



# Agenda

## Allied Health Advisory Committee

Lake Tahoe Community College

Thursday April 6, 2017

4:00 – 5:30PM

Board Room

- Welcome and Introductions
- Program Overview & Biennial Review
- Program Updates:
  - Dental Assisting & Radiology
  - Emergency Medical Responder
  - Emergency Medical Technician
  - Medical Office Assistant: Administrative
  - Phlebotomy
  - Physical Therapy Aide
- Paramedic Discussion
- General Discussion



## Allied Health Advisory Committee Meeting Minutes April 6<sup>th</sup>, 2017

### Present

- ❖ Brad Deeds – Dean of Workforce Development and Instruction, Lake Tahoe Community College (LTCC)
- ❖ Amber Tanaka – Director of Education, Barton University (BU)
- ❖ April Boyde – Training Center Coordinator, Barton University (BU)
- ❖ Isaiah Tannaci – Sports Medicine Director, South Tahoe High School (STHS)
- ❖ Josefina Solano – Health Education Coordinator, El Dorado County Public Health Department (CDPH)
- ❖ Jamie Rhone – Career & Technical Technician Program Specialist, Lake Tahoe Community College (LTCC)
- ❖ Justin Zunino – Vice Principle, South Tahoe High School (STHS)
- ❖ Sienna Smith – EMS Coordinator, Barton Health (BH)
- ❖ Laura Salinas – Director of Equity, Lake Tahoe Community College (LTCC)
- ❖ Nancy Dalton – Board of Trustee, Lake Tahoe Community College (LTCC)
- ❖ Melissa Liggett – Career & Technical Education Program Technician, LTCC
- ❖ Tim Alameda – Fire Chief, Lake Valley Fire Protection District (LVFPD)
- ❖ Sarah Marquez – Counselor, Lake Tahoe Community College (LTCC)

The meeting was called to order at 4:01 p.m.

### Welcome and Introductions

Introductions were made around the room. Our goal is to get relevant and exciting opportunities for Career & Technical Education (CTE) programs and create pathways to internships, job placements and career advancement. Feedback from the business, industry, and community is crucial to running a successful CTE program. The CTE Department has a comprehensive list of programs and we want to solicit committee members' feedback. This advisory committee meets annually; however, discussions are ongoing throughout the year. Brad invited committee members to contact him with any questions about our programs.

Isaiah Tannaci has been working with LTCC to bring dual enrollment programs to South Tahoe High School (STHS). The South Tahoe High School Sports Medicine building is a brand new (built in 2013) state of the art Sports Medicine and Fitness facility with world class equipment and programs designed to help students incorporate technology and function into their education. The Sports Medicine Program at STHS is a huge opportunity for students to participate in dual enrollment through LTCC's Physical Therapy Aide program. These students would be able to jump right into the kinesiology program and maybe even transfer to a four-year college. Isaiah would like to see the Emergency Medical Responder course offered through the Dual program. This would bring more opportunities for kids in our community.

On Tuesday March 28<sup>th</sup>, 2017, Lake Tahoe Unified School District (LTUSD) and Lake Tahoe Community College District (LTCC) met for their annual board meeting and they are working together to expand Dual Enrollment offerings for South Tahoe High School (STHS) students in the 2017-18 school year. Under Dual Enrollment, STHS students receive both high school and college credit for successfully passing designated courses, at no cost. The "Get Focused Stay, Focused" (GFSF) program implemented now at STHS gives students up to five units of college credit. The program targets freshman students and follows them into, sophomore, junior, and senior year. This

culminates in the development of an online 10-year career and education plan that helps students envision a productive life of their own choosing. It's an exploration and training for kids. It's impactful. They learn about budgeting, the cost of renting a house, buying a car, etc. LTCC and LTUSD currently offer the following Dual Enrollment courses to STHS students; HTR 141A College and Career Choices: The 10-Year Plan (5 units) for all freshmen high school students and HTR 131B Attitudes and Aptitudes for College and Career Readiness (1 unit) for all sophomore students. The Dual Enrollment program team recognizes that more coordination is needed as the program seeks to expand to the upper grade levels. In addition, STHS students can take DMA 112 Digital Media Arts (4 units) at no cost and receive college credit. Instructors need to meet minimum qualifications for faculty at LTCC.

Shasta College is the model for "Early College" or Dual Enrollment. Students start earning 15 units and can earn up to an associate's degree. Their program has significantly grown in the last two years. Plans are underway at LTCC to expand an "Early College", where students earn a high school diploma, earn at least 12 college credits and up to an associate's degree simultaneously. First steps will include designating select Career and Technical Education (CTE) courses as Dual Enrollment for 2017-18. CTE classes under consideration include Dental Assisting, Automotive Technology, Sports Medicine, Computer Aided Design (CAD), Culinary Arts, and others. The Dental Assisting program definitely makes sense, as Connie Hunt is already a teacher at STHS and uses the Stadium View classroom, SV: 201. However, Connie is taking next year off from teaching at LTCC and we would need to find a replacement for next year. She has been teaching with us since 1997.

Several STHS students are also participating in Advancement via Individual Determination (AVID), <http://www.avid.org/>. Mary Catherine Swanson, from San Diego, founded the AVID program in 1980 and STHS implemented the program in September of 1996. This program prepares students for college readiness and success. STHS Seniors will be visiting LTCC during "Senior Day" at LTCC in May of this year. This will give us an opportunity to answer questions students may have about our campus and our programs. We have many opportunities here for STHS students who want to stay locally. LTCC and Sierra Nevada College, Incline Village, Nevada, have recently collaborated to offer competitively priced bachelor's degree options that can be earned entirely on LTCC's South Shore campus. This will tie in with LTCC's University Center, which is expected to be finished in the year 2019. The center will provide facilities for students to take university courses and earn a bachelor's degree without having to leave the South Shore.

Barton University (BU) is offering a "Healthcare Career Internship" <http://education.bartonhealth.org/drupal/node/5>, this coming July. This program is aimed at college and graduating senior high school students who are interested in pursuing careers in healthcare. It is a four-week, non-paid Internship and students can expect to spend a certain amount of time in a variety of departments throughout Barton Memorial Hospital.

BU is also offering a Medical Assisting (MA) program <http://education.bartonhealth.org/drupal/node/3>, in the summer and fall of 2017. The six-month program combines both clinical and administrative duties as a Medical Assistant (MA) and is open to both Barton employees and the public. Students perform a variety of clinical and administrative duties as an MA. Students admitted into the MA program will be eligible to complete a six month student internship at a participating Barton Health Clinic. Upon graduation, students will receive a certificate of completion and be eligible to take the Nationally Certified Medical Assistant (NCMA) exam through the National Center for Competency Testing (NCCT). The program costs the student \$2,600 vs. the National cost of \$18,000, due to it not be an accredited college. They are not a federally granted agency and students are not eligible for financial aid. Potential students have a variety of prerequisites and requirements to complete before they can enroll in this class, such as, completion of one college level English class and one college level Mathematics class. They also must meet the same criteria as a Barton employee. At the implementation of the program, BU used their employees as the guinea pigs. Around 90% of their students are employees. The first five months of the program includes instruction and the last 4 weeks is the clinical portion. Medical Office Assistants (MOA) can do all of the duties as a medical nurse with the exception of only two things. Certified Nurse Assistant's (CNA's) only have the capacity to do a few things. Typical starting wages for a certified MOA start at around \$23-25 per hour. CNA's earn around \$15-16 per hour.

BU would like to focus on bridging their students with the administrative portion at LTCC to capture the academic gaps. They currently only focus on the administration portion in their MA program for two weeks and there's not a lot of overlap. They would like to design their MA program so that students complete LTCC's administrative program first, then have them focus on the clinical portion through BU. However, students need to be aware LTCC courses are not all they need to get hired with Barton Hospital. They would like us to add a statement in our promotional flyers stating LTCC's MOA degree and certificate programs are designed to augment BU's MA program.

Nancy Enterline retired from LTCC in 2015 and she taught the following series of three courses in face-to-face format:

- **"Intro to Medical Office Administration" (MOA-235) 3 units**
- **"Basic Principles of Medical Coding" (MOA-236) 5 units**
- **"Medical Insurance Billing" (MOA-237) 3 units**

Since Nancy was our connection to the Billing Department at Barton Hospital, we will need to make new connections with the current director. LTCC currently offers several online MOA courses related to terminology, billing and coding. We recently recruited an instructor from Santa Rosa College to teach the Billing and coding courses online this year. This is the first time we've offered them online. Feedback from the instructor states we should consider revamping these two courses as the MOA curriculum has evolved and become more complex. Might need to add another course just for the American ICD-10-CM (diagnosis) and ICD-10-PCS (procedure) medical billing codes. A preparatory course for coding and billing courses should be considered for dual enrollment, at STHS, if there were enough interested students. However, these courses would be suitable for those who are more mature and academically prepared.

Nursing programs are expensive to run and BU would like to see one implanted at Barton Hospital. BU took over LTCC's Certified Nursing Assistant (CNA) program two years ago, due to various factors. They modeled their application packet to the state the same as LTCC's, however, they have applied several times and have been rejected twice. It is extremely difficult to become state certified. There were several reasons listed why they were rejected. In addition, BU needs to align their policies to meet the state's requirements, as he/she needs to be a Barton Employee and also meet LTCC's requirements. The state was not satisfied with these policies and they will need to revamp them. LTCC previously offered a CNA course for over twenty years. Due to clinical placement capacity issues at Barton's Skilled Nursing Facility, the enrollment limit was capped at 10 - 12 students. There also were dress code issues and inappropriate behavior by some of the students. BU is a private institution and will have the latitude to implement a screening process.

