**

***PROGRAM REVIEW 2017***

***ALLIED HEALTH***

**Academic Program Link to College Mission**

Feather River College provides high-quality, comprehensive student education as well as opportunities for learning, workforce preparation, and achievement in a small college environment. The College provides general education, associate and bachelor’s degrees, certificates, transfer programs, and life-long learning for a diverse student population by serving local, regional, national and international students through traditional face-to-face instruction as well as distance education. The College also serves as a cultural and economic leader for all communities that lie within the District and embraces the opportunities afforded by its natural setting.

**ALLIED HEALTH: Program Review**

###### **Connection to Mission**

1. **Briefly describe your program objective(s) and how the program supports and furthers the College’s mission.**

As part of the Career and Technical Division, the Allied Health program objectives are to provide students with degrees, certificates, and courses that allow them to secure skilled employment upon completion, and provide them with resources to continue education which will enhance skills, leading to even higher salaried careers. Allied Health promotes regional economic development, and encourages life-long learning. This program attracts students, not only from the local area, but students study here from Chico, Oroville, Gridley, San Diego, Reno, and other locations. Local Health Care facilities, Plumas County Health Department, Plumas County School District, Skilled nursing facilities in Lassen County, in Butte County, and local Emergency Medical Services hire our graduates. Many of our CNA students and LVN students continue their education in the health industry.

Allied Health meets the stated Mission by offering high-quality career technical degrees and certificates:

* Licensed Vocational Nursing (LVN), AS degree and Certificate
* Emergency Medical Technician (EMT) course
* Emergency Medical Technician Renewal course
* Advanced EMT course
* Certified Nursing Assistant (CNA) course
* Home Health Aid course
* Dosages and Calculations course
* Medical Terminology course
* Phlebotomy course to begin in Fall of 2017.

**B. Program Curriculum, Instruction & SLO Assessment**

* **Describe how your program’s curriculum and instruction connect with the program objectives (see Appendix G-2: Data Sets for supporting information).**

All courses of the Program’s curriculum and instruction content not only are approved by Feather River College, but must be approved by various California State Agencies, which are following California State Legislature enacted rules. By having the curriculum and instruction connect with these agencies, the students complete courses, take State or National level certification tests, which, when passed, enable the immediate opportunity for employment.

* **What are the Program-level Student Learning Outcomes (PSLOs) for the degrees and certificates in your program? (see also Appendix G-1: SLO Assessment Forms from Prior Years).**

The objectives of the Allied Health Program at Feather River College are:

The Student will

* Articulate knowledge of health care concepts, including professional ethics, HIPAA compliance, medical terminology, client care, pharmacology (as dictated by Ca State Law) and pathophysiology
* Demonstrate ability to manage electronic health records and databases, client charting, and health care reporting processes
* Model collaboration skills while working with clients and their families and all health care professionals
* Exhibit clinical knowledge, professionalism and skills suitable to gaining employment in the healthcare industry.
* Possess knowledge and life skills necessary to provide safe, effective and efficient care, which enables the student to adapt to living and working in a multicultural environment and provide health maintenance and promotion in a global context
* Utilize critical thinking, problem-solving skills, and evidence-based strategies in effectively communicating and collaborating with others to promote and maintain optimal health in the chosen area of practice
* Pursue life -long learning to enrich personal and professional development; enjoy the benefits of inquiry and self-discovery, and embrace change in the fast-paced world of technological advances and health

**3. How do PSLOs support college-wide SLOs (CWSLOs)?**

1. **CWSLO: Students will communicate effectively** **by**:

• Writing clearly and accurately in a variety of contexts and formats

• Articulating thoughts, ideas, concepts, and opinions verbally

• Reading, comprehending, and applying published ideas

• Listening and responding to others

**Program SLO:**

* Utilize critical thinking, problem-solving skills, and evidence-based strategies in effectively communicating and collaborating with others to promote and maintain optimal health in the chosen area of practice
* Students are now completing a research-based report each theory class utilizing APA format and educational sources
* The students become experienced in therapeutic communications during their clinical experiences. It is repeatedly taught in theory

