

**International Institute for Health Care Professionals**

**Academic Catalog**

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TABLE OF CONTENTS

[SECTION I: ADMINISTRATION 5](#_Toc207306733)

[WELCOME TO STUDENTS 5](#_Toc207306734)

[GENERAL INFORMATION 6](#_Toc207306735)

[Approvals and Licensing 6](#_Toc207306736)

[Disclosure Statement(s) 7](#_Toc207306737)

[MISSION STATEMENT 7](#_Toc207306738)

[VALUE STATEMENTS 8](#_Toc207306739)

[PHILOSOPHY 9](#_Toc207306740)

[HISTORY 9](#_Toc207306741)

[OWNERSHIP 9](#_Toc207306742)

[CORPORATE OFFICERS 9](#_Toc207306743)

[ORGANIZATION AND ADMINISTRATION 9](#_Toc207306744)

[LOCATION AND SCHOOL FACILITIES 10](#_Toc207306745)

[CAMPUS SAFETY AND SECURITY 10](#_Toc207306746)

[SECTION II: ADMISSIONS REQUIREMENTS 16](#_Toc207306747)

[STATEMENT OF NON-DISCRIMINATION 16](#_Toc207306748)

[ADMISSION REQUIREMENTS 16](#_Toc207306749)

[General Entrance Requirements 16](#_Toc207306750)

[English Proficiency Requirements 17](#_Toc207306751)

[Entrance Exam Requirement 20](#_Toc207306752)

[Student Admission Requirements Before Starting Clinical Rotations 21](#_Toc207306753)

[Specific Program Admission 22](#_Toc207306754)

[Enrollment Procedures 22](#_Toc207306755)

[Language 22](#_Toc207306756)

[Change of Program or Major 22](#_Toc207306757)

[Enrollment in Additional Educational Program 23](#_Toc207306758)

[BACKGROUND CHECKS AND DRUG TESTING 23](#_Toc207306759)

[Background Checks 23](#_Toc207306760)

[Drug Testing 23](#_Toc207306761)

[TRANSFER OF CREDIT 24](#_Toc207306762)

[General Conditions for Transfer of Credit for Prior Learning 24](#_Toc207306763)

[Additional Transfer Options for ASN/BSN programs 25](#_Toc207306764)

[Additional Transfer Credit Options for Midwifery Program 25](#_Toc207306765)

[Challenge Credit – GE Challenge Exam Policy (CLEP) 28](#_Toc207306766)

[Transferring Credits to Other Institutions 28](#_Toc207306767)

[SECTION III: ACADEMIC PROGRAMS AND COURSES 29](#_Toc207306768)

[COURSE NUMBERING SYSTEM 29](#_Toc207306769)

[CLOCK HOUR DEFINITION 29](#_Toc207306770)

[CREDIT HOUR DEFINITION 29](#_Toc207306771)

[SCHOOL OF NURSING 30](#_Toc207306772)

[PRACTICAL NURSING 30](#_Toc207306773)

[NURSING (ASN) 32](#_Toc207306774)

[NURSING (BSN) 36](#_Toc207306775)

[SCHOOL OF MIDWIFERY 41](#_Toc207306776)

[3-YEAR DIRECT ENTRY MIDWIFERY 41](#_Toc207306777)

[MIDWIFERY PROGRAM MODIFIED FOR REGISTERED NURSES 45](#_Toc207306778)

[COURSE DESCRIPTIONS 47](#_Toc207306779)

[SECTION IV: FINANCIAL POLICIES 82](#_Toc207306780)

[PROGRAM COSTS AND PAYMENT SCHEDULES 82](#_Toc207306781)

[FINANCIAL ASSISTANCE 83](#_Toc207306782)

[ADDITIONAL FEES AND CHARGES 83](#_Toc207306783)

[CANCELLATION AND REFUND POLICY 85](#_Toc207306784)

[SECTION V: STUDENT SERVICES 86](#_Toc207306785)

[Career Center and Job Placement 86](#_Toc207306786)

[Housing 86](#_Toc207306787)

[Communications 86](#_Toc207306788)

[Disability Assistance 86](#_Toc207306789)

[Academic Advising and Tutoring 87](#_Toc207306790)

[Student Records and Transcripts 88](#_Toc207306791)

[Student Records and Third Party Retention 88](#_Toc207306792)

[Family Education Rights and Privacy Act (FERPA) 88](#_Toc207306793)

[SECTION VI: ACADEMIC STANDARDS AND POLICIES 89](#_Toc207306794)

[ATTENDANCE POLICY 89](#_Toc207306795)

[Absences 90](#_Toc207306796)

[Tardiness 90](#_Toc207306797)

[Make-up Work 90](#_Toc207306798)

[Cancellation of Courses 90](#_Toc207306799)

[Leave of Absence 90](#_Toc207306800)

[Re-entry Policy (Nursing Programs) 90](#_Toc207306801)

[Withdrawn Students (Nursing Programs) 92](#_Toc207306802)

[Directed Independent Study 92](#_Toc207306803)

[Challenge Credit - GE Challenge Exam Policy (CLEP) 93](#_Toc207306804)

[Outside Hours 94](#_Toc207306805)

[GRADING SYSTEM 94](#_Toc207306806)

[Withdrawal from a Course (W) 95](#_Toc207306807)

[Incomplete (I) Grade in a Course 95](#_Toc207306808)

[Pass (P) Grade in a Course 95](#_Toc207306809)

[Transfer Credit Courses 96](#_Toc207306810)

[Repeated Courses 96](#_Toc207306811)

[Grade Point Average and Quality Points 96](#_Toc207306812)

[Standardized Exams Policy (Nursing Programs) 97](#_Toc207306813)

[SATISFACTORY ACADEMIC PROGRESS 98](#_Toc207306814)

[GRADUATION REQUIREMENTS 100](#_Toc207306815)

[SECTION VII: STANDARDS OF STUDENT CONDUCT 101](#_Toc207306816)

[COPYRIGHT POLICY 102](#_Toc207306817)

[ACADEMIC INTEGRITY POLICY 102](#_Toc207306818)

[DRESS CODE 103](#_Toc207306819)

[SUBSTANCE ABUSE POLICY 103](#_Toc207306820)

[TOBACCO USE POLICY 104](#_Toc207306821)

[POLICY AGAINST SEXUAL HARASSMENT 104](#_Toc207306822)

[ANTI-HAZING POLICY 104](#_Toc207306823)

[CLINICAL DISCLOSURE STATEMENT 105](#_Toc207306824)

[STUDENT COMPLAINT & GRIEVANCE PROCEDURE POLICY 105](#_Toc207306825)

[ADMINISTRATIVE STAFF, FACULTY 106](#_Toc207306826)

[ACADEMIC CALENDAR 106](#_Toc207306827)

# SECTION I: ADMINISTRATION

## WELCOME TO STUDENTS

## 

*Message from the Director*

Welcome to the International Institute for Health Care Professionals, Inc. (IIHCP). IIHCP is a Florida career school established in 2004 to provide qualified applicants with the opportunity to receive an American healthcare education in preparation for a career in the health industry in America. IIHCP’s educational programs are modeled on the requirements of the health care boards that license individuals to practice their craft in the United States. Unique among Florida healthcare schools, IIHCP is a service health care school offering programs in virtually every aspect of the health care delivery process. Consistent with the requirements of licensing boards, IIHCP programs incorporate supervised clinical training both in well-equipped simulated laboratories and at clinical externship sites to ensure that our graduates are ready to provide an immediate benefit to employers.

Our curriculum is delivered by a highly educated and skilled faculty, more than 70% of whom hold a Masters-level degree or higher, including many medical doctors. We offer small classes and each classroom is equipped with the latest educational technology including AV technology, flat-screen televisions, and digital projectors. Our simulation laboratories are equipped with equipment that rivals that of major university programs and we have adequate stations to accommodate all enrolled students, ensuring that you can complete your laboratory hours in a convenient and efficient manner.

At IIHCP you’ll find an environment that buzzes with activity during our daytime, evening, and weekend programs. Come in for a tour of our campus which includes nearly 10,000 square feet of interior space plus a complimentary parking lot and an attractive courtyard. Meet our multi-lingual staff and get to know our faculty who are eager to provide you with first-rate healthcare education delivered in English, consistent with the board examinations that are required for employment in the field.

It is the Institution’s mission and my pledge as President to provide you with the best education available and to ensure that you receive the education that you require to achieve your goal of becoming a successful, well-respected, licensed healthcare professional.

Emilie Razafikely

Dr. Emilie Razafikely, Foreign Educated Physician (FEP)

Campus President & CEO

## 

## GENERAL INFORMATION

### Approvals and Licensing

|  |  |
| --- | --- |
|  | Licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at:  325 West Gaines Street, Suite 1414  Tallahassee, Florida 32399-0400  Toll Free: 888-224-6684  License #3121 |
|  | Accrediting Bureau of Health Education Schools (ABHES)  International Institute for Health Care Professionals (IIHCP) is Institutionally Accredited by the Accrediting Bureau of Health Education Schools (ABHES).  6116 Executive Blvd., Suite 730  N. Bethesda, MD 20852  Telephone: 301-291-7550  www.abhes.org |
|  | Approved by the Florida Board of Nursing, Florida Department of Health. Additional information regarding our nursing programs may be obtained by contacting the Florida Board of Nursing at:  4052 Bald Cypress Way, Bin C-02  Tallahassee, Florida 32399  Telephone: (850) 488-0595 |
| Florida Health | Approved by the Council of Licensed Midwifery, Florida Department of Health. Additional information regarding our midwifery program may be obtained by contacting the Council of Licensed Midwifery at:  4052 Bald Cypress Way, Bin C-06  Tallahassee, FL 32399-3256  Telephone: (850) 488-0595 |

IIHCP is a licensed by the Florida Department of Education’s Commission for Independent Education to offer programs in Practical Nursing (diploma), Nursing (AS degree), Nursing (BS degree), Three-year Direct Entry Midwifery (Associate in Science), and Midwifery Program modified for Registered Nurses (Diploma).

International Institute for Health Care Professionals (IIHCP) is Institutionally Accredited by the Accrediting Bureau of Health Education Schools (ABHES).

The Practical Nursing diploma and Nursing (AS and BS degrees) are approved by the Florida Board of Nursing, Florida Department of Health.

The Midwifery program is approved by the Council of Licensed Midwifery, Florida Department of Health.Our preliminary application for accreditation by MEAC was accepted on July 26, 2022. The accreditation process generally takes two years or more from this date to complete successfully. If we are approved, only students enrolled at the time accreditation is approved and those enrolling after that date will be considered to have graduated from an MEAC-accredited program. Accreditation is not retroactive. For further information, contact MEAC at 360-466-2080, [info@meacschools.org](mailto:info@meacschools.org) or through their website [www.meacschools.org](http://www.meacschools.org/)."

### Disclosure Statement(s)

Applicants of IIHCP should be aware that any history of felony convictions could limit their clinical rotation choices at IIHCP and could adversely impact their ability to be licensed in the healthcare field in Florida. Furthermore, if licensed, employers may have employment policies that would prohibit criminal histories. Applicants should also be aware that physical and health requirements exist for careers in nursing. They include the ability to lift more than 30 pounds, bend forward in angles, bend at the knee, walk frequently and look at computer screens routinely, strong hearing and/or active use of assistive devices, as well as other potential health threats. As such your training will include these types of activities, for which competencies will be tested prior to attending a clinical rotation at any healthcare facility. Evidence of criminal background checks must also meet the same document deadline. Students must be able to meet these requirements to complete the program of study. Therefore, it is important that applicants disclose any such material circumstances prior to enrollment in order to ensure that the student can benefit from the training.

**Disclaimer**

This document has been prepared and presented as an informational guide only. Course offerings, fee schedules, and other representations provided are not controlling and are subject to change, amendment, or deletion by IIHCP as deemed appropriate and to apply any of such modifications to any student without regard to date of admission, application, or enrollment.

This volume supersedes all previous student catalogs. IIHCP maintains the current official status of its policies and programs in the Office of the Registrar. The information in the printed catalog is current up to the print date. Volume 17 Printed/Updated: March 1, 2022.

## MISSION STATEMENT

The mission of IIHCP is to offer diverse academic programs and high-quality education across realms of philosophy, science, technology, humanities, vocational and healing arts that will prepare students for successful careers in an ever-changing global workplace. Our programs provide the opportunity to enrich the knowledge, skills, values and critical thinking that will impact the good of lifelong discovery, relationships, solutions, research, innovation, service and leadership.

To develop this foundation of appropriate acquisition of knowledge, skills/competencies, and professionalism IIHCP will:

* Focus on admission of qualified students who are evaluated to have the potential to realistically meet the expectations of our educational programs.
* Include a flexible curriculum that offers the necessary theory and skills development to enable qualified students to gain employment upon completion of the program.
* Employ qualified, diverse and motivated faculty who are well equipped professionally and technically to deliver content, demonstrate skills and evaluate return demonstrations of those skills in laboratory and various clinical settings.
* Ensure faculty maintain effective professional growth and development needed to contribute and support the achievement and realization of student learning and programmatic outcomes.
* Maintain continuous revision of the educational programs for cost-effectiveness with respect to teaching strategies, and outcomes.
* Provide an appropriate environment equipped to support the programs offered. Survey employers to identify the skills necessary for graduates to be employed in entry-level positions.
* Assure that service and academic programs have appropriate and sufficient resources to facilitate and maintain the effectiveness of student learning and programmatic outcomes.
* Prepare leaders, practitioners, and educators with the latest evidence-based information that will ensure the provision of high-quality, accessible, and culturally competent healthcare in a wide variety of settings.
* Develop effective external partnerships with various health care organizations to assist our students in securing appropriate employment placement.

## VALUE STATEMENTS

At IIHCP, we operate consistent with the following core values:

**Holistic Model of Education:**

IIHCP provides students with a balanced curriculum in all program areas to ensure that instruction is occurring in the areas of academic scholarship, real-life practical skills, interpersonal skills and self-knowledge.

**Intellectual Development:**

IIHCP strives foremost to develop the intellectual and academic preparation of students. Students are expected to think critically and independently, develop quantitative skills, conduct research, and investigate new ideas.

**Career Preparation:**

IIHCP’s objective is to establish the ideal balance among the practical, theoretical, and personal aspects of career preparation in order to provide the business and professional communities with graduates who have the knowledge, the skills, and the interpersonal ability to make an immediate and significant contribution in their chosen field.

**Communication:**

Students at IIHCP are expected to demonstrate effective communication skills. These include listening thoughtfully, speaking respectfully, writing clearly, and presenting information in a concise manner.

**Diversity:**

IIHCP embraces the cultural diversity of South Florida and its students and welcomes students from many countries around the world and states across the nation.

**Innovation:**

The Institute incorporates the most current technology in instruction and administration and provides students with extensive on-line library resources. Students are encouraged to utilize computer labs at the Institute to complete assignments or conduct research.

## 

## PHILOSOPHY

As an institution, IIHCP recognizes the religious, ethnic, and cultural diversity of its students and staff and endeavors to provide equal educational opportunity for all students. Furthermore, we believe that anyone willing to apply themselves to the study of health education can succeed in their choice of program.

## HISTORY

IIHCP was established in June 2004 to provide education services for degree and diploma candidates pursuing a career in the health care industry. The idea evolved from the founders Drs. Pierre and Emilie Razafikely, who are both foreign educated physicians from France. The founders experienced the needs of foreign professionals to transition into the American health care systems. From their own experiences, the Institute was established to offer various education tracks in the health careers. This historical purpose has led to offering of various health education programs for foreign and domestic individuals seeking to make meaningful contributions to the quality of the health care services.

## OWNERSHIP

IIHCP is founded, owned and managed by Drs. Noedet and Emilie Razafikely. Drs. Razafikely are the corporate officers and Board of Directors with the legal authority to establish policies and procedures, select the Director & other administrators, amend and/or approve the annual budget, determine cost of tuition and fees as well as compensation for employees and, accordingly, make any other decisions pertinent to the administration and operation of the institution.

## 

## CORPORATE OFFICERS

Dr. Emilie Razafikely, CEO/Founder

Dr. Noedet Razafikely, CFO/Co-founder

## 

## ORGANIZATION AND ADMINISTRATION

IIHCP is a for-profit corporation formed under the laws of the state of Florida. The campus is run by a Campus Director selected by a Board of Directors. The Director is assisted by an administrative staff consisting of the following:

* Chief Financial Officer
* Chief Executive Officer/Campus Director
* Director of Operations
* Dean of Nursing
* Education Director/Director of Nursing
* Assistant Director of Nursing
* Bursar
* Library Director
* Registrar
* Admissions Representative
* Student Services & Career Services

## 

## LOCATION AND SCHOOL FACILITIES

IIHCP is currently located in the heart of Palm Beach County, Boca Raton, Florida. In 2016, the school is conveniently situated of the new building, East of I95 between Yamato Rd. and Linton Rd. with an easy access to I95.  The new facility is located at 6870 North Federal Highway in an active business district in Boca Raton. There is ample parking for the students and outdoor courtyard. The classrooms are well equipped with an LCD projector, a computer connected to a large screen white board for presentations and in order to render the environment conducive for learning to take place. The clinical skills laboratory is set up as a simulation of a typical hospital setting with all the appropriate equipment and materials needed. IIHCP has a Learning Resource Center: computer lab, and a virtual library through LIRN.

## CAMPUS SAFETY AND SECURITY

**A Drug-Free Campus**

The Federal Controlled Substances Act provides penalties of up to 15 years imprisonment and fines of up to $25,000 for unlawful distribution or possession with intent to distribute narcotics. For unlawful possession of a controlled substance, a person is subject to up to one year of imprisonment and fines of up to $5,000. Any person who unlawfully distributes a controlled substance, including alcohol, to a person under 21 years of age may be punished by up to twice the term of imprisonment and fine otherwise authorized by law.

Under Florida law, Palm Beach County, and city ordinances, it is unlawful for any person to sell, purchase, manufacture, deliver or possess with the intent to sell, purchase, manufacture or deliver a controlled substance. A person who violates this provision is guilty of a felony of the first, second or third degree, which is partially determined by the type of drug and the quantity involved. Violators may be subject to the stiffest penalties available.

Under Florida law, the maximum penalty for trafficking specific amounts of cocaine or any mixture containing cocaine, including, but not limited to crack, is a first-degree felony punishable by life imprisonment without the possibility of parole. Under certain circumstances, such an offense is a capital felony punishable by death.

Based on the quantity involved, penalties for trafficking in illegal drugs including but not limited to the narcotics morphine, opium and heroin range from a mandatory imprisonment of three years and a $50,000 fine to 25 years and a $500,000 fine.

Based on quantity involved, other penalties for trafficking in illegal drugs including but not limited to marijuana, inhalants, depressants, and other stimulants range from five years’ imprisonment and a $5,000 fine to 30 years imprisonment and a $15,000 fine.

Further, it is unlawful for any person to use or to possess with intent to use or deliver drug paraphernalia.

It is unlawful for any person to sell, purchase, manufacture or deliver, or to possess, with the intent to sell, purchase, manufacture or deliver a controlled substance on or within 1000 feet of the real property comprising a public or private college, university, or other postsecondary education institution.

For further information, please consult Florida Statutes, Chapter 893, and Palm Beach County and local city ordinances.

**Alcoholic Beverages**

The legal age for drinking alcoholic beverages is 21 in Florida. Selling, giving, or serving alcoholic beverages to persons under 21 is unlawful. Possession of alcoholic beverages by persons under age 21 is prohibited by Florida law. The minimum penalty is 60 days in jail or a $500 fine. Alcoholic beverages include, but are not limited to, beer, wine, distilled spirits, wine coolers and liqueurs. Students are prohibited from possessing, selling, or using alcoholic beverages on campus or at any College function.

It is unlawful for any person to misrepresent or misstate their age. This includes the manufacture or use of false identification. Use of altered identification for the purpose of procuring alcoholic beverages is a misdemeanor. Use or possession of a counterfeit license or identification is a felony.

It is unlawful to drive while under the influence of alcohol or other drugs. Penalties range from a mandatory suspension of a driver’s license for 90 days to fines up to $500, to hours of community service, to imprisonment for six months. Students shall be subject to appropriate disciplinary action by the College authorities.

**Children on Campus**

International Institute for Health Care Professionals: IIHCP faculty/instructors and staff assume no responsibility for minors not officially enrolled at the College. Minors not officially enrolled at the College are prohibited from using College facilities except with the permission of a faculty/instructor, supervisor, or other College official.

Any unaccompanied minor who creates a disturbance or appears to be lost and unattended shall, for their safety, health, and welfare, be put in the care of the supervisor of campus security or an appropriate College administrator to locate a responsible person for the minor.

Faculty/instructors and staff are forbidden from entertaining on campus their own minor children or children for whom they are responsible who are not enrolled at the College. This prohibition does not deny entry of minor children to campus activities to which they are officially invited.

**Restraining Orders -- Court Issued**

Students who have obtained a restraining order should provide the Campus Safety Department and the Campus President/ Student Services with a copy. College personnel will assist the students in providing as safe an environment as possible.

Violators of restraining orders properly filed with the College will be referred to local law enforcement for removal from campus.

**College Issued No Contact Order**

In order to provide reasonable protection for our students, College administrative restraining orders are issued by the campus Dean/Assistant Dean of Student Services when a student provides written notification of harassment or stalking by another student. A student who receives a college administrative restraining order is required to abide by its directions or face disciplinary action. College administrative restraining orders do not take the place of civil or criminal restraining orders issued by the court; students are urged to pursue this avenue of protection as well. Students who receive a restraining order may discuss their options with the Dean/Assistant Dean of Student Services. A no contact order is imposed as an interim measure. If the investigation does not support continued enforcement, it may be lifted through written notification to both parties.

**Sexual Offender/Predator Policy/Procedure**

Federal and state law requires a person designated as a “sexual predator or offender” to register with the Florida Department of Law Enforcement (FDLE). The FDLE is then required to notify the local law enforcement agency where the registrant resides, attends, or is employed by an institution of higher learning. The College shall include in its publications to students and employees, information that will permit the student or employee to obtain information on sexual predators and offenders from the local law enforcement agency with jurisdiction. Students or employees may also access this information by calling the FDLE hotline (1888-FL-Predator or (1-888-357-73320). They may also visit the FDLE website (<https://offender.fdle.state.fl.us/offender/sops/home.jsf>).

**Student Accident (Education/Training) Insurance**

International Institute for Health Care Professionals: IIHCP College students who are enrolled in classes that may result in injury during training or clinical experience situations are responsible for all medical and/or personal expenses resulting from treatment of any such injury.

**Emergencies**

**Fire:** In case of fire, an alarm will sound (short, repeated rings). File out quickly to the back patio or front of the building far enough from the door (by sidewalk). Reenter the building only after getting an “all clear” from the authorities in charge of the situation.

**Accident/Incident:** Call 911 immediately for medical emergencies. Report all incidents involving accident, illness, or injury as well as those involving property damage or theft to the Campus Safety Officer.

Emergency-related information should be directed to the Campus Safety Officer.

International Institute for Health Care Professionals: IIHCP College allows visitors and guests on campus and at certain campus activities. Guests and visitors are expected to conduct themselves appropriately while on campus. Guests and visitors who do not maintain appropriate conduct will be asked to leave by Campus Safety Officer. Failure to leave when requested may result in a trespass order being issued by the local law enforcement agency. Anyone wishing to appeal such a request or trespass will need to contact the Campus Safety Officer at the campus.

**IN AN EMERGENCY DIAL 911 AND/OR CAMPUS SECURITY**

|  |  |  |
| --- | --- | --- |
| **EVACUATION** | | |
| **Reason to Evacuate** | **If you observe a Fire or some other reason to evacuate** | **WHEN AN ALARM SOUNDS OR YOU ARE TO EVACUATE** |
| * Fire alarm sounds * Power outage * Announcement made to evacuate | 1. Activate local fire alarm 2. Notify others and call 911 and/or campus Security if possible 3. Remain calm: do not panic 4. Proceed to the nearest Safe Assembly area | 1. Leave the building immediately in a calm, orderly manner. 2. Take all your belongings with you 3. Close doors ON THE WAY OUT! 4. Walk, do not run 5. Follow your evacuation route (Check the floor plain in the room or hallway if uncertain). Leave the building through the nearest safe exit. 6. Listen for instructions from the Security personnel and Emergency Responders 7. Move away from the building and report to the building’s designated Safe Assembly Area. 8. Report any missing or trapped people to the Emergency Responders. 9. Remain at the Safe Assembly Area until all personnel have been accounted for the “All Clear” signal is given. Listen for the instructions and watch out for vehicle traffic. 10. Do not reenter the building until Emergency Responders indicate it is safe. |

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| **LOCKDOWN** | |
| **What is “LOCKDOWN?”** | Lockdown is an emergency response measure in which individual on campus receive instructions to immediately enter to remain inside a structure in order to protect themselves from an imminent threat of violence believed to be on the premise. |
| **Why** | A Threat of violence may include, but is no limited to:   * Active shooter on campus * Hostage situation * Riot * Significant or criminal or law enforcement activity in the neighborhood adjacent to the campus * Lockdown of nearby schools. |
| **What do I do?** | When an announcement of initiation of Lockdown is made, the following must occur:   * Immediately cease all activity * You may leave the campus if you believe it is safe to do so * Otherwise, if outdoors, go into the nearest building and/or proceed to an area that can be secured. * If inside of a building, enter the nearest classroom, office, or secure space with locking capabilities. * Faculty/staff should look outside their classroom/office to direct any students or staff in the hallway into the room immediately. * Anyone in a hallway, restroom, or cafeteria should move to the nearest classroom or other secure area immediately. * Use Lockdown keys to lock doors to classroom and offices from the inside. * Secure and lock windows of classrooms and offices and close window coverings. * Turn off lights and computer monitors. Silence cell phones, if used test only. * Everyone should seek concealment and keep quiet. * Do not open doors during a Lockdown, even in the event of a fire alarm. * Stay in secured areas until directed by Law Enforcement, or a College Official. |

|  |  |
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| **SHELTER IN PLACE** | |
| **What is “Shelter in place?**” | Shelter in Place is an emergency response wherein building occupants and persons outside buildings are to seek refuge in areas of the facility that offer protection from an environment event occurring outside, e.g., a hazardous material spill, severe weather that makes being outdoors dangerous or when evacuation of a building might place the occupants at greater risk than sheltering them within the facility. |
| **Why?** | The purpose of Shelter in Place is to use a building as a barrier between yourself and the phenomenon posing danger. |
| **WHAT DO I DO?** | Go inside as quickly as possible.  In the case of a tornado warning:   * Move to an anterior room with no windows. * Move to hallway not directly connected to the outside if all rooms have windows. Mainly stay away from windows and glass. * Close and lock all windows, if you are in a room with windows. * Close window coverings (e.g., blinds, drapes, shades) if present and if there is time. * Close doors and lock them if so advised. Stay in the center of the room away from windows and doors. * Use the phone only for emergencies. * Stay in place until the danger has passed or until you are told it is safe by Security, Law Enforcement personnel, or a College Official. |

**TRAFFIC AND PARKING**

**Disabled Parking**

These spaces are clearly marked with disabled parking signs and are monitored by Campus Safety and law enforcement agencies.

**Traffic and Parking Regulations:**

1. Drivers must obey all posted signs, arrows, control devices, and lines displayed for public safety.
2. Driver and vehicle must be registered in accordance with state law.
3. Pedestrians have the right of way at all campus crosswalks. Vehicles must come to a complete stop when a pedestrian is in the crosswalk.
4. Parking or driving on planted areas or sidewalks is prohibited.
5. No overnight parking is permitted, except for College-sanctioned and authorized educational or athletic activities.
6. Vehicles may occupy only one parking space and are not permitted to park or stand curbside, in a fire lane or in a no parking area.

**Disabled/Abandoned Vehicle:** After five (5) business days, vehicles left on campus will be towed from campus at the owner’s expense. Extended vehicle repair on campus is prohibited.

**Vehicle Hazard:** Vehicles creating a hazard by parking in roadways, fire lanes or loading zones may be towed immediately at the owner’s expense.

**LOST AND FOUND**

Books and articles found should be turned in promptly to the Campus Safety Department. Claims may be made upon proper identification. Articles not claimed within 60 days are subject to disposal.

# SECTION II: ADMISSIONS REQUIREMENTS

## STATEMENT OF NON-DISCRIMINATION

International Institute for Health Care Professionals (IIHCP) is open to all students who are qualified according to its published admission standards. IIHCP is an equal opportunity employer and educational provider committed to a policy of non-discrimination for any member of the school’s community on the basis of race, creed, color, sex, religion, national origin, age, disability, genetic information, veterans’ status, marital status, sexual orientation, gender identity, gender expression, or any other legally protected group status. This policy applies to faculty, staff, students, visitors, applicants, and contractors in a manner consistent with applicable laws, regulations, ordinances, orders, and college policies, procedures, and processes. When the institution is made aware of an act of discrimination, it is obligated by law to take immediate and appropriate action and does so swiftly. Inquiries regarding the non-discrimination policies may be directed to: CEO/Campus President, 6870 North Federal Highway, Boca Raton, FL 33487

## 

## ADMISSION REQUIREMENTS

### General Entrance Requirements

IIHCP will interview all applicants seeking to enter an offered program. No qualified person may be excluded from enrollment in IIHCP based on age, race, gender, disability, or national origin.

* All applicants must be at least 18 years of age.
* Provide valid photo identification. Students need to be Florida Residents and must demonstrate a photo ID with Florida address.
* An official proof of high school graduation, or GED
* Applicants with international high school diplomas are required to provide proof of the original document for a copy to be made and/or evaluation(s) of foreign credentials by a member of the National Association of Credential Evaluation Services (NACES).
* Proof of postsecondary education, domestic or foreign, may be provided in lieu of high school diploma as high school graduation is required to enter higher education institutions.
* Students that show proof of postsecondary education domestic or foreign will have the TABE entrance exam waived. Other students will need to take the TABE exam with a minimum of a Level A that reflects a 10th grade reading level. Cost for the TABE exam is $15.
* Students who are unable to show proof of high school graduation for mitigating circumstances may sign an affidavit of high school completion, but need to take the TABE exam.
* Applicants should submit all college-level transcripts and certificates and provide official English-language translations for any transcripts that are not already in English. Credits earned at non-U.S. institutions must be evaluated for equivalence by IIHCP approved three National Association of Credential Evaluation Services (NACES). member agencies. Applicants are responsible for all evaluation fees. Foreign coursework must be evaluated with a course-by-course evaluation by an NACES-approved evaluation company. The list of approved IIHCP NACES members organizations may be found in the admission department.
* Complete all required admissions application documents and pay non-refundable application fee.
* For students with English as second language (ESL) that do not meet the policy for waving assessment must take English Competency Exam (Accuplacer) upon enrollment. The school policy for English Competency applies.
* Pass an entrance exam (if applicable).

