(E) Preventing, Recognizing and reporting of residents abuse.			
(3) Module 3. Interpersonal skills.	2		
(A) Communications.			
(B) Defense mechanisms.			
(C) Sociocultural factors.			
(D) Attitudes toward illness and health care.			
(E) Family interaction			
4) Module 4. Prevention and Management of Catastrophe and Unusual Occurrences.	1	0.5	1
(A) Emergency.			
(B) General safety rules.			
(C) Fire and disaster plans.			
(D) Roles and procedures for Certified Nurse Assistants.			

(E) Patient safety.			
(5) Module 5. Body Mechanics.	2	0.5	4
(A) Basic rules of body mechanics.			
(B) Transfer techniques			
(C) Ambulation.			
(D) Proper use of body mechanics and positioning techniques.			
(6) Module 6. Medical and Surgical Asepsis.	2	2	8
(A) Micro-organisms.			
(B) Universal precautions			
(C) Basic principles of asepsis.			
(7) ) Module 7. Weights and Measures.	1		1
(A) ) The metric system.			
(B) Weight, length and liquid volume.			
(C) Military time i.e. a twenty-four (24) hour clock.			
(8) Module 8. Patient Care Skill.	14	4	40
(A) Bathing and medicinal baths			
(B) Dressing.			
C) Oral hygiene.			
(D) Hair care, hair shampoo, medicinal shampoo, nail care and shaving.			
(E) Prosthetic devices.			
(F) Skin care including prevention of decubitus ulcers.			
(G) Elimination needs.			
(H) Bowel and bladder retraining.			
(I) Weighing and measuring the patient.			
(9) Module 9. Patient Care Procedures.	7	3	20
(A) Collection of specimens, including stool, urine and			
(B) Care of patients with tubing			
(C) Intake and output.			
(D) Bedmaking.			
(E) Cleansing enemas and laxative suppositories			
(F) Admission, transfer and discharge.			
(G) Bandages and nonsterile dry dressings			
(10) Module 10. Vital Signs.	3	2	6
(A) Purpose of vital signs.			
(B) Factors affecting vital signs.			
(C) Normal ranges.			
(D) Methods of measurement.			

(E) Temperature, pulse, respiration.			
(F) Blood pressure.			
(G) Abnormalities.			
(H) Recording.			
(11) Module 11. Nutrition.	2	2	6
(A) Proper nutrition.			
(B) Feeding techniques.			
(C) Diet therapy.			
(12) Module 12. Emergency Procedures.	2		1
(A) Signs and symptoms of distress.			
(B) Immediate and temporary intervention.			
(C) Emergency codes.			
(13) Module 13. Long-Term Care Patient (Non-SNF/ICF)	5	2	4
(A) Special needs of persons with developmental and mental disorders including intellectual disability, Alzheimer's disease, cerebral palsy, epilepsy, dementia, Parkinson's disease, and mental illness (2hours)			
(A2) Special needs of persons with Alzheimer's disease and related dementias (2 hours)			
(B) Introduction to anatomy and physiology (B-F Minimum 1 hour)			
(C) Physical and behavioral needs and changes			
(D) Community resources available.			
(E) Psychological, social and recreational needs.			
(F) Common diseases and disorders including signs and symptoms.			
(14) Module 14. Rehabilitative Nursing.	2	1	4
(A) Promoting patients' potential.			
(B) Devices and equipment.			
(C) Activities of daily living.			
(D) Family interactions.			
(E) Complication of inactivity.			
(F) Ambulation.			
(G) Range of Motion.			
(15) Module 15. Observation and Charting.	4	0.5	4
(A) Observation of patients and reporting responsibility.			
(B) Patient care plan.			
(C) Patient care documentation.			

(D) Legal issues of charting.			
(E) Medical terminology and abbreviations.			
(16) Module 16. Death and Dying.	2		
(A) Stages of grief.			
(B) Emotional and spiritual needs of the patient and family.			
(C) Rights of the dying patient.			
(D) Signs of approaching death.			
(E) Monitoring of the patient.			
(F) Post mortem care.			
Module 17: Abuse (as per HSC 1337.1 and 1337.3)	8		
(A) Preventing, recognizing, and preventing instances of resident abuse			
Total Hours	62	18	100

### **Course Descriptions:**

#### **Module 1**

##### **The Role of Nursing Assistants**

This course provides an introduction to the role of nursing assistant and their special qualities in providing quality care to all residents in a healthcare facility. Discussion on the skills required for certification is also included.