2. **CWSLO:** Students will demonstrate critical thinking skills by:

• Applying principles of scientific and/or qualitative reasoning and logic to solve problems

• Evaluating strengths, weaknesses, and fallacies of logic in arguments and information

• Utilizing a variety of academic lenses to develop and employ a multidisciplinary worldview

• Applying knowledge and skills in real-life settings

**Program SLO:**

* Articulate knowledge of health care concepts, including professional ethics, HIPAA compliance, medical terminology, client care, pharmacology (as dictated by Ca State Law) and pathophysiology
* Exhibit clinical knowledge, professionalism and skills suitable to gaining employment in the healthcare industry
* Utilize critical thinking, problem-solving skills, and evidence-based strategies in effectively communicating and collaborating with others to promote and maintain optimal health in the chosen area of practice
  + To become a professional nurse, one must have critical thinking skills. In nursing, the students develop these skills by utilizing the standard of education in Nursing, which is “The Nursing Process”. The LVN program utilizes this process in each course, starting in the first Fundamentals course. The NCLEX exams are not just memorizing. The student must be able to synthesize the question and relate it to a theoretical problem. In practice, the nurse utilizes the knowledge learned both in school and in practice to identify problems with the patients and formulate a process to aid the patient to succeed in agreed upon objectives.
  + This is the foundation of the Nursing Program. Holistic approaches are used in modern nursing.

3. **CWSLO:**  **Students will locate, evaluate, and apply information by:**

* Using technologies to identify, access, evaluate and use information to accomplish a specific purpose or task. (e.g., library and Internet search engines)
* Using social learning tools (e.g., systems that connect learners, instructors, and information: Moodle, Sharepoint, Google docs, social software/media sites.)
* Organizing information (e.g., creating and maintaining electronic organization system for files)
* Understanding the social and ethical issues surrounding the responsible use of information technology
* Demonstrating competency in concepts, terminologies, and applications (e.g., word processing, spreadsheets, databases, presentations, and web.)

**Program SLO:**

* Demonstrate ability to manage electronic health records and databases, client charting, and health care reporting processes
* The students do not have full access to healthcare facilities’ electronic medical record. However, they are learning to use the various platforms, despite the inconsistency of platforms. As far as FRC itself, the students are very comfortable utilizing technologies, so much so, that they instruct the instructors sometimes. Research papers are utilizing APA format, care plans utilize Word Processing, Simulation lab utilizes Allied Health developed Excel. For presentations, nearly all students utilize and present with Power-point. They use their laptops and IPADs for notes in class. They clearly understand social and ethical issues regarding technology. The LVN program has its own Facebook page, managed by the Director.

4. **CWSLO:** Students will demonstrate a sense of personal and professional ethics by:

• Accepting responsibility for their own actions

• Respecting and honoring diversity of individuals and ideas

• Exhibiting personal, professional, and academic honesty

**Program SLOs:**

* Possess knowledge and life skills necessary to provide safe, effective and efficient care, which enables the student to adapt to living and working in a multicultural environment and provide health maintenance and promotion in a global context
* Pursue life -long learning to enrich personal and professional development; enjoy the benefits of inquiry and self-discovery, and embrace change in the fast-paced world of technological advances and health
* There has been no issues with academic honesty that have not been resolved easily by the instructors.
* Nurses must provide a Standard of Care in the Industry, and must be held accountable, as errors can cause harm to the patients. Students develop this sense of accepting responsibility for their actions, due to the consequences of errors. Instructors or preceptors are always present to make certain safe care is given.
* The fact that these students come from a variety of backgrounds, some-times they must discover their on ethical bias for issues they have never been introduced to. The LVN program explores these issues in a safe environment. The positive force of multiculturalism is the fact that these students do come from a variety of cultural and economic backgrounds. The purpose of California Community Colleges is to educate ALL who come.