Justin Zunino is now into his second year as principal at STHS. He sees LTCC as a great opportunity for his students to be able to get an education in their hometown. He wants to make sure his students are aware of the value and benefits of attending a community college. A community college that has transfer agreements will save a significant amount of tuition. Many students are qualified to enter a CSU or UC college but lack confidence. Justin also wants to ensure his students have the connections they need by giving them more opportunities. He is willing to work with LTCC to create more dual enrollment opportunities.

## **Paramedic Discussion**

The fire science industry has changed. Both a paramedic and a fire academy program is now required for employment. Lake Tahoe Basin Fire Academy's (LTBFA) graduates will have to go to Reno, Sacramento, or beyond to complete paramedic training. In order to be certified by the State Board of Fire Services as a Firefighter I, you must have six months of experience as a full-time, paid firefighter or one-year experience as a volunteer/part-time firefighter. We need to work out an internship, for LTBFA graduates who are not immediately hired by an agency, so they can work for 6 months and satisfy the state's requirement. LTBFA graduates also need to have Emergency

Medical Technician (EMT) certification. They can take EMT at LTCC; however, they will need to go out of the area to complete paramedic training. Truckee Meadows Community College (TMCC), <http://www.tmcc.edu/ems/paramedic-program/>, in Reno Nevada, offers a paramedic program and is the closest to LTCC. The RESMA Training Center, <http://www.remsaeducation.com/paramedic/index.html>, is a private Nevada-licensed institution and also offers a paramedic program. On the California side, the Northern California Training Institute (NCTI), <https://ncti.edu/>, in Rocklin, is the next closest. There is a lot of driving back and forth and a locally centered program would be desired. There are challenges within the city, county, etc. and it would be a complex process.

Regional fire chiefs have expressed the need for employable applicants. We are in the country and the use of chainsaws, snow removal equipment, etc. are things applicants from out of the area may not necessarily have experience with. One of the drawbacks is there may not be enough call volume here at Lake Tahoe such as in a larger city as Roseville, California. May need to commute to Reno to do the clinical portion. However, the need for experience in large volume calls is not as important as being able to transport a patient long distance. Would be willing to work with TMCC if they are flexible with working other Allied Health agencies. Also, Barton Hospital would not be able to provide all of the requirements for the clinical portion. Carson Tahoe Hospital in Carson City/Reno or Marshall Hospital in Placerville might be able to provide enough rotations. Marshall Hospital has previously expressed interest. Barton Hospital is a level III Trauma Center. This makes Barton Hospital the only trauma center in the Lake Tahoe, Truckee, and Carson Valley region. UC Davis also has level III status; however, they have much bigger volume than Barton does. Their fire chiefs would be open to seeing students from here. The California Tahoe Emergency Services Operations Authority or Cal Tahoe is a Joint Powers Authority (JPA), [https://www.edcgov.us/Government/EMS/Cal\\_Tahoe\\_JPA.aspx](https://www.edcgov.us/Government/EMS/Cal_Tahoe_JPA.aspx), formed in 2001 as a transport contractor for ambulance service, under a contract with the County of El Dorado. This includes the Tahoe South Shore service area, and parts of northwestern Alpine County, however, South Lake Tahoe was not able to stay in the program. Lake Valley Fire Protection District is now doing it now. The City of South Lake Tahoe used to have a firefighter volunteer program, which volunteers had to have at least 240 hours of continuing education to volunteer. This program was discontinued due to the high cost of the program. The internship program at LTCC can address that component. Unfortunately, there is a shallow job pool here. LTBFA graduates are recruited from agencies in surrounding areas such as Reno, Sparks, and Truckee Meadows.

A feasibility study was done a few years ago. Full-time faculty would be needed to make it work and we're currently in a budget hole so we would need to secure some outside, stable funding sources. CTE state funds would require local labor market demand, which could prove problematic. In addition, we had a recent resignation of our Fire Academy Director and might have difficulty in getting approvals to refill the position.

We will also look into the possibility of dual enrollment. Sports Medicine has three career tracks. Would need instructors teach Sports Medicine II and other programs, such as, standard Health Careers in Medicine, Medical Assistant, and EMS. Might be able to get dual enrollment for EMR. EMT would not be possible as students need to be 18 years or older to participate in the program. This would eliminate almost 95% of the high school population. EMR would be a step towards paramedic. EMT would be more extensive to obtain certification. EMS is something the high school previously expressed interest in. There's a huge opportunity there. Maturity is a factor. The ski patrol level is a good place to start and students would need experience. Would need to see if high school students could handle the program.

Fire Departments all over the west coast are looking for cadets that are handy. Reno is begging for qualified paramedics. Carson, Northstar, Truckee, North Tahoe, and others are all still looking as well. There is a huge need and interest for a local paramedic program and we would like to see something happen in the next few years.

**The following handouts were presented as an attachment to the meeting minutes:**

The meeting adjourned at 5:43 p.m.

- Allied Health Annual Program Review (2015-16)
- Allied Health Student Achievement (2015-16)
- Allied Health Program Addendum (2015-16)
- Allied Health Advisory Committee Minutes (2-1-16)

Respectively submitted,  
Melissa Liggett  
Career & Technical Education Technician

# 2015-16 ANNUAL PROGRAM REVIEW

## Dental Assisting

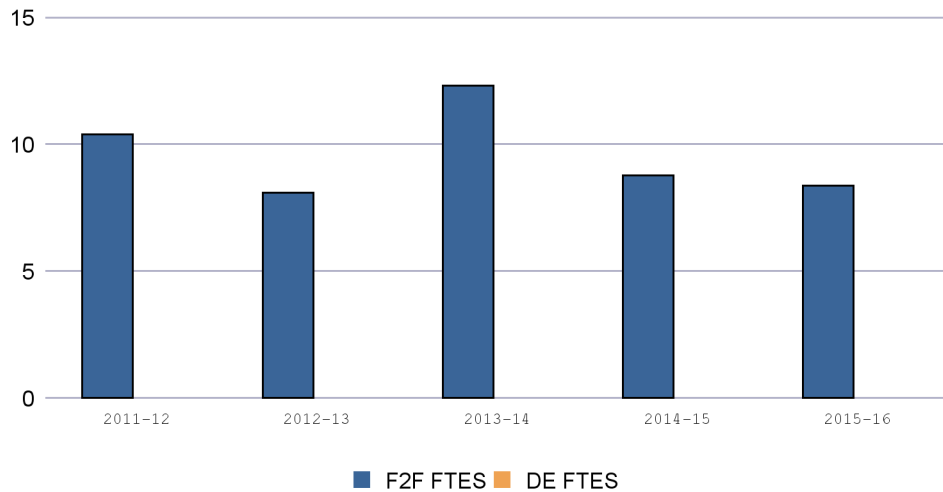


### DENTAL ASSISTING SUMMARY

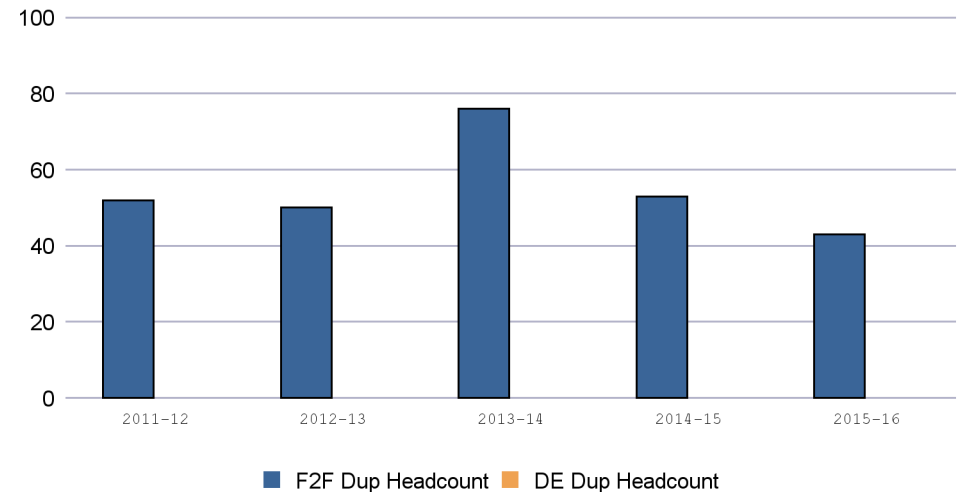
This report contains data from Academic Year (AY) 2011 to 2015. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below.