### 

### English Proficiency Requirements

Applicants whose native language is not English must demonstrate English proficiency into any school program. Applicants can demonstrate proficiency through the Accuplacer assessment.

All students with ESL (English as Second Language) are required to take the Accuplacer Assessment prior to admission. Applicants who have completed at least 12 semester credits or equivalent from, an accredited English-speaking college/university recognized by the U.S. Department of Education and have achieved a minimum grade of C (2.0) GPA on a 4.0 scale may be exempt from, taking am English proficiency assessment. Three of the 12 credits must be in English course at the 100 level.

Applicants who do not demonstrate minimum English proficiency requirements in any of the areas in the Accuplacer need to complete ESOL classes to address the deficient areas. Upon successful completion of the ESOL classes and meeting the requirement scores, the student must meet admission requirements for the school and the selected program. Applicable students must successfully complete the general education courses prior to taking the nursing admission exam (See TEAS policy)

The Accuplacer English as Second Language (ESL) assessment was developed in response to a need for an assessment that measures the skills of English language learners (ELLs) whose language skills may interfere with the success of their chosen program. The purpose is thus, to support the placement of English as Second Language (ESL) students’ potential into an English language course, so that they may receive appropriate level of instructions in their targeted areas. The Accuplacer ESL tests include: ESL Reading Skills; ESL Sentence Meaning; ESL Language Use; and ESL Listening.

**ESL Reading Skills Test**

The ESL Reading Skills tests is a computer adaptive assessment of test takers’ developed ability to read and comprehend information and deduce information not directly stated in a passage. The test is made up of 20 questions and is intended to collect information about the student’s ability to demonstrate the ability to read and comprehend appropriately short passages and narratives in a variety of content areas referring to what the texts denotes openly and drawing interpretations from the passages. The passages on the tests cover a variety of contexts such as science, history/social science, arts/humanities, psychology/human relations, and narrative about practical situations. The knowledge and skills assessed on this test include:

A. Literal comprehension

* Paraphrasing
* Locating information
* Vocabulary
* Pronoun reference

B. Inference

* Main idea
* Fact versus opinion
* Cause and effect logic
* Identifying irrelevant information
* Identifying author’s point of view
* Applying to author’s logic to another situation

Required Proficiency Score for the ESL reading Skills Test required to enter program is 82.

**ESL Sentence Meaning Test**

The ESL Sentence Meaning Test is a computer adaptive assessment of test takers developed ability to read and comprehend words and phrases in one or two sentence contexts. The test is made up of 20 questions and is intended to collect information in support of the test taker’s ability to read and comprehend sentences written in a variety of structures and topics by using contextual clues. The sentences are drawn from content areas of science, history/social studies, arts/humanities, psychology/human relations, and practical situations. The four content areas on this area are:

* Particles, phrasal verbs, and prepositions
* Adverbs, adjectives, and connective sequences
* Basic nouns and verbs
* Common idioms

Required Proficiency Score for the ESL Sentence Meaning Test is 88.

**ESL Language Use Test**

The ESL Language Use Test is a computer adaptive assessment of test takers’ ability to identify and apply standard written English. The test is made up of 20 questions and is intended to identify the student’s ability to identify and apply standard written English grammar, usage, punctuation to a variety of English sentence structures on a variety of topics. Questions on this section are presented in fill in the blank with a words or phrase, and sentence combining. The specific grammatical conventions assessed are:

* Pronouns, nouns, and pronoun case structure
* Sentence structure including prepositions, parallelism, and sentence fragments
* Subject-verb agreement
* Adjectives/adverbs including modifiers and comparatives
* Verbs including verb tenses and regular and irregular verb forms
* Subordination/coordination

Required Proficiency Score for the ESL Language Use Test is 82.

**ESL Listening Test**

The ESL Listening Test is a computer adaptive assessment of test takers’ ability to listen to a series of connected discourses, including lectures and conversations involving multiple speakers, and answer questions that assess comprehension of the information. The test is made up of 20 questions and is intended to identify the student’s developed ability to understand ideas and information transmitted through discourse from a variety of topics. Listening passages on the test cover a range of contexts, including lectures and conversations that take place in an academic setting. Specific listening knowledge and skills assessed on this test are:

A. Literal Comprehension

* Identifying the main subject of a conversation or lecture
* Identifying details and explicitly stated information
* Understanding instructions

B. Implied Meaning

* Understanding relationships between ideas (cause/effect and comparison/contrast)
* Identifying speakers’ purpose, tone, and point of view
* Making reasonable inferences and predictions based on information heard

Required Proficiency Score for the ESL Listening Test is 70.

Students will be advised of the Accuplacer Assessment on Admission and scheduled prior to commencement of the General Education Courses. Based on the scores and the area deficient, they will be enrolled in the ESOL classes. Depending on how many areas are deficient (not meeting required score as denoted on the policy), and the areas deficient, the ESOL coordinator will assign students to the ESOL courses/modules until they meet the required mastery.

The fee for the Accuplacer Assessment is $45. May have to take more than once after or during the ESOL classes to identify the student progress.

### Entrance Exam Requirement

TEAS is IIHCP official entrance exam.  The classification assessed by the TEAS for the Associate and Bachelor in Nursing Programs are: Reading, Math, Science, and English. The cost of the TEAS exam is $120 per exam, and must be paid prior to the exam. Applicants must provide official test scores from previously taken TEAS exam or HESI A2and must be within two years.

|  |  |  |
| --- | --- | --- |
| **Entrance Test** | **Min. Score Nursing-AS** | **Min. Score Practical Nursing** |
| TEAS | 57.8 | n/a |
| HESI A2 | 80 | 62 |

Applicants who have previously earned a bachelor’s degree or higher from an accredited institution will have the entrance exam waived.  Applicants will be required to provide a transcript as proof of graduation.  Transcripts for foreign degrees must be translated and evaluated by any of the three IIHCP approved NACE organizations to be considered to have the entrance exam waived.

If an applicant takes the entrance exam (TEAS) at the school and does not successfully achieve the minimum required scores for entry into a program – Proficient (58.7%), they may re-take the exam after 2 weeks of additional preparation. If the applicant does not meet the score on the second attempt, they may retake the exam in 30 days. An applicant who does not meet entrance requirements after the third attempt may retest in 1 year and may not be enrolled in the Nursing Core Courses. Tutoring for the TEAS may be provided by the school after the second attempt.

Students entering the program with an earned Foreign Physician degree (MD) or bachelor’s degree in nursing (experiential transfer credits) conferred degree, will have the entrance test requirement waived. The credential must be evaluated with a translation and evaluation by one of the three organizations approved by IIHCP and a member of the National Association of Credential Evaluation Services (NACES).

For transfer credits to be applied to the chosen program, the official transcripts must be received by IIHCP registrar within 60 days of enrollment. The receipt from the approved transcript translation and evaluation organization must be submitted to the registrar and must be done by enrollment date. If transcripts are not received by the 60 days, the experiential credits will not be transferred and the student will be responsible for the entire tuition of the program and will need to take all courses denoted in curriculum map for the applicable program.

### Student Admission Requirements Before Starting Clinical Rotations

The following requirements must be met before students who are entering clinical courses are allowed to attend clinical hours. Failure to complete these requirements by the due date may result in the student losing the clinical placement and having to wait till the following semester when the clinical rotation for the course is scheduled without being able to progress in the program or with possible withdrawal from the program. *Clinical facilities have the right to change and modify health requirements. Students who are unable to comply may not be eligible for clinical.*

• Current physical examination, health records and proof of current immunization/titers. Any record of immunization that is not presented in English must be translated and evaluated by approved agency.

• Clear level I & II background check.

• IIHCP photo ID card.

• Proof of current CPR certification.

• Proper uniform.

Detailed information related to these requirements is presented below:

Physical exam. Evidence of a physical examination - to be completed by a nurse practitioner or a physician of the student’s choice. The examination must be completed within 6 months before the date on which the student begins clinical nursing course work.

Immunizations. In order to maintain the health and safety of college staff, students and the clients whom they care for, the specific diagnostic tests and/or immunizations are required of all students. Students must submit immunization records and/or proof of immunity in the form of laboratory reports within Certified Profile Immunization Tracker by the appropriate deadline. See Table 1 for diagnostic test and immunization requirements. Some agencies may require additional immunizations.

Titers. In certain circumstances a positive Titer test may be presented in lieu of proof of vaccination. A titer is a laboratory test that measures the presence and amount of antibodies in blood. A titer may be used to prove immunity to disease. A blood sample is taken and tested. If the test is positive (above a particular known value) the individual has immunity. Any immunization older than 5 years, must have a titer done to prove immunity.

**Table 1: Immunization Requirements**

|  |  |
| --- | --- |
| Disease | Primary Schedule |
| Tuberculosis | Annual PPD skin test with negative reactivity. For those persons with a history of positive PPD-test reaction, a chest x-ray is required. If results of the initial chest x-ray are negative, repeat x-rays are not required. This requirement is to be met within 60 days prior to starting first clinical rotation and kept current through graduation. Results must be turned in prior to stated deadline showing compliance through the semester and cannot lapse during the semester. |
| Hepatitis B | Hepatitis B vaccine series - (3 doses: 0, 1, and 6 months apart). Or serologic evidence of immunity or signed declination form. |
| Diphtheria, Tetanus and Pertussis | Diphtheria-tetanus-pertussis toxoid booster within 10 years. |
| Rubeola (Measles) | Serologic evidence of immunity or documentation of 2 MMRs. In the absence of above records, initial dose MMR followed by a second dose at least one (1) month after the first dose. |
| Rubella (German Measles) | Serologic evidence of immunity or documentation of 1 MMR. In the absence of above records, one (1) dose MMR. |
| Mumps | Serologic evidence of immunity or documentation of 1 MMR. In the absence of above records, one (1) dose MMR. |
| Varicella (Chicken Pox) | Serologic evidence of immunity. If no immunity shown, two (2) doses (0.5 ml) varicella vaccine 4-8 weeks apart. |
| Influenza | Annual influenza vaccine due by 11/1 |
| Covid-19 | Covid vaccine may be required by certain clinical sites. |

**Meningitis and Hepatitis B Statement**

Florida law requires that a postsecondary institution shall provide detailed information concerning the risks associated with meningococcal meningitis and hepatitis B and the availability, effectiveness, and known contraindications of any required or recommended vaccine to every student, or to the student’s parent if the student is a minor, who has been accepted for admission.  Information regarding Meningitis and Hepatitis B is available at the following websites from the Centers for Disease Control: Meningitis: <http://www.cdc.gov/meningitis/index.html> and Hepatitis B: <http://www.cdc.gov/hepatitis>

### Specific Program Admission

In addition to above-stated general admissions requirements, degree program applicants are subject to additional admissions requirements set forth in the program descriptions provided in Section III: Academic Programs and Courses.

### Enrollment Procedures

A personal interview with each applicant is required prior to acceptance into any program. The applicant has the opportunity to learn about the training programs. The personal interview gives the institution an opportunity to evaluate the applicant. The applicant will be informed of the admissions decision after interview by the Director of Nursing (DON)/Dean of Nursing and CEO/Campus President, when applicable.

### Language

All courses are offered only in English.

### Change of Program or Major

Students who contemplate a change from one program or major to another should discuss this possibility with the Campus Director/Dean of Nursing if within the nursing program, to determine the effect such a change would have on the student’s satisfactory academic progress, and financial obligation. See section VI of this catalog for details of the Satisfactory Progress Policy.

### Enrollment in Additional Educational Program

Students who wish to earn another degree must re-apply for admission to IIHCP. Upon acceptance, courses which count toward the new degree program’s completion requirements will be transferred per the transfer of credit policy. Students may not attend more than one program at a time.

## BACKGROUND CHECKS AND DRUG TESTING

As providers of direct patient care, students must pass a level I & II background check and 10 panel drug screening. Positive findings on either the background investigation or drug screen may prevent the student from participating in the externship/practicum thereby preventing the individual from completing and graduating from the respective program. If the background check reveals violations resulting in students being denied admission to a clinical agency and/or access to patients in the agency, the student will be unable to progress and complete the program in the College. Completion of the curriculum does not guarantee the Florida Board of Nursing (or any other licensing body) will allow students with criminal records to take the licensing examination to become a registered nurse. Failure to provide the above documentation or falsification of the same is grounds for dismissal from the College. A required disclosure document must be signed by the potential candidate to the College of acknowledging this policy and disclosing if they have any violations in their background.

### Background Checks

It is IIHCP’s policy to ensure that enrolling students are aware of the potential effect and consequences of past criminal behaviors. Externship/clinical sites, employers or state/national licensing agencies have requirements that could prevent a student from completing the program or finding employment in his/her chosen field.

Applicants to programs should be aware that criminal backgrounds may create a barrier to entry, specifically in nursing careers. Applicants should contact state licensure boards to determine whether your specific disposition will or will not be accepted in the licensure process.

### Drug Testing

Clinical facilities require the school to follow drug-screening requirements, including unannounced testing, prior to working with patients. Students failing the screening will immediately be dismissed from the school. A student may appeal if he or she believes it was a false positive by submitting to a retest within 24 hours as directed by the school. If the retest is negative, the student may continue in school.

Successful completion of the program requires clinical courses as outlined in your plan of study. Clinical sites retain the right to accept or reject students based on a subjective and objective evaluation of multiple factors including criminal background check and drug test results. These decisions are beyond the control of the college. If a student cannot be placed at a clinical site, the student will be unable to complete the coursework necessary to progress in the program and receive a degree. The student accepts that clinical placement is not guaranteed and failure to be accepted by a clinical site due to background check issues, drug test findings, or other factors may result in being unable to complete degree requirements and graduate.

## TRANSFER OF CREDIT

### **General Conditions for Transfer of Credit for Prior Learning**

The students are required to schedule an appointment with an advisor upon being admitted in order to receive an unofficial evaluation of transfer credits. The evaluation of transfer credit will be performed on both unofficial and official transcripts. However, a student will not receive full acceptance to the university until all final official transcripts have been received.

* **For Physician to RN students, medical pre-requisites (A&P courses) completed and general education coursework completed at an accredited institution will be considered for up to 17 transfer credits.**
* Credits earned for college-level course work completed at institutions accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) will be considered for transfer. However, students who are transferring from an unaccredited institution may petition the Office of the Registrar for an exception to the policy by requesting that their credits be evaluated on a course-by-course basis. Courses must be similar in nature, level, and content to a course in our curriculum and applicable to one of our academic programs.
* International credits must come from a college or university recognized by the country’s department of education or ministry. Foreign coursework must be evaluated with a course-by-course evaluation by an NACES-approved evaluation company (Josef Silny usually used, but may use the 3 IIHCP approved organizations). A designated IIHCP list of NACES-approved evaluation companies used by IIHCP can be found in the Admission Department. Applicants are responsible for all evaluation fees.
* Potential transfer credits can be reviewed with an unofficial transcript; however, final credit will only be posted to student record after an official transcript and/or translation and evaluation has been submitted to the Office of the Registrar within the allotted 60 days as per policy.
* Only courses with coursework comparable in course material and credits/hours attended will be considered. The course content and credit hours must be equivalent to the content and credits of the course for which transfer is requested.
* With a conferred degree in the Foreign Physician to RN or Foreign Nurse to RN a block transfer may be issues up to 17 credits for the Foreign Physician to RN option and up to 15 credits for other options. The transfer credits vary depending on the type of degree.
* Applicable credits will be transferred based upon received transcripts within the allotted 60 days from enrollment. IIHCP requires all college-level work to be represented on an officially approved and sealed transcript from the originating institution directly to IIHCP registrar. With foreign degrees being evaluated by a NACE organization approved by the school (e.g., Josef Silny), the translated and evaluated transcripts must be received from the NACE organization directly to be considered official.
* The granting of credit for transfer cannot exceed seventy-five percent (75%) of any program. The final twenty-five percent (25%) of credit for any program must be earned at IIHCP.
* IIHCP reserves the right to deny credit for specific courses from any college or university, regardless of accreditation.

### **Additional Transfer Options for ASN/BSN programs**

1. Standard transfer credits – based on transcripts received indicating courses have been previously completed with time limits noted above.
2. Licensed LPN (experiential transfer credits) – this is for students who hold a current Florida Practical Nursing License without restrictions or complaints. Proof of license must be on file. Student will receive **6 credits** for the following courses after passing IIHCP end of course standardized exam for Fundamental course and demonstrating identified clinical skills to faculty/skills coordinator:
   * NUR100 Nursing Fundamentals (3 credits)
   * NUR100L Nursing Fundamentals Lab (1 credit)
   * NUR100C Nursing Fundamentals Clinical (2 credits)
3. Foreign Physician/Bachelor’s Degree in Nursing (experiential transfer credits) - this option is for students who provided an approved translation and evaluation of foreign credentials showing **completion of a foreign** **Medical Doctor (MD) program** or have received a foreign equivalent of a **Bachelor of Nursing degree.**
4. Students will receive the following blocked transfer of **17 credits** for the approved foreign credentials showing completion with verification of a foreign Medical Doctor (MD) program**:**
   * MAT101 College Algebra (3 credits)
   * PSY100 General Psychology (3 credits)
   * ICM100 Introduction to Chemistry (2 credits)
   * ICM100L Introduction to Chemistry Lab (1 credit)
   * BSC100 Anatomy & Physiology I (2 credits)
   * BSC100L Anatomy & Physiology I Lab (1 credit)
   * BSC110 Anatomy & Physiology II (2 credits)
   * BSC110L Anatomy & Physiology II Lab (1 credit)
   * MIC100 Microbiology (2 credits)

5. Other options will receive up to 15 credits depending on their degrees and background.

### Additional Transfer Credit Options for Midwifery Program

1. Standard transfer credits – based on transcripts received indicating courses have been previously completed with time limits noted above.

2. Licensed LPN (experiential transfer credits) – this is for students who hold a current Florida Practical Nursing License without restrictions or complaints. Proof of license must be on file. Student will receive 6 credits for the following courses:

* + MW10223 Midwifery Fundamentals (1 credit)
  + MW10111 Midwifery Skills I (2 credits)
  + MW10112 Midwifery Skills II (2 credits)
  + MW10112L Midwifery Skills II Lab (1 credit)

3. Licensed RN (experiential transfer credits) – this is for students who hold a current Florida Registered Nursing License without restrictions or complaints. Proof of license must be on file. Student will receive 34 credits for the following courses:

* + ENG101 English Composition (3 credits)
  + PSP100 Introduction to Oral Communication (2 credits)
  + MAT101 College Algebra (3 credits)
  + NUT270 Nutrition (3 credits)
  + PSY100 General Psychology (3 credits)
  + MW10223 Midwifery Fundamentals (1 credit)
  + BSC100 Anatomy & Physiology I (2 credits)
  + BSC100L Anatomy & Physiology I Lab (1 credit)
  + MW10312 Chemistry for Midwives (1 credit)
  + MW10312L Chemistry for Midwives Lab (1 credit)
  + BSC110 Anatomy & Physiology II (2 credits)
  + BSC110L Anatomy & Physiology II Lab (1 credit)
  + MW10113 Microbiology for Midwives (1 credit)
  + MW10113L Microbiology for Midwives Lab (1 credit)
  + NUR260 Health Assessment (2 credits)
  + MW10111 Midwifery Skills I (2 credits)
  + MW-10112 Midwifery Skills II (2 credits)
  + MW10112L Midwifery Skills II Lab (1 credit)
  + NUR125 Pharmacology (2 credits)

Licensed RN who can document having worked in a Labor and Delivery unit at any time during the past 3 years will receive an additional 6 credits for:

* + MW10232 Midwifery Practicum IA (3 credits)
  + MW10233 Midwifery Practicum IB (3 credits)

4. Foreign Licensed Midwives and Foreign Physician/OBGYNs (experiential transfer credits)- this option is for students who provide an approved evaluation of foreign credentials showing completion of foreign MIDWIFERY program whose requirements meet or exceed those for Florida midwifery licensure, or a foreign MEDICAL DOCTOR (MD) program with documented residency training in obstetrics and gynecology. Student will receive 69 credits for the following courses:

* + MAT101 College Algebra (3 credits)
  + PSY100 General Psychology (3 credits)
  + MW10223 Midwifery Fundamentals (1 credit)
  + BSC100 Anatomy & Physiology I (2 credits)
  + BSC100L Anatomy & Physiology I Lab (1 credit)
  + MW10312 Chemistry for Midwives (1 credit)
  + MW10312L Chemistry for Midwives Lab (1 credit)
  + BSC110 Anatomy & Physiology II (2 credits)
  + BSC110L Anatomy & Physiology II Lab (1 credit)
  + MW10113 Microbiology for Midwives (1 credit)
  + MW10113L Microbiology for Midwives Lab (1 credit)
  + NUR260 Health Assessment (2 credits)
  + MW10111 Midwifery Skills I (2 credits)
  + MW-10112 Midwifery Skills II (2 credits)
  + NUR125 Pharmacology (2 credits)
  + Midwifery Practicums IA-IIC (3 credits each): MW10232, MW10233, MW10423, MW10431 and MW10521
  + Midwifery Practicum Labs IB-IIIB (1 credit each): MW10233L, MW10423L, MW10431L, MW10521L, MW10613L & MW10712L
  + MW10121L Reproductive Anatomy & Physiology (3 credits)
  + MW10121 Reproductive Anatomy & Physiology Lab (1 credit)
  + MW10213 Antepartum (3 credits)
  + MW10223 Intrapartum (3 credits)
  + MW10222 Postpartum (2 credits)
  + MW10812 Pharmacology for Midwives (2 credits)
  + MW10313 Diagnostic Testing for Midwives (1 credit)
  + MW10321 Suturing for Midwives (1 credit)
  + MW10131 Gynecology and Women’s Health (3 credits)
  + MW10131L Gynecology and Women’s Health Lab (1 credit)
  + MW10421 Midwifery Counseling/Psychology for Midwives (3 credits)

5. Licensed Midwife from another state – this is for students who hold a current US Midwifery License without restrictions or complaints who meets the Florida prelicensure requirements. Proof of license must be on file. Student will receive credit for the courses listed for foreign-trained midwives (#4 above), plus 15 credits for the following courses:

* + MW10932 Capstone and Exit Exam Review (2 credits)
  + MW10231 Traditional Healing Modalities (1 credit)
  + MW10011L Childbirth Education Lab (1 credit)
  + MW10612 Doula (1 credit)
  + MW10222 Newborn (2 credits)
  + MW10613 Midwifery Practicum IIIA (3 credits)
  + MW10613L Midwifery Practicum IIIA Lab (1 credit)
  + MW10712L Midwifery Practicum IIIB Lab (1 credit)
  + MW10132 Issues in Professional Midwifery I (3 credits)

### Challenge Credit – GE Challenge Exam Policy (CLEP)

International Institute for Health Care Professional (IIHCP) allows students to challenge an IIHCP General Education course for which the equivalent transfer credit request was denied. IIHCP challenge exams are not an available option for all programs. Students are encouraged to confirm availability of this option directly with the program director.

If the IIHCP challenge exam option is available, the student must submit a challenge exam application form to the Director of the Program and comply with the following requirements:

1. Student will only be allowed to take the IIHCP challenge exam if they meet the general and program-specific criteria. If the request to challenge a course is approved and the student passes the appropriate examination, credits earned for classes challenged will be valid for twelve (12) months from the date the exam is taken. Once a student matriculates, the course requirement is satisfied and posted to the student’s transcript becoming a permanent part of the student academic record. If the IIHCP challenge exam is not successfully passed, the student will be required to take the course requirement in their program of study.

2. Students must satisfactorily meet all prerequisites of any courses being challenged prior to taking the challenge exam.

3. Student must declare which course(s) are proposed to be challenged and must gain approval from the program’s director. It is the student’s responsibility to comply with all the requirements necessary to take a challenge exam.

4. Students may not apply for an IIHCP challenge exam for courses they have previously taken at IIHCP. A course may be challenge only one time, Students must complete the challenge exam with a score that is equal to or higher than the minimum score required transferrable grade for the course that is being challenged and no more than 12 semester credits may be earned through IIHCP challenge exams.

5. Credits earned through IIHCP challenge exams do not count towards a student’s cumulative grade point average.

6. A non-refundable fee of $150 will be charged per exam and must be paid prior to the exam.

7. IIHCP’s decision on a student’s eligibility to take a specific II||HC|P| to take a specific IIHCP challenge exam is final and may not be appealed or challenged. If a student achieves credit by successfully challenging a course and passing the challenge exam, no guarantee is made that the student will advance his or her degree completion date.

8. IIHCP does not accept CLEP exam scores from other colleges/universities.

### Transferring Credits to Other Institutions

Students who transfer from IIHCP to another institution must contact that institution regarding its transfer policies. IIHCP is not programmatically accredited at this time. The lack of programmatic accreditation may negatively impact the student’s ability to transfer credits earned at IIHCP. For this reason, IIHCP does not imply, promise, or guarantee that credits earned at IIHCP will be accepted by another college or university. Students planning to transfer to other colleges or universities are responsible for consulting with the registrar at those institutions as early as possible concerning the acceptance of credits earned at IIHCP. Students leaving IIHCP will receive their transcript reflecting their hours and grades provided that all financial obligations to IIHCP have been satisfied.

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# SECTION III: ACADEMIC PROGRAMS AND COURSES

## COURSE NUMBERING SYSTEM

The course numbering system is an independent system developed by the school’s administration. The system uses a combination of alphanumeric modifiers which represent the program course title and numeric codes to classify courses within the program. The number designation may also allude to the levels of complexity within the program. The letter “L” at the end of a course indicates that it is a laboratory course. The letter “C” at the end of a course indicates that it is a clinical course.

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## CLOCK HOUR DEFINITION

One clock hour represents 50 minutes of direct instruction. Time for out-of-class assignments may be calculated differently for certain types of instructional activities, including but not limited to laboratory instruction, clinical laboratory instruction, directed practice experience, and practicum experience.

*IIHCP Clock-Hour Programs:*

* Midwifery Program Modified for Registered Nurses
* Practical Nurse

## CREDIT HOUR DEFINITION

One semester credit hour means a minimum of 15 hours of formalized instruction that typically requires students to spend an additional two hours in out-of-class preparation. It is acknowledged that formalized instruction may take place in a variety of modes. Credit hours may be calculated differently for certain types of instructional activities, including but not limited to laboratory instruction, clinical laboratory instruction, directed practice experience, and practicum experience.

1 Lecture Credit - 15 hours

1 Laboratory Credit - 30 hours

1 Externship Credit - 45 hours

*IIHCP Credit Hour Programs:*

* Three-Year Direct Entry Midwifery
* Nursing (Associate in Science)
* Nursing (Bachelor of Science)

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# SCHOOL OF NURSING

**Mission of the Nursing Department**

The mission of International Institute for Health Care Professionals (IIHCP) Nursing department is to provide diverse and high-quality nursing education to students seeking careers in nursing. Students are given knowledge, skills, and competencies through innovative curriculum and delivery methods.

**Vision of the Nursing Department**

The vision of International Institute for Health Care Professionals (IIHCP) is to become expanding access to healthcare education through innovative educational technologies.

**School of Nursing Philosophy**

The IIHCP Nursing Department subscribes to the mission of IIHCP to assure cohesion and collaborative learning between all areas of study. The faculty believes that nursing is an “art and a science” based on theories, evidence-based practice, and established standards of professional practice. The primary goals of nursing are to develop and foster a safe caring environment, while balancing evidence-based practice in the art of caring. Our nursing program is based on Jean Watson’s Theory of The Art and Science of Caring. From this theory our school has focused on empathy, spirituality and the holistic well-being for the patient, family, faculty, and student.

The dynamic role of the professional nurse is one of serving the community as a patient advocate that represents the needs of the patient within and among healthcare professionals. For the professional nurse to act as the patient advocate, the skills the nurse exhibits are effective communication, leadership, ethical and clinical decision making, and recommendations for policy and plans to improve delivery of healthcare within a global population.

The method of instruction uses Constructivism is a methodology of learning. Constructivism's overarching goal is to enhance active learning and move the learning experience from the passive learning mode to the contemporary active learning mode. To that end, students "Buy-In" and develop critical thinking skills for self-actualization. This self-learning uses past knowledge and experiences that guides the students to construct a new knowledge base. Social Constructivism is used for the students to develop meaningful dialogue, discussion, and debating with other learners.

The associate degree nurse is prepared to assume basic organizational roles, while providing skilled safe and effective nursing care. The Baccalaureate prepared nurse applies liberal academic studies as well as nursing knowledge to contribute to the advancement of the profession of nursing. Both Associate and Baccalaureate prepared nurses are prepared to work collaboratively within a healthcare team while using information technology to optimize patient outcomes.

As an institution, IIHCP recognizes the religious, ethnic, and cultural diversity of its students and staff and endeavors to provide equal educational opportunity for all students. Furthermore, we believe that anyone willing to apply themselves to the study of health education can succeed in their choice of program.

## PRACTICAL NURSING

Program Hours: 1350 hours (52 Weeks, 12 months)

Program Delivery: Residential

Credential Awarded: Diploma

**Mission of the Nursing Department**

The mission of International Institute for Health Care Professionals (IIHCP) Nursing department is to provide diverse and high-quality nursing education to students seeking careers in nursing. Students are given knowledge, skills, and competencies through innovative curriculum and delivery methods.

**Vision of the Nursing Department**

The vision of International Institute for Health Care Professionals (IIHCP) is to become expanding access to healthcare education through innovative educational technologies.

**School of Nursing Philosophy**

The IIHCP Nursing Department subscribes to the mission of IIHCP to assure cohesion and collaborative learning between all areas of study. The faculty believes that nursing is an “art and a science” based on theories, evidence-based practice, and established standards of professional practice. The primary goals of nursing are to develop and foster a safe caring environment, while balancing evidence-based practice in the art of caring. Our nursing program is based on Jean Watson’s Theory of The Art and Science of Caring. From this theory our school has focused on empathy, spirituality and the holistic well-being for the patient, family, faculty, and student.

The dynamic role of the professional nurse is one of serving the community as a patient advocate that represents the needs of the patient within and among healthcare professionals. For the professional nurse to act as the patient advocate, the skills the nurse exhibits are effective communication, leadership, ethical and clinical decision making, and recommendations for policy and plans to improve delivery of healthcare within a global population.