5. **CWSLO:** Students will develop a clear sense of self, purpose, and ability to achieve goals by:

• Developing autonomy

• Developing Prioritization skills

• Advocating for self

• Delaying self-gratification

• Setting goals

• Using time management skills

• Accessing resources

**Program SLOs:**

* Exhibit clinical knowledge, professionalism and skills suitable to gaining employment in the healthcare industry.
* Possess knowledge and life skills necessary to provide safe, effective and efficient care, which enables the student to adapt to living and working in a multicultural environment and provide health maintenance and promotion in a global context
* Pursue life -long learning to enrich personal and professional development; enjoy the benefits of inquiry and self-discovery, and embrace change in the fast-paced world of technological advances and health
* The students enroll in a 2 year program AFTER completing prerequisites. After graduation they wait to take the NCLEX exam and wait until they can apply for their license. This is clearly delaying self-gratification
* Many students have set goals to become an RN, these goals allow the instructors to teach and align curriculum for them to be able to articulate into an LVN-RN program when the programs become available.
* To do this 2 year program and continue in the medical field, students learn to develop a lifelong learning pursuit, not only for continuing licensure, but for the autonomy and professional and personal development
* Students develop priortization and time management skills. They have to be become a nurse in healthcare settings.

6. **CWSLO:** Students will demonstrate skills in relationships through interpersonal communication, compromise, teamwork, and collaboration.

**Program SLOs:**

* Utilize critical thinking, problem-solving skills, and evidence-based strategies in effectively communicating and collaborating with others to promote and maintain optimal health in the chosen area of practice
  + The Allied Health Programs provide ladder-based education and the students learn to solve problems and communicate via collaboration with other members of the Healthcare team, necessary to provide Standards of Care in the Healthcare industry.
* Pursue life -long learning to enrich personal and professional development; enjoy the benefits of inquiry and self-discovery, and embrace change in the fast-paced world of technological advances and health
  + All graduates of all Allied Health programs are required to participate in continuing education to maintain licenses and certificates, which include evidenced based practice. By completing continuing education, the students are able to successfully communicate and collaborate with other team members.

7. **CWSLO:** Students will value their education, understand its privilege, and become responsible citizens by:

• Participating in community service

• Respecting and questioning authority

• Expressing themselves creatively

• Being proactive in learning

**Program SLOs:**

* Possess knowledge and life skills necessary to provide safe, effective and efficient care, which enables the student to adapt to living and working in a multicultural environment and provide health maintenance and promotion in a global context
* Pursue life -long learning to enrich personal and professional development; enjoy the benefits of inquiry and self-discovery, and embrace change in the fast-paced world of technological advances and health
* The Medical Field in today’s society is continually providing community service. Students demonstrate that at FRC by participating in disaster drills, Kindergarten Roundups, and drive-by Flu immunization activities. Instructors model this behavior by being active in local community affairs, and National Service.
* Healthcare is a hierarchical relationship with collaboration between these relationships. This is modelled and explained from the very beginning of each course.
* The LVN and CNA courses have research and ethics papers included in the curriculum, which allow students to express their views, based on scientific research. This also allows cross curriculum expression.

**4. How do course-level student learning outcomes (CSLOs) and other program learning experiences support the PSLOs?**

* The CSLOs are based on the PSLOs, which were rewritten 4 years ago. After reviewing them for this review, it is felt that they do not need revising at this time. Upon completing the CSLOs, it is felt that some of them, as stated in the reviews, may need to be reviewed and rewritten as some do not completely align with the Program outcomes.

**5. What methods did you use to assess these PSLOs (methods may include student survey, portfolio, exit class, etc.)?**

* The main assessment is the NCLEX testing, the national test LVN students take for licensure. The CNA students take a California test, and the EMTs and Phlebotomy students take National Tests. These national tests are reviewed and updated every 5 years, with testing strategies and plans sent to educational institutions for use in revising programs.
* Student feedback is important, which is why the change in Lecturer is important as the teaching methods are changing to keep students not only active in the process, but allow them to retain the information for certification and licensure testing.