	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2011-12	3	3	0	10.39	10.39	0.00	52	52	0
2012-13	3	3	0	8.09	8.09	0.00	50	50	0
2013-14	3	3	0	12.32	12.32	0.00	76	76	0
2014-15	3	3	0	8.76	8.76	0.00	53	53	0
2015-16	3	3	0	8.36	8.36	0.00	43	43	0
4-Yr Chg (11-12 to 15-16)	0.0%	0.0%	---	-19.5%	-19.5%	---	-17.3%	-17.3%	---
1-Yr Chg (14-15 to 15-16)	0.0%	0.0%	---	-4.6%	-4.6%	---	-18.9%	-18.9%	---

**RESIDENT FTES**



**DUPLICATED HEADCOUNT**



# 2015-16 ANNUAL PROGRAM REVIEW

## Dental Assisting

### DEMOGRAPHICS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Male	4	10.5%	3	8.6%	0	0.0%	0	0.0%	2	10.0%
Female	34	89.5%	32	91.4%	35	100.0%	23	100.0%	18	90.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
African American	0	0.0%	1	2.9%	1	2.9%	0	0.0%	0	0.0%
Asian	1	2.6%	2	5.7%	3	8.6%	1	4.3%	0	0.0%
Hispanic	15	39.5%	12	34.3%	9	25.7%	12	52.2%	14	70.0%
White Non-Hispanic	21	55.3%	20	57.1%	21	60.0%	10	43.5%	5	25.0%
Two or more races	0	0.0%	0	0.0%	1	2.9%	0	0.0%	1	5.0%
Unknown	1	2.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Age < 25	23	60.5%	20	57.1%	21	60.0%	15	65.2%	17	85.0%
Age 25 - 49	15	39.5%	14	40.0%	13	37.1%	8	34.8%	3	15.0%
Age 50 +	0	0.0%	1	2.9%	1	2.9%	0	0.0%	0	0.0%

	2011-12	2012-13	2013-14	2014-15	2015-16
Median Age	21	22	22	24	19
Youngest	15	16	16	15	17
Oldest	40	51	52	42	27



# 2015-16 ANNUAL PROGRAM REVIEW

## Dental Assisting

### COURSE SUCCESS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	6	100.0%	4	100.0%	0	0.0%	0	0.0%	6	100.0%
Female	44	90.9%	43	93.0%	75	89.3%	50	92.0%	35	88.6%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	0	0.0%	1	0.0%	1	0.0%	0	0.0%	0	0.0%
Asian	1	100.0%	2	50.0%	3	66.7%	2	100.0%	0	0.0%
Hispanic	19	94.7%	18	100.0%	18	83.3%	25	92.0%	29	86.2%
White Non-Hispanic	28	89.3%	26	96.2%	50	94.0%	23	91.3%	12	100.0%
Two or more races	0	0.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
Unknown	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	32	93.8%	25	92.0%	46	93.5%	28	89.3%	36	88.9%
Age 25 - 49	18	88.9%	21	95.2%	27	81.5%	22	95.5%	5	100.0%
Age 50 +	0	0.0%	1	100.0%	2	100.0%	0	0.0%	0	0.0%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

# 2015-16 ANNUAL PROGRAM REVIEW

## EMT/EMR

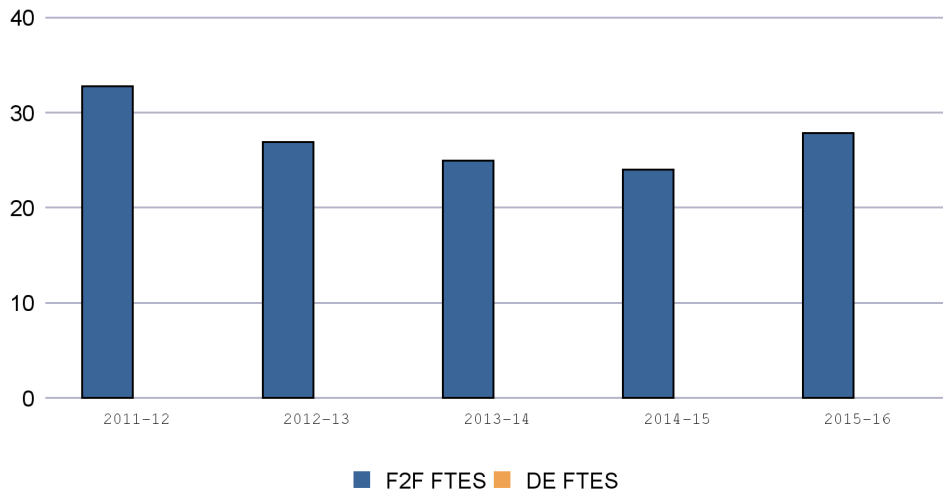


### EMT/EMR SUMMARY

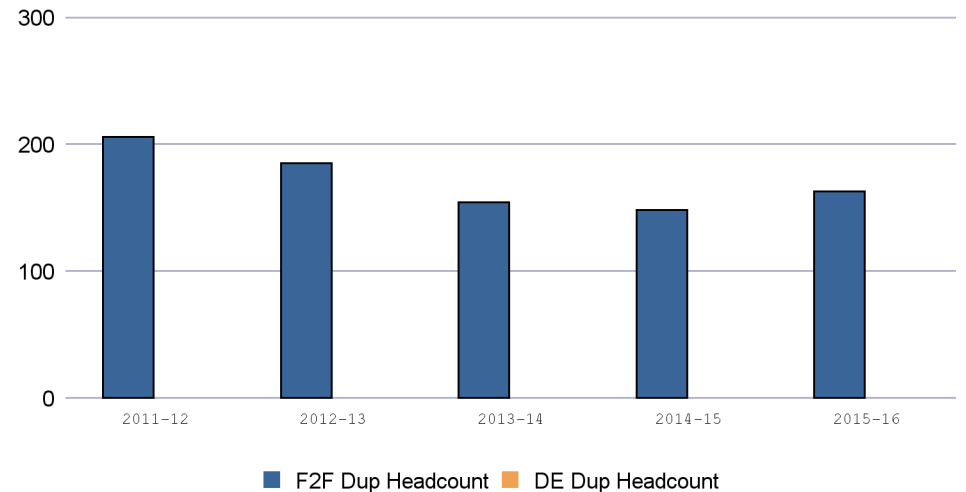
This report contains data from Academic Year (AY) 2011 to 2015. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below.

	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2011-12	15	15	0	32.78	32.78	0.00	206	206	0
2012-13	16	16	0	26.87	26.87	0.00	185	185	0
2013-14	13	13	0	24.95	24.95	0.00	154	154	0
2014-15	15	15	0	24.02	24.02	0.00	148	148	0
2015-16	15	15	0	27.84	27.84	0.00	163	163	0
4-Yr Chg (11-12 to 15-16)	0.0%	0.0%	---	-15.1%	-15.1%	---	-20.9%	-20.9%	---
1-Yr Chg (14-15 to 15-16)	0.0%	0.0%	---	15.9%	15.9%	---	10.1%	10.1%	---

**RESIDENT FTES**



**DUPLICATED HEADCOUNT**



# 2015-16 ANNUAL PROGRAM REVIEW

## EMT/EMR

### DEMOGRAPHICS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Male	129	66.8%	121	70.8%	98	66.2%	90	66.7%	116	73.0%
Female	64	33.2%	48	28.1%	49	33.1%	44	32.6%	42	26.4%
Unknown	0	0.0%	2	1.2%	1	0.7%	1	0.7%	1	0.6%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
African American	0	0.0%	0	0.0%	1	0.7%	1	0.7%	1	0.6%
Asian	4	2.1%	3	1.8%	2	1.4%	3	2.2%	4	2.5%
Hispanic	31	16.1%	38	22.2%	32	21.6%	24	17.8%	36	22.6%
Native Amer/Alaska Native	1	0.5%	4	2.3%	1	0.7%	0	0.0%	0	0.0%
Pacific Islander	0	0.0%	1	0.6%	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic	150	77.7%	117	68.4%	105	70.9%	97	71.9%	109	68.6%
Two or more races	6	3.1%	7	4.1%	6	4.1%	9	6.7%	7	4.4%
Unknown	1	0.5%	1	0.6%	1	0.7%	1	0.7%	2	1.3%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Age < 25	90	46.6%	85	49.7%	68	45.9%	62	45.9%	73	45.9%
Age 25 - 49	89	46.1%	75	43.9%	66	44.6%	64	47.4%	77	48.4%
Age 50 +	14	7.3%	11	6.4%	14	9.5%	9	6.7%	9	5.7%

	2011-12	2012-13	2013-14	2014-15	2015-16
Median Age	25	24	26	25	25
Youngest	15	16	17	17	17
Oldest	72	60	67	62	63

# 2015-16 ANNUAL PROGRAM REVIEW

## EMT/EMR

### COURSE SUCCESS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	129	94.6%	126	84.9%	98	85.7%	93	91.4%	113	93.8%
Female	61	90.2%	51	80.4%	46	84.8%	46	100.0%	40	90.0%
Unknown	0	0.0%	2	100.0%	1	100.0%	1	100.0%	1	100.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	0	0.0%	0	0.0%	0	0.0%	2	0.0%	1	100.0%
Asian	4	100.0%	3	66.7%	2	50.0%	1	100.0%	4	100.0%
Hispanic	32	75.0%	41	63.4%	30	90.0%	24	87.5%	36	86.1%
Native Amer/Alaska Native	1	100.0%	3	100.0%	1	100.0%	0	0.0%	0	0.0%
Pacific Islander	0	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic	145	97.2%	122	90.2%	106	84.9%	102	97.1%	104	94.2%
Two or more races	7	100.0%	8	100.0%	5	80.0%	10	100.0%	7	100.0%
Unknown	1	0.0%	1	100.0%	1	100.0%	1	100.0%	2	100.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	87	89.7%	91	83.5%	67	80.6%	65	93.8%	70	92.9%
Age 25 - 49	89	95.5%	77	84.4%	66	92.4%	66	93.9%	75	92.0%
Age 50 +	14	100.0%	11	81.8%	12	75.0%	9	100.0%	9	100.0%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