The method of instruction uses Constructivism is a methodology of learning. Constructivism's overarching goal is to enhance active learning and move the learning experience from the passive learning mode to the contemporary active learning mode. To that end, students "Buy-In" and develop critical thinking skills for self-actualization. This self-learning uses past knowledge and experiences that guides the students to construct a new knowledge base. Social Constructivism is used for the students to develop meaningful dialogue, discussion, and debating with other learners.

The associate degree nurse is prepared to assume basic organizational roles, while providing skilled safe and effective nursing care. The Baccalaureate prepared nurse applies liberal academic studies as well as nursing knowledge to contribute to the advancement of the profession of nursing. Both Associate and Baccalaureate prepared nurses are prepared to work collaboratively within a healthcare team while using information technology to optimize patient outcomes.

As an institution, IIHCP recognizes the religious, ethnic, and cultural diversity of its students and staff and endeavors to provide equal educational opportunity for all students. Furthermore, we believe that anyone willing to apply themselves to the study of health education can succeed in their choice of program.

**Program Description**

Practical nursing (PN) is a residential and diploma program offering a 1350 clock hour program providing learning experiences in classroom, laboratory, simulation and clinical settings. The primary objective is to prepare learners to become licensed practical nurses (LPN) and qualify for employment in a variety of allied health areas such as hospitals, nursing homes, rehabilitative centers, home healthcare, medical offices and community-based specialty services.

The program is designed to introduce the student to the knowledge, skills, attitude and critical thinking skills necessary to effectively function within the scope of practice as a practical nurse. The student will learn nursing theory and clinical skills in classroom, laboratory and clinical settings. Studies are comprised of personal and professional ethics, effective communication, clinical procedures, medication administration, nutrition, growth and development, and care of medical and surgical patients with common disorders and diseases, nursing care for women with childbearing families, nursing practice with children and adolescents, psychological and emotional disorders, pharmacology and clients in all stages of the life span.

Through these learning experiences, the student will focus on the practical nurses’ role in the nursing process and the performance of quality and safe nursing care in fundamentals of care, medical surgical nursing, mental health, maternity and newborn, pediatrics and gerontology. *Graduates of this program are eligible to have their names submitted to the Florida Board of Nursing to be considered as a candidate for the PN NCLEX licensure exam*.

**Program Objectives**

*Upon completion of the program, the graduates will be able to:*

1. Human Flourishing: Use knowledge and skills to enhance the human dignity, integrity, self-determination and personal enrichment of patients across the life span, oneself and members of the health care team.
2. Nursing Judgement: Give appropriate rationales for judgements used in the provision of safe, quality care and for decisions that enhance the health of patients within a family and community context.
3. Professional Identity: Demonstrate how one’s personal strengths and values affect one’s identity as a nurse and one’s contributions as a member of the health care team.
4. Spirit of Inquiry: Question the reasons for nursing actions considering research, evidence, ethics, and tradition in accordance with the diverse & unique interests of patients.
5. Safe Practices: Perform nursing tasks, functions & procedures for the continuing enhancement of quality, safety, and patient centered care.

**Additional Admission Requirements**

In addition to general admissions requirements, Practical Nursing Program applicants must successfully complete all of the following:

* Florida Department of Law Enforcement Criminal background check (at expense of applicant)
* Drug screening (Quest Diagnostics or Concentra) (at expense of applicant)
* Completed application and submission of registration fee.
* Admissions Interview with Director of Nursing or his/her designated agent and a one-page
* Complete a specific Nursing Standardized Entrance Examination, of the school’s choice, with the composite score of 70% or higher. (Foreign Physicians and applicant’s possessing an earned bachelor’s degree are exempt from this requirement upon acceptance of evaluation(s) of foreign credentials by the IIHCP approved organization, that is a member of the National Association of Credential Evaluation Services (NACES).

After acceptance into this program and before proceeding to courses in the nursing concentration, enrollees must submit the following medical requirements:

* Current physical examination performed by an MD, DO, or ARNP.
* Proof of the following vaccinations and titers: Hepatitis B series, MMR (Rubella, Rubeola, and Mumps), tetanus booster, flu vaccine, and VZV (Varicella).
* A negative Two-Step PPD result. Those students with a positive PPD result must submit a negative Chest X-ray Radiology Report confirming a chest x-ray every two years subsequent.
* In addition, the student must have a valid CPR certification from the American Heart Association or American Red Cross.
* Student documents must be current and complete in order to participate in any clinical practice learning experience that involves persons receiving care of any kind. Students who do not have the FBI/FDLE and Drug Screening clearance may not be able to complete the program and graduate. Students may also be asked to successfully complete clinical agency-mandated educational programs to participate in clinical learning experiences.
* Additional health requirements may be necessary for students practicing in specific clinical agencies. Affected students will be notified.

**Practical Nursing Course Listing**

|  |  |  |  |
| --- | --- | --- | --- |
| COURSE | THEORY | LAB CLOCK HRS | CLINICAL CLOCK HRS |
| PNCR001: PN Healthcare Worker Core (Including HIV/AIDS-4 hours) | 90 | 0 | 0 |
| PNAP004: PN Anatomy & Physiology/Growth & Development | 104 | 0 | 0 |
| PNNT005: PN Nutrition | 26 | 0 | 0 |
| PNFD002: PN Fundamental/Geriatric Care | 75 | 0 | 0 |
| PNCL003C: PN Clinical Skills Basic | 0 | 15 | 11 |
| PNCL006C: PN Clinical Skills Intermediate | 0 | 15 | 141 |
| PNPM007: PN Pharmacology | 78 | 0 | 0 |
| PNPM007C: PN Pharmacology Clinical Skills | 0 | 15 | 76 |
| PNMS009: PN Medical Surgical I | 78 | 0 | 0 |
| PNCL009C: PN Medical Surgical I Clinical Skills | 0 | 20 | 88 |
| PNMS011: PN Medical Surgical II Including Psychiatric/Mental Health Nursing | 94 | 0 | 0 |
| PNCL011C: PN Medical Surgical II Including Psychiatric/Mental Health Nursing Clinical Skills | 0 | 20 | 88 |
| PNOB013: PN Obstetrics | 52 | 0 | 0 |
| PNPD014: PN Pediatrics | 78 | 0 | 0 |
| PNCL015C: PN Pediatric/Obstetric Clinical Skills | 0 | 15 | 63 |
| PNCL016C: PN Clinical Skills Advanced Including Current Issues and Employability Skills | 0 | 0 | 108 |
| TOTALS | 675 | 100 | 575 |
| TOTAL PROGRAM CLOCK HOURS | 1350 | | |

## NURSING (ASN)

Program Credits: 74 credit hours (90 weeks)

Program Delivery: Residential

Credential Awarded: Associate of Science in Nursing

**Mission of the Nursing Department**

The mission of International Institute for Health Care Professionals (IIHCP) Nursing department is to provide diverse and high-quality nursing education to students seeking careers in nursing. Students are given knowledge, skills, and competencies through innovative curriculum and delivery methods.

**Vision of the Nursing Department**

The vision of International Institute for Health Care Professionals (IIHCP) is to become expanding access to healthcare education through innovative educational technologies.

**Program Description**

The Associate of Science in Nursing Program is designed to prepare the student to become an effective nurse clinician capable of sound clinical judgment in a variety of healthcare settings and in the community. The curriculum enables students to acquire principles and knowledge from natural and behavioral sciences and blends this coursework with the science of nursing. The integration of the theory and clinical practice is designed to assist the student in the development of critical thinking and problem-solving skills. The Nursing program prepares students for entry-level, Registered Nurse positions. Successful completion of the Nursing program leads to the award of an Associate in Science degree and permits the graduate to apply to take the National Council Licensure Examination for Registered Nurses® (NCLEX-RN) and to the State Board of Nursing for licensure. Licensure may be denied by the Board of Nursing for reasons that include, but are not limited to, fraud/deceit in making application, felony or misdemeanor convictions, issues with drugs or alcohol, or charges pending in any state.

**End of Program Student Learning Outcomes for the Associate of Science in Nursing**

*Upon completion of the program, the graduates will be able to:*

1. Patient Centered Care – Provide coordinated patient centered care that respects patient values,

preferences, and needs.

2. Teamwork and Collaboration – Collaborate with patients and interprofessional teams to foster

mutual respect, open communication, and shared decision making.

3. Evidence-based Practice – Analyze evidence-based practices for delivery of optimal health care

across the lifespan.

4. Quality Improvement – Explain the use of patient and health care data to monitor care

outcomes for quality improvement.

5. Safety – Provide safe patient care across the lifespan in all practice settings.

6. Informatics – Use technology to communicate, inform, and support decision-making while

providing patient-centered care across the lifespan.

7. Population Health – Engage in advocacy strategies considering socioeconomic status, diversity,

equity, and inclusion

8. Professionalism – Demonstrate accountability to the individual, society, and the profession

through complying with relevant laws, policies, and regulations.

9. Clinical Judgment – Demonstrate clinical judgment through a variety of reasoning processes

including case studies, practical experiences, and analytics.

**Additional Admission Requirements**

In addition to general admissions requirements, Nursing Program applicants must successfully complete all of the following:

* Florida Department of Law Enforcement Criminal background check – Level I and Level II (at expense of applicant)
* Negative 10 panel drug screening (Quest Diagnostics or Concentra) (at expense of applicant)
* Completed application and submission of application fee.
* Complete a specific Nursing Standardized Entrance Examination, of the school’s choice, with the composite score of 57.8% or higher (TEAS). (Foreign Physicians and fours year foreign medical students with official translated and evaluated transcripts from the National Association of Credential Evaluation Services (NACES) organization members approved by the school are exempt from this requirement

*After acceptance into this program and before proceeding to courses in the nursing concentration, enrollees must submit the following medical requirements:*

* Current physical examination performed by an MD, DO, or ARNP.
* Proof of the following vaccinations and titers: Hepatitis B series, MMR (Rubella, Rubeola, and Mumps), tetanus booster, flu vaccine, and VZV (Varicella).
* Clear level I & II background check.
* A negative Two-Step PPD result. Those students with a positive PPD result must submit a negative Chest X-ray Radiology Report confirming a chest x-ray every two years subsequent.
* Additional health requirements may be necessary for students practicing in specific clinical agencies. Affected students will be notified.

Student documents must be current and complete in order to participate in any clinical practice learning experience that involves persons receiving care of any kind. Students may also be asked to successfully complete clinical agency-mandated educational programs to participate in clinical learning experiences.

**General Education Courses (30 credits)**

**Program General Education Courses (19 semester credits):**

* + - * English Composition I (3)
* College Algebra (3)
* General Psychology (3)
* Principles of Sociology (3)
* Nutrition (3)
* Introduction to Oral Communication (2)
* Growth and Development (2)

**Program General Education Science Courses (11 semester credits):**

* Anatomy and Physiology I (2)
* Anatomy and Physiology I Lab (1)
* Anatomy and Physiology II (2)
* Anatomy and Physiology II Lab (1)
* Microbiology (2)
* Introduction to Chemistry (2)
* Introduction to Chemistry Lab (1)

*After successful completion of the above prerequisite requirements, nursing students may begin the nursing concentration courses*.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ASSOCIATE IN NURSING PROGRAM CURRICULUM MAP** | |  |  |  |
|  |  |  |  |  |
| **PRE-REQUISITES (total-30 credit hrs.)** |  | **CLK. HRS.** | **CLK. HRS.** | **CLK. HRS.** |
| **Term 1** | **CREDIT** | **THEORY CL** | **LAB** | **CLINICAL** |
| **ENG 101: English Composition I** | **3** | **45** | **0** | **0** |
| **PSP 100: Introduction to Oral Communication** | **2** | **30** | **0** | **0** |
| **MAT 101: College Algebra** | **3** | **45** | **0** | **0** |
| **SOC 101: Principles of Sociology** | **3** | **45** | **0** | **0** |
| **11 credits** | **11** | **165** | **0** | **0** |
| **Term 2** |  |  |  |  |
| **BSC 100: Anatomy and Physiology I** | **2** | **30** | **0** | **0** |
| **BSC 100L: Anatomy and Physiology I Lab** | **1** | **0** | **30** | **0** |
| **PSY 100: General Psychology** | **3** | **45** | **0** | **0** |
| **NUT 270: Nutrition** | **3** | **45** | **0** | **0** |
| **GAD 265: Growth and Development** | **2** | **30** | **0** | **0** |
| **11 credits** | **11** | **150** | **30** | **0** |
| **Term 3** |  |  |  |  |
| **ICM 100: Introduction to Chemistry** | **2** | **30** | **0** | **0** |
| **ICM 100L: Introduction to Chemistry Lab** | **1** | **0** | **30** | **0** |
| **BSC 110: Anatomy and Physiology II** | **2** | **30** | **0** | **0** |
| **BSC 110L: Anatomy and Physiology II Lab** | **1** | **0** | **30** | **0** |
| **MIC 100: Microbiology** | **2** | **30** | **0** | **0** |
| **8 credits** | **8** | **90** | **60** | **0** |
| **TOTAL** | **30** | **405** | **90** | **0** |
| **CORE NURSING COURSES: (total-44 credit hrs.)** | | | | |
| **Term 4** |  |  |  |  |
| **NUR 110: Nursing Fundamentals** | **3** | **45** | **0** | **0** |
| **NUR 110L: Nursing Fundamentals Lab** | **2** | **0** | **60** | **0** |
| **NUR 110C: Nursing Fundamental Clinical** | **2** | **0** | **0** | **90** |
| **NUR 112: Nursing Math / Pharmacology** | **3** | **45** | **0** | **0** |
| **10 credits** | **10** | **90** | **60** | **90** |
| **Term 5** |  |  |  |  |
| **NUR 122: Medical Surgical Nursing** | **3** | **45** | **0** | **0** |
| **NUR 122L: Medical Surgical Nursing Lab** | **1** | **0** | **30** | **0** |
| **NUR 122C: Medical Surgical Nursing Clinical** | **2** | **0** | **0** | **90** |
| **NUR 234: Psychiatric Nursing** | **2** | **30** | **0** | **0** |
| **NUR 234C: Psychiatric Nursing Clinical** | **2** | **0** | **0** | **90** |
| **10 credits** | **10** | **75** | **30** | **180** |
| **Term 6** |  |  |  |  |
| **NUR 230: Advanced Medical Surgical Nursing** | **3** | **45** | **0** | **0** |
| **NUR 230L: Advanced Medical Surgical Nursing Lab** | **1** | **0** | **30** | **0** |
| **NUR 2301C: Advanced Medical Surgical Nursing Clinical** | **2** | **0** | **0** | **90** |
| **NUR 114: Care of Adults** | **2** | **30** | **0** | **0** |
| **NUR 124: Community Health /Population Health** | **2** | **30** | **0** | **0** |
| **NUR 124C: Community Health /Population Health Clinical** | **1** | **0** | **0** | **45** |
| **11 credits** | **11** | **105** | **30** | **135** |
| **Term 7** |  |  |  |  |
| **NUR 232: Nursing Care for Women** | **2** | **30** | **0** | **0** |
| **NUR 232L: Nursing Care for Women Lab** | **1** | **0** | **30** | **0** |
| **NUR 232C: Nursing Care for Women Clinical** | **2** | **0** | **0** | **90** |
| **NUR 240: Pediatric Nursing** | **2** | **30** | **0** | **0** |
| **NUR 240C: Pediatric Nursing Clinical** | **2** | **0** | **0** | **90** |
| **NUR 253: Nursing Leadership, NCLEX Review** | **4** | **60** | **0** | **0** |
| **13 credits** | **13** | **120** | **30** | **180** |
| **TOTAL** | **44** | **390** | **150** | **585** |
| **TOTAL PROGRAM CLOCK HOURS: 495 Gen Eds +1,125 Core courses** | **1,620** |  |  |  |
| **TOTAL CORE COURSES CLOCK HOURS** | **1,125** |  |  |  |
| **TOTAL PROGRAM CREDIT HOURS** | **74** |  |  |  |
| **Effective: 7/15/24 IIHCP Curriculum Committee. Revised 10/16/2024** |  |  |  |  |

*Semester Credit Ratio:* 1 Credit = 15 Clock Hours of Theory Instruction

1 Credit = 30 Clock Hours of Skill Lab

1 Credit = 45 Clock hour of Clinical

\* Waived courses for LPN-RN Option Program (up to 6 EC) with exam and skills – approval by DON/ADON

\*\* waived courses for Foreign Physician/BSN-RN Option Program (up to 17 EC)

## NURSING (BSN)

Program Credits: 127 credit hours (36 months)

Program Delivery: Residential

Credential Awarded: Bachelor of Science Degree

**Mission of the Nursing Department**

The mission of International Institute for Health Care Professionals (IIHCP) Nursing department is to provide diverse and high-quality nursing education to students seeking careers in nursing. Students are given knowledge, skills, and competencies through innovative curriculum and delivery methods.

**Vision of the Nursing Department**

The vision of International Institute for Health Care Professionals (IIHCP) is to become expanding access to healthcare education through innovative educational technologies.

**Program Description**

The Bachelor of Science in Nursing Program is designed to prepare the student to become an effective nurse clinician capable of sound clinical judgment in a variety of healthcare settings and in the community. The curriculum enables students to acquire principles and knowledge from natural and behavioral sciences and blends this coursework with the science of nursing.

The Bachelor of Science in Nursing degree requires 127 semester credits. This BSN program is designed to be 36 months but the length of time to get the degree may vary depending upon how many credits you bring in with you to the program and if you choose to study part-time or full-time. The integration of the theory and clinical practice is designed to assist the student in the development of critical thinking and problem-solving skills. *The program is designed to prepare the graduate to sit for the National Council Licensure Examination (NCLEX) for registered nurses.* The BSN Program enhances the career goals of students through professional study. The program provides an in-depth exploration of evidence -based practices and prepares student to become an effective nurse clinician capable of sound clinical judgment in a variety of healthcare settings and in the community. Additionally, the emphasis is also placed in the leadership role of the nurse in various settings.

**End of Program Student Learning Outcomes**

*Upon completion of the program, the graduates will be able to:*

1. Structure knowledge and skills to holistically fulfil & progress human potential.
2. Develops culturally competent and patient-centered care for effective communication and collaboration with the patient, family, and interprofessional team.
3. Synthesizes knowledge from scientific evidence that reflects nursing values, cultural, ethical & legal competence across the life span.
4. Constructs creative approaches in problem solving through inquiry, innovation, evidence-based practice (EBP), and ongoing scholarship to foster the art and science of nursing
5. Determines best evidence in nursing judgement & decisions making to promote safety and quality care.
6. Justifies acts of professional integrity and commitment to evidence-based practice (EBP) for the improvement of patient outcomes and promotion of the nursing profession.
7. Demonstrates the consideration of the socioeconomic impact of the delivery of healthcare while engaging in advocacy strategies.
8. Demonstrates professional identity through accountability to the individual, society, and the profession.
9. Utilizes healthcare information systems and technologies to provide safe and evidence-based patient-centered care.
10. Prioritizes leadership to improve health care policy and patient outcomes.

**Additional BSN Program Admission Requirements**

In addition to general admissions requirements, BSN Program applicants must successfully complete all of the following:

* Florida Department of Law Enforcement Criminal background check; Level I and Level II (at expense of applicant)
* A negative urinary drug screen indicating a10 panel drug screen. (Quest Diagnostics or Concentra) (at expense of applicant)
* Completed application and submission of application fee.
* Must complete the ATI TEAS entrance examination with the composite score of 58.7% or higher prior to enrolling in core as applicable (foreign physician to RN option waved)
* Successful completion of this process will result in the receipt of an official letter of acceptance to the Nursing Program

Students enrolling in this program must submit the following medical requirements:

* Current physical examination performed by an MD, DO, or ARNP
* Proof of the following vaccinations and titers:

~ Hepatitis B series

~ MMR (Rubella, Rubeola, Mumps)

~ VZV (Varicella) Vaccine

* A negative Two-Step PPD result. Those students with a positive PPD result must submit a negative Chest X-ray Radiology Report confirming a chest x-ray every two years subsequent.
* Proof of tetanus booster within ten years.
* Results of a physical exam and PPD must be updated yearly.
* In addition, the student must have a valid CPR certification from the American Heart Association or American Red Cross
* Student documents must be current and complete in order to participate in any clinical practice learning experience that involves persons receiving care of any kind. Students who do not have the FBI/FDLE and Drug Screening clearance may not be able to complete the program and graduate. Students may also be asked to successfully complete clinical agency-mandated educational programs to participate in clinical learning experiences.
* Additional health requirements may be necessary for students practicing in specific clinical agencies. Affected students will be notified.

**General Education Courses (54 credits)**

**Prerequisite General Education Courses (32 semester credits):**

* Anatomy and Physiology I (2)
* Anatomy and Physiology I Lab (1)
* Anatomy and Physiology II (2)
* Anatomy and Physiology II Lab (1)
* Microbiology (2)
* Growth and Development (2)
* Introduction to Chemistry (2)
* Introduction to Chemistry Lab (1)
  + - * English Composition I (3)
* College Algebra (3)
* General Psychology (3)
* Principles of Sociology (3)
* Nutrition (3)
* Introduction to Oral Communication/Principles of Public Speaking (2)
* Healthcare Communication Methods (2)

**Other General Education Courses (22 credits)**

* English Composition II (3)
* Legal and Ethical Issues in Health Care (2)
* Introduction to Epidemiology (3)
* World Religion View (2)
* Sociology of Globalization (3)
* Introduction to Informatics (3)
* Introduction to Research Methods (3) – must be taken prior to Capstone Course
* Culture and Conflict Resolution (3)

*After successful completion of the above prerequisite requirements, nursing students may begin the nursing concentration courses*. \*\*\**Some general education courses may be taken throughout the program as denoted in the BSN Curriculum Map.*

|  |  |
| --- | --- |
| **BACHELOR IN NURSING PROGRAM CURRICULUM MAP** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **BSN CURRICULUM MAP** | **CREDITS** | **CL.HRS** | **CL.HRS** | **CL.HRS** |  |
| **PRE-REQUISITE COURSES** | **CREDITS** | **THEORY** | **LAB** | **CLINICAL** |  |
| **SEMESTER 1** |  |  |  |  |  |
| ENG 101: English Composition I | 3 | 45 | 0 | 0 |  |
| PSP 100: Introduction to Oral Communication/Principles of Public Speaking | 2 | 30 | 0 | 0 |  |
| MAT 101: College Algebra | 3 | 45 | 0 | 0 |  |
| GAD 265: Growth and Development | 2 | 30 | 0 | 0 |  |
| BSC 100: Anatomy & Physiology I | 2 | 30 | 0 | 0 |  |
| BSC 100L: Anatomy & Physiology I Lab | 1 | 0 | 30 | 0 |  |
| **Total hours** | **13** | **180** | **30** | **0** |  |
| **SEMESTER 2** |  |  |  |  |  |
| BSC 110: Anatomy & Physiology II | 2 | 30 | 0 | 0 |  |
| BSC 110L: Anatomy & Physiology II Lab | 1 | 0 | 30 | 0 |  |
| ICM 100: Introduction to Chemistry\* | 2 | 30 | 0 | 0 |  |
| ICM 100L: Introduction to Chemistry Lab\* | 1 | 0 | 30 | 0 |  |
| PSY 100: General Psychology\* | 3 | 45 | 0 | 0 |  |
| **Total hours** | **9** | **105** | **60** | **0** |  |
| **SEMESTER 3** |  |  |  |  |  |
| SOC 101: Principles of Sociology | 3 | 45 | 0 | 0 |  |
| NUT 270: Nutrition | 3 | 45 | 0 | 0 |  |
| MIC 100: Microbiology | 2 | 30 | 0 | 0 |  |
| COM 305: Healthcare Communication Methods | 2 | 30 | 0 | 0 |  |
| **Total hours** | **10** | **150** | **0** | **0** |  |
| **CORE NURSING COURSES: (73 credit hrs.)** | **CREDIT** | **HOURS** | **HOURS** | **HOURS** |  |
| **SEMESTER 4** |  | **THEORY** | **LAB** | **CLINICAL** |  |
| NUR 110: Nursing Fundamentals | 3 | 45 | 0 | 0 |  |
| NUR 110L: Nursing Fundamentals Lab | 2 | 0 | 60 | 0 |  |
| NUR 110C: Nursing Fundamental Clinical | 2 | 0 | 0 | 90 |  |
| NUR 112: Nursing Math / Pharmacology | 3 | 45 | 0 | 0 |  |
| **Nursing total hours** | **10** | **90** | **60** | **90** |  |
| *\*\*\*ENG 102: English Composition II* | 3 | 45 | 0 | 0 |  |
| *\*\*\*LAW 300: Legal and Ethical Issues in Health Care* | 2 | 30 | 0 | 0 |  |
| ***Total hours =15*** | **15** | **165** | **60** | **90** |  |
| **SEMESTER 5** |  |  |  |  |  |
| NUR 301: Critical Thinking Strategies & Analysis | 2 | 30 | 0 | 0 |  |
| NUR 300: Nursing Theoretical Concepts | 3 | 45 | 0 | 0 |  |
| NUR 122: Medical Surgical Nursing | 3 | 45 | 0 | 0 |  |
| NUR 122L: Medical Surgical Nursing Lab | 1 | 0 | 30 | 0 |  |
| NUR 122C: Medical Surgical Nursing Clinical | 2 | 0 | 0 | 90 |  |
| **Nursing total hours** | 11 | 120 | 30 | 90 |  |
| ***Total hours =11*** | **11** | **120** | **30** | **90** |  |
| **SEMESTER 6** |  |  |  |  |  |
| NUR 330: Advanced Medical Surgical Nursing | 3 | 45 | 0 | 0 |  |
| NUR 330L: Advanced Medical Surgical Nursing Lab | 1 | 0 | 30 | 0 |  |
| NUR 330C: Advanced Medical Surgical Nursing Clinical | 3 | 0 | 0 | 135 |  |
| NUR 310: Care of the Geriatric Client | 3 | 45 | 0 | 0 |  |
| **Nursing total hours** | **10** | **90** | **30** | **135** |  |
| *\*\*\* PBH 322: Introduction to Epidemiology* | 3 | 45 | 0 | 0 |  |
| ***Total hours =13*** | **13** | **135** | **30** | **135** |  |
| **SEMESTER 7** |  |  |  |  |  |
| NUR 344: Psychiatric Nursing/The Science of Psychiatric/Mental Health Nurse Practice | 3 | 45 | 0 | 0 |  |
| NUR 344C: Psychiatric Nursing Clinical/ The Science of Psychiatric /Mental Health Nurse | 2 | 0 | 0 | 90 |  |
| NUR 350: Quality and Safety in Evidence-Based Care | 4 | 60 | 0 | 0 |  |
| **Nursing total hours** | **9** | **105** | **0** | **90** |  |
| *\*\*\* REL 411: World Religion View* | 2 | 30 | 0 | 0 |  |
| *\*\*\* SOC 405 Sociology of Globalization* | 3 | 45 | 0 | 0 |  |
| ***Total hours =14*** | **14** | **180** | **0** | **90** |  |
| **SEMESTER 8** |  |  |  |  |  |
| NUR 332: Nursing Care for Woman/The Science of Nursing Practice with Childbearing Families (OB/Maternity/Newborn | 2 | 30 | 0 | 0 |  |
| NUR 332L: Nursing Care for Woman/The Science of Nursing Practice with Childbearing Families (OB/Maternity/Newborn) Lab | 1 | 0 | 30 | 0 |  |
| NUR 332C: Nursing Care for Woman Clinical/ The Science of Nursing Practice with Childbearing Families (OB/Maternity/Newborn) Clinical | 2 | 0 | 0 | 90 |  |
| NUR 413: Palliative and Alternative Care Strategies in Nursing Practice | 3 | 45 | 0 | 0 |  |
| **Nursing total hours** | **8** | **75** | **30** | **90** |  |
| *\*\*\* COS 405: Introduction to Informatics* | 3 | 45 | 0 | 0 |  |
| *\*\*\* PSY 310: Introduction to Research Methods* | 3 | 45 | 0 | 0 |  |
| ***Total hours =14*** | **14** | **165** | **30** | **90** |  |
| **SEMESTER 9** |  |  |  |  |  |
| NUR 340: Pediatric Nursing /The Science of Nursing Practice with Children and Adolescent | 2 | 30 | 0 | 0 |  |
| NUR 340C: Pediatric Nursing/ The Science of Nursing Practice with Children and Adolescent Clinical | 2 | 0 | 0 | 90 |  |
| NUR 373: Community Health / Population Health | 3 | 45 | 0 | 0 |  |
| NUR 373C: Community Health / Population Health Clinical | 1 | 0 | 0 | 45 |  |
| **Nursing total hours** | **8** | **75** | **0** | **135** |  |
| *\*\*\* ANT 420: Culture & Conflict Resolution* | 3 | 45 | 0 | 0 |  |
| ***Total hours =11*** | **11** | **120** | **0** | **135** |  |
| **SEMESTER 10** |  |  |  |  |  |
| NUR 320: Topical Review of Nursing Practice | **3** | **45** | **0** | **0** |  |
| NUR 450: Advocacy and Public Policy | **3** | **45** | **0** | **0** |  |
| NUR 440: Nursing Leadership | **4** | **60** | **0** | **0** |  |
| NUR 440C: Nursing Leadership Clinical | **2** | **0** | **0** | **90** |  |
| NUR 460: Capstone Project | **5** | **75** | **0** | **0** |  |
| **Nursing total hours** | **17** | **225** | **0** | **90** |  |
| **TOTAL** | **OVERALL CREDITS** | **THEORY** | **LAB** | **CLINICAL** | **OVERALL, HOURS** |
| **TOTAL NURSING CORE COURSES** | **73** | **780** | **150** | **720** | **1650** |
| **TOTAL PROGRAM CLOCK HOURS** |  | **1545** | **240** | **720** | **2505** |
| **TOTAL PROGRAM CREDIT HOURS** | **127** |  |  |  |  |
| *\*\*\* BSN General Education Courses* |  |  |  |  |  |
| Revised 11/8/24, 5/2/25 |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

*Semester Credit Ratio:* 1 Credit = 15 Clock Hours of Theory Instruction

1 Credit = 30 Clock Hours of Skill Lab

1 Credit = 45 Clock hour of Clinical

# SCHOOL OF MIDWIFERY

## 3-YEAR DIRECT ENTRY MIDWIFERY

Program Credits: 112 credit hours (156 Weeks)

Program Delivery: Residential

Credential Awarded: Associate of Science Degree

**Program Description**

IIHCP offers the Direct Entry Midwifery program as an Associate of Science. The Midwifery Program provides an education with a foundation in health science theory and clinical preparation in health care for women and newborns. *This program prepares the student for entry-level practice as a direct-entry midwife, and meets the educational requirements for applying to take the North American Registry of Midwives (NARM) exam*. Some states may require additional clinical experience or a higher degree. The program has been designed to be completed in three years.