6. What were the most meaningful findings from the assessment of PSLOs (which outcomes showcase student achievement; which indicate a need for program improvement)?

* The reviewer has found that technology outcomes are difficult to achieve, due to inconsistent platforms in the Healthcare industry. There are certain elements in healthcare documentation that are required by the Centers for Medicare and Medicaid (CMS) and OSHA and the accreditation groups, but actual application of the required documentation is difficult. Proprietary Electronic Medical Records are expensive to purchase or lease, and require ongoing expense. The work around is through the instructors constructing Excel programs at the course level, and providing instruction in “narrative charting” through Excel and Word programs. The students do learn the elements of documentation, and upon employment, learn the specific electronic programs necessary to be successful in the job.

**7. What are the program’s overall strengths and weaknesses? Describe any changes in the following since the last program review. Explain the reasons for those changes, and their impact on the program.**

* 1. **Curriculum (including articulation and course scheduling)**
  2. **Instructional methodology (i.e., distance education)**
  3. **SLO Assessment**
* The reviewer has found this last year that the curriculum must change the order of courses to align the theory with the clinical. This is difficult, but necessary. The LVN program is not allowed any online courses per the BVNPT and clinical instruction in Obstetrics and Pediatrics currently do not align with the lecture. The reviewer has worked on some changes, but must physically meet with the education consultant at the BVNPT to complete these changes. This will be a task to be completed during this next review period.
* The above does not impact the strength or weakness of the program as all of the information is covered, the only difference being the timing of such.

**8. Describe any proposed future changes to the following. Explain how these changes will positively impact the program and improve achievement of PSLOs?**

* 1. **Curriculum (including articulation and course scheduling)**
  2. **Instructional methodology (i.e., distance education)**

**c. SLO Assessment**

* As stated above, the curriculum must be revised in the order of presentation.
* The course level SLOs will be reviewed during this review period, and revised as necessary.
* As stated above, LVN and CNA courses must be face to face instruction. The reviewer will research the possibility of the EMT courses being partially online and approved by the State of California.
* Because Allied Health is strictly regulated by State and Federal Guidelines with respect to curriculum and mandated specific hours of content, SLOs and PLSLOs must meet those guidelines as well. Review and revisions during this next review period must abide with these regulations.

**C. Physical Resources**

1. **How is the program affected by the size, type and quality of available:**
   1. **Physical space and facilities**

LVN course are held in Allied Health . EMT courses may also be held in Graeagle or Chester. CNA courses are held at Allied Health or in Chester, as approved by the State Department of Public Health. Clinical courses are held at local and regional health care facilities. Physical space is adequate. The Simulation lab is small, but we are presently reorganizing items and putting EMT supplies in the newly donated ambulance, which allows for more space in the lab.

* 1. **Information technology**

Allied Health has 4 computers for student use, usually well used. There are issues with the network printer, but our work around is emailing to faculty, and then printing out necessary papers and assignments

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* 1. **Library holdings and services**

The library services are excellent.

* 1. **Instructional equipment and supplies**

Allied Health uses many consumable instructional supplies, such as catheters, gloves, and other patient care supplies. Allied Health has a budget, and the program is able to request expired items from local facilities.

A lab fee has been requested in the past to be added to the clinical courses, but have not yet been able to. We have several manikins and technologically updated equipment, thanks to the VTEA grants. Newly acquired is a Sim Man 3G, from Strong Workforce, and other items, which will nearly make the simulation lab feel like a “real” enhanced healthcare facility, and will be used by all courses in the Program. We will be having a 2 day in-service in January, 2018, provided by Laerdal, the maker of the product.