# 2015-16 ANNUAL PROGRAM REVIEW

## Medical Office Assistant

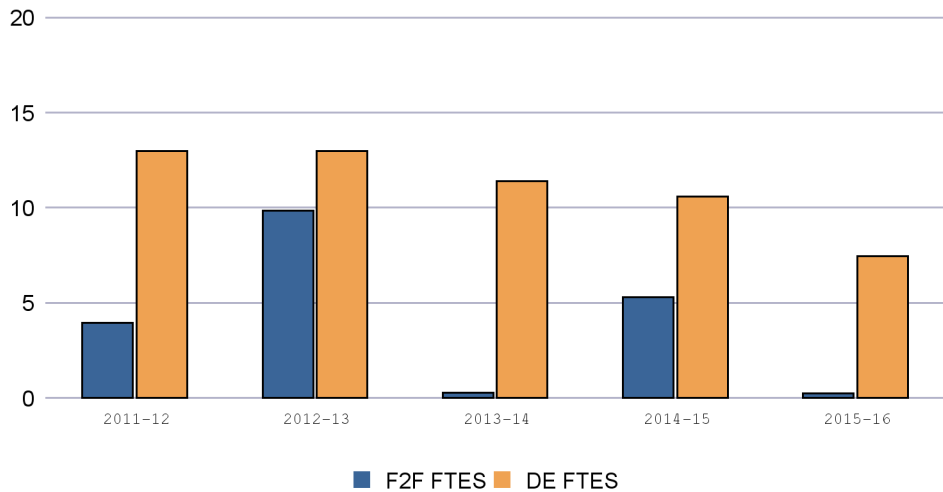


### MEDICAL OFFICE ASSISTANT SUMMARY

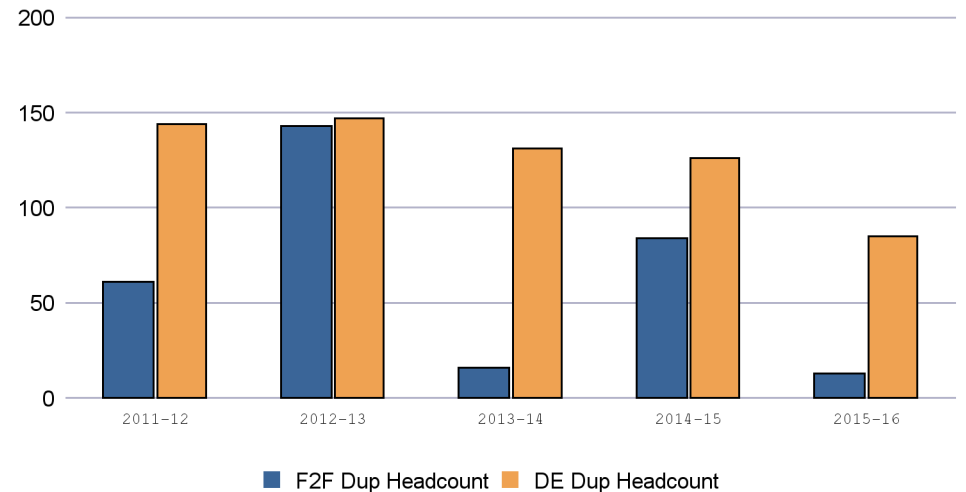
This report contains data from Academic Year (AY) 2011 to 2015. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below.

	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2011-12	14	10	4	16.95	3.96	12.98	205	61	144
2012-13	10	6	4	22.82	9.85	12.97	290	143	147
2013-14	6	2	4	11.66	0.28	11.38	147	16	131
2014-15	11	7	4	15.89	5.31	10.58	210	84	126
2015-16	6	2	4	7.70	0.23	7.47	98	13	85
4-Yr Chg (11-12 to 15-16)	<b>-57.1%</b>	-80.0%	0.0%	<b>-54.6%</b>	-94.2%	-42.5%	<b>-52.2%</b>	-78.7%	-41.0%
1-Yr Chg (14-15 to 15-16)	<b>-45.5%</b>	-71.4%	0.0%	<b>-51.6%</b>	-95.7%	-29.4%	<b>-53.3%</b>	-84.5%	-32.5%

**RESIDENT FTES**



**DUPLICATED HEADCOUNT**



# 2015-16 ANNUAL PROGRAM REVIEW

## Medical Office Assistant

### DEMOGRAPHICS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Male	23	16.8%	23	15.4%	8	7.3%	18	13.8%	7	9.2%
Female	114	83.2%	126	84.6%	101	92.7%	112	86.2%	69	90.8%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
African American	3	2.2%	1	0.7%	2	1.8%	2	1.5%	1	1.3%
Asian	11	8.0%	11	7.4%	5	4.6%	5	3.8%	5	6.6%
Hispanic	44	32.1%	39	26.2%	33	30.3%	51	39.2%	30	39.5%
Native Amer/Alaska Native	0	0.0%	0	0.0%	3	2.8%	0	0.0%	0	0.0%
White Non-Hispanic	72	52.6%	89	59.7%	59	54.1%	64	49.2%	37	48.7%
Two or more races	2	1.5%	6	4.0%	7	6.4%	8	6.2%	3	3.9%
Unknown	5	3.6%	3	2.0%	0	0.0%	0	0.0%	0	0.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Age < 25	58	42.3%	63	42.3%	52	47.7%	56	43.1%	29	38.2%
Age 25 - 49	63	46.0%	71	47.7%	50	45.9%	64	49.2%	41	53.9%
Age 50 +	16	11.7%	15	10.1%	7	6.4%	10	7.7%	6	7.9%
Age Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

	2011-12	2012-13	2013-14	2014-15	2015-16
Median Age	29	28	25	26	27
Youngest	17	16	16	17	17
Oldest	65	66	59	63	58

# 2015-16 ANNUAL PROGRAM REVIEW

## Medical Office Assistant

### COURSE SUCCESS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	28	78.6%	31	71.0%	7	100.0%	24	95.8%	7	85.7%
Female	172	84.3%	249	90.4%	133	85.0%	178	87.6%	84	86.9%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	3	100.0%	5	80.0%	4	75.0%	3	100.0%	1	100.0%
Asian	17	70.6%	26	84.6%	9	66.7%	9	88.9%	6	66.7%
Hispanic	65	75.4%	83	83.1%	39	79.5%	91	84.6%	37	83.8%
Native Amer/Alaska Native	0	0.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
White Non-Hispanic	104	88.5%	153	91.5%	76	90.8%	91	91.2%	44	90.9%
Two or more races	3	100.0%	8	100.0%	9	88.9%	8	100.0%	3	100.0%
Unknown	8	100.0%	5	80.0%	0	0.0%	0	0.0%	0	0.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	72	73.6%	97	82.5%	64	81.3%	84	84.5%	33	84.8%
Age 25 - 49	103	87.4%	151	90.7%	64	87.5%	102	91.2%	47	87.2%
Age 50 +	25	96.0%	32	93.8%	12	100.0%	16	93.8%	11	90.9%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

# 2015-16 ANNUAL PROGRAM REVIEW

## Phlebotomy

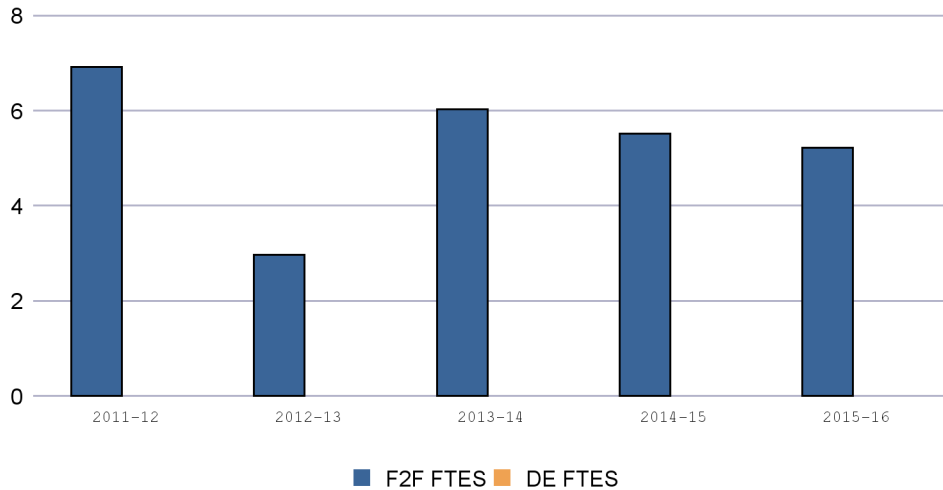


### PHLEBOTOMY SUMMARY

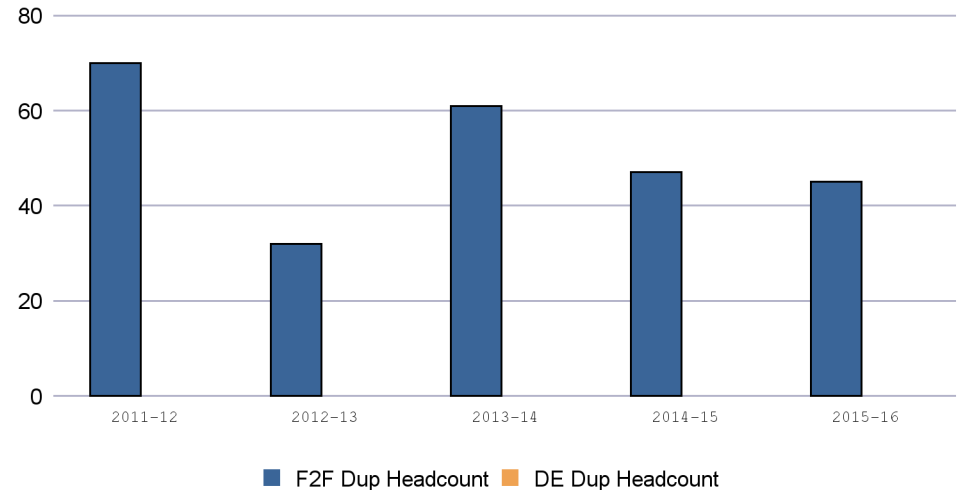
This report contains data from Academic Year (AY) 2011 to 2015. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below.