**Program Objectives**

*Upon completion of the Associate of Science in Midwifery Program the graduate will be able to:*

* Practice independently as a Florida Licensed Midwife
* Demonstrate knowledge and competency as defined by the MEAC and MANA Core Competencies and NARM Practical Skills.
* Provide care for essentially healthy women within the scope of practice as defined by the State of Florida and national midwifery organizations.
* Recognize and utilize the concepts of research as applied to evidence-based midwifery practice.
* Practice as an informed professional who is aware of community health, epidemiological concepts, and social service resources.
* Apply knowledge of historical and current professional issues to develop role identity and contribute to the growth of the profession of midwifery.
* Pass the NARM exam and qualify for national CPM certification.
* Contribute to the improvement of maternal and child health.

**Additional Admission Requirements**

In addition to the general admission requirements, Direct Entry Midwifery Program applicants must complete the following:

* Florida Department of Law Enforcement Criminal background check (at expense of applicant)
* Drug screening (Quest Diagnostics or Concentra) (at expense of applicant)
* Completed application and submission of application fee.
* Admissions Interview with Chief of Midwifery Program Division or his/her designee and a 1-page essay in APA format stating motivations for applying to the program.
* Standard test midwifery-specific entrance examination with the composite score of 80% or higher.

*After acceptance into this program and before proceeding to courses in the midwifery concentration, enrollees must submit the following medical requirements:*

* Current physical examination performed by an MD, DO, or ARNP.
* Proof of the following vaccinations and titers: Hepatitis B series, MMR (Rubella, Rubeola, and Mumps), tetanus booster, and VZV (Varicella).
* A negative Two-Step PPD result. Those students with a positive PPD result must submit a negative Chest X-ray Radiology Report confirming a chest x-ray every subsequent two years.
* A current American Heart Association or American Red Cross CPR for Healthcare Providers (BLS) certification.

**General Education Courses (20 credits)**

**Program General Education Courses (14 semester credits):**

* + - * English Composition I (3)
* College Algebra (3)
* Principles of Public Speaking (2)
* General Psychology (3)
* Nutrition (3)

*General education courses can be taken throughout the program. Specific course prerequisites may apply. See course descriptions for details.*

**Prerequisite General Education Courses (6 semester credits):**

* Anatomy and Physiology I (2)
* Anatomy and Physiology I Lab (1)
* Anatomy and Physiology II (2)
* Anatomy and Physiology II Lab (1)

*After successful completion of the above prerequisite requirements, nursing students may begin the nursing concentration courses*.

**3-Year Direct Entry Midwifery Course Listing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COURSE NUMBER/TITLE AND CREDIT HOURS** | **THEORY**  **CLOCK**  **HRS** | **LAB CLOCK**  **HRS** | **CLINICAL CLOCK HRS** | **SEM.**  **CREDITS** |
| ENG-101: English Composition I (3.0 credit hrs.) | 45 | 0 | 0 | 3 |
| PSP-100: Principles of Public Speaking (2.0 credit hrs.) | 30 | 0 | 0 | 2 |
| MAT-101: College Algebra (3.0 credit hrs.) | 45 | 0 | 0 | 3 |
| MW-10011L: Childbirth Education Lab (1.0 credit hr.) | 0 | 30 | 0 | 1 |
| BSC-100: Anatomy and Physiology I (2.0 credit hrs.) | 30 | 0 | 0 | 2 |
| BSC-100L: Anatomy and Physiology I Lab (1.0 credit hr.) | 0 | 30 | 0 | 1 |
| MW-10232: Midwifery Practicum IA (3.0 credit hrs.) | 15 | 0 | 90 | 3 |
| NUT-270: Nutrition (3.0 credit hrs.) | 45 | 0 | 0 | 3 |
| BSC-110: Anatomy and Physiology II (2.0 credit hrs.) | 30 | 0 | 0 | 2 |
| BSC-110L: Anatomy and Physiology II Lab (1.0 credit hr.) | 0 | 30 | 0 | 1 |
| MW-10312: Chemistry for Midwives (1.0 credit hr.) | 15 | 0 | 0 | 1 |
| MW-10312L: Chemistry for Midwives Lab (1.0 credit hr.) | 0 | 30 | 0 | 1 |
| MW-10113: Microbiology for Midwives (1.0 credit hr.) | 15 | 0 | 0 | 1 |
| MW-10113L: Microbiology Lab (1.0 credit hr.) | 0 | 30 | 0 | 1 |
| NUR-260: Health Assessment (2.0 credit hrs.) | 30 | 0 | 0 | 2 |
| MW-10111: Midwifery Skills I (2.0 credit hrs.) | 30 | 0 | 0 | 2 |
| MW-10612: Doula (1.0 credit hrs.) | 15 | 0 | 0 | 1 |
| NUR-124: Pharmacology (2.0 credit hrs.) | 30 | 0 | 0 | 2 |
| MW-10233: Midwifery Practicum IB (3.0 credit hr.) | 15 | 0 | 90 | 3 |
| MW-10233L: Midwifery Practicum IB Lab (1.0 credit hrs.) | 0 | 30 | 0 | 1 |
| MW-10311: History of Midwifery (3.0 credit hrs.) | 45 | 0 | 0 | 3 |
| MW-10121: Reproductive Anatomy and Physiology (3.0 credit hrs.) | 45 | 0 | 0 | 3 |
| MW-10121L: Reproductive Anatomy and Physiology Lab (1.0 credit hr.) | 0 | 30 | 0 | 1 |
| MW-10213: Antepartum (3.0 credit hers) | 45 | 0 | 0 | 3 |
| MW-10423: Midwifery Practicum II A (3.0 credit hr.) | 15 | 0 | 90 | 3 |
| MW-10423L: Midwifery Practicum II A Lab (1.0 credit hrs.) | 0 | 30 | 0 | 1 |
| MW-10223: Midwifery Fundamentals [incl. HIV/AIDS, HIPAA] (1.0 credit hr.) | 15 | 0 | 0 | 1 |
| MW-10221: Intrapartum (3.0 credit hrs.) | 45 | 0 | 0 | 3 |
| MW-10812: Pharmacology for Midwives (2.0 credit hrs.) | 30 | 0 | 0 | 2 |
| MW-10122: Postpartum (2.0 credit hrs.) | 30 | 0 | 0 | 2 |
| MW-10222: Newborn (2.0 credit hrs.) | 30 | 0 | 0 | 2 |
| MW-10431: Midwifery Practicum II B (3.0 credit hr.) | 15 | 0 | 90 | 3 |
| MW-10431L: Midwifery Practicum II B Lab (1.0 credit hrs.) | 0 | 30 | 0 | 1 |
| MW-10112: Midwifery Skills II (2.0 credit hrs.) | 30 | 0 | 0 | 2 |
| MW-10112L: Midwifery Skills II Lab (1.0 credit hr.) | 0 | 30 | 0 | 1 |
| MW-10313: Diagnostic Testing for Midwives (1.0 credit hr.) | 15 | 0 | 0 | 1 |
| MW-10321: Suturing for Midwives (1.0 credit hr.) | 15 | 0 | 0 | 1 |
| PSY-100: General Psychology (3.0 credit hrs.) | 45 | 0 | 0 | 3 |
| MW-10521: Midwifery Practicum II C (3.0 credit hr.) | 15 | 0 | 90 | 3 |
| MW-10521L: Midwifery Practicum II C Lab (1.0 credit hrs.) | 0 | 30 | 0 | 1 |
| MW-10613: Midwifery Practicum III A (3.0 credit hr.) | 15 | 0 | 90 | 3 |
| MW-10613L: Midwifery Practicum III A Lab (1.0 credit hrs.) | 0 | 30 | 0 | 1 |
| MW-10123: Public Health / WIC / Domestic Violence (3.0 credit hrs.) | 45 | 0 | 0 | 3 |
| MW-10322: Breastfeeding/Lactation Counselor (2.0 credit hrs.) | 30 | 0 | 0 | 2 |
| MW-10421: Midwifery Counseling/Psychology for Midwives (3.0 credit hrs.) | 45 | 0 | 0 | 3 |
| MW-10231: Traditional Healing Modalities (1.0 credit hr.) | 15 | 0 | 0 | 1 |
| MW-10131: Gynecology and Women’s Health (3.0 credit hrs.) | 45 | 0 | 0 | 3 |
| MW-10131L: Gynecology and Women’s Health Lab (1.0 credit hr.) | 0 | 30 | 0 | 1 |
| MW-10712: Midwifery Practicum III B (3.0 credit hr.) | 15 | 0 | 90 | 3 |
| MW-10712L: Midwifery Practicum III B Lab (1.0 credit hrs.) | 0 | 30 | 0 | 1 |
| MW-10132: Issues in Professional Midwifery I (3.0 credit hrs.) | 45 | 0 | 0 | 3 |
| MW-10513: Diversity/Cultural Competency (2.0 credit hrs.) | 30 | 0 | 0 | 2 |
| MW-10413: Working with Florida Law and Rules (1.0 credit her) | 15 | 0 | 0 | 1 |
| MW-10822: Midwifery Practicum III C (3.0 credit her) | 15 | 0 | 90 | 3 |
| MW-10822L: Midwifery Practicum III C Lab (1.0 credit hers) | 0 | 30 | 0 | 1 |
| MW-10133: Issues in Professional Midwifery II (3.0 credit hrs.) | 45 | 0 | 0 | 3 |
| MW-10932: Capstone and Exit Exam Review (2.0 credit hrs.) | 30 | 0 | 0 | 2 |
|  |  |  |  |  |
| **PROGRAM TOTALS Total Credits: 112** | **1215** | **450** | **720** | **112** |
| **Total Clock Hours: 2385** |  |  |  |  |

*Semester Credit Ratio:* 1 Credit = 15 Clock Hours of Theory Instruction

1 Credit = 30 Clock Hours of Skill Lab

1 Credit = 45 Clock hour of Clinical

## 

## MIDWIFERY PROGRAM MODIFIED FOR REGISTERED NURSES

Program Clock Hours: 1455 clock hours (104 Weeks, 24 months)

Program Delivery: Residential

Credential Awarded: Diploma

**Program Description**

Florida’s Midwifery Practice Act allows for Advanced Standing to be granted for students with prior nursing education. Education will be assessed on an individual basis and credit will be granted when appropriate. If credit is granted, both education time and tuition will be reduced proportionately. “In no case shall the training be reduced to a period of less than 2 years” F.S.467.009 (2). Graduates from the Midwifery Program Modified for Registered Nurses will receive a Diploma.

**Program Objectives**

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

* It is the goal of International Institute for Health Care Professionals, Inc. to provide an Education Environment to promote optimum learning and to prepare each of our students to:
* Practice independently as a Florida Licensed Midwife.
* Provide maternity care as an informed professional who is aware of community health issues, epidemiological concepts and social service resources.
* Communicate effectively and employ counseling techniques when necessary.
* Understand the importance of research and statistical data and to use both for professional growth, high standard of practice, and to educate.
* Provide collaborative prenatal and post partial care to pregnant women not at low risk in their pregnancy, labor, and delivery, within a written protocol of a physician currently licensed under chapter 458 or chapter 459 [F.S.467.015(2)].
* Pass the North American Registry of Midwives (NARM) National Examination (which is used in the State of Florida as the state licensing examination.)
* Meet the criteria for becoming a Certified Professional Midwife (CPM).

These goals will be attained by providing each student an education based on a combination of the art of traditional midwifery and high-quality knowledge of medical science. Programs are designed to help students develop and refine both clinical and communication skills essential to midwifery care practice. In practice. it is imperative to regard the dignity and rights of clients and families, communicate effectively, be able to differentiate between low-risk and high-risk obstetric clients and to make arrangements for collaboration or referral.

**Additional Admission Requirements**

In addition to the general admission requirements applicants must complete the following:

* Current RN license in any US states.
* Florida Department of Law Enforcement Criminal background check (at expense of applicant)
* Drug screening (Quest Diagnostics or Concentra) (at expense of applicant)
* Completed application and submission of application fee.
* Admissions Interview with Director of Midwifery Program or his/her designee and a 1-page essay in APA format stating motivations for applying to the program.
* Standard Test midwifery-specific entrance examination with the composite score of 80% or higher.

*After acceptance into this program and before proceeding to courses in the midwifery concentration, enrollees must submit the following medical requirements:*

* Current physical examination performed by an MD, DO, or ARNP.
* Proof of the following vaccinations and titers: Hepatitis B series, MMR (Rubella, Rubeola, and Mumps), tetanus booster, and VZV (Varicella).
* A negative Two-Step PPD result. Those students with a positive PPD result must submit a negative Chest X-ray Radiology Report confirming a chest x-ray every two years subsequent.
* In addition, the student must have a valid CPR certification from the American Heart Association or American Red Cross.

**Midwifery Program Modified for Registered Nurses Course Listing**

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE NUMBER AND TITLE** | **THEORY**  **HRS** | **LAB**  **HRS** | **CLINICAL HRS** |
| MW-10121: Reproductive Anatomy and Physiology | 45 | 0 | 0 |
| MW-10121L: Reproductive Anatomy and Physiology Lab | 0 | 30 | 0 |
| MW-10213: Antepartum | 45 | 0 | 0 |
| MW-10423: Midwifery Practicum II A | 15 | 0 | 90 |
| MW-10423L: Midwifery Practicum II A Lab | 0 | 30 | 0 |
| MW-10313: Diagnostic Testing for Midwives | 15 | 0 | 0 |
| MW-10311: History of Midwifery | 45 | 0 | 0 |
| MW-10431: Midwifery Practicum II B | 15 | 0 | 90 |
| MW-10431L: Midwifery Practicum II B Lab | 0 | 30 | 0 |
| MW-10612: Doula | 15 | 0 | 0 |
| MW-10123: Public Health / WIC / Domestic Violence | 45 | 0 | 0 |
| MW-10421: Midwifery Counseling/Psychology for Midwives | 45 | 0 | 0 |
| MW-10521: Midwifery Practicum II C | 15 | 0 | 90 |
| MW-10521L: Midwifery Practicum II C Lab | 0 | 30 | 0 |
| MW-10812: Pharmacology for Midwives | 30 | 0 | 0 |
| MW-10613: Midwifery Practicum III A | 15 | 0 | 90 |
| MW-10613L: Midwifery Practicum III A Lab | 0 | 30 | 0 |
| MW-10221: Intrapartum | 45 | 0 | 0 |
| MW-10321: Suturing for Midwives | 15 | 0 | 0 |
| MW-10122: Postpartum | 30 | 0 | 0 |
| MW-10222: Newborn | 30 | 0 | 0 |
| MW-10322: Breastfeeding/Lactation Counselor | 30 | 0 | 0 |
| MW-10131: Gynecology and Women’s Health | 45 | 0 | 0 |
| MW-10712: Midwifery Practicum III B | 15 | 0 | 90 |
| MW-10712L: Midwifery Practicum III B Lab | 0 | 30 | 0 |
| MW-10132: Issues in Professional Midwifery I | 45 | 0 | 0 |
| MW-10822: Midwifery Practicum III C | 15 | 0 | 90 |
| MW-10822L: Midwifery Practicum III C Lab | 0 | 30 | 0 |
| MW-10133: Issues in Professional Midwifery II | 45 | 0 | 0 |
| MW-10413: Working with Florida Law and Rules | 15 | 0 | 0 |
| MW-10932: Capstone and Exit Exam Review | 30 | 0 | 0 |
| **TOTALS** | **705** | **210** | **540** |
| **TOTAL PROGRAM CLOCK HOURS** | **1455** | | |

# COURSE DESCRIPTIONS

**ANT 420 Culture and Conflict Resolution**

**3 Credits (45 hours theory)**

This course will explore the differences and consider the various models’ scholars have been developing to help us cope with cultural challenges. Indeed, these models suggest ways to transform cultural barriers into bridges. The student will explore “negotiating” as a comprehensive training tool engaging in cross-cultural negotiation. The “negotiation” tool will also open an opportunity for students to understand selected cross-cultural conflicts. This course will assist the student to conduct cultural assessment and analysis through case studies.

Prerequisites: None

Corequisites: None

**BSC 100 Anatomy and Physiology I**

**2 Credits (30 hours theory)**

This course will introduce the student to the shape, structure, and function of the human body and its parts. Content includes basic anatomy and directional terminology, structure and function of body systems and special senses, fundamental concepts and principles of body organization, histology, and hematology. Students will be able to describe the structural and function organization of the body, explain the characteristics of life, use anatomical terminology, describe how the body maintains homeostasis, relate chemistry to the field of anatomy and physiology, describe how cells function and divide, discuss the structures and functions of the integumentary, skeletal, muscular, and nervous systems, describe how muscles, bones, and nerves work together to create movement, describe the structure and function of sensory organs, compare healthy and diseased tissues, name several diseases and disorders of the body and explain what causes them, explain how diseases and disorders of the body are detected and treated, describe the interactions between various organ systems in the body.

Prerequisites: None

Corequisites: BSC100L

**BSC 100L Anatomy and Physiology I Lab**

**1 Credit (30 hours lab)**

This course accompanies BSC 100. Lab time provides hands-on study of the structure and function of the human body. Topics include a study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Laboratory exercises include studying structures from available anatomical models. The use of LIRN Interactive Anatomy and Physiology, functional light microscopes and Saladin resources will be made available for students.

Prerequisites: None

Corequisites: BSC 100

**BSC 110 Anatomy and Physiology II**

**2 Credits (30 hours theory)**

This course describes the relationships of body systems in providing client care, the structure and function of the respiratory system, cardiovascular system, reproductive system, urinary systems musculoskeletal system, nervous, skin, and sensory systems, , urinary systems, digestive systems, and endocrine system. An overview of the human development process and the different stages of human growth is included, as are the functions of blood, composition of blood, blood coagulation, blood grouping, and diagnostic blood tests, transportation and exchange throughout the body, the regulation of blood pressure, the structures and functions of the lymphatic system, basic immunology, nutrition, metabolism, temperature regulation, electrolyte and acid-base balance in the body, and an overview of human growth, development, and aging.

Prerequisites: BSC100, BSC100L

Corequisites: BSC110L

**BSC 110L Anatomy and Physiology II Lab**

**1 Credit (30 hours lab)**

This course accompanies BSC110. Focus is on the organization of the cardiovascular, respiratory, lymphatic, endocrine, urinary and reproductive systems in a laboratory setting. Class discussions cover the cellular, tissue, and organ level organization of each system. Functional significances as well as clinical correlations of some structures are also covered. Special focus will be on fertilization and reproduction, pregnancy and lactation, coronary and cerebrovascular circulation. Laboratory exercises include studying structures from available anatomical models. The use of LIRN Interactive Anatomy and Physiology, functional light microscopes and Saladin resources will be made available for students.

Prerequisites: BSC100, BSC100L

Corequisite: BSC110

**COM 305 Healthcare Communication Methods**

**2 Credits (30 hours theory)**

Designed to help students identify, analyze, and apply concepts, theories and methodologies related to health communication in various settings and at various levels of influence. Emphasis will be placed on learning how to design, communicate and evaluate effective health promotion messages. Student will be able to analyze and articulate how historical, social, political, and cultural factors affect health communication and healthcare. Students will articulate the ways in which different models of healthcare affect and reflect health communication

Prerequisites: None

Corequisites: None

**COS 405 Introduction to Informatics**

**3 Credits (45 hours theory)**

This course provides introduction to fundamental topics in Informatics while developing a basic understanding of Information Theory. Additionally, during the course students will have an opportunity to examine the forces driving the migration to digital information systems in health care, and the associated desired goals for improvements in value, outcomes, quality, and costs efficiencies. Health information technology and systems are explored for their impact on population health, workflow process improvement and fiscal bearing. The course explores data-driven science within the realm of clinical and translational research to assist the nurse in advanced roles to mine electronic data sets and to prepare for the future, with skills for knowledge management to support evidence-based practice and research application.

Prerequisites: None

Corequisites: None

**ENG 101 English Composition I**

**3 Credits (45 hours theory)**

This course includes fundamentals of expository writing, rhetorical patterns and a review of mechanics, syntax and grammar. Students learn to write essays which are unified, thorough, clear and convincing. Students read essays to augment critical reading skills. They learn the research, reasoning and organizational skills necessary for effective academic and research writing.

Prerequisites: None

Corequisites: None

**ENG 102 English Composition II**

**3 Credits (45 hours theory)**

This course is a continuation of ENG 101 with emphasis on the longer composition and the process of documentation. Techniques of research are taught, culminating in the production of an original, extensive, multiple sources, fully documented, literary research paper. Informational literacy is stressed through advanced library skills as well as hands-on experience utilizing computers in researching and developing projects. Interpretive skills are developed through the introduction of literature. This course is meant to increase the ability of the nursing student to increase knowledge in research, essay writing, and communicate and defend points of views and scholastic documentation.

Prerequisites: ENG101

Corequisites: None

**GAD 265 Growth and Development**

**2 Credits (30 hours theory)**

The course is designed to provide a study of the development of the individual from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, emotional, and intellectual aspects across the lifespan. Student will be able to appreciate the influences of government, culture and family on growth and development, understand prenatal factors related to growth and development identify the physical characteristics, psychosocial and developmental tasks, and cognitive development, associated with each developmental stage across the life span, identify parental growth and development across the life span and appropriate health care interventions, identify methods of effective teaching, health promotion and accident prevention across the life span, appreciate the goals of Health People as related to each stage of development, understand concepts related to loss grief and bereavement throughout the life cycle.

Prerequisites: None

Corequisites: None

**ICM 100 Introduction to Chemistry**

**2 Credits (30 hours theory)**

This course introduces principles of chemistry and a brief introduction to organic chemistry. Course topics include: chemical measurements, matter and energy, atomic structure, chemical bonding, formula writing, naming inorganic compounds, stoichiometry, and ideal gases, solutions, acid and bases and equilibrium, an introduction to organic chemistry: hydrocarbons, alcohols, thiols, ethers, aldehydes and ketones, carbohydrates, carboxylic acids, esters, amines, and amides, lipids, amino acids, proteins and enzymes, nucleic acids, protein synthesis, metabolic pathways and energy production. This course includes an interactive virtual laboratory component.

Prerequisites: None

Corequisite: ICM100L

**ICM 100L Introduction to Chemistry Lab**

**1 Credit (30 hours lab)**

This course accompanies ICM100. Focuses on the development of the fundamental principles of chemistry and their applications in a laboratory setting. Chemical nomenclature, stoichiometry, atomic structure, bonding theories, thermochemistry, periodic properties, solution calculations, gas laws and the properties of solids and liquids are among the topics practiced.

Prerequisites: None

Corequisites: ICM100

**LAW300: Legal and Ethical Issues in Health Care**

**2 credits (30 hours theory)**

This course presents an overview of legal and ethical issues in health care. The course focuses on the ethical and legal aspects of nursing, exploring ethical issues, ethical decision making and legal accountability in various populations. It also introduces the use of critical thinking skills in the context of human conflict. Emphasis is on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas.

Prerequisites: General Education Courses

Corequisites: None

**MAT-101 College Algebra**

**3 Credits (45 hours theory)**

This course will include, but is not limited to, the following concepts: quadratic, polynomial and radical equations, linear functions and their graphs, systems of linear equations, functions and their properties and triangles and trigonometric functions. Activities will include solving problems and using appropriate technological tools

Prerequisites: None

Corequisites: None

**MIC 100 Microbiology**

**2 Credits (30 hours theory)**

The purpose of this course is to provide a survey of the microorganisms, their environments, and their interactions with multi-cellular organisms, particularly humans. The course concentrates on the microorganisms which are pathogenic, the diseases they cause, treatments for the diseases, and the prevention for those diseases. The student is responsible for assignments (such as designated papers from the scientific literature) that add to the theory material. This course is designed for students needing preparation in microbiology as required for allied health programs. Students will be able to distinguish microorganisms based on specific metabolism, differentiate between prokaryotic and eukaryotic microbes, describe and differentiate gram-positive and gram-negative microorganisms, understand principles and concepts related to microbial growth and transmission, discuss viral multiplication and transmission, and explain the unique structures of fungi, algae, and protozoans.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L

Corequisites: None

**MW-10011L Childbirth Education Lab**

**1 Credit (30 hours lab)**

The learner will become familiar with the basic principles of childbirth education and its place within a midwifery practice. This class emphasizes healthcare and counseling skills under the framework described within the Midwives’ Model of Care. Covered topics include the history of childbirth education, effective teaching methods, nutritional needs, health and lifestyle habits appropriate for the childbearing person, principles of informed consent and client decision-making, diversity issues, childbirth-related terminology, and professional communication skills. Assessment includes student presentation within simulated childbirth education class environment.

Prerequisites: None

Corequisites: None

**MW-10111 Midwifery Skills I**

**2 Credits (30 hours theory)**

This foundational course introduces the theory and performance of basic midwifery healthcare skills essential to a career in midwifery. Students will gain an understanding of medical terminology relevant to midwifery and learn to properly chart clients’ records; learn to develop healthcare plans; explore principles of body mechanics, utilization of therapeutic communication techniques and aseptic and sterile techniques; be able to assess client hydration and elimination status and identify need for intervention with therapeutic measures; and study prenatal care components. This course provides a basic academic foundation from which students will build a comprehensive understanding of the basic skills used by a midwife caring for a healthy mother and fetus during the antepartum period.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L

Corequisites: NUR260

**MW-10112 Midwifery Skills II**

**2 Credits (30 hours theory)**

This course is a continuation of Midwifery Skills I, with emphasis placed on development of advanced healthcare knowledge relevant to midwifery practice, building upon information learned in NUR-260 and MW-10111. This course provides a basic academic foundation from which students will build a comprehensive understanding of the basic skills used by a midwife caring for a healthy mother and fetus during the intrapartum and postpartum periods, plus advanced skills for the antepartum. Skills include injection, venipuncture, IV initiation and maintenance, catheterization, and neonatal assessment including newborn screening (via blood sampling, hearing screen, and pulse oximetry). This course also includes review and competency of basic skills and tools utilized during the antepartum period.

Prerequisites: NUR260, MW-10111

Corequisite: MW-10112L

**MW-10112L Midwifery Skills II Lab**

**1 Credit (30 hours lab)**

This course is a corequisite of MW-10112 Midwifery Skills II, with emphasis placed on development of advanced healthcare skills relevant to midwifery practice, building upon skills learned in NUR-260 and MW-10111. This course provides a basic academic foundation from which students will build a comprehensive understanding of the basic skills used by a midwife caring for a healthy mother and fetus during the intrapartum and postpartum periods, plus advanced skills for the antepartum. This course covers the use of techniques, instruments and equipment that are essential to assessing and helping to maintain the physical well-being of the client. Skills are framed in the context of OSHA regulations as they relate to the midwifery workplace, and the use of clean and aseptic technique and universal precautions. This course uses current research in midwifery to broaden the student’s understanding of NARM skills and MANA core competencies learned under clinical supervision.

Prerequisites: NUR260, MW-10111

Corequisite: MW-10112

MW-10113 Microbiology for Midwives

1 Credit (15 hours theory)

This course will provide the student with a broad overview of the principles of microbiology and basic immunology necessary for midwifery education. Students will be encouraged to think critically and will become familiar with microscopic work, antibiotic sensitivity studies, herbal remedies, scientific literature and research methods, and interpretation of lab reports. Emphasis will also be placed on practical application of these principles, including biological mechanisms of prenatal testing and childhood immunizations.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L

Corequisites: MW-10113L

**MW-10113L Microbiology Lab**

**1 Credit (30 hours lab)**

This course will provide the student with a broad overview of the principles of microbiology necessary for midwifery practice. Students will become familiar with the microscope: it’s parts, care and utilization. They will practice and demonstrate application of proper microscopic technique as utilized during the antepartum, intrapartum and postpartum periods, as well during well-woman gynecologic care. This course is specifically offered to midwifery students as a laboratory complement to MIC-100.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L

Corequisite: MIC100

**MW-10121 Reproductive Anatomy and Physiology**

**3 Credits (45 hours theory)**

This is a course developed for midwifery students. Information will build on knowledge gained in the Anatomy and Physiology courses to provide an in-depth understanding of anatomy of the male and female reproductive systems and female pelvic architecture. The menstrual cycle, pregnancy, birth and lactation are some of the topics to be studied from a biophysical perspective. This course also includes genetics, conception, embryology and fetal development.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L

Corequisite: MW-10121L

**MW-10121L Reproductive Anatomy and Physiology Lab**

**1 Credit (30 hours lab)**

This course accompanies MW-10121 and builds on the information from BSC110l, in a course developed specifically for midwifery students. Focus is on the organization of the reproductive system and on human development in a laboratory setting. Functional significances as well as clinical correlations of some structures are also covered. Special focus will be on fertilization and reproduction, pregnancy and lactation. Laboratory exercises include studying structures from available anatomical models. The use of LIRN Interactive Anatomy and Physiology is provided.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L

Corequisite: MW-10121

**MW-10122 Postpartum**

**2 Credits (30 hours theory)**

In this course the midwifery student will gain an understanding of the normal events of the entire postpartum period, learn to assess for deviations from normal, and identify the appropriate response. Postpartum hemorrhage – immediate and delayed – including pharmacological and non-pharmacological management, are covered in depth. This course also covers other postpartum complications and disease states, including risk screening during the postpartum period, and need for consultation, collaboration and/or referral. The causes of postpartum discomforts and how to alleviate them will be discussed. Postpartum nutritional requirements, evaluations and counseling of the client will be covered, and students will learn how to monitor the needs of the mother and child in the “fourth trimester,” including conducting of postpartum visits. Upon completion of this class, students will be able to recognize deviations in the postpartum period and respond with appropriate intervention, support maternal well-being and parent-newborn attachment, and screen for postpartum mood disorders. The students will gain an understanding of how to assess the breasts postpartum and how this relates to critical breastfeeding support for mothers.

Prerequisites: MW-10011L, MW-10111, MW-10213, MW-10121, MW-10121L

Corequisites: MW-10221, MW-10222

**MW-10123 Public Health****, WIC, Domestic Violence & Sex Trafficking Awareness**

**3 Credits (45 hours theory)**

This course will review the structure of the Public Health System at the federal, state and local levels with regard to how this impact the community and prevention of disease, illnesses and mortality. Students will put health into a community context, including statistics, policy making and legislation. Students will become conversant in public programs such as WIC (Women, Infants, and Children), in providing counseling so that eligible clients can access available services, and in addressing those clients who are at nutritional risk. Students will also review screening for domestic violence and develop skills for recognizing at-risk behaviors – including substance abuse, family violence, and child neglect/abuse – review requirements for mandatory reporting, learn the concept of trauma-informed care, gain an awareness of sex trafficking along with the tools to recognize those who being exploited, and explore community resources for victims of domestic violence and/or sex trafficking.