Lecture: 2 Hours

Clinical: 0 Hour

Prerequisite: None

#### **Module 2**

##### **Resident's Rights**

In this course, the student will learn the rights of residents in a healthcare facility. Emphasis is given on the resident's rights within long term care facilities and ethical code of conduct for healthcare workers. Legal issues relating to the nursing assistant are also discussed.

Lecture: 2 Hours

Clinical: 1 Hour

Prerequisite: Module 1

#### **Module 3**

##### **Interpersonal Skills**

This course deals with the importance of communication skills and interpersonal relationships in providing quality care. It focuses on different barriers to effective communication. Skills needed to communicate to a resident will be demonstrated.

Lecture 3 Hours

Clinical: 1 Hour

Prerequisites: Modules 1 & 2

#### **Module 4**

##### **Prevention, Management of Catastrophe and Unusual Occurrence**

This course will provide students with important steps to consider in an emergency situation that requires first aid. Emphasis is given on how to deal effectively with any possible emergency whether it happens outside or inside the facility.

Lecture: 1 Hour

Clinical: 1 Hour

Prerequisites: Modules 1-3

## **Module 5**

### **Body Mechanics**

This course provides the students with the basic understanding on the use of proper body mechanics and how it plays an important role in the proper functioning of the body. Good body alignment, the act of moving, lifting and positioning residents are given importance on this course.

Lecture: 2 Hours

Clinical: 4

Prerequisites: Modules 1-4

## **Module 6**

### **Medical & Surgical Asepsis**

This course will provide students with different guidelines and infection control methods to decrease transmission of potentially infectious materials. Infection control in a healthcare facility as responsibilities of all healthcare members and as a necessary part of keeping residents, visitors and all other staff members safe will be discussed.

Lecture: 2 Hours

Clinical: 8 Hours

Prerequisites: Modules 1-5

## **Module 7**

### **Weights and Measures**

This course deals with different ways to measure the weights and heights of residents in a facility with discussion on scales used to measure weights of residents, factors that affect weight and height measurement, and conversion of units.

Lecture: 1 Hour

Clinical: 1 Hour

Prerequisites: Modules 1-6

## **Module 8**

### **Patient Care Skills**

This course will help students perform personal care and grooming measures that are important for physical comfort. Topics discussed are the nursing assistant's responsibility in caring for the resident's physical needs, and skills in bed making, bathing the resident, brushing and combing hair and personal hygiene.

Lecture: 14 Hours

Clinical: 44 Hours

Prerequisites: Modules 1-7

## **Module 9**

### **Patient Care Procedures**

This course focuses on patient care procedures especially to some residents who are unable to care for themselves. Topics included are bladder and bowel care, applying dressings and bandages, I.V. care and tube feedings, and taking care of resident belongings and prosthetics.

Lecture: 7 Hours

Clinical: 20 Hours

Prerequisites: Modules 1-8

## **Module 10**

### **Vital Signs**

This course deals with measuring blood pressure, temperature, respiration and pulse as well as assessment of pain as the fifth vital sign. Skills covered are the use of different types of thermometers for taking temperature and the use of sphygmomanometer for taking blood pressure.

Lecture: 3 Hours

Clinical: 6 Hours

Prerequisites: Modules 1-9

## **Module 11**

### **Nutrition**

This course provides basic knowledge of nutrition science. Topics include anatomy of the endocrine and digestive system, basic foods and fluids, feeding a resident and special diets. Students will learn the importance of a well-balanced diet especially for the elderly.

Lecture: 2 Hours

Clinical: 6 Hours

Prerequisites: Modules 1-10

## **Modules 12**

### **Emergency Procedures**

This course will provide students with important steps to consider in an emergency situation that requires first aid. Emphasis is given on how to deal effectively with any possible emergency whether it happens outside or inside the facility.