	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2011-12	14	14	0	6.92	6.92	0.00	70	70	0
2012-13	7	7	0	2.97	2.97	0.00	32	32	0
2013-14	16	16	0	6.03	6.03	0.00	61	61	0
2014-15	10	10	0	5.51	5.51	0.00	47	47	0
2015-16	9	9	0	5.23	5.23	0.00	45	45	0
4-Yr Chg (11-12 to 15-16)	<b>-35.7%</b>	-35.7%	---	<b>-24.5%</b>	-24.5%	---	<b>-35.7%</b>	-35.7%	---
1-Yr Chg (14-15 to 15-16)	<b>-10.0%</b>	-10.0%	---	<b>-5.2%</b>	-5.2%	---	<b>-4.3%</b>	-4.3%	---

**RESIDENT FTES**



**DUPLICATED HEADCOUNT**





# 2015-16 ANNUAL PROGRAM REVIEW

## Phlebotomy

### DEMOGRAPHICS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Male	12	25.5%	5	15.6%	9	22.5%	5	19.2%	7	25.0%
Female	34	72.3%	27	84.4%	31	77.5%	21	80.8%	21	75.0%
Unknown	1	2.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
African American	0	0.0%	0	0.0%	1	2.5%	0	0.0%	1	3.6%
Asian	1	2.1%	4	12.5%	6	15.0%	0	0.0%	0	0.0%
Hispanic	13	27.7%	7	21.9%	10	25.0%	13	50.0%	14	50.0%
Native Amer/Alaska Native	1	2.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic	26	55.3%	16	50.0%	19	47.5%	11	42.3%	12	42.9%
Two or more races	6	12.8%	5	15.6%	4	10.0%	2	7.7%	1	3.6%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Age < 25	22	46.8%	19	59.4%	19	47.5%	12	46.2%	14	50.0%
Age 25 - 49	24	51.1%	13	40.6%	15	37.5%	12	46.2%	12	42.9%
Age 50 +	1	2.1%	0	0.0%	6	15.0%	2	7.7%	2	7.1%
Age Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Median Age	25		23		27		27		26	
Youngest	18		19		19		18		16	
Oldest	55		52		62		56		63	

# 2015-16 ANNUAL PROGRAM REVIEW

## Phlebotomy

### COURSE SUCCESS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	17	88.2%	5	100.0%	14	92.9%	7	71.4%	10	90.0%
Female	46	100.0%	26	100.0%	45	97.8%	37	100.0%	34	97.1%
Unknown	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	0	0.0%	0	0.0%	1	0.0%	0	0.0%	1	100.0%
Asian	1	100.0%	4	100.0%	9	100.0%	0	0.0%	0	0.0%
Hispanic	18	88.9%	6	100.0%	15	100.0%	22	90.9%	21	95.2%
White Non-Hispanic	37	100.0%	16	100.0%	29	96.6%	18	100.0%	20	95.0%
Two or more races	9	100.0%	5	100.0%	5	100.0%	4	100.0%	2	100.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	26	100.0%	18	100.0%	26	92.3%	20	90.0%	21	100.0%
Age 25 - 49	37	94.6%	13	100.0%	21	100.0%	21	100.0%	19	89.5%
Age 50 +	2	100.0%	0	0.0%	12	100.0%	3	100.0%	4	100.0%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

# 2015-16 ANNUAL PROGRAM REVIEW

## Physical Therapy Aide/Nursing Assistant

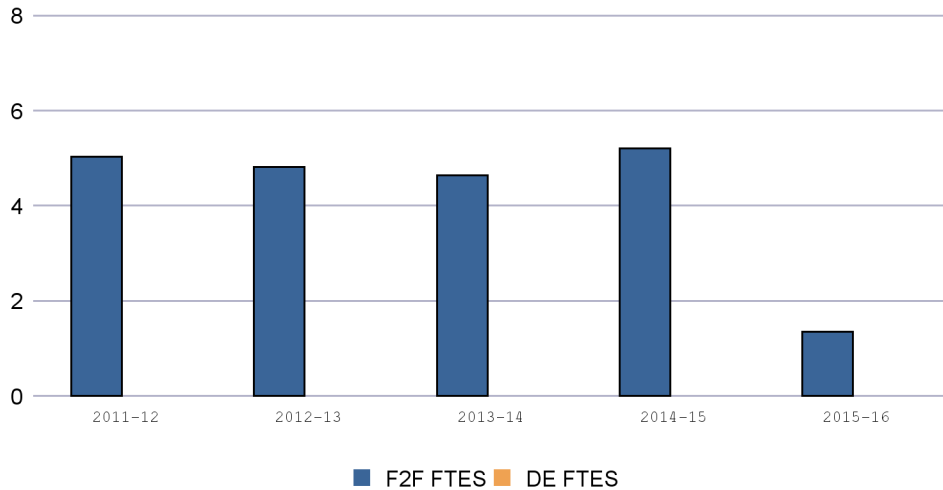


### PHYSICAL THERAPY AIDE/NURSING ASSISTANT SUMMARY

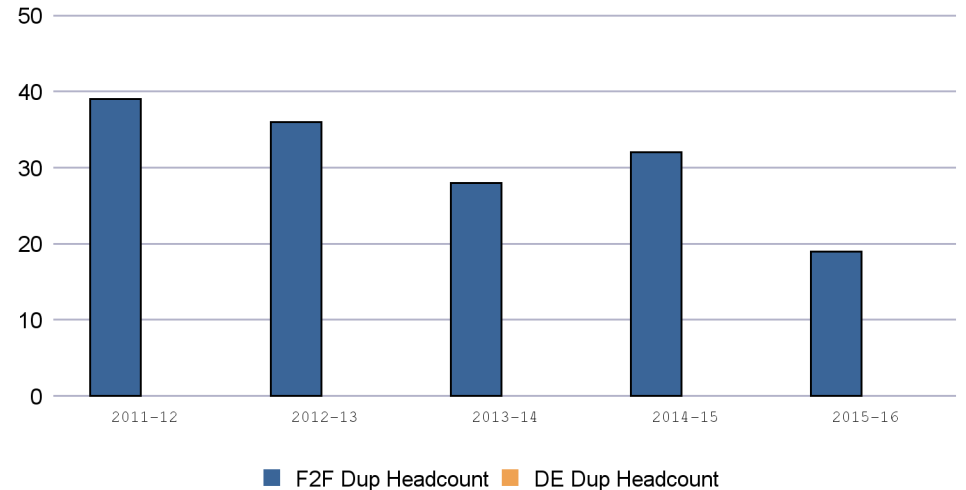
This report contains data from Academic Year (AY) 2011 to 2015. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below.

	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2011-12	3	3	0	5.03	5.03	0.00	39	39	0
2012-13	3	3	0	4.81	4.81	0.00	36	36	0
2013-14	2	2	0	4.64	4.64	0.00	28	28	0
2014-15	3	3	0	5.20	5.20	0.00	32	32	0
2015-16	2	2	0	1.35	1.35	0.00	19	19	0
4-Yr Chg (11-12 to 15-16)	<b>-33.3%</b>	-33.3%	---	<b>-73.2%</b>	-73.2%	---	<b>-51.3%</b>	-51.3%	---
1-Yr Chg (14-15 to 15-16)	<b>-33.3%</b>	-33.3%	---	<b>-74.0%</b>	-74.0%	---	<b>-40.6%</b>	-40.6%	---

**RESIDENT FTES**



**DUPLICATED HEADCOUNT**



# 2015-16 ANNUAL PROGRAM REVIEW

## Physical Therapy Aide/Nursing Assistant

### DEMOGRAPHICS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Male	6	22.2%	5	17.9%	2	14.3%	7	29.2%	3	25.0%
Female	21	77.8%	23	82.1%	12	85.7%	17	70.8%	9	75.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
African American	0	0.0%	1	3.6%	0	0.0%	0	0.0%	0	0.0%
Asian	1	3.7%	0	0.0%	1	7.1%	2	8.3%	0	0.0%
Hispanic	8	29.6%	5	17.9%	7	50.0%	5	20.8%	4	33.3%
White Non-Hispanic	17	63.0%	18	64.3%	5	35.7%	15	62.5%	8	66.7%
Two or more races	0	0.0%	3	10.7%	1	7.1%	1	4.2%	0	0.0%
Unknown	1	3.7%	1	3.6%	0	0.0%	1	4.2%	0	0.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Age < 25	11	40.7%	11	39.3%	11	78.6%	8	33.3%	5	41.7%
Age 25 - 49	14	51.9%	15	53.6%	2	14.3%	16	66.7%	6	50.0%
Age 50 +	2	7.4%	2	7.1%	1	7.1%	0	0.0%	1	8.3%

	2011-12	2012-13	2013-14	2014-15	2015-16
Median Age	26	25	22	27	27
Youngest	18	18	19	16	14
Oldest	58	59	55	56	53

# 2015-16 ANNUAL PROGRAM REVIEW

## Physical Therapy Aide/Nursing Assistant

### COURSE SUCCESS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	6	50.0%	5	80.0%	4	100.0%	10	80.0%	4	100.0%
Female	31	90.3%	28	82.1%	24	100.0%	21	95.2%	15	93.3%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Asian	2	100.0%	0	0.0%	2	100.0%	3	100.0%	0	0.0%
Hispanic	11	81.8%	5	80.0%	14	100.0%	5	100.0%	5	80.0%
White Non-Hispanic	23	82.6%	21	76.2%	10	100.0%	20	85.0%	14	100.0%
Two or more races	0	0.0%	5	100.0%	2	100.0%	2	100.0%	0	0.0%
Unknown	1	100.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	13	84.6%	12	83.3%	22	100.0%	13	84.6%	9	88.9%
Age 25 - 49	21	81.0%	19	84.2%	4	100.0%	18	94.4%	8	100.0%
Age 50 +	3	100.0%	2	50.0%	2	100.0%	0	0.0%	2	100.0%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

# ANNUAL PROGRAM

## CTE PROGRAM ADDENDUM

### Allied Health

(2015 - 2016)

For all Career and Technical Education (CTE) Programs, please fill out the following worksheet as part of the required biennial review.