Prerequisites: MW-10223, PSY100

Corequisites: MW10421

**MW-10131 Gynecology and Women’s Health**

**3 Credits (45 hours theory)**

This course is an introduction to the fundamentals of well woman care from adolescence through menopause, including history and physical examination, methods of contraception, infertility, counseling for unplanned/unwanted pregnancy, human sexuality, and STIs. Students will gain the knowledge and skills to provide care, support and information to women regarding their overall reproductive health, including understanding the normal life cycle of women; causes of, evaluation of, and treatment for problems associated with the female reproductive system; information and provision of and/or referral for hormonal, mechanical and surgical methods of contraception; provision of options counseling for unwanted pregnancies, including methods of therapeutic abortion; provision of options counseling for infertility; interpretation of lab results; detection and treatment for STIs, UTIs and vaginal infections; support strategies for victims of gender-based violence; changes in pre, peri and post-menopause including hormone replacement; familiarity with national recommendations for periodic health screening for women; and creation of a plan of care for the well woman during the lifespan.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MW-10223, NUR260

Corequisite: MW-10131L

**MW-10131L Gynecology and Women’s Health Lab**

**1 Credit (30 hours lab)**

This course is complementary to MW-10131 Gynecology and Women’s Health. Students will provide hands-on practice and demonstration in well woman care, including pelvic exam, pelvimetry, bimanual exam and speculum exam, breast exam, and specimen collection within a gynecologic practice. This course is designed to guide students through the basic principles of providing care during the inter-conception, pre-conception and/or well-woman periods. Concepts of health promotion and cultural sensitivity within the context of provision of care will be emphasized. This course will broaden the student’s understanding of NARM skills and MANA core competencies learned under clinical supervision.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MW-10223, NUR260

Corequisite: MW-10131, MW-10113L

**MW-10132 Issues in Professional Midwifery I**

**3 Credits (45 hours theory)**

This course provides in-depth consideration of the professional, legal, and ethical issues related to establishing and maintaining a practice, the business aspects of midwifery – including coding and billing, malpractice insurance, Medicaid – as well as concepts such as shared decision-making, informed consent, informed refusal, protocols, guidelines, and community standards of care. Ethical behaviors, professional appearance, liability, and responsibility of the health professional are included. This course will broaden the student’s understanding of those issues encountered within independent midwifery practices. The benefits and problems of working with insurance, HMOs and Medicaid and the requirements of operating a business are studied. This course is essential for student midwives who expect to open their own practice upon graduation.

Prerequisite: MW-10311

Corequisite: None

**MW-10133 Issues in Professional Midwifery II**

**3 Credits (45 hours theory)**

This course provides an exploration of those issues most relevant for the student who is about to graduate, covering concepts of ‘best practice,’ collaborative management, consultation, referral, transport, peer review, benchmarking, statistics collection, and selfcare. This course will also focus on Florida Statute 467 Midwifery Practice Act and 64B24 in the Florida Administrative Code. The history of law, the legislative process, and the rule-making process will be covered, as well as the roles of the Council of Licensed Midwifery, the Department of Health and the Midwives Association of Florida. Students will compare and contrast national standards such as NARM skills, MEAC standards and MANA core competencies to the Florida statute. Students will also become familiar with, and understand the midwife’s responsibilities, in the completion of FL birth certificates. At the end of this course, students will be able to describe strategies for the establishment of a Florida LM practice, and be able to articulate the role of the midwife as a change agent in the community.

Prerequisite: MW-10132

Corequisite: MW-10413

**MW-10213 Antepartum**

**3 Credits (45 hours theory)**

This course will provide the student midwife with didactic material necessary to provide care from the initial contact with a client through the onset of labor. Students will explore a wide range of topics including the probable, presumptive and positive signs of pregnancy, genetics, fetal development, physiologic basis of solutions for the common discomforts of pregnancy, deviations from the normal pregnancy, identification of disease conditions that may affect pregnancy, risk assessment, and the integration of skills needed to provide comprehensive antepartum care. The student will also develop educational materials for use with clients. The class will contrast and compare the medical and midwifery models while providing the foundation for the student who is providing care under preceptor supervision at clinical sites. This course uses current research in midwifery and obstetrics to broaden the student’s understanding of NARM skills and MANA core competencies learned under clinical supervision.

Prerequisites: MW-10011L, MW-10111, NUT270, MW-10612, MW-10233, MW-10233L

Corequisites: MW-10121, MW-10121L

**MW-10221 Intrapartum**

**3 Credits (45 hours theory)**

Midwifery students will learn the steps of the normal labor process including mechanisms of labor and birth, how to assess the mother and neonate’s well-being during labor, and how to assess variations of normal versus complications in each stage of labor. Students will learn to relate the anatomy and physiology of the maternal pelvis and fetus covered in MW-10121 and MW-10121L to the process of labor, to synthesize their knowledge of the risks and benefits of management options. Topics covered include methods for assessing the mother and child’s well-being in a variety of care setting, labor management, implementation of a risk-screening approach to the intrapartum period, managing selected intrapartum emergencies, and addressing the psychosocial needs of laboring clients and their families. Upon completion of the course students will demonstrate knowledge and management of the normal labor and delivery, as well as be able to recognize complications and use appropriate interventions, including knowledge of when to consult, collaborate and/or transfer care. This course uses current research to broaden student understanding of midwifery skills and core competencies.

Prerequisites: MW-10011L, MW-10111, MW-10612, MW-10213, MW-10121, MW-10121L

Corequisites: MW-10122, MW-10222, MW-10812

**MW-10222 Newborn**

**2 Credits (30 hours theory)**

In this course the student midwife will focus on normal newborn physical and behavioral characteristics and identify common complications affecting the neonate. The transition from fetus to neonate, including cardiac and respiratory transition from intra- to extra-uterine life will be explored in depth. Additional topic include: signs and symptoms of impending neonatal problems; physical examination of the newborn; gestational age assessment; pediatric concerns in infancy, including circumcision, feeding, immunizations, metabolic screening, hearing screening, and CHD screening; wake/sleep cycle; common newborn medications; a risk-screening assessment to determine when transfer to the NICU is indicated; assessment for jaundice; and on-going newborn home visits through six weeks of life.

Prerequisites: MW-10011L, MW-10111, MW-10612, MW-10213, MW-10121, MW-10121L

Corequisites: MW-10122, MW-10221, MW-10812

MW-10223 Midwifery Fundamentals (with HIV/AIDS & HIPAA)

1 Credit (15 hours theory)

The course provides students with knowledge of theoretical knowledge and foundation concepts related to the role of the healthcare provider in care delivery. The course introduces the student to the theoretical concepts and clinical responsibilities in managing midwifery care, including HIPAA, confidentiality and maintenance of health records. Additional theoretical instruction and clinical application will focus on personal, family, and community health concepts; students will gain an essential understanding of immune deficiency diseases, with an emphasis on effects during pregnancy, childbirth and lactation. Students will learn about prevention, transmission, progression and treatment of HIV/AIDS.

Prerequisites: MW-10011L

Corequisite: None

**MW-10231 Traditional Healing Modalities**

1 Credit (15 hours theory)

This course will provide an overview of alternatives to allopathic medicine. Introduction will be provided to herbal medicine, naturopathy, homeopathy, chiropractic, massage, acupuncture/ traditional Chinese medicine, and functional medicine. Specific alternative medications and their use within the antepartum, intrapartum, postpartum, and well-woman practice, will be emphasized; this course will also cover contraindications to use when indicated.

Prerequisites: NUR125, MW-10812, MW-10213, MW-10221, MW-10122

Corequisite: MW-10131

**MW-10232 Midwifery Practicum IA**

**3 Credits (15 hours theory + 90 hours clinical)**

Students will be placed into clinical sites which may include birth centers, hospitals and/or home birth practices, for observation. Students will chart all encounters utilizing a student tracking system, recording case logs and time logs, and completing daily evaluations and birth management reports. Students will also begin documenting NARM skills and MANA core competencies demonstrated under clinical supervision, with preceptor approval documented.During the classroom hours, students will meet to discuss their experiences at clinical sites; the concept of confidentiality will be emphasized. This course teaches observation and charting, including legal considerations, with emphasis on the role of the student observer. Current research in midwifery is used to broaden the student’s understanding of NARM skills and MANA core competencies.

Prerequisites: MW-10011L, ENG101, PSP100

Corequisite: None

**MW-10233 Midwifery Practicum IB**

**3 Credits (15 hours theory, 90 hours clinical)**

Students will continue their placement in clinical sites for observation and preliminary hands-on clinical participation, with a focus on antepartum skills and basic birth support skills. The lab portion of the course shall be utilized to practice skills needed in the antepartum clinical setting within a simulation-lab setting. Emphasis is placed on those skills taught in the concurrent *Health Assessment, Doula* and *Midwifery Skills* courses in order to tie in with experiences within their clinical placement sites. Students will continue to utilize a student tracking system to record case & time logs, daily evaluations, birth management reports, and to log performance of skills demonstrated under preceptor supervision. Case reviews taken from normal antepartum care will be covered during the in-class portion. This course uses current research in midwifery to broaden the students’ understanding of the antepartum skills concurrently being learned in the clinical setting.

Prerequisites: MW-10232, MW-10232L, MW-10011L

Corequisites: MW-10233L, MW-10111, MW-10612

**MW-10233L Midwifery Practicum IB Lab**

**1 Credit (30 hours lab)**

Students will review clinical skills pertinent to the antepartum period, placing these experiences within the context of their experiences at assigned clinical sites. Material presented in the concurrent *Health Assessment* and *Midwifery Skills* courses will be integrated into laboratory simulations as the learners connect theory to practice.

Prerequisites: MW-10232, MW-10232L, MW-10011L

Corequisites: MW-10233, MW-10111, MW-10612

**MW-10311 History of Midwifery**

**3 Credits (45 hours theory)**

This course provides a broad exploration of the history, culture, and politics of midwifery in the United States from the 19th and 20th centuries through the current era. Students learn about the changes that took place in early medicine and dominant American culture which led to a severe decline in midwifery care and the subsequent effects on childbearing women. Special attention is given to political topics such as the development of the midwifery profession in the US, issues of licensing and education, the medicalization of childbirth, the natural childbirth movement, and the rise of homebirth midwifery, to help students understand the world they are preparing to practice in today. Diversity, religion, and cultural influences on maternal healthcare will be covered through exploration of the community and social determinants of health. Students will be introduced to cultural competency in preparation for their work with diverse client populations.

Prerequisite: MW-10011L

Corequisite: MW-10612

**MW-10312 Chemistry for Midwives**

**15 hours theory/1 credit**

This course is a general introduction to chemistry course that incorporates both lectures in developing an understanding of chemical concepts and practices. This course is designed for students who are in the midwifery program as part of their curriculum. It is mainly concerned with the basic skills and conventions for chemistry and is suitable for students who have not taken any previous chemistry. The various principles of chemical behavior are discussed and correlated with other sciences. Topics include bonding, structure, reactivity, stoichiometry, gas laws, solutions, solubility, equilibrium, energy relationships, the periodic table, an introduction to organic chemistry and hydrocarbons. MW-10312 must be taken concurrently with MW-10312L.

Prerequisites: MAT101

Corequisites: MW 10312L51

**MW-10312L Chemistry for Midwives Lab**

**30 hours lab/1 credit**

This laboratory course is a general introduction to chemistry course that incorporates laboratory experiments in developing an understanding of chemical concepts and practices. The goals of the laboratory are to train the student in safe, accurate, and standard laboratory procedures while giving direct experience with the chemical phenomena and principles being taught in the lectures. The student will learn how to use balances, the burner, and volumetric devices, and build the necessary confidence for future courses. The laboratory and lecture segments of MW-10312 are intimately related, and concepts learned in lecture will be put to the use in the laboratory. MW-10312 must be taken concurrently with MW-10312L.

Prerequisites: MAT-1010

Corequisites: MW-10312

**MW-10313 Diagnostic Testing for Midwives**

1 Credit (15 hours theory)

This course provides the student with greater depth of knowledge regarding screening and diagnostic testing utilized during the course of prenatal care. Students will become familiar with the most widely utilized lab and imaging tools, including all those required by Florida Law, that are needed to assist the midwife in assuring the health status of the mother and fetus, and to evaluate any necessary interventions when applying a risk-screening approach.

Prerequisites: MW-10213

Corequisite: MW-10112, MW-10112L

**MW-10321 Suturing for Midwives**

1 Credit (15 hours theory)

This course is designed to integrate theory and principles of suturing with practical experience and knot tying techniques on laboratory models. Students will gain an understanding of relevant anatomy and physiology, causation and prevention of lacerations, severity of wounds, pre-suturing assessments, administration of local anesthetics, postpartum assessment of the sutured area, and teaching techniques to aid the client in facilitating the healing process. Principle of asepsis and sterile technique will also be covered. Learning objectives will be met through a combination of theory material, reading assignments, hands-on practice and visual aids.

Prerequisites: MW-10122, MW-10121, MW-10121L, MW-10812

Corequisites: MW-10112, MW-10112L

**MW-10322 Breastfeeding/Lactation Counselor**

**2 Credits (30 hours theory)**

This course will cover numerous aspects of breastfeeding including anatomy and physiology, breastfeeding education for clients, ways to support a proper latch, identification of breastfeeding problems, breastmilk expression and storage, and formulating care plans when faced with deviations from normal. The early recognition of breastfeeding problems and implementation of solutions will be emphasized. Students will also learn early support intervention techniques and identify referral services. This course can be used by graduates who plan on becoming Certified Lactation Consultants via the ALPP Aggregate Pathway to fulfill 30 hours of the education required for application.

Prerequisites: MW-10122, MW-10222

Corequisite: None

**MW-10413 Working with Florida Law and Rules**

1 Credit (15 hours theory)

This course’s focus is Florida Statute 467, the Midwifery Practice Act and 64B24 in the Florida Administrative Code. The history of law, the legislative process, and the rule-making process will be covered, as well as the roles of the Council of Licensed Midwifery, the Department of Health and the Midwives Association of Florida. This course compares and contrasts national standards such as NARM skills, MEAC standards and MANA core competencies to the Florida statute. Students will also become familiar with, and understand the midwife’s responsibilities, in the completion of FL birth certificates.

Prerequisites: MW-10132

Corequisites: MW-10133

**MW-10421 Midwifery Counseling Skills/Psychology for Midwives**

**3 Credits (45 hours theory)**

This course, developed especially for midwives, starts with a psychological study of the changes that occur in people and their behavior during the lifespan. Special emphasis will be given to women’s development from puberty to menopause, with highlights on the normal psychology of women during pregnancy, childbirth and postpartum. Other areas of study will include fetal neural development, assessment of infant cognition, and social perspectives on motherhood. Midwifery practitioners will need knowledge and skills in counseling clients and family members in labor and birth related issues; thus the second part of the course puts the psychological theory into practice methodology. Emotional, physical, psychological, and spiritual issues will be discussed in this course. Death, dying, loss and the grieving process will be included in course content. Students will become knowledgeable of referral and assistance that can be provided by psychologists, psychiatrists, counselors and other mental health practitioners.

Prerequisites: MW-10223, PSY100

Corequisites: None

**MW-10423 Midwifery Practicum II A**

**3 Credits (15 hours theory, 90 hours clinical)**

Students will continue in their placement at assigned clinical sites, with a focus on utilizing risk assessment for antepartum care within the clinical setting, including review of the data that must be recorded at appropriate intervals to obtain proper documentation of the course of care. Advanced skills for antepartum will be observed and then practiced at clinical sites. Students will document their clinical encounters, incorporating depth and research to their daily evaluations in light of their increasing didactic knowledge. The classroom portion of this course will link knowledge of diagnostic tools that are used during the antepartum to screen for at-risk pregnancies, application of risk-screening to prenatal care, and appropriate midwifery actions when pregnancy deviates from normal.

Prerequisites: MW-10213, MW-10233, MW-10233L

Corequisite: MW-10423L

**MW-10423L Midwifery Practicum II A Lab**

**1 Credit (30 hours lab)**

Advanced skills for antepartum will be practiced and demonstrated in the simulation lab. Material presented in the concurrent *Antepartum* and *Reproductive Anatomy & Physiology* courses will be brought into the laboratory demonstrations, thereby connecting theory to practice. This course builds upon the previous semester’s Practicum Lab which emphasized the normal antepartum, and includes deviations from normal such as pregnancy-induced hypertension, malpresentation, multiples pregnancies, and midwifery management of antepartum hemorrhage.

Prerequisites: MW-10213, MW-10233, MW-10233L

Corequisite: MW-10423

**MW-10431 Midwifery Practicum II B**

**3 Credits (15 hours theory, 90 hours clinical)**

Students will continue their placement in assigned clinical sites, with emphasis on the normal intrapartum and postpartum periods as they take on increasing responsibility within their assistant phase role. Students will continue to document their encounters and begin to independently perform required skills under preceptor supervision in the clinical setting. Students will document clinical experience within the student tracking system, with analysis via daily evaluations and birth management reports. Case studies and current research in midwifery and obstetrics will be presented in class, to broaden the student’s understanding of the intrapartum and postpartum skills learned under clinical supervision.

Prerequisites: MW-10423, MW-10423L

Corequisite: MW-10431L, MW-10221, MW-10122

**MW-10431L Midwifery Practicum II B Lab**

**1 Credit (30 hours lab)**

The focus of this course is clinical skills pertinent to the intrapartum and postpartum periods. Students will utilize the simulation lab for practice and demonstration of those skills; there will also be particular emphasis on suturing skills. Material from the concurrent Intrapartum, Postpartum, Newborn, and Pharmacology courses will assist the learner in connecting theory to practice.

Prerequisites: MW-10423, MW-10423L

Corequisite: MW-10431, MW-10221, MW-10122

**MW-10513 Diversity/ Cultural Competency**

**2 Credits (30 hours theory)**

Midwifery practitioners require knowledge and skills in working with diverse client populations. This course provides student midwives with the tools to respond respectfully and appropriately to people from diverse backgrounds, in a manner that affirms their dignity. Students will learn about cultural competency, and how to implement this approach within their own future practices to improve health for all their clients. The concepts of diversity, equity and social justice will be explored, including provision of care for those who are marginalized due to gender, relationship status, age, ethnicity, race or social standing. Religious and cultural influences on maternal healthcare will be covered, as will an exploration of the community and social determinants of health.

Prerequisite: ENG101

Corequisite: None

**MW-10521 Midwifery Practicum II C**

**3 Credits (15 hours theory, 90 hours clinical)**

Students will continue their placement in assigned clinical sites, with emphasis on care of the neonate, and the ongoing professional responsibilities of the midwife with regard to the newborn. Students are expected to consistently be functioning in the assistant-under-supervision role within the clinical setting, in expectation of moving into the primary-under-supervision role the next semester. The classroom portion of this course covers the importance of charting observed and objective information on the neonate, including during neonatal consultation and transfers

Prerequisites: MW-10431, MW-10431L, MW-10222

Corequisite: MW-10521L

**MW-10521L Midwifery Practicum II C Lab**

**1 Credit (30 hours lab)**

Students will utilize the simulation lab for practice and student demonstration of newborn procedures, including both routine newborn procedures and those directed at emergent neonatal situations. This course emphasizes identification of the at-risk neonate, including appropriate midwifery management both in the birth room and when newborn transport is indicated, and includes simulation scenarios involving newborn resuscitation utilizing the framework presented in NRP as adapted to the community setting.

Prerequisites: MW-10431, MW-10431L, MW-10222

Corequisite: MW-10521

**MW-10612 Doula**

1 Credit (15 hours theory)

This course prepares students to become labor support providers known as Doulas. This intensive course focuses on the emotional and psychological aspects of giving birth and the significance of childbirth in women’s lives. Students will learn scope of practice of a Doula, culturally sensitive support, coping with complications in pregnancy and labor, newborn care and breastfeeding. This course meets the training standards to become a Certified Doula, and uses current research to broaden the student’s understanding of NARM skills and MANA core competencies.

Prerequisites: MW-10011L

Corequisites: None

**MW-10613 Midwifery Practicum III A**

**3 Credits (15 hours theory, 90 hours clinical)**

Students will continue their placement in assigned clinical sites, with emphasis on those skills needed to assume increased responsibility in the midwifery setting. Students will select clients appropriate for their NARM-required Continuity-of-Care clients as they move into the “primary-under-supervision” role at clinical sites. Students will continue to document clinical experience within the student tracking system, with analysis via daily evaluations and birth management reports. Emphasis will be placed on demonstration of skill attainment within the clinical setting. In class, students will present and discuss their experiences at assigned clinical sites, with emphasis on intrapartum complications they have encountered, supplemented by case studies focusing on midwifery action in the face of specific intrapartum deviations from normal, to assist students in connecting theory to practice.

Prerequisites: MW-10521, MW-10521L

Corequisite: MW-10613L

**MW-10613L Midwifery Practicum III A Lab**

**1 Credit (30 hours lab)**

Students will utilize the simulation lab for practice and student demonstration of intrapartum procedures utilized during emergent intrapartum situations. This course emphasizes identification of the at-risk client, and appropriate midwifery management both in the birth room and when transport is indicated. Special topics such as consultation, referral, transport, consents and waivers are covered in this course.

Prerequisites: MW-10521, MW-10521L

Corequisite: MW-10613

**MW-10712 Midwifery Practicum III B**

**3 Credits (15 hours theory, 90 hours clinical)**

Students will continue their placement in assigned clinical sites, assuming increased responsibility in the “primary-under-supervision” role. Students will provide care for the selected Continuity-of-Care clients needed to fulfill NARM requirements. Students will continue to document clinical experience within the student tracking system, with analysis via daily evaluations and birth management reports. Students will utilize classroom time to present their experiences at assigned clinical sites, with emphasis on postpartum complications they have encountered, supplemented with case studies focusing on midwifery action in the face of postpartum deviations from normal.

Prerequisites: MW-10613L, MW-10613

Corequisite: MW-10712L

**MW-10712L Midwifery Practicum III B Lab**

**1 Credit (30 hours lab)**

Students will utilize the simulation lab for practice and student demonstration of postpartum procedures, including those directed at emergency situations in the immediate postpartum. This course emphasizes identification of appropriate midwifery management of postpartum emergencies in the birth room and when transport is indicated. Pharmacological management, bimanual compression, and external aortic compression are included among the skills covered in this lab class.

Prerequisites: MW-10613L, MW-10613

Corequisite: MW-10712

**MW-10812 Pharmacology for Midwives**

**2 Credits (30 hours theory)**

This course presents basic principles of pharmacology and drug therapy for pregnancy, birth, postpartum, the newborn, during lactation, and within gynecologic care. Additional topics include pharmacokinetics and pharmacodynamics of commonly used drugs, supplements and herbs; FDA pregnancy category systems; toxicology as it relates to pregnancy; substance use/abuse in pregnancy; labor medications; antibiotics; lactational pharmacology including risk scale and relative infant dose; newborn medications; psychiatric medications; CDC recommendations for treatment of STI’s; and an introduction to exogenous hormones, providing students with a thorough introduction to pharmacology as it relates to women’s health care. The goal is to provide a foundation for the Licensed Midwife to function safely in the administration of medicine as well as the provision of care for those clients’ receiving prescriptions from collaborating care providers.

Prerequisites: NUR125

Corequisites: MW-10122, MW-10222, MW-10221

**MW-10822 Midwifery Practicum III C**

**15 hours theory + 90 hours clinic/3 credits**

Students will continue to document clinical experience within the student tracking system, with analysis via daily evaluations and birth management reports. Students will continue providing care for clients selected as their NARM-required Continuity-of-Care clients in the “primary-under-supervision” role at clinical sites. By the end of this course, it is expected that students will have documentation of being able to function independently with regard to all NARM-identified skills. A review of material presented in the concurrent *Professional Issues II* course will be integrated into the classroom discussion; time will also be utilized for students to present an in-depth case study taken from their Practicum experience, including research into any issues encountered over the prenatal/intrapartum/postpartum course of care, in a project for this final Midwifery Practicum.

Prerequisites: MW-10712, MW-10712L

Corequisite: MW-10822L

**MW-10822L Midwifery Practicum III C Lab**

**1 Credit (30 hours lab)**

Students will utilize the simulation lab for practice and student demonstration of midwifery procedures, including those directed at emergency situations, through evaluation of individual skills and via student performance in instructor-provided scenarios. This course emphasizes identification of appropriate midwifery management of normal and complicated antepartum, intrapartum, postpartum and neonatal care, with an emphasis on midwifery decision-making, and exhibiting skills and global reasoning for appropriate management within a community practice.

Prerequisites: MW-10712, MW-10712L

Corequisite: MW-10822

**MW-10932 Capstone and Exit Exam Review**

**3 Credits (45 hours theory)**

This is the final course in the Midwifery core curriculum, and builds a foundation for advanced clinical scholarship and healthcare improvement and develops skills in analytic methods for evidence-based practice. Students will apply the skills learned in *MW-10913 Midwifery Research* with problem-solving methodology to analyze one current midwifery-related topic in depth. They may draw on research from local, national, and global perspectives, to translate research into practice and examine methods for determining clinical effectiveness. Students will then present their findings, both in a written thesis form and as a PowerPoint presentation for peers and faculty. This course concludes with review in preparation for the school program exit exam and for the North American Registry of Midwives (NARM) examination for national CPM certification and licensure to practice as a Midwife in the State of Florida.

Prerequisites: all other courses required for graduation from the Midwifery Program.

Corequisites: MW-10822, MW-10822L

**NUR 110: Nursing Fundamentals**

**3 Credits (45 hours theory) ASN/BSN**

Beginning level nursing students are introduced to basic nursing knowledge and skills including dependent, independent, and interdependent functions of the nurse. This course is designed to introduce the beginning student to the following concepts: American Association of Colleges of Nursing (AACN) Essentials; Quality and Safety for Nurses (QSEN) Initiative incorporating patient centered care, teamwork, and collaboration, evidenced based practice, safety, quality improvement and informatics; the nursing process; and NCSBN Clinical Judgment Model.

Prerequisites: General Education Courses

Corequisites: NUR110L, NUR110C

**NUR 110C: Nursing Fundamentals Clinical**

**2 credits (90 hours clinical) ASN/BSN**

This clinical course is designed to develop an understanding of the knowledge, skills, and attitude for the safe delivery of patient-centered care. Students will learn and practice basic skills including patient hygiene, linen change, patient nutrition and elimination, and self-care agency for the dependent patient. Students will spend time providing total patient care to 1 patient in the long-term care setting. This is a foundational course with subsequent courses building on these concepts. Prerequisites: General Education Courses

Corequisites: NUR110, NUR110L

**NUR 110L: Nursing Fundamentals Lab**

**2 credit (60 hours lab) ASN/BSN**

This course prepares students to provide nursing care to assist individuals with meeting basic human needs, while providing a foundation for subsequent nursing courses. Students will learn the practice of care provider activities essential to the basic practice of nursing. Students will apply concepts of quality and safety in the care of patients to meet basic human needs

Prerequisites: General Education Courses

Corequisites: NUR110, NUR 110C

**NUR 114 Care of Adult**

**2 Credits (30 hours theory) ASN**

This course introduces the student to Gerontologic Nursing and explores influences on health and illness as well as the influences on quality of life. While physical health issues are addressed, the major emphasis lies in how older adults understand, process, and respond to challenges in the older years and how nurses can facilitate the process for their clients and family members.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, MIC100, ICM100, ICM100L, ENG101, PSP100, MAT101, SOC101, GAD265, PSY100, NUT270, NUR110, NUR110L, NUR110C, NUR112, NUR122, NUR122L, NUR122C, NUR234, NUR234C

Corequisites: None

**NUR 122 Medical Surgical Nursing**

**3 Credits (45 hours theory) ASN/BSN**

This course focuses on the concepts relating to the care of adults in the acute care setting experiencing medical-surgical problems along the health-illness continuum in a variety of health care settings. The knowledge, skills, and attitudes related to QSEN, AACN and NCSBN Clinical Judgment model are interwoven throughout the course.

Prerequisites: Basic General Education Courses, NUR110, NUR110L, NUR110C, NUR112

Corequisites: NUR122C, NUR122L

**NUR 122C Medical Surgical Nursing Clinical**

**2 Credits (90 hours clinical) ASN/BSN**

The clinical experience offers the student opportunities to apply the theory and skills from preceding using courses in clinical nursing practice. Students will gain patient care experience at a long term, acute, or subacute setting allowing for further development of skills, and critical thinking, and application of the nursing process. Students will practice effective communication with patients, families, and other health care providers, and implementing therapeutics nursing interventions. Emphasis is placed on concepts of QSEN, AACN Essentials, and the NCSBN Clinical Judgment Model.

Prerequisites: Basic General Education Courses, NUR110, NUR110L, NUR110C, NUR112

Corequisites: NUR122, NUR122L

**NUR 122L Medical Surgical Nursing Lab**

**1 Credit (30 hours lab) ASN/BSN**

This course will provide students with opportunities to develop skills in implementation of the nursing process, application of communication abilities, caring behaviors, and utilization of therapeutic nursing interventions.

Prerequisites: Basic General Education Courses, NUR110, NUR110L, NUR110C, NUR112

Corequisites: NUR122, NUR122C

**NUR 112: Nursing Math/Pharmacology (ASN)**

**3 credits (45 hours theory)**

This course provides the foundation for safe, effective drug therapy and the role of the nurse in health promotion, disease prevention, and management. It includes the concepts of pharmacotherapeutic comprising pharmacokinetics, pharmacodynamics, and pharmacogenetics in the treatment of medical, surgical, and psychiatric illnesses. Focus is placed on the QSEN concepts, AACN knowledge, skills, and attitudes as well as NCSBN Clinical Judgement model.