1. **Have there been significant changes in the program’s facilities, technical infrastructure, or other resources since the last review? If so, how have the changes impacted the program?**

The addition of technologically updated simulation equipment has allowed the Program to become more flexible with clinical courses. Prior to 2010, there was a Sim Man and a couple of other manikins, but the previous director freely admitted not using them. LVN students are again becoming employed in acute care facilities, not only skilled nursing, so the use of technology has improved clinical instruction. As for lifelong learning, CNA and LVN students are planning to continue their education in healthcare. The reviewer is the main theory instructor starting this year, and since the LVN class is an all-day lecture, will utilize this equipment in conjunction with lecture. The technical infrastructure has allowed the students to practice in a safe environment. The equipment has greatly enhanced the CNA courses.

1. **What are the program’s projected needs in facilities, technology, or other resources, and how are these needs related to program goals? Are these goals supported by results from the assessment of program and course-level student learning outcomes?**

Absence a laboratory (clinical) fee, Allied Health needs an increased budget for consumable instructional supplies used by students. Also needed, is an electronic medical record program for students. The SLOAC’s for clinical instruction have indicated that students may or may not be able to document in the facilities’ electronic medical records, due to immense training needed and the limited time of the facilities. Currently emphasized is Excel spreadsheet for practicing documentation. Cost for electronic medical records is per-student and ongoing cost for the licensing. If possible, a laboratory fee could cover that for the 2 years of each class. EMT and CNA courses do not need this experience.

###### **D. STAFFING**

1. **What is the full- to part-time ratio of faculty within the program? (Determine the ratio by counting up the number of sections taught by full-time faculty and the number of sections taught by part-time faculty in the most recent semester for which the data is available).**

60:40 Full Time to AF. There is currently 1 full time and 2 Associate faculty for the LVN program. One Associate Faculty only teaches in the Summer. The full time instructor teaches 20 courses in the LVN program, lectures each semester and clinical each semester. The other Associate Faculty member teaches 1 clinical each semester, and substitutes for me when I am on National Disaster Medical Service deployment. We all teach in the summer There is one Associate faculty for the CNA class, and 2 Associate faculty for the EMT program (one teaches regularly and one in Chester occasionally).

1. **How does the current staffing structure positively and/or negatively affect the program?**

* The EMT course is adequately staffed except when both the EMT (which is full each semester) and the Advanced EMT course is offered. Then the load would be exceeded.
* The CNA course is full per State ratios and the Program could use another AF.
* A positive since 2012, is the addition of a student worker (100 hrs a year). Nursing students are utilized, which aids their learning.

1. **What are the objectives and goals in staffing to make this program more effective? Are these goals supported by results from the assessment of student learning outcomes described in Section B? (see also Appendix G-1: SLO Assessment Forms from Prior Years)?**

* The AF member who taught lecture has retired. The full time faculty is teaching all of the theory courses.
* A clinical instructor position has been posted, but they want full time or will lose money coming to the public sector from a private healthcare facility. We will be hiring an AF for the phlebotomy course, as soon as we both are qualified (need to take 1 class).
* The need for another clinical instructor is important because usually one semester a year, the AF clinical instructor is overloaded per contract, and the Director (myself) picks up the additional load. The need for another AF clinical instructor has become clear with instructor illnesses and auto crashes, fractured limbs and when a national disaster occurs, the full time faculty deploys with the National Disaster Medical Service. The information brought back from disaster deployments is valuable to the program and meets College and Program level Goals in Civic participation, but in the meantime, a substitute is needed, and due to State regulations, a substitute must qualify and be approved by the Board of Vocational Nursing.