<p><b>1. Purpose of this Program</b></p> <p>Significantly Changed Purpose in the Last Two Years                      Minor Changes in Purpose in the Last Two Years                      No Changes in Purpose in the Last Two Years</p> <p><input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Description, mission, target population, etc.)</p>
<p><b>2. Demand for this Program</b></p> <p>High Demand                      Adequate Demand for our students                      Low Demand</p> <p><input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Labor market data, advisory input, etc.)</p>
<p><b>3. Quality of this Program</b></p> <p>Highest Quality                      Meets Student Needs                      Needs Significant Improvement</p> <p><input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)</p>
<p><b>4. External Issues</b></p> <p>Benefits From and Contributes to External Issues                      Complies with External Issues                      Not Consistent with External Issues</p> <p><input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Legislation, CCCCO mandates, VTEA, Tech Prep, CalWORKs, WIA, BOG Career Ladders, etc.)</p>
<p><b>5. Cost of this Program</b></p> <p>Income Exceeds Expenditures                      Income Covers Expenditures                      Expenditures Exceed Income</p> <p><input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Enrollment/FTEs generated &amp; in-kind contributions of time/resources minus salaries/equipment/supplies, etc)</p>
<p><b>6. Two-Year Plan</b></p> <p>Significant Growth Anticipated                      On Track for Next Two Years                      Need Significant Changes and/or Increased Resources to Continue</p> <p><input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Recommendations, project future trends, personnel and equipment needs, etc.)</p>

Last Update: 12/16/2016 9:52



## Pathways to Completion – Short-Term Certificate (Physical Therapy Aide)

**Physical Therapy Aide Overview:** This short-term departmental certificate is offered by the Career & Technical Education and Physical Education departments in collaboration with Barton Health Care. Two Physical Therapy Aide courses augment two PE courses and students can expect to complete their training in one year. Students will learn how to assess vital signs, identify contraindications of treatment, and apply therapeutic modalities. Both PT Aide courses contain an externship component wherein students are placed in clinical positions to gain relevant on-the-job experience. This intensive training program culminates in a working skill set for Physical Therapy Aide and associated allied health professions. For further information about this program, contact the Career and Technical Education department at extension 583 or 723.

**All courses from the following (14 units):** HEA 119A Introduction to Physical Therapy Aide, HEA 119B Advanced Physical Therapy Aide, PET 100 Introduction to Exercise Science, and PET 102A Care and Prevention of Athletic Injuries.

**HEA-119A: Physical Therapy Aide (Part 1) – 3 units** This course introduces students to the physical therapy and related allied health professions. Students will learn the foundational skills required to work as a Physical Therapy Aide and will develop a solid platform from which further studies in allied health careers can be pursued. Specific topics such as legal and ethical issues, medical terminology, basic anatomy, and human movement will be introduced. Students will also participate in externship experiences as an introduction to the rehabilitation field. In support of the stated student learning outcomes, this course includes eight TBA hours for a Physical Therapy Aide externship placement. **Prerequisites:** Completion of HEA 119A with a grade of "B" or better.

**HEA-119B: Physical Therapy Aide (Part 2) – 3 units** This course builds on the knowledge gained in HEA 119A (Introduction to Physical Therapy Aide) and culminates in a working skill set for the Physical Therapy Aide profession. Students will learn how to assess vital signs, identify contraindications of treatment, and apply therapeutic modalities. Students will also build experience and knowledge in the application of therapeutic exercise and hands-on rehabilitation strategies through coursework and externships. In support of the stated student learning outcomes, this course includes 16 TBA hours for a Physical Therapy Aide externship placement.

**PET100: Introduction to Exercise Science – 4 units** This course introduces students to exercise physiology and its relationship to health, fitness, and performance. The course also introduces students to how the body's systems, such as cardiovascular and muscular, respond and adapt to exercise.

**PET102A: Care and Prevention of Athletic Injuries – 4 units** This course provides an overview of the skeletal and muscular anatomy and kinesiological principles of movement. The course also introduces the mechanisms, signs and symptoms, evaluation, treatment modalities, and prevention activities of sports injuries.

### Fall 2016

- PET 100-01 Introduction to Exercise Science M and W: 11:00AM - 12:50PM 9/19 – 12/5/16 [4 units]
- PET 102A-01 Care and Prevention of Athletic Injuries TU and TH: 10:00AM - 11:50AM 9/20 – 12/6/16 [4 units]

### Winter 2017

- HEA 119A-01 Introduction to Physical Therapy Aide W: 3:00 - 5:50PM 1/11 – 3/29/17 [3 units]

### Spring 2017

- HEA 119B-01 Advanced Physical Therapy Aide W: 3:00 - 5:50PM 4/12 – 6/28/17 [3 units]

Catalog: 2016-17



**LTCC also offers an AA Degree for Transfer in Kinesiology!**

Last Update: 12/16/2016 9:53



## Pathways to Completion – Short-Term Certificate (Personal Trainer Certification)

**Personal Trainer Certification Overview:** This short term departmental certificate program provides students with skills and knowledge to prepare them for employment within the fitness industry. The student will gain understanding of physiology of exercise, fitness assessment procedures and methodologies, sports nutrition, treating activity-related injuries, and designing exercise programs. The program includes a hands-on experience with an exercise population. This certification also prepares students for industry standard personal trainer examinations. For further information about this program, contact the Physical Education department at extension 557.

**All courses from the following (19.50 units):** PEH 102 Nutrition for Fitness and Sport, PET 100 Introduction to Exercise Science, PET 101 Exercise Program Design, PET 102A Care and Prevention of Athletic Injuries, PET 103 Fitness Assessment, and WKX 102 General Work Experience - Internship (minimum 1.5 units).

**PEH-102: Nutrition for Fitness and Sport –4 units** This course covers the science of sports nutrition. Topics such as carbohydrate, protein and fat needs for optimal athletic performance and physique change are discussed. Hydration and nutrition strategies for before, during and after physical activity are covered. An understanding of nutritional principles and an analysis of current research, as applied to personal practices, will allow students to plan strategies for improving their own fitness and sports performance.

**PET100: Introduction to Exercise Science – 4 units** This course introduces students to exercise physiology and its relationship to health, fitness, and performance. The course also introduces students to how the body's systems, such as cardiovascular and muscular, respond and adapt to exercise.

**PET101: Exercise Program Design – 4 units** This course focuses on the art and science of exercise program design for athletic and fitness populations. Teaching cues and techniques for resistance and cardiovascular exercise are examined.

**PET102A: Care and Prevention of Athletic Injuries – 4 units** This course provides an overview of the skeletal and muscular anatomy and kinesiological principles of movement. The course also introduces the mechanisms, signs and symptoms, evaluation, treatment modalities, and prevention activities of sports injuries.

**PET103: Fitness Assessment – 2 units** This course is designed for the fitness specialist or enthusiast who is interested in basic fitness tests to evaluate muscle strength and endurance, flexibility, cardiovascular endurance, and body composition. Testing standards, protocols, and principles for designing exercise programs will be included.

**WKX102: General Work Experience - Internship – 1-5 units** Internship-General Work Experience is supervised placement intended to assist students in acquiring desirable work experience, attitudes, and career awareness through employment training in occupational fields. The internship need not be directly related to the student's educational goals and may be used to explore and clarify academic and career options.