Prerequisites: Basic General Education Courses

Corequisites: NONE

**NUR 230 Advanced Medical Surgical Nursing**

**3 Credits (45 hours theory) (ASN)**

This course builds on knowledge from prior courses that concentrate on the health and illness of individuals and families across the lifespan with a focus on QSEN, AACN, knowledge, skills, and attitudes, and NCSBN Clinical Judgment model.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR110, NUR110L, NUR110C, NUR114, NUR112, NUR122, NUR122L, NUR122C

Corequisites: NUR230L, NUR2301C

**NUR230C Advanced Medical Surgical Nursing Clinical**

**2 Credits (90 hours clinical) (ASN)**

This clinical experience offers the student an opportunity to practice knowledge, skills, and attitudes as it relates to advanced medical surgical nursing. The course provides opportunities for students to utilize knowledge from the biopsychosocial sciences, humanities, nursing, and current literature to provide safe, competent care of adult patients experiencing common alterations in body systems. Organized by the nursing process to achieve best practice outcomes in a medical surgical setting. Emphasis is placed on concepts of QSEN, AACN essentials, and NCSBN clinical judgment model.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR110, NUR110L, NUR110C, NUR112, NUR122, NUR122L, NUR122C,

Corequisites: NUR230L, NUR230

**NUR 230L Advanced Medical Surgical Nursing Lab**

**1 Credit (30 hours lab) (ASN)**

This course prepares students to provide nursing care to patients in a variety of settings. This course is a continuation of prior nursing courses. Emphasis will be on the multiple dimensions of safe patient care, including teamwork, interprofessional communication technologies, and patient/family values. Students will demonstrate application of the nursing process that utilizes strategies based on research, clinical expertise, and quality improvement principles.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR110, NUR110L, NUR110C, NUR112, NUR122, NUR122L, NUR122C,

Corequisites: NUR230, NUR2301C

**NUR 330 Advanced Medical Surgical Nursing**

**3 Credit (45-hour theory) (BSN)**

Advanced Medical Surgical builds on knowledge from prior courses that concentrate on the health and illness of individuals and families across the lifespan by utilizing patient centered care with a focus on QSEN concepts, AACN knowledge, skills, and attitudes, and NCSBN Clinical Judgment Model.

Prerequisites: Basic General Education Courses, NUR110, NUR110L, NUR110C, NUR112, NUR122, NUR122L, NUR122C

Corequisites: NUR330C, NUR330L

**NUR 330C Advanced Medical Surgical Nursing Clinical**

**3 Credits (135 hours clinical) (BSN)**

This clinical experience offers the student an opportunity to practice knowledge skills and attitudes as it relates to advanced medical surgical nursing. The course provides opportunities for students to utilize knowledge from the bio/psycho/social sciences, humanities, nursing, and current literature to provide safe, competent care of adult patients experiencing common alterations in body systems. Organized by the nursing process to achieve best practice outcomes in a medical/surgical setting. Emphasis is placed on the framework and concepts of QSEN, AACN Essentials, and the NCSBN Clinical Judgment Model. Prerequisites:

Prerequisites: Basic General Education Courses, NUR110, NUR110L, NUR110C, NUR112, NUR122, NUR122L, NUR122C

Corequisites: NUR330, NUR330L

**NUR 330L Advanced Medical Surgical Nursing Lab**

**1 Credit (30 hours lab) (BSN)**

This course prepares students to provide nursing care to patients in a variety of settings. This course is a continuation of prior nursing courses. Emphasis will be on multiple dimensions of safe patient care, including teamwork, interprofessional communication, technologies, and patient/family values. Students will demonstrate knowledge of higher-level nursing skills, and applications of the nursing process that utilizes strategies based on research, clinical expertise, and quality improvement principles. Additionally, students will demonstrate QSEN concepts, AACN essentials, and NCSBN Clinical Judgment Model.

Prerequisites: Basic General Education Courses; NUR110, NUR110L, NUR110C, NUR112, NUR122, NUR122L, NUR122C

Corequisites: NUR330, NUR330C

**NUR 232 Nursing Care for Women/The Science of Nursing Practice with Childbearing Families (OB/Maternity/Newborn)**

**2 Credits (30 hours theory) (ASN)**

This course focuses on the health and wellness needs of a childbearing woman as she progresses in family planning, prenatal care, labor & delivery, and post-partum care. Emphasis is placed on the QSEN concepts, AACN essentials, knowledge, skills, and attitudes, and NCSBN Clinical Judgment model.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUT270, PSY 100, NUR110, NUR110L, NUR110C, NUR112, NUR114, NUR122, NUR122L, NUR122C, NUR230, NUR230L, NUR230C

Corequisites: NUR232L, NUR232C

**NUR 232L Nursing Care for Women/The Science of Nursing Practice with Childbearing Families (OB/Maternity/Newborn) Lab**

**1 Credit (30 hours lab) (ASN)**

This course focuses on providing opportunities to develop and practice clinical skills, manual dexterity, and confidence as it refers to the health and wellness needs of a childbearing woman as she progresses in family planning, prenatal care, labor & delivery, and post-partum care. Emphasis is placed on the QSEN concepts, AACN essentials, knowledge, skills, attitudes, and NCSBN Clinical Judgment model.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUT270, PSY 100, NUR110, NUR110L, NUR110C, NUR112, NUR122, NUR122L, NUR122C, NUR330, NUR330L, NUR330C, NUR310, NUR344, NUR344C

Corequisites: NUR332, NUR332C

**NUR 232C Nursing Care for Women Clinical /The Science of Nursing Practice with Childbearing Families (OB/Maternity/Newborn) Clinical**

**2 Credit (90hours clinical) (ASN)**

This clinical experience offers the student an opportunity to practice utilization of the nursing process in the assessment and management of the childbearing family. Emphasis is placed on the bio-psycho-socio-cultural needs of the family during the phases of pregnancy, childbirth, and the neonatal period including abnormal conditions. Students will spend time providing patient care to at least one patient in the OB setting.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUT270, PSY 100, NUR110, NUR110L, NUR110C, NUR112, NUR114, NUR122, NUR122L, NUR122C, NUR230, NUR230L, NUR230C

Corequisites: NUR232, NUR232L

**NUR332 Nursing Care for Women/The Science of Nursing Practice with Childbearing Families (OB/Maternity/Newborn)**

**2 Credits (30 hours theory) (BSN)**

This course focuses on the health and wellness needs of a childbearing woman as she progresses in family planning, prenatal care, labor & delivery, and post-partum care. Emphasis is placed on common challenges and complications at the stages of pregnancy and fetal development. Focus is also placed on QSEN concepts, AACN knowledge, skills, attitudes, and NCSBN Clinical Judgment model.

Prerequisites: Basic General Education Courses, NUR110, NUR110L, NUR110C, NUR112, NUR310, NUR122, NUR122L, NUR122C, NUR330, NUR330L, NUR330C, NUR344, NUR344C

Corequisites: NUR332C, NUR332L

**NUR332L Nursing Care for Women/The Science of Nursing Practice with Childbearing Families (OB/Maternity/Newborn) Lab**

**1 Credit (30 hours lab) (BSN)**

This course focuses on providing opportunities to develop and practice clinical skills, manual dexterity, and confidence as it refers to the health and wellness needs of a childbearing woman as she progresses in family planning, prenatal care, labor & delivery and post-partum care. Emphasis is placed on the QSEN concepts, AACN essentials, knowledge, skills, and attitudes, and NCSBN Clinical Judgement Model.

Prerequisites: Basic General Education Courses, NUR110, NUR110L, NUR110C, NUR112, NUR310, NUR122, NUR122L, NUR122C, NUR330, NUR330L, NUR330C, NUR344, NUR344C

Corequisites: NUR332, NUR332C

**NUR332C Nursing Care for Women/The Science of Nursing Practice with Childbearing Families (OB/Maternity/Newborn) Clinical**

**2 Credits (90 hours clinical) (BSN)**

This clinical experience offers the student an opportunity to practice utilization of the nursing process in the assessment and management of the childbearing family. Emphasis is placed on the bio-psycho-socio-cultural needs of the family during the phases of pregnancy, childbirth, and the neonatal period including abnormal conditions. Students will spend time providing patient care to at least one patient in the OB setting simulation.

Prerequisites: Basic General Education Courses, NUR110, NUR110L, NUR110C, NUR112, NUR310, NUR122, NUR122L, NUR122C, NUR330, NUR330L, NUR330C, NUR344, NUR344C

Corequisites: NUR332, NUR332L

**NUR 240 Pediatric Nursing /The Science of Nursing Practice with Children and Adolescent (ASN)**

**2 Credits (30 hours theory)**

Nursing students are introduced to the role of the nurse in caring for the health needs of clients from infancy through adolescence and their families. This course emphasizes the QSEN initiative (Quality and Safety for Nurses) incorporating patient centered care, teamwork, collaboration, evidenced based practice, safety, quality improvement and informatics; the nursing process; ACEN essentials, and NCSBN Clinical Judgment Model.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR110, NUR110L, NUR110C, NUR112,

Corequisites: NUR40C

**NUR 240C Pediatric Nursing/The Science of Nursing Practice with Children and Adolescent Clinical (ASN)**

**2 Credits (90 hours clinical)**

This course is a clinically based learning experience that enables the student to apply specialized occupational theory, skills, and concepts as it relates to the pediatric patient and family during health and disease. Emphasis on growth and developmental needs utilizing the nursing process. Disease processes are considered within the framework of the growth and development of the well and ill child. Emphasis is placed on the use of clinical reasoning as the basis for providing nursing care to children and families experiencing acute, long-term and/or terminal illnesses. Direct supervision is provided by the clinical professional.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR110, NUR110L, NUR110C, NUR112, NUR114, NUR122, NUR122L, NUR122C, NUR230, NUR230L, NUR230C, NUR 124, NUR124C, NUR234, NUR234C

Corequisites: NUR240

**NUR 340 Pediatric Nursing/The Science of Nursing Practice with Children and Adolescent (BSN)**

**2 Credits (30 hours theory)**

This course focuses on the health and wellness needs of clients from infancy through adolescence and their families. Students are introduced to the role of the nurse in caring for the health needs of clients from infancy through adolescence and their families. Emphasis is placed on QSEN, AACN knowledge, skills, attitudes and the NCSBN Clinical Judgment Model. Additional focus of the course is on leadership skills for this practice area

Prerequisites: Basic General Education Courses, NUR110, NUR110L, NUR110C, NUR112, NUR122, NUR122L, NUR122C, NUR330, NUR330L, NUR330C, NUR 310, NUR344, NUR344C, NUR332, NUR 332L, NUR 332C

Corequisites: NUR340C

**NUR 340C Pediatric Nursing/The Science of Nursing Practice with Children and Adolescent Clinical (BSN)**

**2 Credits (90 hours clinical)**

This Course is a clinically based learning experience that enable the student to apply specialized theory, skills, and concepts as it relates to the leadership role of the nurse in the unit. Emphasis is focused on ensuring that the provision of care meets the QSEN knowledge, AACN Essentials, and NCSBN clinical judgment model.

Prerequisites: Basic General Education Courses, NUR110, NUR110L, NUR110C, NUR112, NUR122, NUR122L, NUR122C, NUR330, NUR330L, NUR330C, NUR 310, NUR344, NUR344C, NUR332, NUR 332L, NUR 332C

Corequisites: NUR340

**NUR 234 Psychiatric Nursing/The Science of Psychiatric/Mental Health Nurse Practice**

**2 Credits (30 hours theory) (ASN)**

This course focuses on the population of clients experiencing acute and chronic neuropsychological disorders across the lifespan. Emphasis will be placed on the nurse/client relationship, psychopharmacology, and treatment modalities. Environmental stressors and the effects of mental health disorders on clients and their families will be discussed. Use of evidence-based practice is integrated into the learning modules to provide the student with current trends in the implementation of nursing skills and to better facilitate the development of clinical reasoning skills.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, PSY 100, ENG101, PSP100, MAT101, SOC101, NUT270, ICM100, ICM100L, NUR110, NUR110L, NUR110C, NUR112

Corequisites: NUR234C

**NUR 234C Psychiatric Nursing/The Science of Psychiatric/Mental Health Nursing Practice Clinical**

**2 Credits (90 hours clinical) (ASN)**

This course provides clinical experience for nursing intervention development and application for promoting, maintaining, and restoring mental health of clients experiencing neuropsychological disorders across the lifespan. Emphasis will be placed on the nurse/client relationship, development of a treatment plan, therapeutic communication, and clinical judgment. Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, PSY100 NUR110, NUR110L, NUR110C, NUR112

Corequisites: NUR234

**NUR 344 Psychiatric Nursing/The Science of Psychiatric/Mental Health Nurse Practice**

**3 Credits (45 hours theory) (BSN)**

This course focuses on the population of clients experiencing acute and chronic neuropsychological disorders across the lifespan. Emphasis will be placed on the nurse/client relationship, psychopharmacology, and treatment modalities. Environmental stressors and the effects of mental health disorders on clients and their families will be discussed. Use of evidence-based practice is integrated into the learning modules to provide the student with current trends in the implementation of nursing skills and to better facilitate the development of clinical reasoning skills.

Prerequisites: Basic General Education Courses, NUR110, NUR110L, NUR110C, NUR112, NUR122, NUR122L, NUR122C, NUR310, NUR330, NUR330L, NUR330C

Corequisites: NUR344C

**NUR 344C Psychiatric Nursing Clinical/ The Science of Psychiatric /Mental Health Nurse Practice Clinical**

**2 Credit (90 hours clinical) (BSN)**

This course provides clinical experience for nursing intervention development and application for promoting, maintaining, and restoring mental health of clients experiencing neuropsychological disorders across the lifespan. Emphasis will be placed on the nurse/client relationship, development of a treatment plan, therapeutic communication, and clinical judgment. Focus will also be geared towards the management aspect of the team leader role in a psychiatric setting. Prerequisites: Basic General Education Courses, NUR110, NUR110L, NUR110C, NUR112, NUR122, NUR122L, NUR122C, NUR310, NUR330, NUR330L, NUR330C

Corequisites: NUR344

**NUR 253 Nursing Leadership, NCLEX Review**

**4 Credits (60 hours theory) (ASN)**

This course prepares students to transition from nursing student to registered nurse. This course is a continuation of prior nursing courses. Students will be introduced to advanced concepts related to the role of the nurse as the provider of Leadership, Advocacy, Patient Educator and Counseling as a member of the healthcare team. Emphasis is placed on the utilization of QSEN knowledge, skills, and attitudes to promote safety and quality in healthcare. This course also provides additional instruction to assist students in career planning and development as well as preparing for NCLEX success and licensure.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, NUR110, NUR110L, NUR110C, NUR125, NU 114, NUR120, NUR122, NUR122L, NUR122C, NUR260, NUR230, NUR230L, NUR2301C, NUR232, NUR232L, NUR232C, NUR240, NUR240C, NUR243, NUR243C

Corequisites: None

**NUR 124: Community Health Nursing/Population Health**

**2 Credits (30 hours theory) (ASN)**

This course prepares students to provide nursing care across the lifespan to groups and populations with disease and health issues. Students will examine healthcare and habits of individuals and groups in various cultures and socioeconomic states. Students will also focus on health promotion and disease prevention and on methods to reduce morbidity and mortality.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, SOC101, NUT270, ICM100, ICM100L, PSY100, NUR110, NUR110L, NUR110C, NUR112, NUR122, NUR122L, NUR122C, NUR234, NUR234C

Corequisites: NUR124C

**NUR 124C: Community Health Nursing/Population Health Clinical**

**1 Credit (45 hours clinical) (ASN)**

This course provides a health-related work-based learning experience within the community setting. The course provides a foundation for implementing public health promotion and disease prevention strategies for populations and communities within the concept of global society. The practicum applies the concept from Community Health/Public Health theory while the students learn community assessment to determine priority health problems. Primary prevention project is developed in collaboration with the community. Health and demographic data is examined as well as social determinants of health. Clinical knowledge from previous courses is integrated in the community assessment processes.

Prerequisites: BSC100, BSC100L, BSC110, BSC110L, MIC100, GAD265, SOC101, NUT270, ICM100, ICM100L, PSY100, NUR110, NUR110L, NUR110C, NUR112, NUR122, NUR122L, NUR122C, NUR234, NUR234C

Corequisites: NUR124

**NUR 373: Community Health Nursing/Population Health**

**3 Credit (45 hours theory) (BSN)**

The course introduces the student to the concepts and theories related to community health nursing. Community nursing addresses cultural, social, and epidemiological factors relative to health and illness, health promotion and disease prevention across the lifespan. Disparities of diverse populations are relevant in the study. Participation in a community-based event & activity provides the opportunity to make observations and apply concepts. Emphasis is placed on the importance of multi-disciplinary community agencies for health promotion, public education & advocacy. In addition to the theoretical study, the course requires 90 clinical hours.

Prerequisites: Basic General Education Courses; NUR110, NUR110L, NUR110C, NUR112, NUR122, NUR122L, NUR122C, NUR330, NUR330L, NUR330C, NUR310, NUR344, NUR344C, NUR332, NUR332C, NUR332L

Corequisites: NUR373C

**NUR373C: Community Health Nursing/Population Health Clinical**

**1 Credits (45 hours clinical) (BSN)**

This course is a clinically based learning experience thar enable the student to apply specialized theory, skills and concepts as it relates to Community Nursing. Emphasis is focused on ensuring that the provision of care meets the QSEN knowledge, AACN Essentials, and NCSBN clinical judgment model.

Prerequisites: Basic General Education Courses; NUR110, NUR110L, NUR110C, NUR112, NUR122, NUR122L, NUR122C, NUR330, NUR330L, NUR330C, NUR 310, NUR344, NUR344C, NUR332, NUR 332L, NUR 332C

Corequisites: NUR373

**NUR 300: Nursing Theoretical Concepts**

**3 Credits (45 hours theory) (BSN)**

The course introduces the student to the theoretical and conceptual frameworks guiding the nursing process. It includes historical and contemporary theorists’ theories and their influence on nursing practice. Emphasis is placed on the significance of nursing principles, viewpoints, strategies & values in shaping systematic thinking, actions, and professional images.

Prerequisites: Basic General Education Courses

Corequisites: None

**NUR 310 Care of the Geriatric Client**

**3 Credits (45 hours theory) BSN**

The course builds upon the study of major biophysical health problems affecting the adult population, providing the student with a sound foundation in caring for the geriatric patient. Emphasis will be placed on older adults experiencing common geriatric syndromes. The role of the professional nurse in caring for the adult client continues to be a focus in the context of individual, family, and community.

Prerequisites: Basic General Education Courses, NUR110, NUR110L, NUR110C, NUR112, NUR122, NUR122L, NUR122C

Corequisites: None

**NUR 320 Topical Review of Nursing Process**

**3 Credits (45 hours theory) BSN**

The course is designed to survey clinical concerns and issues impacting the role of the baccalaureate prepared nurse. The student will engage in discussions and research on predicting the impact of trends on the quality and safety of patient care services. Literature reviews and evidence-based research serve to make predictions on the impact of a nursing problem and disclose trends for resolve and improvement.

Prerequisites: Basic General Education

Corequisites: None

**NUR 350 Quality and Safety in Evidence-Based Care**

**4 Credits (60 hours theory) BSN**

The course is designed to develop the student’s insight in evidence-based theory, care, and practices. The theoretical models of evidence-based care will be explored for quality and safety improvement in various settings.

Prerequisites Basic General Education Courses

Corequisites: None

**NUR 413 Palliative and Alternative Care Strategies in Nursing Practice**

**3 Credits (45 hours theory) BSN**

This course examines national and global perspectives and clinical issues in the delivery of palliative care with diverse populations in multiple health care settings. Students focus on the care of persons with life-threatening, progressive illnesses, emphasizing respect for patients’ and families’ beliefs, values, and choices. Students also explore psychosocial and spiritual dimensions of palliative care. Historical, sociocultural, economic, legal, and ethical trends in palliative care are discussed. Factors affecting health care systems and societal attitudes are considered in evaluating the delivery of care during advanced illness and at the end of life.

Prerequisites: Basic General Education Courses NUR110, NUR110L, NUR110C, NUR112, NUR122, NUR122C, NUR122L

Corequisites: None

**NUR440: Nursing Leadership**

**4 Credits (60 hours theory) BSN**

The course is designed to develop leadership skills, providing theory and skill sets to foster the role of the baccalaureate prepared nurse in a variety of settings. Concepts of teamwork, collaboration, planning & evaluation will be applied in the leadership development process. Student will be able to discuss leadership theory and implications for nursing practice, compare and contrast varied leadership types, models & strategies, develop- measures to plan and evaluate leadership and construct nursing care plans reflective of leadership styles.

Prerequisites: Basic General Education Courses, ENG102, LAW300. NUR110, NUR110L, NUR110C, NUR112,NUR122, NUR122L, NUR122C, NUR301, NUR300, NUR330, NUR330L, NUR330C, PBH322, NUR310, NUR344, NUR344C, NUR350, REL411, SOC405, NUR332, NUR332L, NUR332C, NUR413, NUR340, NUR340C, NUR373, NUR373C, ANT420, NUR373C, NUR413

Corequisites: 440C

**NUR 440C: Nursing Leadership Clinical**

**2 Credits (90 hours clinical) BSN**

The course is a clinically based learning experience that enable the student to apply specialized theory, skills, and concepts as it relates to the leadership role of the nurse in the unit. Emphasis is focused on ensuring that the provision of care meets the QSEN knowledge, AACN Essentials, and NCSBN Clinical Judgment Model

Prerequisites: Basic General Education Courses, ENG102, LAW300. NUR110, NUR110L, NUR110C, NUR112,NUR122, NUR122L, NUR122C, NUR301, NUR300, NUR330, NUR330L, NUR330C, PBH322, NUR310, NUR344, NUR344C, NUR350, REL411, SOC405, NUR332, NUR332L, NUR332C, NUR413, NUR340, NUR340C, NUR373, NUR373C, ANT420, NUR373C, NUR413, NUR350,

Corequisites: NUR440

**NUR450: Advocacy and Public Policy**

**3 Credits (45 hours theory) BSN**

This course prepares the nurse leader to advance the agenda of the rapidly changing care environment by examination of health policy research and analysis. There is a focus on policy process and development and implementation of policy agendas. In this course, students will participate in collective decision-making, identifying roles and key stakeholders. The course will address how to identify gaps in policy knowledge and provide opportunity for nurse leaders to engage in processes that influence policy decisions at the institutional, local, state, regional, national and/ or international levels. The course will prepare the nurse leader to analyze the policy process and engage in politically competent care.

Prerequisites: Basic General Education Courses, ENG102, LAW300. NUR110, NUR110L, NUR110C, NUR112,NUR122, NUR122L, NUR122C, NUR301, NUR300, NUR330, NUR330L, NUR330C, PBH322, NUR310, NUR344, NUR344C, NUR350, REL411, SOC405, NUR323, NUR323L, NUR323C, NUR413, NUR340, NUR373, NUR373C, ANT420,

Corequisites: None

**NUR460: Capstone Project**

**5 Credits (75 theory hours) BSN**

With the instructor's guidance and mentorship, the course will provide the student with an opportunity to choose a project that will improve clinical outcomes in their workplace or community that will have a positive impact. The student will work independently to assess an area that needs improvement through effective data gathering techniques. The student will design a project to address the identified area of need, write a paper about the process that was utilized in APA format, and present the work to the class.

Prerequisites: General Education Courses; NUR110, NUR110L, NUR110C, NUR 112, ENG 102, LAW 300, NUR122, NUR122L, NUR122C, NUR330, NUR330L, NUR330C, PBH 322, REL 411, SOC405, COS405, PSY310, ANT420, NUR300, NUR301, NUR344, NUR344C, NUR332, NUR332L, NUR332C, NUR340, NUR340C, NUR413, NUR440, NUR450, NUR320, NUR450, NUR440, NUR440C

Corequisite: None

**NUT 270 Nutrition**

**3 Credits (45 hours theory)**

The course introduces student to the nutritional needs throughout the lifespan with emphasis on nutritional principles related to health promotion and protection. Content includes assimilation, digestion and absorption of nutrients and cultural and economic influences on dietary practices. Student will be able to demonstrate competency in the descriptions of how food habits are affected by the flavor, texture, and appearance of food, demonstrate influence of routines and habits in nutrition health, describe the advertising industry, explain nutrition and health concerns, describe the influence of restaurants, explain social changes influences on food habits, mention influences of economics on food habits, cite and explain physiological processes affected by meal size and composition, and explore how nutrition relates to overall health.

Prerequisites: None

Corequisites: None

**PBH 322 Introduction to Epidemiology**

**3 Credits (45 hours theory) BSN**

This course will introduce students to basic principles and methods used in epidemiology. The course will include basic research designs, estimating outcome measures, and establishing cause and effect and effectiveness of interventions to prevent and cure disease. Student will be able to explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues, describe a public health problem in terms of person, place, and time, apply the basic terminology and definitions of epidemiology, calculate basic epidemiology measures, identify key sources of data for epidemiologic purposes, evaluate the strengths and limitations of epidemiologic reports, comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data, draw appropriate inferences from epidemiologic data.

Prerequisites: None

Corequisites: None

**NUR301 Critical Thinking Strategies and Analysis**

**2 Credits (30 hours theory) BSN**

This course describes the importance of critical thinking in healthcare, its application to the nursing process, and strategies for developing these skills including problem recognitions, prioritization, clinical decision-making and reflection. This course introduces the fundamental concepts and practical application of critical thinking with the context of nursing practice. Students will learn to analyze information, identify problems, prioritize interventions, and make sound clinical judgments using a variety of critical thinking models and strategies. Emphasis will be placed on developing skills in ethical decision making evidence-based practice and reflective practice.

Prerequisites: None

Corequisites: None

**PNAP004 PN Anatomy & Physiology/Growth & Development**

**104 hours theory**

This course is an introduction to anatomy and physiology of the human body and growth and development across the lifespan for the practical nursing student. Students will gain knowledge of the structure and function of the human body, as well as the relationship in providing client care. In addition, physical, cognitive, and psychosocial maturation of the client will be incorporated into care planning of the client. Emphasis is placed on the stages of development and changes that can affect health and wellness. This course begins at the cellular level and concludes with the interactions among all human body systems (respiratory system, cardio-vascular system, muscular-skeletal systems, nervous, skin, sensory systems, reproductive systems, urinary system, digestive system, and endocrine system) as an integrated whole. The course is designed to provide a study of the development of the individual from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person.

Prerequisites: None

Corequisites: None

**PNCL003C PN Clinical Skills Basic**

**26 hours (15 Lab Hours, 11 Clinical Hours)**

An introduction to the scope of human needs, utilization of the nursing process as a systematic approach to meeting those needs, and the role of the practical nurse in assisting individuals toward optimal health. Clinical settings are utilized in the application of fundamental concepts, principles of nursing, and communication skills that are employed in providing basic patient care. Principles include comfort measures, assistance with daily living activities, environmental concerns, safety measures, infection control, positioning and transporting in adults and geriatric clients. This course introduces classic nursing principles that underpin future clinical practices.

Prerequisites: PNCR001, PNAP004, PNNT005, PNCL003C

Corequisites: PNFD002

**PNCL006C PN Clinical Skills Intermediate**

**156 hours (15 Lab Hours, 141 Clinical Hours)**

Through this course the practical nursing student develops a deeper insight into the nursing process and their role as care giver. The student will have opportunities to apply previously acquired knowledge of basic nursing principles and skills in delivery of patient care in the nursing home setting/ extended care facility. The student utilizes the knowledge acquired in the classroom, lab and prior PNCL003C course to provide patient care. The student will be able to apply hot and cold applications, administer enemas, test stool for occult blood, insert/remove indwelling/straight catheters, apply bandages, and splints, irrigate eyes and ears, administer nasogastric tube feedings, perform suction techniques and provide ostomy care. In addition, the practical nursing student will assist with a physical examination, assist patients to maintain a therapeutic diet, demonstrate the procedure to don and doff personal protective equipment, administer oral/intramuscular medications, collect specimens from isolation patients, demonstrate procedures for initiating isolation, including care and disposal of equipment and supplies and care of the geriatric patient with cognitive impairment

Prerequisites: PNCR001, PNAP004, PNNT005, PNCL003C

Corequisites: PNFD002

**PNCL009C PN Medical Surgical I Clinical Skills**

**108 hours (20 Lab Hours, 88 Clinical Hours)**

Medical Surgical I clinical and lab focuses on the nursing student utilization of the nursing process in caring for acute care patients. The emphasis will be on prioritization, decision-making, time management and critical thinking appropriate to the practical nurses’ scope of practice. As the student progresses, more complex patient situations will be presented, and the student will be able to create a nursing care plan and perform skills appropriate to the clinical presentation of the patient under supervision. During this course the student will be able to demonstrate the use of various medical technologies, medication administration and skills appropriate to patient assignments.

Prerequisites: PNCR001, PNAP004, PNNT005, PNFD002, PNCL003C, PNCL006C, PNPM007, PNPM007C

Corequisites: PNMS009

**PNCL011C PN Medical Surgical II Including Psychiatric/Mental Health Nursing Clinical Skills 108 hours (20 Lab Hours, 88 Clinical Hours)**

This course continues to prepare the practical nursing student to increase their skills in caring for clients in the medical surgical and rehabilitation setting. In addition, the course introduces the student to the nursing care of the psychiatric /mental health client in the clinical/lab setting. Emphasis is focused on the nurse’s role in promoting mental health for psychiatric and behavioral phenomena (e.g., anxiety, mood, personality, substance abuse, and psychotic disorders). The clinical component also explores implications of nursing care, including chemical dependence, food addictions, and other addictive behaviors and effective treatment modalities. The practical nurse’s role in assisting with the patient care plan and the importance of clear, concise observation, reporting and documentation is emphasized. Practice of nursing skills will be applied regarding therapeutic communication techniques, comfort and safety, medication administration, ethical and legal guidelines, and caring for clients’ in the psychiatric/mental health facility.

Prerequisites: PNCR001, PNAP004, PNNT005, PNFD002, PNCL003C, PNCL006C,

PNPM007, PNPM007C, PNMS009, PNCL009C

Corequisites: PNMS011

**PNCL015C PN Pediatric/OB Clinical Skills**

**78 hours (15 Lab Hours, 63 Clinical Hours)**

This course introduces the practical nursing student to develop nursing skills in planning and implementing care to the obstetric and pediatric patient in the lab/clinical setting. Emphasis is placed on medication administration, documentation, assessment, infection control and safe effective nursing care of obstetrical patients and children with cardiovascular, respiratory, nervous, endocrine and musculoskeletal disorders. The course also focuses on the student applying the nursing process to promote normal growth and development and the adaptation of children and families to wellness/illness.

Prerequisites: PNCR001, PNAP004, PNNT005, PNFD002, PNCL003C, PNCL006C, PNPM007, PNPM007C.