###### **E. STUDENT RETENTION AND SUCCESS**

* **Describe any significant trends within the student demographics of the program**
  + As nursing programs elsewhere have become impacted, students from areas outside Plumas County, are enrolling in the LVN and CNA program. There have been students attending the CNA course from Redding.
  + LVN students regularly come from Reno (thanks to recommendations from previous students) Gridley, Chico, Paradise, Oroville, and Janesville. I anticipate this will also occur when the Phlebotomy course comes on line, as there are calls from out of the area regarding this.
* There has been 1 Veteran in each cohort. Veterans Administration will pay for their CNAs to become LVNs, and then LVNs to become RNs. This is the 3nd cohort of LVNs since the last program review, and anecdotal evidence suggests increasing need for student loans, plus family issues have become more apparent.
* A positive in 2015 was Alliance for Workforce Development has been funding many students in the LVN class. This funding has been greatly reduced in 2017. They have also been approved to fund the CNA program this current and future semesters. The demographics of students has allowed many of the students (especially CNA, who are just beginning their journey) to complete their courses.
* The increasing need for mental health has been met by the addition of our Mental Health Counselor. Again, anecdotally, there is a strong need in this area.
* **What are the program’s strengths or weaknesses in the area of student retention and success** 
  + Retention has not been an issue. This past LVN cohort has lower than anticipated first time NCLEX-PN test results, 75%. The CNA courses have had 100 % success in State testing the last 3 classes, some who fail the first time, but pass the subsequent time. We are now keeping statistics provided by the students, as there is no Statewide data base. The EMT courses have had 95% success in the National test. The LVN results are not supported by the course SLOs. Participation by Alliance for workforce Development has allowed students to remain in their courses.
  + A blip in retention came in 2015, when funding rules for loans from FRC required students to complete courses before dispersement of funds, and then only twice a year, not three times a year. This caused one student to drop the LVN program. This has since changed again, and students receive funding as before.
* **What objectives are needed to better ensure student retention and success? Are these goals supported by results from the assessment of student learning outcomes described in Section B?**
  + For this current cohort, I have added NCLEX-PN online testing for the students. Assignments are made for the students to practice taking the national exam. Results should show when the students test at the end of 2017 and into 2018.
  + Objectives, starting with the cohort starting in 2017, with theory will be to better utilize theory time, by using various techniques, not just “death by boring PowerPoint.” This should increase student success. Students who failed the NCLEX-PN test, did well in the courses, but retention past that obviously suffered.
  + The LVN course needs reorganization per the State Education Coordinator, and better aligning theory and clinical courses may be necessary. The material is up to date, however. I must personally rewrite each course (which I have begun doing) but it is a slow process with all the duties that must be performed.

**F. Outreach and Compliance**

If program faculty and staff are tasked with outreach and/or compliance efforts, which can include outreach, working with advisory committees, consulting or technical assistance, service-based instruction, compliance with laws or regulations, or economic development, please respond to the following.

1. **In what types of community outreach does the program engage, and how is the program’s academic and professional expertise extended to the local communities?**

LVN students participate in Regional flu clinics and County-wide Kindergarten Roundups yearly. Students also participate in FRC outreach programs with elementary and high school students. When asked, the students also participate in disaster drills.

1. **If there is a program advisory committee, list the names and titles of members, and the meeting dates since the last program review. Describe any advisory committee involvement in this program review.**

The Chief Nursing Officers of the County Hospitals are part of the program advisory committee, and they change fairly regularly. These people are also actively engaged in working at the facility as nurses regularly, so I meet with them on one to one basis. I have been asked by them to start a Medical Assistant Program, the phlebotomy program, and an EKG monitoring class. They have no problem contacting me if there are issues and we are now communicating at the end of each clinical rotation. I am trying to gain another AF for clinical instruction to have Plumas District Hospital return to be a part of the clinical program. We have many graduates working there, and currently 3-4 students that work there now. The problem with immunizations and compliance hopefully is improving as Castlebranch Company is collect information, informing students of noncompliance, or expiration.

1. **How does the program help the College comply with laws, regulations, and other legal or certification requirements?**

Allied Health is highly regulated by various California State agencies, with them approving and monitoring the courses. By adhering to these regulations, Allied Health helps the College to maintain accreditation. Also, student issues such as learning difficulties, are identified and correctly referred to the appropriate department.