Lecture: 2 Hours

Clinical: 1 Hour

Prerequisites: Modules 1-11

## **Module 13**

### **Long Term Care**

This course will help students understand some personal adjustments of the residents in a long term care facility who have lost the strength and the ability to do things independently due to their existing health condition. Topics also include intervention and substance abuse, dementia, confusion, and sexuality.

Lecture: 6 Hours

Clinical: 4 Hours

Prerequisites: Modules 1-12

#### **Module 14**

##### **Rehabilitative Nursing**

In this course, students will learn the importance of range of motion exercises to increase muscle and joint function. Other problems of inactivity are also learned in this course as well as residents' socialization needs.

Lecture: 2 Hours

Clinical: 4 Hours

Prerequisites: Modules 1-13

#### **Module 15**

##### **Observation and Charting**

This course is designed to provide students basic understanding on how to make accurate observations by using the four senses; seeing, hearing, smelling, and touching when writing entries in every resident's chart. Topics include documentation and principles of observation.

Lecture: 4 Hours

Clinical: 4 Hours

Prerequisites: Modules 1-14

#### **Module 16**

##### **Death and Dying**

This course discusses the five stages of death and dying. It includes culture and religion, emotional stages in facing death, advance directive will, religion and other customs and how they affect the residents' spiritual beliefs.

Lecture: 2 Hours

Clinical: 0 Hour

Prerequisites: Modules 1-15

#### **Module 17**

##### **Abuse**

In this course students will be informed on preventing, recognizing, and reporting instances of resident abuse. This course teaches students on how to identify victims of abuse and neglect. Students will benefit from this course thorough awareness of types of resident's abuse, knowledge of warning signs and consequences of abuse. Topics include observation skills regarding behavioral indicators of victims of physical, emotional, sexual, and financial abuse needed to identify and report to appropriate agencies.

Lecture: 6 Hours

Clinical: 0 Hour

Prerequisites: Modules 1-16

##### **Clinical Practice**

This clinical practice will focus on teaching and learning assessment and technical nursing skills required for nursing care in a variety of client care settings. A variety of teaching-learning strategies will be used and students have the opportunity to practice assessment and technical skills in the nursing care.

##### **Required Textbook:**

Gillogly Barbara. Skills & Techniques for the New Nursing Assistant Textbook (2017). MedcomInc.

## **HOME HEALTH AIDE TRAINING PROGRAM**

### **Home Health Aide: (Non-AHI Graduates)**

TOTAL CHARGES FOR THE ENROLLMENT PERIOD OF ATTENDANCE: \$699.50

ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM: \$749.50

### **Home Health Aide: (AHI Graduates)**

TOTAL CHARGES FOR THE ENROLLMENT PERIOD OF ATTENDANCE: \$400

ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM: \$400

### **Program Length: 40 Hours**

The intent of the program is to build upon the knowledge, skills and ability that individuals possess as nurse assistants. The program is for students who have completed the 160 Hour Nurse Aide Training Program and who already possesses the nurse assistant certificate.

### **Instructional Delivery: Residential**

### **Program Objectives:**

After completing the Home Health Aide program, students will be able to:

1. Describe the role of the home health aide, outline the responsibilities involved in caring for home-bound patients, and differentiate the home health aide's role from other care providers.
2. Explain how to create a safe environment for the home health aide and the patient by identifying and describing OSHA regulations and other safe care requirements.
3. Identify and describe proper communication skills with patients, families, other healthcare providers, and insurance companies.
4. Describe typical duties and care responsibilities for patients of all ages and levels of health, with a focus on identifying issues and care concerns for specific populations.
5. Identify credible sources of dietary information and describe how to plan, purchase, store, and serve food to patients with different dietary restrictions and health concerns.
6. Identify and describe specific care regimens performed by the home health aide.
7. Identify and describe exercises designed to help patients gain and maintain strength and flexibility.
8. Explain how to take and record vital signs and collect bodily specimens for testing.