### Summer 2016

- WKX 102-01 Internship-General Work Experience 6/27 - 9/16/2016 [1-5 units]

### Fall 2016

- PET 100-01 Introduction to Exercise Science M and W: 11:00AM - 12:50PM 9/19 – 12/5/16 [4 units]
- PET 102A-01 Care and Prevention of Athletic Injuries TU and TH: 10:00AM - 11:50AM 9/20 – 12/6/16 [4 units]
- WKX 102-01 Internship-General Work Experience 9/19 – 12/8/16 [1-5 units]

### Winter 2017

- PET 101-01 Exercise Program Design M and W: 11:00AM - 12:50PM 1/9 – 3/29/17 [4 units]
- PET 103-01 Fitness Assessment W: 6:00PM - 7:50PM 1/11-3/29/17 [2 units]
- WKX 102-01 Internship-General Work Experience 1/9 – 3/31/17 [1-5 units]

### Spring 2017

- PEH 102-01 Nutrition for Fitness and Sport M and W: 11:00AM - 12:50PM 4/10 – 6/26/17 [4 units]
- WKX 102-01 Internship-General Work Experience 4/10 – 6/29/17 [1-5 units]

Catalog: 2016-17



**LTCC also offers an AA Degree for Transfer in Kinesiology!**



Last Update:12/15/2016 11:50



## Pathways to Completion – Short-Term Certificate (Phlebotomy)

**HEA-144A Phlebotomy Training - Part 1 (Didactic) - 5.75 units** This course includes both basic and advanced classroom instruction and is designed for all beginning students and for phlebotomists with less than 1,040 hours of phlebotomy experience. Basic instruction topics include universal precautions, infection control, laboratory and equipment safety, basic anatomy and physiology, medical terminology, and blood collection techniques. Advanced instruction topics include biohazards, sources of error in laboratory testing, anatomical site selection and patient preparation, risk factors and complications, problem solving and communication, ethics, and QA in phlebotomy practice. Successful completion of this course requires perfect attendance and a "Pass" grade (**defined as 84% or higher**). When combined with the successful completion of HEA 144B (Phlebotomy Training - Part 2, Clinical), students will be prepared for a national phlebotomy certification examination and may apply for a California phlebotomy license (CPT1). **Course Advisories:** In order to apply as a Certified Phlebotomy Technician, I in California, students will be required to produce an official copy of their high school transcript (or GED). Students participating in the clinical placements as part of HEA144B will be required to provide proof of starting the Hepatitis B series and a current TB clearance within the last year, Varicella and Tdap vaccinations, and proof of positive antibody titer for MMR. The specifics of this documentation requirement will be explained at the first class meeting. **Course Advisories:** In order to apply as a Certified Phlebotomy Technician, I in California, students will be required to produce an official copy of their high school transcript (or GED).

**HEA-144B Phlebotomy Training - Part 2 (Clinical) - 1.25 units** This course satisfies the practical experience requirement to become a Certified Phlebotomy Technician I in California and is designed for all beginning students and for phlebotomists with less than 1,040 hours of phlebotomy experience. In a clinical setting with access to actual patients, the course will include equipment usage; patient preparation and infection control; blood collection from patients of various ages, stages of health, and weight; post puncture care; blood processing after collection and centrifugation; and disposal of waste and sharps. Successful completion of this course requires perfect attendance, 50 successful patient venipunctures, and 10 successful patient skin punctures pursuant to CCR, Title 17, Section 1034(a)(2). When combined with the successful completion of HEA 144A (Phlebotomy Training - Part 1, Didactic), students will be prepared for a national phlebotomy certification examination and may apply for a California phlebotomy license (CPT1). **Prerequisites:** HEA 144A with a grade of "Pass". **Corequisites:** Students will be required to provide proof of starting the Hepatitis B series and a current TB clearance within the last year, Varicella and Tdap vaccinations, and proof of positive antibody titer for MMR. During flu season (September through March), students must provide documentation of annual flu vaccination.

### Winter 2017

- HEA 144A-01 Phlebotomy Training-Part 1 (Didactic) M, T, and TH: 6:00 - 9:50PM 1/9 – 2/16/17

### Spring 2017

- HEA 144B-01 Phlebotomy Training-Part 2 (Clinical) M-TH: 7:00AM - 1:05PM 4/10 – 4/20/17
- HEA 144B-02 Phlebotomy Training-Part 2 (Clinical) M-TH: 11:00AM - 5:05PM 4/10 – 4/20/17
- HEA 144B-03 Phlebotomy Training-Part 2 (Clinical) M-TH: 7:00AM - 1:05PM 4/24 – 5/4/17
- HEA 144B-04 Phlebotomy Training-Part 2 (Clinical) M-TH: 11:00AM - 5:05PM 4/24 – 5/4/17
- HEA 144B-05 Phlebotomy Training-Part 2 (Clinical) M-TH: 7:00AM - 1:05PM 5/8 – 5/18/17
- HEA 144B-06 Phlebotomy Training-Part 2 (Clinical) M-TH: 11:00AM - 5:05PM 5/8 – 5/18/17
- HEA 144B-07 Phlebotomy Training-Part 2 (Clinical) M-TH: 7:00AM - 1:05PM 6/5 – 6/15/17
- HEA 144B-08 Phlebotomy Training-Part 2 (Clinical) M-TH: 11:00AM - 5:05PM 6/5 – 6/15/17
- HEA 144B-09 Phlebotomy Training-Part 2 (Clinical) M-TH: 7:00AM - 1:05PM 6/19 – 6/29/17



Catalog: 2016-17

***LTCC also offers a Short-term Departmental Certificate in Dental Assisting and Physical Therapy Aide!***

Last Update:12/16/2016 9:43



## Pathways to Completion – Short-Term Certificate (Emergency Medical Technician)

**Overview:** The Emergency Medical Technician (EMT) course (**HEA 140A, one quarter, 9.75-units**) prepares students for a career administering first response treatment in emergency situations. Responsibilities include driving an ambulance, removing trapped victims from accident scenes, administering emergency patient care, and recording observation. Clinical experience in an emergency room and ambulance ride-alongs further enhance the learning experience. This course is approved by the El Dorado County EMS Agency and is recognized throughout the State of California. Successful course completion allows students to take the EMT National Registry Exam. **This course satisfies the prerequisites for the Fire Academy (FIR-170A)**, For further information about this program, contact the Career and Technical Education department at extension 583 or 723. **Please Note:** Attendance is mandatory at the first class and all class meetings in order to receive certification. There is an \$85 county and state certification fee, a Department of Justice/FBI livescan fee of \$47, and a National Registry of EMT certification fee of \$70. All fees are paid to external agencies. In support of the stated student learning outcomes, there are 24 TBA hours for clinical placement. **EMT PREREQUISITE:** Current Emergency Medical Responder card (preferred), or current CPR card (either American Heart Association/BLS Healthcare Provider level, or American Red Cross/Professional Rescuer level) AND current First Aid or Medic First Aid card. (The CPR requirement is mandated by the Emergency Medical Services Authority (Title 22) which regulates and specifies cardiopulmonary resuscitation (CPR) standards for public safety personnel. Our approved EMT program includes a minimum of 24 hours of ambulance ride-along and/or emergency room experience. This supervised clinical experience is required by Title 22, Division 9 - Prehospital Emergency Medical Services (the state code of regulations governing EMT training programs).

- **Students wishing to satisfy HEA-140A's (EMT) prerequisites through LTCC courses should register for HEA-106, WLD-107A, or WLD-107B. Prerequisite courses must be completed PRIOR to registering for HEA-140A.**
- **Students can also satisfy one of HEA-140's (EMT) prerequisites through a Non-LTCC Basic Life Support (BLS) Certification course by registering directly through the Barton University Website at <http://education.bartonhealth.org>. Kelly Pettit (LTCC Fire + EMT Instructor) also teaches BLS and First Aid courses privately. She can be contacted via email: [kel665@aol.com](mailto:kel665@aol.com) or by phone at 775-230-4117. Prerequisite courses must be completed PRIOR to registering for HEA-140A**

### Fall 2016

- HEA 140A-01 Emergency Medical Technician (EMT) T and TH: 8:30 - 11:55AM and 1:00-5:50PM 9/20 – 11/15/16 + 24 hours TBA [9.75 units]

### Winter 2017

- HEA 140A-01 Emergency Medical Technician (EMT) T, W, and TH: 6:00 - 10:05PM 1/10 – 3/23/17 + 24 hours TBA [9.75 units]

### Spring 2017

- HEA-140A-01 Emergency Medical Technician (EMT)  
T/TH: 9:00 – 11:50AM and 1:00 – 3:50PM 4/11 – 6/27 and TH: 9:00 – 11:50AM 6/29/17 + 24 hrs TBA [9.75 units]

Catalog: 2016-17



***LTCC also offers a Short-term Departmental Certificate in Wilderness Medicine! The Emergency Medical Technician course satisfies the prerequisites for the Fire Academy!***

Last Update:12/16/2016 10:54



## Pathways to Completion – Short-Term Certificate (Emergency Medical Technician Refresher)

**HEA 143:** In this refresher course, students will review technical skills and knowledge required to perform the appropriate pre-hospital basic emergency care. The course consists of classroom instruction and skills review as well as eight hours of supervised clinical time in either the hospital emergency department or with the local ambulance. The content of this course satisfies 48 of the 72 hours of EMS related continuing education required for the National Registry of EMTs. **Prerequisites:** Current CPR Card (either American Heart Association BLS or American Red- Cross Professional Rescuer) and Current EMT-I Certification. Students will be required to present copies of these cards at the first class session.

**HEA 142A:** This EMT refresher course runs concurrent with HEA 143 and offers 24 hours of instruction related to the technical skills and knowledge required to perform appropriate pre-hospital basic emergency care. The course consists of classroom instruction and skills review as well as eight TBA hours of supervised clinical time in either the hospital emergency department or with the local ambulance. The content of this course satisfies 24 of the 72 hours of EMS related continuing education required for the National Registry of EMTs and El Dorado County. **Prerequisites:** Current CPR Card (either American Heart Association BLS or American Red- Cross Professional Rescuer) and Current EMT-I Certification. Students will be required to present copies of these cards at the first class session.