**G. Appendices**

* **SLO Assessment Forms should be attached for the previous years, depending on the program’s review cycle.**
  + The CLSLOs are housed in Sharepoint.
* DATA SETS

1. **Program FTES-a**ttached
2. **Demographic Information Gender, Age, Ethnicity:** 
   * LVN Program: Currently, there are Asian -4, Hispanic-3 American Indian -1 Males 3.
   * The CNA and EMT students reflect the demographics of the region.
3. **Number of Students with Declared Majors in Program:**  Only the approved LVN students can have nursing as a declared major.
4. **Number of Courses Offered**- attached
5. **Number of Sections Offered**
   * Each lab has 4 sections each semester. Each theory has 1 section.
6. **Average Enrollment per Section:**
   * LVN-27 each class.
   * CNA-15
   * EMT-15
   * Dosage and Calculations-20
   * Medical Terminology-15-20 average
7. **Course Completion Rate (# of students who received a grade/total students enrolled at census):**
   * The CNA course usually graduates between 7-10 students. The students find they must travel to clinicals, and this interferes mainly with family duties.
   * **Student Success Rate (# of students with C or better/total students enrolled at census)**
     + LVN 27
     + CNA-7-10
     + EMT-14
     + Dosage and Calculations 18-20
     + . Medical Terminology 15-20.
   * Students in Allied Health are focused on the outcome, since they can become employed after passing National and State certification tests.

LVN COURSES WITH UNITS AND HOURS

**FALL I**

NURS 112 Nursing Foundations

* 2 units
* 36 hours
* 6 weeks

NURS114 Nursing Foundations Lab

* 2 units
* 60 hours
* 16 weeks

NURS116 Psychological Principles for Nurses

* 3 units
* 54 hours
* 6 weeks

NURS120 Introduction to Pharmacology

* 1 unit
* 24 hours
* 4 weeks

**SPRING I**

NURS122 Basic Medical Surgical Nursing

* 5 units
* 90 hours
* 18 weeks

NURS123 Basic Medical Surgical Nursing Lab I

* 2 units
* 108 hours
* 18 weeks

**SUMMER I**

NURS125 Basic Medical Surgical Nursing Lab II

* 3.5 units
* 192 hours
* 8 weeks

**FALL II**

NURS232 Obstetrical Nursing

* 2 units
* 36 hours
* 6 weeks

NURS234 Obstetrical Nursing Lab I

* 0.5 units
* 24 hours
* 4 weeks

NURS212 Intermediate Medical Surgical Nursing

* 3 units
* 60.5 hours
* 11 weeks

NURS214 Intermediate Medical Surgical Nursing Lab

* 2.5 units
* 136 hours
* 17 weeks

**SPRING II**

NURS222 Advanced Medical Surgical Nursing

* 5 units
* 90 hours
* 12 weeks

NURS223 Advanced Medical Surgical Nursing Lab I

* 2 units
* 102 hours
* 12 weeks

NURS237 Pediatric Nursing

* 2.5 units
* 36 hours
* 6 weeks

NURS239 Pediatric Nursing Lab I

* 0.5 units
* 33 hours
* 6 weeks

**SUMMER II**

NURS225 Advanced Medical Surgical Nursing Lab II

* 1.5 units
* 96 hours
* 4 weeks

NURS235 Obstetrical Nursing Lab II

* 1 unit
* 48 hours
* 2 weeks

NURS240 Pediatric Nursing Lab II

* 1 unit
* 48 hours
* 2 weeks

NURSING 080 Intravenous Therapy/Blood Withdrawal

* 2 units
* 36 hours
* 3 weeks

NURS280 NCLEX REVIEW

* 2 units
* 36 hours
* 3 weeks

**OTHER COURSES WITHIN ALLIED HEALTH ARE 1 SEMESTER COURSES.**