Corequisites: PNOB013 & PNPD014

**PNCL016C PN Clinical Skills Advance Including Current Issues and Employability Skills 108 hours clinical**

An advanced clinical practicum for the practical nursing student to perfect skills acquired from previous clinical practicums and demonstrate organizational/clinical skills in caring for multiple patients with complex medical problems. This course focuses on the utilization of nursing/related concepts by practical nurses as providers of care/members of a discipline in collaboration with health team members. Emphasis is placed on the nursing process, wellness/illness patterns, entry-level issues, accountability, advocacy, professional development, evolving technology, and changing health care delivery systems. Content will include the F.S. 464 rules, scope of practice of the LPN in a leadership/supervisory role, the role of the LPN in delegation to unlicensed personnel, the Florida Board of Nursing requirements for licensure renewal, current legislation pertinent to the Florida Board of Nursing and its effect on nursing practice, violence in the work place, employment opportunities, interview skills and development of a professional resume.

Prerequisites: PNCR001, PNAP004, PNNT005, PNFD002, PNCL003C, PNCL006C, PNPM007, PNPM007C, PNMS009, PNCL009C, PNMS011, PNCL011C, PNOB013, PNPD014, PNCL015C

Corequisites: None

**PNCR001 PN Healthcare Worker Core**

**90 hours theory**

This course is designed to introduce the practical nursing student to the core concepts which prepares them to enter into a field of study with basic knowledge to make informed decisions and to pursue a career with success. The course content includes instruction in skills required to provide and maintain bodily and emotional comfort and to assist the patient toward independent living in a safe environment, as stated in Rules of the Department of Health Minimum Standards for Health care provider in their field of study. The student will build knowledge of the health care delivery system and health occupations, oral and written communications skills, professional ethics and legal responsibilities, an understanding of applying wellness and diseases concepts, emergency situations responses, infection control, medical terminology, blood borne diseases, critical thinking skills, leadership skills, professional role of the Practical Nurse and roles within teams. Upon completion of this course, the student will receive a HIV/AIDS Blood Borne Pathogens Education certificate.

Prerequisites: None

Corequisites: None

**PNFD002 PN Fundamental/Geriatric Care**

**75 hours theory**

This course assists the practical nursing student to develop fundamental knowledge of nursing care for the adult and geriatric patients utilizing the nursing process and Maslow’s Hierarchy of human needs. The course includes theory on basic patient care, physical examination, health assessment, vital signs, body mechanics, activities of daily living, infection control, basic medical terminology, and safety procedures/policy in medication administration.

Prerequisites: PNCR001, PNAP004, PNNT005

Corequisites: PNCL003C, PNCL006C

**PNMS009 PN Medical Surgical I**

**78 hours theory**

This course introduces practical nursing students to the core concepts of nursing science including taxonomy, philosophies of caring, nursing process, and evidence-based care. Concepts from the biological, physical, epidemiological, and behavioral sciences will be utilized as students begin the study of adults experiencing major biophysical health problems. The role of the practical nurse is explored in the medical/surgical nursing care of the adult client in the context of populations.

Prerequisites: PNCR001, PNAP004, PNNT005, PNFD002, PNCL003C, PNCL006C

Corequisites: PNCL009C

**PNMS011 PN Medical Surgical II Including Psychiatric/Mental Health Nursing**

**94 hours theory**

This course continues to prepare the practical nursing student to care for clients in the pre-operative unit, observe surgical preparation, provide post-operative care and assist with post-operative discharge teaching and adult clients with urinary and reproductive disorders. In addition, respond to emotional needs of clients and family, discuss coping mechanisms as seen in the performance of healthcare, differentiate between mental health and mental illness, recognize signs and symptoms of various mental health disorders, discuss treatment modalities for the various mental health disorder, recognize the potential for suicide attempts in the depressed and person and initiate appropriate interventions, describe treatments and resources for the addicted client, describe drug seeking behaviors, identify and describe individuals in crises and describe appropriate interventions, discuss legal obligations of nurses who allege co-workers abusing drugs/alcohol.

Prerequisites: PNCR001, PNAP004, PNNT005, PNFD002, PNCL003C, PNCL006C, PNPM007, PNPM007C, PNMS009, PNCL009C

Corequisites: None

**PNNT005 PN Nutrition**

**26 hours theory**

The course introduces the practical nursing student to the nutritional needs throughout the lifespan with emphasis on nutritional principles related to health promotion and protection. Content includes assimilation, digestion and absorption of nutrients, food restrictions, and cultural and economic influences on dietary practices. In addition, factors considered when purchasing food, storing food safely, proper and safe food preparations, different food groups, and nutritional food that assist in healing and various diets for patients with specific health problems.

Prerequisites: None

Corequisites: None

**PNOB013 PN Obstetrics**

**52 hours theory**

This didactic course for the practical nursing student focuses on the female reproductive system and care of the family during the childbearing year. The course will include maternity care in a healthy pregnancy with emphasis on physical safety and emotionally satisfying outcomes for both the mother and baby. Content addresses care of mother and baby from conception to postpartum as well as discharge and home care. It also includes normal and complicated pregnancy, labor and delivery, postpartum period, and the nursing care of the newborn. An overview of high-risk situations will be included in conjunction with topics of sexuality, fertility and sexually transmitted diseases.

Prerequisites: PNCR001, PNAP004, PNNT005, PNFD002, PNCL003C, PNCL006C, PNPM007, PNPM007C

Corequisites: None

**PNPD014 PN Pediatrics**

**78 hours theory**

This course focuses on nursing care of the child along the health – illness continuum. Core concepts of growth and development, well child-care, family structure, environment, heredity, and psychosocial factors will serve as a basis for implementing care. The child with acute, chronic and life - threatening illness will be reviewed as risk factors for morbidity and mortality. Nursing responsibilities and strategies to minimize stressors experienced by children and their families during illness will be presented. Key elements of spirituality, culture socioeconomic status, health beliefs, and medication administration and effects specific to the pediatric population will be explored and examined by the practical nursing student.

Prerequisites: PNCR001, PNAP004, PNNT005, PNFD002, PNCL003C, PNCL006C, PNPM007, PNPM007C

Corequisites: PNCL015C

**PNPM007 PN Pharmacology**

**78 hours theory**

This course introduces the practical nursing student to the principles of pharmacology, including drug classifications and their effects on all of the body systems. Topics include the use of the components of the nursing process when administering medications. The student will be able to explain and demonstrate accurate dosage calculations, the seven rights of medication administration, observe and respond to the clients need for medication and monitor and document use of controlled substances. In addition, the administration of various type of medication such as topical medication, inhalants, oral medications, sublingual medication, rectal medication, vaginal medication, eye medications, ear drops, nose drops, intramuscular injection, intra-dermal injection and subcutaneous injection.

Prerequisites: PNCR001, PNAP004, PNNT005

Corequisites: PNPM007C

**PNPM007C PN Pharmacology Clinical Skills**

**91 hours (15 Lab Hours, 76 Clinical Hours)**

This course provides instruction for the practical nursing student in basic pharmacology that is needed for safe and effective medication administration. The student will demonstrate the nursing process and implement the skills learned in Pharmacology theory. Skills will include the following: demonstrate the ability to calculate accurate dosages, demonstrate knowledge of medication administration; including safe dosage, medication side effects and effects on the body. The clinical experience provides the student the ability to administer various type of medications excluding intravenous drugs.

Prerequisites: PNCR001, PNAP004, PNNT005

Corequisites: PNPM007

**PSP 100 Principles of Public Speaking**

**2 Credits (30 hours theory)**

This course is an introduction to speech communication which emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations. Civility and ethical speech-making are the foundations of this course. Its goal is to prepare students for success in typical public speaking situations and to provide them with the basic principles of organization and research needed for effective speeches. Prerequisites: None

Corequisites: None

**PSY 100 General Psychology**

**3 credits (45 hours theory)**

This course introduces the student to the basic principles, findings and methods of study relating to human behavior. Topics include scientific method, biological basis of behavior, motivation, sensation, perception, learning, personality, behavior disorders, and individual differences. The course is designed to provide a foundation for more advanced study in psychology and related field.

Prerequisites: None

Corequisites: None

**PSY 310 Introduction to Research Methods**

**3 credits (45 hours theory) BSN**

This course is an introduction to research exposure and skill building focused on the scientific process and nature of discovery. Students define research topics, formulate research questions, develop research proposals, prepare experimental plans, and develop research communication skills. Students will be able to understand research terminology, be aware of the ethical principles of research, ethical challenges and approval processes, describe quantitative, qualitative and mixed methods approaches to research, identify the components of a literature review process, critically analyze published research, differentiate questions and methods suitable for quantitative and qualitative nursing research.

Prerequisites: None

Corequisites: None

**REL 411 World Religion View**

**2 Credits (30 hours theory) BSN**

The goals of the course are to impart understanding of the essential doctrines and This course examines most of the major religious traditions of the world in terms of their history, worldviews, practices, goals and ideals. Tracing the contours of nine major "world religions," students will have the opportunity to familiarize themselves with the diversity of religiosity in various cultures and contexts. In addition, this class will contextualize world religions within the larger contours of human history and relevant issues from comparative religious studies.

Prerequisites: None

Corequisites: None

**SOC 101 Principles of Sociology**

**3 credits (45 hours theory)**

This course is designed to introduce students to the sociological principles underlying the development structure, and function of culture, society, human groups, personality formation and social change. Student will be able to learn to use the sociological imagination as a key to critical thinking, become comfortable with the language of sociology, learn the basics of the "sociology tool kit," that is, theory and research, and apply these concepts and ideas to important issues, improve communication skills (including speaking, reading, and writing) and the ability to use diverse sources of information technology.

Prerequisites: None

Corequisites: None

**SOC 405 Sociology of Globalization**

**3 credits (45 hours theory) BSN**

This course addresses the social, political, cultural, and economic process of globalization. Explores the limits on globalization during the precapitalistic era, the relation between empire and the internal structure of imperialist societies, theoretical debates over the contemporary world system, the relation between cities and globalization, and the link between globalization and social inequality within both developed and developing societies.

Prerequisites: None

Corequisites: None

# SECTION IV: FINANCIAL POLICIES

## PROGRAM COSTS AND PAYMENT SCHEDULES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Tuition** | **Reg Fee** | **Total Cost** | **Per Credit Cost** |
| **SCHOOL OF MIDWIFERY** |  |  |  |  |
| Midwifery Modified for RN | $20,430.00 | $150.00 | $20,580.00 | n/a |
| Midwifery AS | $33,450.00 | $150.00 | $33,600.00 | $239.29 |
| Four-Month Pre-Licensure Course | $10,450.00 | $150.00 | $10,000.00 | n/a |
| **SCHOOL OF NURSING** |  |  |  |  |
| Practical Nursing | $13,800.00 | $150.00\* | $13,950.00 | n/a |
| Nursing AS | $32,500.00 | $150.00\* | $32,650.00 | $439.19 |
| Nursing BS | $55,777.00 | $150.00\* | $55,927.00 | $439.19 |

\*Includes first set of uniform scrubs.

By registering for courses at IIHCP, the student accepts financial responsibility for payment. All costs of tuition and fees are due and payable at the time of enrollment. Cash, personal or company check, and major credit cards are accepted as forms of payment. Students who can prove financial integrity to the satisfaction of the College may make application to defer their educational costs when registering. To be considered for deferred payment options, a student must complete a monthly payment agreement at the time of enrollment.

Any student whose account becomes delinquent or who is in any manner indebted to the College may be withdrawn from classes or denied registration for future classes. The student is responsible for the full balance on the account plus any additional costs which may be incurred by the institution in the collection of these debts. Students will be notified via email account concerning outstanding tuition delinquencies and given an opportunity to pay tuition and fees or make arrangements for tuition and fee payment prior to withdrawal. A continued pattern of delinquency may result in permanent withdrawal.

The school is authorized to restrict the release of transcripts, the awarding of diplomas, registering for courses, and access to other resources and services of the school. When a receivable or obligation balance is due, a financial hold is immediately generated on the student’s record. This financial hold may prevent the release of transcripts, diplomas, certificates, and block future registration. The financial hold will remain on the student’s record until all debt is paid to the college in full. In all programs, balance due for the program must be paid in full prior to the last course of the program. The student will be placed on financial hold and will not be able to enroll in the last course of the program, until all tuition for the program cost is paid and balance is zero.

**Declined Payment Policy**

IIHCP assesses a $35 declined payment fee for each declined payment, including payments made by check or credit card. The Bursar’s Office reserves the right to refuse personal checks from students, whose previous check payments have been declined more than once. These students will be required to submit payment by money order, credit card, or certified check.

## FINANCIAL ASSISTANCE

IIHCP does not currently participate in federal student aid programs. Students are given the opportunity to defer the tuition through making monthly tuition payments. If necessary, students are encouraged to apply for a private education loan It is the responsibility of the student to provide the requested documents to determine and verify eligibility. For more information about financial assistance, please contact the bursar’s office.

Students sign an Enrollment Agreement with the total amount of the program. Once Josef Silny, or other schools/College/Universities send the Official transcripts from the student within the allotted 60 days, a new Enrollment Agreement is sign by the student denoting the revised price of the program depending on transferable credits. Within the Enrollment Agreement, if the student is doing the financial plan with the school, the monthly payments are delineated and communicated to the student related to the monthly financial responsibility. The student signs the revised Enrollment Agreement. If the registrar does not receive the official transcript within the allotted 60 days, the original price of the program applies and the delineated original monthly payments applies.

## ADDITIONAL FEES AND CHARGES

The school quotes tuition prices for each program offered (please refer to each program offered section). The school reserves the right to change tuition and fees at any time and without prior notice.

|  |  |  |
| --- | --- | --- |
| Admission Entrance Exam and registration fee | See each program information | Non-refundable, *student responsibility* |
| Integrated Testing Fee (recourses for fundamental, medical surgical, psychiatric, OB, pediatric, pharmacology, Mental Health, and general education and English competency). | (ASN/BSN) $550.00 (HESI)  $120.00 (TEAS) if applicable  $45.00 (Accu Placer) if applicable  $15 (TABE) if applicable  $ 380.00 (PN) | Required of all students (non-refundable), *student responsibility* |
| Textbooks | Variable | Varies per semester/term  Required textbooks and supplemental materials; *student responsibility* |
| Uniform Set (scrub) | $50.00 | Price per one set. First set is included in registration fee. Additional sets are *student responsibility.* |
| Program Specific Kit, Nursing | $200.00 | **Nursing Program:**  sphygmomanometer, stethoscope, second hand-watch, penlight, bandage scissors, measurement tape, pocket-size medical ruler in inches and centimeters with imprinted wound diameter gauge, ophthalmoscope, otoscope, tuning forks, Snellen pocket eye chart, neurological reflex hammer;  **MW Program:**  Midwifery Birth Bag:  sphygmomanometer, adult stethoscope, infant stethoscope, second hand-watch, penlight, retractable tape measure, pregnancy wheel, fetoscope, ophthalmoscope, otoscope, reflex hammer; two (2) Rochester Pean forceps, bandage scissors, two (2) blunt/sharp scissors, 6” Hegar Needle holder  *student responsibility* |
| Clinical Expenses  **Midwifery Programs** | $110.00 | Midwifery students: add’l one-time Typhon enrollmentof$110  *student responsibility* |
| Typhon Enrollment of $70  Nursing ASN and BSN Programs | $70 | ASN and BSN Nursing Students add’l one time Typhon enrollment of $70 – Student responsibility |
| 3rd Party Processing Fee  (Background Investigation Fee, Drug Testing) | Approximately $100.00 | Non-refundable, *student responsibility* |
| Physical Exam, titers, and other clinical documents | Variable | Non-refundable, *student responsibility* |
| Graduation/Pinning Ceremony | Approximately $250.00 (subject to change) | Per student, *student responsibility* |
| Board Exam and licensing fees | Refer to FLBON for application requirements and fees | *Students’ responsibility*, subject to change by Board of Nursing: http://floridasnursing.gov/licensing/ |
| Transcript fee | $25.00 | Per transcript requested (includes shipping fees).  Students are provided one official transcript free of charge upon graduation. |
| Duplicate diploma | $100.00 | Per diploma (includes shipping fees) |
| Returned check penalty | $35.00 | Per item |

## CANCELLATION AND REFUND POLICY

Should a student withdraw, cancel, or be terminated for any reason, all refunds will be made in accordance with the following refund policy:

1. Cancellation must be made in person or by Certified Mail. Non-refundable fees will not be paid.
2. If the applicant is not accepted by the school or if the student cancels before three (3) business days after signing the enrollment agreement and making initial payment, all money received will be refunded.
3. Cancellation in writing after the third (3rd) business day, but before the first class, results in a refund of all monies paid, with the exception of the registration fee paid, not to exceed $100.
4. Once a student has started the program, and is terminated, voluntarily or involuntarily, the charges that the student is responsible for are based on the actual last date of attendance.
5. Termination after attendance has begun, but prior to 40% completion of the program, will result in a Pro-Rated refund computed using the number of weeks attended as follows:

* Up to 10% of the program weeks attended, the school will issue a tuition refund of 90% of the tuition charges.
* 11% to 20% of the program weeks attended, the school will issue a tuition refund of 80% of the tuition charges.
* 21% to 30% of the program weeks attended, the school will issue a tuition refund of 70% of the tuition charges.
* 31% to 40% of the program weeks attended, the school will issue a tuition refund of 60% of the tuition charges.

1. Termination after completing 40% of the program will result in no refund.
2. Students may withdraw from a course during the first week of program attendance without punitive grades.
3. Refunds will be made within 30 days of termination of the student’s enrollment or receipt of Cancellation Notice from student.
4. If programs are cancelled for any reason by the institution, a full refund will be given, or the transfer of applicable funds will be applied toward a qualified program chosen by the student.

# SECTION V: STUDENT SERVICES

IIHCP provides student services to current students and graduates. Student services offerings include job placement services, assistance with payment sources, academic advising and tutoring services, referrals for special needs brought to the attention of the Student Services Department, and information and announcements that are relevant to the student body.

## Career Center and Job Placement

IIHCP is dedicated to helping graduates find employment in their field of study. IIHCP assists students and graduates with prospective job leads, provides employment skills training, resume and cover letter assistance, interviewing and job search strategies, access to community events and externships, assembly and distribution of job listings to students, and distribution of a resume book of students and recent graduates to area employers. However, **IIHCP does not guarantee employment or a minimum starting salary.** No one is authorized by the college to make such guarantees.

Students attending IIHCP are required to complete all paperwork as directed by the Campus President and to participate in all exit activities as arranged by the career services staff prior to the expected graduation date.

## Housing

College does not maintain nor offer housing for students.

## Communications

Students are informed about schedule changes, upcoming continuing education offerings, and other items of interest through announcements on the school bulletin board or via email, or Canvas announcements.

## Disability Assistance

IIHCP does not discriminate on the basis of disability in the admission or access to, or operations of, its programs, or activities. Students with disabilities may request a reasonable accommodation. IIHCP evaluates reasonable accommodation requests in accordance with the Americans with Disabilities Act of 1990 as amended and with Section 504 of the Rehabilitation Act of 1973. Reasonable and specific accommodations are developed with each student based upon current documentation from an appropriate licensed professional. All accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment.

## Academic Advising and Tutoring

The faculty and staff of International Institutes for Health Care Professionals are vested in student success. Our policy is to provide appropriate guidance and support throughout their academic journey for fostering students’ achievement.

**Scope:** This policy applies to all students, faculty and professional staff involved in academic advising.

**Student Responsibilities:**

**Preparation for Advising Appointments:** Students must

1. maintain regular communication with their academic advisor and schedule mandatory advising appointments.
2. review their academic progress, program requirements, and any questions or concerns they may have about their academic progress
3. understand the academic requirements for their degree program
4. utilize resources like the course catalog, syllabus, and students’ handbooks
5. communicate regularly with advisor
6. register on time to meet graduation timeline
7. reach out to their advisor if they encounter academic or personal challenges that may impact their academic success
8. seek help early

**Advisor Responsibilities:** Advisors **will** maintain accurate records of meetings, topics discussed, and any recommendations made.

1. support and guidance
2. monitor student academic progress
3. assist students in making adjustments to their academic plan as needed
4. maintain confidentiality especially about academic progress (Family Educational Rights and Privacy Act [FERPA])
5. direct students to campus resources such as tutoring, counseling, career services etc.

**Mandatory Advising Sessions:** Students are required to meet with their academic advisor at least once per semester. Such meetings are designed to review progress, discuss upcoming course registration, and address any academic concerns such as advising holds. If they do not meet with their advisor during the required advising period, **they will not be able to register for future classes**.

**Advising Approach:** Academic advising at International Institute for Health Care Professionals (IIHCP) is a collaborative process between students and their academic advisors. The goal is to empower students to make informed decisions regarding their academic and career paths. Advisors are committed to providing personalized advice while respecting the autonomy of students in making their own academic choices.

**Advising Calendar:**

* **Advising Period:** for the upcoming semester will take place during the third week of the new semester.
* **Registration:** Students should meet with their advisor **before** the next semester course registration period opens. This will ensure that they are on track for graduation and are selecting the correct courses.

**Consequences of Non-Compliance:** Failure to attend advising appointments or comply with registration timelines may result in delays to graduation. Students who do not meet with their advisor may also face a hold on their registration, preventing them from enrolling in next level courses.

The academic performance of our students is the top priority of faculty. All instructors and program directors are available by appointment to meet with students regarding questions about course material or the profession in general. If additional assistance is needed to master the material many options are available including video instruction, study groups, and individual tutoring assistance.

Academic advising is provided to students throughout their program, based on individual needs. Students not meeting Satisfactory Academic Progress (“SAP”) requirements must attend advising sessions until they improve their academic progress or are withdrawn from the College.

## Student Records and Transcripts

The Registrar’s Office maintains permanent academic records for all past and currently enrolled students at IIHCP. The academic record contains, among other things, transcripts, enrollment agreements, and the application for admission. All changes in permanent and local addresses, name, social security number, and residency, should be reported to this office immediately.

Upon completion of the program, a transcript will be placed in the student’s file and permanently maintained. Upon request, the student will receive one complimentary copy of the transcript. Additional copies are available for $25.00 per copy. Transcripts will not be released unless all financial obligations have been met. Requests for transcripts must be made in writing.

## 

## Student Records and Third Party Retention Policy

**Document Retention Policy**

Nursing programs must maintain specific permanent student records indefinitely. For schools under the Commission for Independent Education (IIHCP is under) regulates independent postsecondary schools including many nursing programs. When a school regulated by the CIE closes, the school must submit records to the commission. Also, Florida nursing school is under the auspices of the Florida Board of Nursing and it requires programs to have an established plan for the storage of permanent records in the event of closure. According to Florida State regulations for document retention for nursing programs the required document retention periods vary based on the type of records and the institution’s funding and accreditation. For student records, the minimum retention period for personally identifiable information is five years or longer if required for audits. Permanent retention is required for academic transcripts. ACEN policy requires retaining initial accreditation records for five years and continuing accreditation records for 8 ears. A permanent copy of the accreditation decision letter should be retained. Federal law for Health Insurance Portability and Accountability Act (HIPPA) requires a 6 year retention period for compliance documents.

Permanent retention is required for student education records classified as “Category A” information which includes permanent academic transcripts and a record of access to student files. Personally identifiable information in the student records must be kept for five years or until all relevant state or federal audits are completed including data gathered for program evaluation purposes. The log of who accesses a student’s cumulative file must be retained for as long as the education records are maintained.

IIHCP maintains their records for the last five years on site, after that indefinitely in storage. We maintain the actual records in storage and scan the records. Both scan and actual files are kept indefinitely. All records are kept securely, whether in paper or digital format. Actual records are kept in a fire resistant cabinet, double locked.

## Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S. C.$1232g: 34 CFR Part 99) is a Federal law that protects the privacy of student education records.

FERPA defines educational records as all records that school maintain of a student and include records, files, documents, and other materials maintained by an educational institution that contains information that is directly related to the student.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

* School officials with legitimate educational interest;
* Other schools to which a student is transferring;
* Specified officials for audit or evaluation purposes;
* Appropriate parties in connection with financial aid to a student;
* Organizations conducting certain studies for or on behalf of the school;
* Accrediting organizations;
* To comply with a judicial order or lawfully issued subpoena;
* Appropriate officials in cases of health and safety emergencies; and
* State and local authorities, within a juvenile justice system, pursuant to specific State law.

Subject to exceptions, FERPA requires educational institutions to obtain written consent from a parent or eligible student before disclosing educational records or personally identifiable information. The Authorization to Release Information Form must be signed and dated by the eligible student or parent and must:

* Specify the records that may be disclosed
* State the purpose of the disclosure
* Identify the party or class parties to whom the disclosure may be made.

The Authorization to Release Information Form may be found in the Registrar’s office. Educational institutions must keep records indicating each party which has requested or received access to student educational records and the parties’ legitimate interest for such request.

The Authorization to Release Information form will be kept in student’s file

IIHCP College complies with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA), is a federal law that protects student information and affords eligible students the following rights with respect to their education records:

1. The right to inspect and review the student's education records within 45 days of the day the

institution receives a request for access.

2. The right to request the amendment of education records the student believes are inaccurate,

misleading, or otherwise in violation of the student’s privacy rights under FERPA.

3. The right to provide written consent before the institution discloses personally identifiable

information (PII) from the student's education records, except to the extent that FERPA

authorizes disclosure without consent.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA.

An “eligible student” under FERPA is a student who is 18 years of age or older who attends a postsecondary institution.

**Faculty and Student Access to Catalog and Student Handbook**

Faculty, Student, and staff access to the Catalog and Student Handbook is through the QR code posted at the school.

# SECTION VI: ACADEMIC STANDARDS AND POLICIES

## ATTENDANCE POLICY

Regular class attendance is essential for students to learn the skills needed to prepare for their careers. Students are expected to attend all classes whether in the classroom, a simulation laboratory, or a clinical externship site. Each student should recognize prior to enrollment that attendance is a requisite for scholastic achievement.

### Absences

Students are expected to be on time and in attendance for every meeting of every class.

Students who are absent from classes more than 2 unexcused episodes/absences per course and/or greater than one clinical rotation or lab time will be administratively withdrawn from the course. The withdrawal date is the last date of attendance.

### Tardiness

A student is considered tardy/late if he/she comes to class 15 minutes late. Three instances of tardiness are the equivalent of one full absence. If the student is absent for half of the class period or more, it is a considered a full absence. When a student has more than 3 instances of tardiness for a course, the instructor will contact the Program Director to request an intervention session with the student. The goal of the intervention session is to help the student develop time management skills.

### 

### Make-up Work

Excused absences may be granted for serious and documentable reasons. The excused absences still count toward the attendance percentage; however, students are permitted to make up the missed work at the instructor’s discretion. Time spent on make-up work is not accepted as hours of class attendance.

## Cancellation of Courses

If an instructor must cancel class, the instructor is responsible for notifying students and the Program Director as early as possible. Cancelled classes (without substitute Instructor) must be re-scheduled within a week. Students are required to complete 100% of laboratory and clinical hours as a condition of graduation. IIHCP reserves the right to cancel a course or a program due to insufficient enrollment.

## Leave of Absence

IIHCP does not currently offer a leave of absence. Students who are not able to attend classes for a period of time, should notify the Registrar and Campus President immediately. Students will be withdrawn from the program and can apply for re-entry when their situation improves.

Any refunds will be in accordance with the school’s cancellation and refund policy. The re-entry policy applies when study re-enters. When student has been withdrawn for longer than 6 months, the Withdrawal policy applies.

## Re-entry Policy (Nursing Programs)

A student who was withdrawn from a program and is returning into the same program within 6 months (182.5 days) of their last date of attendance (LDA) is considered to be a re-entry student and will need to meet with the Campus President and follow the required re-entry procedure. A student who was withdrawn from a program and is returning after 12 months (365 days) of the LDA is considered a re-start and the policy for Withdrawn Students after 6-month policy applies. Prior courses earned will be processed using the transfer credit process for tuition charges and course completion. All changes and new policies will apply.

All students are required to complete a new enrollment agreement and to meet all entrance requirements at time of re-enrollment regardless of original start date.

**Nursing Re-entry Policy**

Students may apply for re-entry into the Nursing Program following withdrawal and within 6 months. Students coming back from W/D after 6 months, the Withdrawn Students Policy applies. Students need to complete another application to the nursing program for the next application period. All entrance exam scores and course exams must be up to date (if applicable) Re-entry procedures are the responsibility of the student. The admission specialist will assist the student as needed in the process.

Approval to re-enter the Nursing Program is based on space availability, cumulative GPA, reason for withdrawal or dismissal, extenuating circumstances and student behavior (absences, student counseling, tardiness, civility issues, etc.). Requests for re-entry received after the deadline for enrollment will not be considered. All financial obligations must be met prior to re-entry.

Students may only repeat a course one time. If the second attempt is of the same course results in a failure and/or withdrawal, the student will be withdrawn from the program. Re-entry into the Nursing Program is not guaranteed.

Process:

**General Requirements:**

1. After ascertaining the candidates for re-entry have satisfactorily completed the re-entry

requirement, re-try priority is based on a point system. Ranking will be based (1) on space

availability, and reason for withdrawal; (2) cumulative GPA; (3) content of the re-entry

paperwork; (4) student behavior including absences, academic and behavioral counseling,

tardiness; and (5) participation in learning activities. Extenuating circumstances must also be

considered at the discretion of the Director/Dean of Nursing in consultation with CEO.

2. Space must be available in the course the student is requesting re-entry into (no more than 24

students per class).

3. Cumulative GPA is based on the average of general education requirements for the Nursing

Program and all completed nursing courses, not including the semester the student is

withdrawing from.

4. The student requesting re-entry into the Nursing Program must submit a formal business letter

including a valid return address requesting re-entry to the program addressed to the Director

of Nursing. A personal “Plan for Success” form must also be completed and submitted.

These two documents must be received 2 weeks prior to the cut-off date for the following

semester.

5. Students behavior will be considered when there are more candidates for re-entry than space

availability. Students who have excessive absences or tardiness, or who have had verbal or

written counseling documented may not be considered for re-entry.

6. The nursing faculty will meet in a closed-session faculty meeting to consider the candidate’s

request for re-entry.