### **Program Description:**

The 40 Hour Model Curriculum utilized in this Training Program is to teach the **Introduction to Aide and Agency Role, Interpretation of Medical and Social Needs of Client, Personal Care Services, Nutrition, and Cleaning and Care Task in the Home** in the hours allocated (class/clinic practice). In addition, the lesson plans, performance standards, manual skills and the student learning activities and assignments will be implemented throughout the course.

### **Program Schedule:**

Full Time

(5 Days)

Monday-Friday 8:00am-4:30 pm

40 Hours/Week



**Course Outline:**

This course consists of 40 hours, with 20 theory hours and 20 clinical hour sessions

<b>Subject Title</b>	<b>Total Hours</b>	<b>Class Hours</b>	<b>Clinical Practice Hours</b>
Introduction to Aide and Agency Role	2	2	0
Interpretation of Medical and Social Needs of People Being Served	5	5	0
Personal Care Services	20	5	15
Nutrition	8	5	3
Cleaning and Care Tasks in the Home	5	3	2
<b>T otal</b>	<b>40</b>	<b>20</b>	<b>20</b>

**Course Descriptions:****Module 1****Introduction to Aide and Agency Role**

This course deals with the roles of the Home Care Aide as a member of the health care team with a description of the structure of the United States health care system. The role of the home health agency and the services that it provides are also outlined herein. Discussion on time and money management and career opportunities is also included.

Lecture: 2 Hours

Prerequisite: None

**Module 2****Interpretation of Medical and Social Needs of Client**

This course provides the student with the necessary knowledge before performing client care. Topics discussed are communication, infection control and standard precautions, safety issues in the home, body mechanics, and first aid and emergency preparedness. It also provides an understanding of the holistic approach to client care, addressing the psychological and social health of clients. Human body & development and concerns regarding the care for the most common chronic and acute conditions and clients with physical and mental disabilities are also included.

Lecture: 5 Hours

Prerequisite: Module 1

**Module 3****Personal Care Services**

This course provides the student with the basic knowledge and skills necessary in performing healthcare and personal care services with consideration on the client's privacy, safety, dignity and level of independence.

Lecture: 5 Hours

Clinical: 15 Hours

Prerequisites: Modules 1-2

#### **Module 4**

##### **Nutrition**

This course provides an understanding of the nutritional needs of clients. Topics discussed are basic nutrition, food labeling, therapeutic diets, planning meals, shopping, food preparation, and storage.

Lecture: 5 Hours

Clinical: 3 Hours

Prerequisites: Modules 1-3

#### **Module 5**

##### **Cleaning and Care Task in the Home**

This course deals with practical knowledge and skills involved in home management. The maintenance of a safe, healthy and clean environment is given priority.

Lecture: 3 Hours

Clinical: 2 Hours

Prerequisites: Modules 1-4

##### **Clinical Practice**

This clinical practice will focus on teaching and learning assessment and technical nursing skills required for nursing care in a variety of client care settings. A variety of teaching-learning strategies will be used and students have the opportunity to practice assessment and technical skills in the nursing care.

Clinical Hours: 20 Hours

##### **Required Textbook:**

Leahy, William. Providing Home Care: A Textbook for Home Care Aides (2017). Hartman Publishing Inc.

## **FACULTY AND STAFF QUALIFICATIONS:**

### **Program Director Qualifications:**

- Must possess a current, active California RN license;
- (For VN and NADProgram) Possess at least two years of nursing experience, at least one year of which is in the provision of long-term care facility services. Has a minimum of 3 years of nursing experience.
- (For Home Health Aide Program) Possess at least one year of home health experience. Has a minimum of 3 years of nursing experience.
- Must meet the approval process by the California Department of Public Health
- Must have Director of Staff Development (DSD) certificate or proof of DSD eligibility or teaching credentials.
- Knowledge of CDPH Training Model;
- Knowledge of computers and computer-based instruction and ability to integrate into instructional practice; must be proficient in Word, Excel, and Outlook, with general knowledge of Power Point. Must have the ability to use the Internet.
- Knowledge of local and regional healthcare systems and facilities;
- Ability to relate to students from the widest variety of backgrounds;
- Ability to work effectively as an individual and as a team member;
- Ability to multi-task, work with aggressive timelines, be detail-oriented;
- Manage and organize self and others;
- Expected to have initiative, enthusiasm and flexibility in accomplishing the responsibilities of the position.