### Fall 2016

- HEA 142A-01 Emergency Medical Technician Refresher (24Hrs) T, W, and Th: 9:00 - 11:50AM and 1:00 - 5:50PM 12/6 – 12/8/16 [1.75 units]
- HEA 143-01 Refresher - Emergency Medical Technician I T, W, and TH: 9:00 - 11:50AM and 1:00-5:50PM 11/29 – 12/8/16 + 8 hours TBA [3.25 units]

### Winter 2017

- HEA 142A-01 Emergency Medical Technician Refresher (24Hrs) T, W, and TH: 9:00 - 11:50AM and 1:00 - 5:50PM 3/21 – 3/23/17 [1.75 units]
- HEA 143 Refresher - Emergency Medical Technician I T, W, and TH: 9:00 - 11:50AM and 1:00 - 5:50PM 3/8 – 3/23/17 + 8 hours TBA [3.25 units]

### Spring 2017

- HEA 142A-01 Emergency Medical Technician Refresher (24Hrs) T, W, and TH: 9:00 - 11:50AM and 1:00 - 5:50PM 6/20 – 6/22/17 [1.75 units]
- HEA 143-01 Refresher - Emergency Medical Technician I T, W, and TH: 9:00 - 11:50AM and 1:00 - 5:50PM 6/13 – 6/22/17 + 8 hours TBA [3.25 units]

Catalog: 2016-17



***LTCC also offers a Short-term Departmental Certificate in Wilderness Medicine! The Emergency Medical Technician course satisfies the prerequisites for the Fire Academy!***

Last Update:12/15/2016 9:56



## Pathways to Completion – Short-Term Certificate (Emergency Medical Responder)

**HEA-106 – 4 units (57 Hrs.) Emergency Medical Responder** - This course is offered in the evenings, during the **fall, winter, and spring** quarters. **This course satisfies the prerequisites for the following courses: EMT (HEA 140A) and Fire Academy (FIR-170A).**

**Overview:** This course provides the student with the knowledge and skills necessary to work as an Emergency Medical Responder (EMR) by helping to sustain life, reduce pain, and minimize the consequences of injury or sudden illness until more advanced medical help takes over. The course content and activities will prepare participants to make appropriate decisions about the care to provide in a medical emergency. The course meets or exceeds the Emergency Medical Services Educational Standards for Emergency Medical Responders and is consistent with the current guidelines for first aid and cardiopulmonary resuscitation care. Successful students will receive two certification cards: American Red Cross Emergency Medical Responder and American Red Cross CPR/AED for Professional Rescuers and Health Care Providers. This course meets the prerequisites for both Emergency Medical Technician (HEA 140A) and Lake Tahoe Basin Fire Academy, Part 1 (FIR 170A). For further information about this program, contact the Career and Technical Education department at extension 583 or 723.

**Materials Fee:** \$19 (for American Red Cross Certification cards)

### Fall 2016

- HEA 106-01 Emergency Medical Response T: 6:00-9:50PM 9/20 – 12/6/16 and W: 8:00-11:50AM and 1:00-5:50PM 12/7/16 [4 units]
- 

### Winter 2017

- HEA 106-01 Emergency Medical Response T: 6:00-9:50PM 1/10 – 3/28/17 and W: 8:00-11:50AM and 1:00-5:50PM 3/29/17 [4 units]
- 

### Spring 2017

- HEA 106-01 Emergency Medical Response T: 6:00-9:50PM 4/11 – 6/27/17 and W: 8:00-11:50AM and 1:00-5:50PM 6/28/17 [4 units]



Catalog: 2016-17

***The Emergency Medical Responder course satisfies the prerequisites for Emergency Medical Technician and the Lake Tahoe Basin Fire Academy!***

Last Update:12/16/2016 10:02



## Pathways to Completion – Short-Term Certificate (Emergency Medical Responder Refresher)

**HEA-108 – 1.75 units (27 Hrs.) Emergency Medical Responder (Refresher)** - This course is offered in the evenings, during the **fall, winter, and spring** quarters.

**Overview:** This course is an update and review of the knowledge and skills pertaining to Emergency Medical Response (EMR), including CPR and AED. Students must show a current EMR card or certificate on first day of class. This course includes 24 TBA hours in support of the stated student learning outcomes to allow students to obtain the technical skills and knowledge required to perform pre-hospital basic care as an Emergency Medical Responder. Student Notice: The American Red Cross allows a 30-day grace period for expired EMR cards and students should plan ahead to ensure that they take this refresher course before their card expires. Replacement EMR cards can be ordered by contacting American Red Cross, 1-800-RED CROSS (1-800-733-2767). **Prerequisite:** Current Emergency Medical Responder (Advanced First Aid) Card (30-day grace period) **Materials Fee:** \$19 (for American Red Cross Certification cards)

### Fall 2016

- HEA 108-01 Emergency Medical Response Refresher T: 6:00-9:50PM 9/20/16 + 24 hours TBA [1.75 units]

### Winter 2017

- HEA 108-01 Emergency Medical Response Refresher T: 6:00-9:50PM 1/10/17 + 24 hours TBA [1.75 units]

### Spring 2017

- HEA 108-01 Emergency Medical Response Refresher T: 6:00-9:50PM 4/11/17 + 24 hours TBA [1.75 units]



Catalog: 2016-17

***The Emergency Medical Responder course satisfies the prerequisites for Emergency Medical Technician and the Lake Tahoe Basin Fire Academy!***

Last Update:12/15/2016 10:08



## Pathways to Completion – Short-Term Certificate (Dental Assisting)

**Overview:** The Dental Assisting program at LTCC consists of three courses. In Dental Assisting and Radiology, Part 1 (HEA 147A), students learn the skills necessary to begin a career as an entry-level, back-office Dental Assistant. In Dental Radiology, Part 2 (HEA 147B), students learn anatomic interpretation, x-ray technique, and radiation safety. This radiology curriculum is approved by the California Board of Dental Examiners. In Dental Radiology, Part 3 (Externship) (HEA 147C), students hone their workplace dental assisting skills and take part in a comprehensive externship placement experience. Upon successful completion of all three courses, students will be awarded a Short-Term Departmental Certificate in Dental Assisting and a Radiation Safety Certificate (required to work in a California dental office). For further information about this program, contact the Career and Technical Education department at extension 583 or 723. **Corequisites:** CPR Card (Basic Life Support for Healthcare Providers), Verification of Hep-B vaccination, Verification of Tetanus vaccination, and Verification of negative TB Test

**All courses from the following (21 units):**

HEA 147A Dental Assisting and Radiology, Part 1  
HEA 147B Dental Radiology, Part 2  
HEA 147C Dental Radiology, Part 3 (Externship)

**HEA-147A: Dental Assisting and Radiology, Part 1 - 7.25 units** This course is the first of a three-part series which provides students with the skills necessary to work in dental offices as entry-level, back office assistants. This course includes basic dental terminology, tooth identification, intraoral anatomy, four-handed dentistry, sterilization, and asepsis. Successful completion of the entire three-course sequence, to include HEA 147A, HEA 147B, and HEA 147C, will culminate in a Dental Assisting certificate and a California Radiation Safety certificate. Uniforms will be required for this course (approximate cost \$30); information will be provided by the instructor at the first class session. **Materials Fee: \$25**

**HEA-147B: Dental Radiology, Part 2 - 8.25 units** This course is the second of a three-part sequence focusing on advanced dental radiological safety procedures, anatomic interpretation, and mounting. Students will receive hands-on experience in perfecting x-ray technique using both the paralleling and bisecting techniques. The radiology curriculum is approved by the California Board of Dental Examiners and successful completion of the entire course sequence, to include HEA 147A, HEA 147B, and HEA 147C will culminate in a Dental Assisting short-term career preparation certificate and a California Radiation Safety certificate. Uniforms will be required for this course (approximate cost \$30); information will be provided by the instructor at the first class session. **Prerequisites:** HEA 147A or equivalent experience **Materials Fee: \$30.**

**HEA-147C: Dental Radiology, Part 3 (Externship) - 5.5 units** This course is the third part of a three-part course sequence which prepares students for responsible positions as dental assistants. The focus in this course is on acquiring advanced dental assisting skills through externship placement and lab practice and completion of patient radiographs. Students will practice and perfect their chairside skills in an actual dentist office and will meet with the instructor on a weekly basis for additional skill practice of advanced procedures. Students are required to complete a minimum of 50 externship hours. The radiology curriculum is approved by the California Board of Dental Examiners and successful completion of the entire course sequence, to include HEA 147A, HEA 147B, and HEA 147C will culminate in a Dental Assisting certificate and a California Radiation Safety certificate. Uniforms will be required for this course (approximate cost \$30); information will be provided by the instructor at the first class session. **Prerequisites:** HEA 147B or equivalent experience. **Materials Fee: \$35**

**Fall 2016**

- HEA 147A-01 Dental Assisting and Radiology, Part 1 M and W: 3:30-7:40 PM 9/19 – 12/5/16 [7.25 units]

**Winter 2017**

- HEA 147B-01 Dental Radiology, Part 2 M and W: 3:30-8:35PM 1/9 – 3/29/17 [8.25 units]

**Spring 2017**

- HEA 147C-01 Description Dental Radiology, Part 3 (Externship) M and W: 3:30-6:25PM 4/10 – 6/26/17 [5.5 units]

Catalog 2016-17

**LTCC also offers a Short-term Certificate in Phlebotomy and Physical Therapy Aide!**