### **Faculty Teaching Qualifications**

#### **VN Program:**

You must submit applicable documents to demonstrate compliance with CCR §2529(VN Program) and be approved by the BVNPT.

- Teaching Course: (Certificate of Completion from an approved school or school transcript).
- If teaching content is unclear from the certificate or transcript, a copy of the course description from the school's catalog is requested.
- Current Active California Professional License as a Registered Nurse or License Vocational Nurse.
- Baccalaureate Degree from Accredited School, University, or College: (Copy of school transcript showing date degree conferred, or diploma verifying program completion). For documents from a foreign jurisdiction, please include certification of equivalency by a nationally accredited credentialing agency such as National Association of Credential Evaluation Services (NACES).

#### **NA Program:**

- Be currently licensed to practice as a Licensed Vocational Nurse or Registered Nurse in California.
- One year of teaching experience is preferred.
- Has a minimum of 3 years of nursing experience.
- In addition, the instructor also must meet the approval process by the California Department of Public Health which includes one year of experience providing direct patient care in a long term care facility in addition to one (1) year of experience as a licensed nurse providing in planning, implementing, and evaluating educational programs in nursing; two years of full time experience as a licensed nurse at least one year of which must be in the provision of direct patient care in a nursing facility; and Director of Staff Development (DSD) certified or proof of DSD eligibility; or teaching credentials.

**HHA Program:**

- Each instructor must be approved by the Department prior to teaching. HHA Instructors must be Registered Nurses (RNs) with at least two years of RN nursing experience, to include one year of employment by a Home Health Agency, providing direct patient care. Licensed Vocational Nurses (LVNs) are not eligible to be approved as HHA Training Program Instructors.
- Each applicant must complete the CDPH 171B form and include a resume and copy of the active RN license with the application. The resume must include month/year to month/year of nursing experience, name/address/phone number of employer and the name of the supervisor. Resumes that lack verifiable information will not be approved.

**Knowledge, Skills, and Abilities expected from Instructors:**

- Knowledge of effective instructional methods and techniques used to develop employable skills in nursing assistance---home health occupations
- attitudes needed for achieving personal success in nursing assistance occupations
- sources of instructional materials and information concerning nursing assistance occupations
- current operating and safety practices of the nursing---home health industry
- Ability to effectively use audio---visual and other teaching aides
- develop student performance objectives
- identify student with learning handicaps and disabilities and to assist the students in getting the help needed for the remediation of the handicap(s) or disability(ies)
- supervise in training activities
- Other Characteristics Prefer familiarity with California State and Federal Regulations pertaining to Nurse Assistant Training, HHA and Vocational Nursing
- Possession of a valid California driver's license and/or be able to provide own transportation in conduct of work assignments
- Per Diem clinical instructor will perform the same responsibilities of the full-time teacher

The administrative assistant/staff will be responsible for providing clerical, technical, maintenance, professional, and safety services that support the instructional and daily operation of the school.

The Administrative assistant/staff has met the school required qualifications. He/she has college education with courses in computer, communication and office skills

**Course Delivery Mode**

The method of instructional delivery of the course is a face-to-face (F2F) course is in which class meetings are delivered fully on-site with face-to-face interaction between the instructor and student. A face-to-face course includes lecture, class discussions, role play, PowerPoint discussions and Q & A.

### **POLICY RELATIVE TO UPDATING INSTITUTION'S CATALOG**

This School Catalog is updated annually and reflects all information of the approved curricular programs of the school to provide students and other interested persons prior to enrollment

Although every effort has been made to assure the accuracy of the information in this catalog, students and others who use this catalog should note that rules, regulations, and policies change from time to time and that these changes may alter the information contained in the school catalog.

Updated information about new and modified curricula, regulations, policies, procedures, dates, services and fees will be disseminated as addenda of the existing current catalog and will be part of the catalog's next publication date.

The school reserves the right to make changes to any policies and procedures at any time to comply with the laws, rules and regulations set forth by Bureau for Private Postsecondary Education (BPPE).

Any concern regarding this catalog may be directed to:

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