7. The candidates for re-entry will be notified in writing of the faculty\s decision within ten

business days of the meeting. The notification will contain requirements that must be

## Withdrawn Students (Nursing Programs)

Students who leave the school prior to graduating will be subject to the testing policy below to determine if the necessary knowledge in these critical areas has been retained. Prior to re-enrollment, all financial obligations from the previous period of enrollment must be satisfied. All admission requirements need to be met to be accepted to the program as per the current catalog at the time of re-enrollment. Students are responsible for the cost of the standardized exams. Dependent upon the amount of time the student has not been in school, the following criteria will apply:

**6 months – 1-year** Students returning to the school after an absence of 6 months to 1 year will require the student to take the end of course standardized exam upon re-entry for any previously completed courses that require the end of course standardized exam: Pharmacology, Nursing Fundamentals, Advanced Medical Surgical Nursing, Psychiatric Nursing, Nursing Care for Women, Pediatric Nursing, and Nursing Leadership. This applies even if the student has taken and passed the class in their previous period of enrollment. If the standardized exams are passed upon re-entry for the previously completed courses, the student will not have to repeat the course(s). The student may attempt the standardized exam thrice, including remediation after every unsuccessful attempt. However, any end of course standardized exams for previously completed courses that are not passed upon re-entry will require the student to retake the theory course for that subject matter. All financial responsibilities from previous enrollment must be satisfied prior to admission. The cost of exams and courses must be paid in advance. The Leadership course must be re-taken even if successful during previous enrollment.

**1 Year – 2 Years** Students who wish to return to complete the nursing program after an absence of 1 -2 years are required to retake the theory portion of any previously completed courses that require an end of course standardized exam: Pharmacology, Nursing Fundamentals, Advanced Medical Surgical Nursing, Psychiatric Nursing, Nursing Care for Women, Pediatric Nursing, and Nursing Leadership. New academic policies relating to passing scores for theory courses and standardized exams apply. All financial responsibilities from previous enrollment must be satisfied prior to admission. The cost of exams and courses must be paid in advance.

**2+ Years** Students who wish to return to complete the nursing program after an absence of two (2) or more years are required to repeat the entire program. Prior completed core courses will not be accepted toward program completion. General education courses taken during the previous period of enrollment will be applied based on the Transfer Credit policy criteria. Changes in school policy will apply. All financial responsibilities from previous enrollment must be satisfied prior to admission.

## Directed Independent Study

Independent study is provided as an alternative instructional strategy. These students work independently according to a written agreement and under the general supervision of a credentialed faculty. Independent study requires a deep approach to studying in which students must understand ideas and be able to apply knowledge to new situations. An independent allows students to explore a specific topic or research area in greater depth than typically offered in regular coursework. The student and faculty member collaboratively develop the course of study, often involving one-on-one meetings and a final project or research paper.

With a Directed Independent Study, the students take an active role in their learning process, developing time management, research, and critical thinking skills. While the study is largely self-directed, regular meetings with the faculty member to provide guidance, feedback, and support, The structure and content of the course can be adjusted to meet the student’s needs and the evolving nature of the topic being explored. A direct independent study earns the student academic credit, similar to a traditional course.

A directed independent study involves more structured interaction with a faculty member and a more formalized process for course design and approval. Emphasizing the collaborative nature of the arrangement.

**Procedure:**

1. The student must have an overall GPA of 3.0

2. In conjunction with the faculty, determine grading criteria related to the course objectives.

1. A proposal for directed independent study is developed collaboratively by the student after initial consultation with the faculty.

2. The proposal for directed independent study must be completed and approved prior to registering to the DIS. (See attached form)

3. The proposal for directed independent study must be completed and jointly approved by faculty and student (s).

4. The proposal must be submitted to the DON/designee for approval.

5. The directed independent study must be completed and the final product submitted to the faculty at least one week before grades are due to the registrar. (a 3-credit DIS represents at least 45 hours of class time; thus, charge is comparable for students).

6. Directed independent study is not allowed for core major nursing courses such as: Pharmacology; Fundamentals; Medical Surgical, and Advanced Medical Surgical; Mental Health; OB; Pediatrics; and Leadership courses.

## Challenge Credit - GE Challenge Exam Policy (CLEP)

International Institute for Health Care Professional (IIHCP) allows students to challenge an IIHCP General Education course for which the equivalent transfer credit request was denied. IIHCP challenge exams are not an available option for all programs. Students are encouraged to confirm availability of this option directly with the program director.

If the IIHCP challenge exam option is available, the student must submit a challenge exam application form to the Director of the Program and comply with the following requirements:

1. Student will only be allowed to take the IIHCP challenge exam if they meet the general and program-specific criteria. If the request to challenge a course is approved and the student passes the appropriate examination, credits earned for classes challenged will be valid for twelve (12) months from the date the exam is taken. Once a student matriculates, the course requirement is satisfied and posted to the student’s transcript becoming a permanent part of the student academic record. If the IIHCP challenge exam is not successfully passed, the student will be required to take the course requirement in their program of study.

2. Students must satisfactorily meet all prerequisites of any courses being challenged prior to taking the challenge exam.

3. Student must declare which course(s) are proposed to be challenged and must gain approval from the program’s director. It is the student’s responsibility to comply with all the requirements necessary to take a challenge exam.

4. Students may not apply for an IIHCP challenge exam for courses they have previously taken at IIHCP. A course may be challenge only one time, Students must complete the challenge exam with a score that is equal to or higher than the minimum score required transferrable grade for the course that is being challenged and no more than 12 semester credits may be earned through IIHCP challenge exams.

5. Credits earned through IIHCP challenge exams do not count towards a student’s cumulative grade point average.

6. A non-refundable fee of $150 will be charged per exam and must be paid prior to the exam.

7. IIHCP’s decision on a student’s eligibility to take a specific II||HC|P| to take a specific IIHCP challenge exam is final and may not be appealed or challenged. If a student achieves credit by successfully challenging a course and passing the challenge exam, no guarantee is made that the student will advance his or her degree completion date.

8. IIHCP does not accept CLEP exam scores from other colleges/universities.

## Outside Hours

Homework is required for students and will take place outside of class/ college hours. It is estimated that students will spend 2 hours for each 1 hour of in- class lecture and lab to complete homework, which includes, but is not limited to course readings, completion of projects and written assignments, exam preparation, discussions and other resources review.

## 

## GRADING SYSTEM

A permanent record of each student’s achievement is kept on file permanently. All grades are used to determine the student’s eligibility for graduation. IIHCP uses a four-point grading system to measure student scholastic achievement. The following grades are used to calculate the grade point average (GPA):

|  |  |  |  |
| --- | --- | --- | --- |
| **Letter Grade** | **Numerical %** | **Description** | **GPA** |
| A | 90-100 | Fully Competent | 4.0 |
| B | 80-89 | Highly Competent | 3.0 |
| C | 70-79 | Minimally Competent - Must be repeated | 2.0 |
| D | 60-69 | Not Competent - Must be repeated | 1.0 |
| F | 0-59 | Not Competent - Must be repeated | 0.0 |
| TC | N/A | Transfer of Credit | N/E |
| I | N/A | Incomplete | N/E |
| W | N/A | Withdrawal from Course | N/E |
| P | N/A | Successful completion of  a Pass/Fail course | N/E |

Students who do not achieve a letter grade of “B” or better in any course are considered to have failed that course and must repeat it. When students repeat a failed module, the original grade will be replaced by the new grade which will then be calculated in the cumulative GPA. Until the module is repeated, the C, D, or F grade will remain in the student’s cumulative GPA and will be included in the assessment of Satisfactory Academic Progress (SAP).

### Withdrawal from a Course (W)

Students may withdraw from the program during the drop/add period (the first week of class) without punitive grades or financial obligations. If the student withdraws from a course after the drop/add period, the student will receive a “W” grade in the course. The grade of “W” has no effect on the student’s cumulative GPA. However, the grade of “W” is added to hours attempted within the specified maximum time frame.

### Incomplete (I) Grade in a Course

A grade of Incomplete (noted "I" on the transcript) may be assigned, at the instructor’s discretion, when a student has completed and passed a majority of the work required for a course but, for reasons beyond the student's control, cannot complete the entire course. If the student receives a grade of "I", he or she must successfully complete the required work for that course within a specified time arranged by the instructor and communicated to the student, but no later than 14 days after the course ends in which the "I" was received. It is the student's responsibility to follow up with the instructor to complete the course work. Upon completion of the agreed-upon work, the instructor submits a grade-change form that replaces the “I” with the final grade for the course. In the event the work is not submitted, the grade will be calculated and assigned based on the worked submitted for the course. The grade of “I” has no effect on the student’s cumulative grade point average or successful completion of courses. The student may not register into courses in which the course assigned the “I” grade is a pre-requisite until a passing grade is assigned.

### 

### Pass (P) Grade in a Course

If a student receives a grade of P in any course, the student will have successfully completed that course. A grade of “P” will have no effect on the student’s cumulative grade point average. However, the grade of “P” is added to hours attempted within the specified maximum time frame.

**Fail (F) Grade in a Course**

F – Fail – the student was unable to satisfy the minimum expectations of the course. The course must be repeated.

### Transfer Credit Courses

Students will receive a grade of “TC” for courses taken at another institution and accepted as transfer courses by IIHCP. The grade of “TC” has no effect on the student’s cumulative GPA or successful completion of courses. However, a grade of “TC” is added to hours attempted within the specified minimum time frame.

### Repeated Courses

A student may repeat a course if they did not receive a passing grade of B or above. Example: If a student has an “F" and repeats the course and receives a better grade, for example, an "A", then only the "A" is counted in the calculation of the cumulative grade point average. Credits attempted and earned for the second attempt are counted in lieu of those earned for the initial attempt. Though both attempts remain part of the student's permanent record, the cumulative grade point average will reflect only the grade earned on the second attempt. *No course may be repeated more than once. If a student attempts the same course two times and are unsuccessful, they will be dismissed from the institution.* A student who has successfully completed a course but wishes to improve the grade received in the course, may also repeat the course. If the course is repeated, the grade earned for the last time the course is taken replaces the previous grade when the overall GPA is calculated. All grades for all courses attempted will remain on the student's transcript, however.

• Note that course repetitions count toward courses attempted, thereby also affecting the SAP quantitative requirements.

### Grade Point Average and Quality Points

A student’s academic standing for a specific semester or term is indicated by the grade point average (GPA). The GPA is calculated based on earned credits and letter grades (including Fs, for which students receive 0 credits).

Courses in which a “W” or “I” or “TC” or “P” grade were received will not be used in computing a student's GPA. Overall academic standing is indicated by the cumulative GPA (CGPA). Grades for all attempted courses will remain on the student’s permanent record. If a course is repeated, the highest of the grades will be computed in the student’s grade point average (GPA). Students who wish to appeal a grade must do so within the immediate succeeding semester. Otherwise, the recorded grade is permanent and can be changed only by repeating the course. No grades, GPA, or test scores may be appealed after the degree and diploma are awarded.

Quality points are the numerical equivalent of the letter grades and are assigned based on the number of credits in the course and the grade earned as indicated by the scale below. For example, a three-credit hour course with an earned A grade equals 12 quality points.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6 CREDITS | |  | 4 CREDITS | |  | 3 CREDITS | |  | 2 CREDITS | |  | 1 CREDIT | |
| A | 24 |  | A | 16 |  | A | 12 |  | A | 8 |  | A | 4 |
| B | 18 |  | B | 12 |  | B | 9 |  | B | 6 |  | B | 3 |
| C | 12 |  | C | 8 |  | C | 6 |  | C | 4 |  | C | 2 |
| D | 6 |  | D | 4 |  | D | 3 |  | D | 2 |  | D | 1 |
| F | 0 |  | F | 0 |  | F | 0 |  | F | 0 |  | F | 0 |

In determining a grade point average (GPA):

*Total number of quality points earned divided by total number of semester hours attempted for which quality point values are assigned = GPA.*

## Standardized Exams Policy (Nursing Programs)

The **Standardized End Of course Exam** will be scheduled and administered to students who have successfully passed the course with a grade of 80% or better (B grade or better) on the date and time, and the location assigned by the school. All eligible students (who passed the course with a grade of 80% or better) must be present on the scheduled exam. If a student fails to be in attendance when the standardized test is administered, one of the attempts for the exam is **forfeited** and will not be allowed to make up the exam. Only **one excused absence** will be admitted if it is a documented emergency such as hospital admission, emergency room visit, or court order, at the discretion of the faculty and administration.

The **Standardized End Of course Exam** will be administered at the end of each core nursing course in the testing computer room and will be proctored by the faculty. **A score equal to 850 or above for HESI is considered a passing score. The student will not progress to the next course unless a passing score is achieved. There is no exception to this policy.** The student will be given **three opportunities** for the standardized specialty exam. If unsuccessful on the first attempt, the student needs to remediate before attempting to retake. If unsuccessful on the second attempt, the student again needs to remediate again prior to re-testing for the third time. If the student needs to re-take the end of course specialty exam a third time, they must pay the fee. Failure on the third attempt will result in the course having to be repeated. **The policy of two course failures resulting in program termination stands. There is no exception.**

**The standardized end of course specialty exam must be administered within a week of each other with remediation in between. Students will not progress to the next course in accordance with curriculum map, pre-requisites and co-requisites.**

The Standardized End of Program Comprehensive Exam will be administered at the end of the program as part of the last course of the enrolled program in the testing computer room and will be proctored by faculty. It is the school’s prerogative of what standardized end of program Comprehensive Exit Exam to give and is not under any requirement to advise the student of what platform it will give for the exam. **A score equal or above 85 for both ATI and NLN is considered a passing score. The student will be given three opportunities for the Standardized End of Program Comprehensive Exam.**  If unsuccessful on the first attempt, the student needs to remediate before attempting to retake. If unsuccessful on the second attempt, the student again needs to remediate again prior to re-testing for the third time. If the student needs to re-take the End of Program Comprehensive Standardized test a third time, they must pay the exam fee. If the student is unsuccessful on the third try, the student is **enrolled in a remediation/review program at the students’ expense in lieu of repeating the course. The price for the review course is $600 and must be paid prior to enrolling. Presently, IIHCP is using the Virtual ATI (Green Light), that is a 12-week program whereby the student has a one-on-one educator from ATI that work with the student reviewing and remediating all core courses. Once the “Green light” is obtained by the student, End of Program Standardized Comprehensive Exam is retaken and the student has three more chances. If student is unable to pass the Standardized End of Program Comprehensive Exam, the student will be terminated from the program.** The student will also be given the option to be able to challenge the PN Exam.

## SATISFACTORY ACADEMIC PROGRESS

All students must maintain satisfactory academic progress to remain enrolled at IIHCP.

To remain in good academic standing, students must meet the following minimum Satisfactory Academic Progress (SAP) standards as measured at the end of each grading period:

1. Must maintain a minimum cumulative grade point average (CGPA) of 2.5.

2. Must maintain a rate of progress (ROP) of 66.67% or greater.

3. Must be able to complete the program within 150% of the program length in credit or clock hours (Maximum Time Frame-MTF). For example, if a program requires 74 credit hours, the student must complete the degree requirements within 111 credit hours attempted (150%).

**Cumulative Grade Point Average (CGPA) -** *Qualitative Standard*

CGPA measures the quality of the student’s work by assigning quality points to each letter grade and weighting the course by the credit hours. Only courses with earned grades required in the student’s program of study are included in the CPGA calculation. In the case of repeated coursework, only the most recent attempt is counted toward the CGPA.

**Rate of Progress (ROP)** - *Quantitative Standard*

Students are required to maintain a satisfactory ROP toward successful completion of their program. ROP is defined as the credit hours completed divided by the credit hours attempted. All periods of the student’s enrollment for the current program count when assessing progress.

**Maximum Time Frame (MTF)** - *Quantitative Standard*

Students must be able to successfully complete all the required course credit hours of their program within the Maximum Time Frame. To maintain SAP, the credit hours attempted cannot exceed one and one-half times (1.5) or 150% of the credit hours required to complete a program.

In calculating Satisfactory Academic Progress, please refer to the table below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Letter Code** | **Percent Grade** | **Included in Credits Attempted** | **Included in Credits Earned** | **Included in CGPA** | **Grade Points** |
| A | 90-100 | Yes | Yes | Yes | 4.0 |
| B | 80-89 | Yes | Yes | Yes | 3.0 |
| C | 70-79 | Yes | Yes | Yes | 2.0 |
| D | 60-69 | Yes | No | Yes | 1.0 |
| F | 0-59 | Yes | No | Yes | 0 |
| P | Pass | Yes | Yes | No | N/E |
| TC | Transfer Credit | Yes | Yes | No | N/E |
| I | Incomplete | Yes | No | No | N/E |
| W | Withdrawn | Yes | No | No | N/E |

## 

**ACADEMIC STANDING**

All students are evaluated at the end of each term/semester. Any student who does not meet SAP (CGPA, ROP, and/or MTF) is notified by email of their academic standing. This communication outlines the details of the academic action to be taken and the appeal process. These actions include being placed on Academic Advising, Academic Warning, Academic Probation, or Academic Dismissal from the program.

**Good Standing**

A student remains in good academic standing unless he or she is not making sufficient progress toward degree completion and/or is placed on academic advising, academic warning, academic probation, or academic dismissal/termination.

**Academic SAP Advising** **(1st term SAP not met)**

SAP Advising is the period of time during which a student is advised and monitored for progress for the remainder of the term. During the SAP Advising period, the student can continue to attend class. SAP academic advising shall be documented using the Academic Advising Form. The form shall be kept in the student’s permanent academic file.

**Academic SAP Warning (2nd consecutive SAP not met)**

SAP NOT MET is the status on which the student is placed, if, at the end of the evaluation period, the student falls below the required academic progress standards (CGPA, ROP, or MTF) for his/her program as stated in the school catalog. Students on Academic Warning can continue to attend class. Students in SAP warning status will agree to the following responsibilities: 1) a mandatory meeting with their academic advisor, 2) completion of an academic improvement plan, 3) and demonstrating a continuing improvement of their cumulative GPA. Students will be permitted to remain on Academic Warning for two semesters/terms as long as academic progress improvement is achieved. After two semesters/terms, the student is expected to reach the minimum GPA of 2.5.

**Academic SAP Probation (3rd consecutive SAP not met)**

A student who fails to meet the conditions of Academic SAP Warning status is placed on academic probation during the following semester. At the end of the semester in which the student is on probation, the student’s overall GPA and Rate of Progress will be recalculated. To be removed from academic probation, a student must raise his/her cumulative and semester GPA to a 2.5 or higher by the end of the following semester the student is enrolled. A student may remain on academic probation with a cumulative GPA below 2.5 if the semester GPA is 2.5 or greater indicating improvement made by the student per the academic improvement plan as long as they can still complete the program within the maximum time frame. Students can continue to attend class and will be notified about this status via email.

**Academic SAP Dismissal/Termination**

A student who does not make Satisfactory Academic Progress while on academic probation shall be terminated from the program. A student on dismissal will receive a formal communication via email and a hard copy mailed to their permanent address. Student can no longer attend class.

**Readmission After Academic SAP Dismissal**

Students who are approved to re-enroll after academic dismissal may register for classes for the next semester. These students return on academic probation and must achieve Satisfactory Academic Progress in that subsequent semester, or a final decision of termination will be imposed.

If the student is given permission for readmission, the student must agree in writing to the terms for readmission outlined by IIHCP catalog and must execute a new Enrollment Agreement with the institution. The student must also pay all current tuition, fees and any other costs associated with the student’s program of study.Students are not eligible for reinstatement after two academic dismissals/terminations.

**Appealing a Determination of Unsatisfactory Progress**

A student may appeal a termination to the Director of Education if there are valid extenuating circumstances (such as serious illness or injury befalling the student, the death of a close relative of the student or any other special circumstances) that contributed to the poor academic performance.

The student must submit a written appeal with supporting documentation addressed to the Director of Education within one week of notice of academic dismissal. The student will be automatically dropped from classes on determination of dismissal. The student may not attend class during a period of appeal. If the appeal is granted, a new academic improvement plan will be developed, and the student will be allowed to continue enrollment.

## 

## GRADUATION REQUIREMENTS

As indicated by the specific program of study, a Diploma, an Associate of Science degree or a Bachelor of Science degree is awarded for successful completion of the following requirements:

1. Completion of all course requirements with an overall grade average of 80% (3.0-B) or better in the student’s program.
2. Complete satisfaction of all tuition requirements, or approved payment arrangement, no later than 10 days prior to the last scheduled day of class.
3. Participation in the exit activities with the Career Services Office as determined and arranged by the Career Services staff prior to the expected graduation date or start of externship.
4. Completion of all documentation required by the college.

**Technological Requirements and Resources**

All learning and technology resources for nursing students are selected by the nursing

faculty. New programs are evaluated by the faculty and if deemed appropriate a trial period of one term will begin. At the completion of the trial period a formal evaluation of the technology is done by both the faculty and students. If a positive response to technology is achieved, the technology is put into full academic use.

Students are assessed for their ability to work with the technology used by IIHCP

through our “Orientation to Technology” course. This course should be completed prior to enrollment of students into their first course at IIHCP. Each student must pass this course to progress, however, if they are not successful, specific remediation is given to them by the Education Coordinator. Once the student completes the course successfully or completes specific remediation, he /she will have a certificate of completion placed in their file and is able to progress into class. If the student is still unsuccessful after remediation, the student is referred to a computer course.

Orientation to Typhon is done during the NUR110C Fundamentals of Nursing Clinical on boarding day. During this day students are given written instructions as well as a PowerPoint presentation with faculty support on how to maneuver around the program.

LIRN library orientation is provided in writing and during the “Orientation to Technology” course. Students are asked to retrieve an article and upload that article. A LIRN library assignment is required in each BSN course. Statistics on LIRN library use will be available in the repository and in the evidence room for review during the onsite visit. Table 3.7b.1 displays our current technical support services.

Table 3.7b.1 Technical Support Services

|  |  |
| --- | --- |
| Technology | Support Personnel |
| Technology issues with Canvas | Faculty, Academic Coordinator, Canvas, IT - Brandon Smith |
| Technology support with ATI | Faculty, ATI Technical Support, IT - Brandon Smith (24/7 by phone) |
| LIRN on library | Faculty, IIHCP, IIHCP Assistant Librarian |
| Elsevier Resources / HESI | Faculty, Elsevier Technical support, IT - Brandon Smith (24/7 by phone) |
| Typhon | Faculty, Simulation / Lab Coordinator, IT - Brandon Smith (24/7 by phone) |
| Lippincott | Faculty, Lippincott Technical support |
| Guimard Mannequin Simulators for simulation scenarios | Faculty, Simulation/Lab Coordinator, High Fidelity Simulator Technical support – Joe Suarez (Friday evenings and Weekend day) |

Learning and technology resources are current and accessible to our students. Access

to all learning and technology resources is given to the students by the Academic Coordinator. The Academic Coordinator is responsible for maintaining and updating all learning and technology resources within the LMS / Canvas program with input from the nursing department. These resources can be found in each course by clicking on the Syllabus, LIRN Library and/or Resource tab.

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# SECTION VII: STANDARDS OF STUDENT CONDUCT

IIHCP seeks to create an environment that promotes integrity, academic achievement, and personal responsibility. All schools should be free from violence, threats and intimidation, and the rights, opportunities, and welfare of students must be protected at all times. To this end, this Code of Conduct sets forth the standards of behavior expected of students. Additional details regarding the Code of Conduct can be found in the Student Handbook.

To this end, this Code of Conduct sets forth the standards of behavior expected of students. School standards of conduct are established to maintain conditions where all students, staff, and faculty act with professionalism, with respect for the rights and well-being of others. Therefore, enrollment in the International Institute for Health Care Professionals (IIHCP) requires acceptance of the school standards of student conduct. Students must abide by these standards to remain enrolled in the program at IIHCP.

IIHCP’s administration reserves the right to develop any policy or take any action(s) deemed appropriate to maintain the safety and well-being of any or all students. Student conduct offenses may be related to persons, property, campus operations, and welfare, and the health or safety of students, faculty and staff.

The Campus President (or designee) may immediately suspend any student whose conduct

threatens the health and/or safety of any person(s) or property. The suspension shall remain in effect until the matter is resolved through the disciplinary process. Such conduct includes, but is not limited to:

* Possessing alcohol or other intoxicants, drugs, firearms, explosives, weapons, dangerous devices, or dangerous chemicals on school premises
* Theft
* Vandalism or misuse of school or another’s property
* Harassment or intimidation of others
* Endangerment, assault, or infliction of physical harm

Additionally, disciplinary action may be initiated against any student(s) based upon reasonable suspicion of attempting to commit, or assisting in the commission of any of the following prohibited forms of conduct:

* Cheating, plagiarism, or other forms of academic dishonesty
* Forgery, falsification, alteration or misuse of documents, funds, or property
* Any disruptive or obstructive actions, including: − The use of cell phones or other electronic devices for voice or text communication in the classroom, unless permitted by the instructor − The inappropriate use of electronic or other devices to make an audio, video, or photographic record of any person while on school premises without his/her prior knowledge or effective consent
* Failure to comply with school policies or directives
* Any other action(s) that interfere with the learning environment or the rights of others
* Violations of local, state, provincial, or federal law
* Note: This list is not exhaustive, but rather offers examples of unacceptable behavior which may result in disciplinary action. Additional information regarding the Code of Conduct can be found in the Student Handbook.

## 

## COPYRIGHT POLICY

All College students, employees are expected to have a basic understanding of copyright law and to adhere to all laws regarding Copyright, Fair Use, and Digital Millennium Copyright Act, and to act in good faith when using copyrighted materials to support educational and research activities. Copyrighted material includes text, music, videos, games, movies, and software.

Students are responsible for reading and understanding copyright policies posted above every copy machine on campus. Failure to follow copyright law will result in disciplinary action up to and including termination from the program.

## 

## ACADEMIC INTEGRITY POLICY

Integrity is essential to an educational institution and to the whole educational experience. The importance of integrity and ethics will be portrayed by faculty in their course instruction and is an integral part of life at IIHCP. The Academic Integrity Policy requires that everyone within the IIHCP community conducts themselves honestly in all endeavors.

IIHCP students are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards. Academic dishonesty is also destructive of the college community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Examples of academic dishonesty include, but are not limited to, the following:

1. Cheating

* The unauthorized use of notes, books, electronic devices or other study aids while taking an examination or working on an assignment.
* Providing unauthorized assistance to or receiving assistance from another student during an examination or while working on an assignment.
* Having someone take an exam or complete an assignment in one's place.
* Securing an exam, receiving an unauthorized copy of an exam or sharing a copy of an exam.

2. Plagiarism

* The presentation of words from any other source or another person as one's own without proper quotation and citation.
* Putting someone else's ideas or facts into your own words (paraphrasing) without proper citation.
* Turning in someone else's work as one's own, including the buying and selling of term papers or assignments.

3. Other Forms of Dishonesty

* Falsifying or inventing information, AI, data, references or citations.
* Failing to comply with examination regulations or failing to obey the instructions of an examination proctor.
* Any other form of academic cheating, plagiarism or dishonesty.

## DRESS CODE

Students are expected to act and dress in a professional manner while on campus and at the clinical site. As prospective employers and others come in contact with students, they base their opinions of the school upon the students they see. Proper judgment should be used by the students regarding specific items of clothing that do not meet professional standards. Details regarding the dress code are outlined in the dress code policy which is included in the student handbook and distributed to every student at the time of admission to the college. All student is mandated to wear the required uniform for the enrolled program while in school. Students not wearing the required uniform for their program will not be allowed to attend classes or take exams and will be sent home.

## 

## SUBSTANCE ABUSE POLICY

IIHCP is committed to maintaining an alcohol and drug-free environment for students and employees. Our campus prohibits the following:

* Reporting to campus under the influence of alcohol or illegal drugs or substances, including illegally obtained prescription drugs.
* Reporting to campus under the influence of legal prescription or non-prescription drugs, if doing so could impair judgment or motor functions or place persons or property in jeopardy.
* The illegal use, sale, manufacture, possession, distribution, transfer, purchase, or storage of alcoholic beverages or drugs on campus premises, or in automobiles or any other vehicle parked on campus premises.

Any violation of these policies will result in appropriate disciplinary action up to and including expulsion, even for a first offense. Violations of the law will also be referred to the appropriate law enforcement authorities.

IIHCP recognizes alcoholism and drug abuse as an illness or treatable disorder, and it is IIHCP's policy to work with members of the IIHCP community to provide channels of education and assistance. However, it is the individual's responsibility to seek assistance. For a complete copy of IIHCP’s Substance Abuse Policy, please contact the Campus Director or the Student Services Coordinator.

## TOBACCO USE POLICY

IIHCP wants to promote a healthful and clean work environment for students, employees, staff, and visitors. Therefore, in accordance with Florida’s Clean Indoor Air Act (FCIAA), smoking is prohibited indoors. This includes, but is not limited to, any classroom, laboratory, library, faculty or administrative office, restroom, dining facility. IIHCP strictly enforces the Florida Clean Indoor Air Act. Students, faculty members or staff found in violation of this policy may be subject to disciplinary action. This facility is Tobacco Free. There is no smoking anywhere in the building or outside.

## 

## POLICY AGAINST SEXUAL HARASSMENT

It is the intent of IIHCP to protect all employees and students from sexual harassment. Not only is sexual harassment a violation of Title VII of the Civil Rights Act of 1964, it also undermines the integrity of the employment and academic environment, debilitates morale, and interferes with the effectiveness of employees and students. Sexual Harassment is strictly prohibited. For a complete copy of IIHCP’s policy against sexual harassment contact the Student Services Coordinator or the Human Resources Manager.

Any student who experiences sexual harassment at IIHCP should report the incident to the Campus President. All allegations of sexual harassment will be promptly and thoroughly investigated. Any individual found to have engaged in sexual harassment shall be subject to disciplinary action up to and including discharge from employment or Termination from the program.

## ANTI-HAZING POLICY

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In compliance with Florida law, IIHCP defines hazing as any act whether physical, mental, emotional or psychological, which subjects another person, voluntarily or involuntarily, to anything that may abuse, mistreat, degrade, humiliate, harass, or intimidate him or her, or which may in any fashion compromise his/her inherent dignity as a person. Hazing is inherently in conflict with the purpose and goals of IIHCP. Therefore, such conduct will not be tolerated. Every effort will be made by IIHCP to guarantee that students will not be victimized by hazing.

## 

## CLINICAL DISCLOSURE STATEMENT

IIHCP students are expected to travel to assigned clinical agencies, community placements, and to personal residences as designated for community-based health activities. All students must carry personal automobile insurance to protect themselves and to comply with state law. Students are responsible for arranging their own transportation to and from clinical placements. Students understand that there is a possibility that they may have to travel up to 150 miles (one way), from the campus location, for the clinical assignment and that all travel expenses are their responsibility. Students understand the clinical schedule will vary from semester to semester depending on the assignment. Students can be scheduled to be at the clinical site any time between 6:30 am and 11:00 pm on any day including weekends regardless of their status as a “day” or “night” student.

## 

## STUDENT COMPLAINT & GRIEVANCE PROCEDURE POLICY

Students are encouraged, at all times, to communicate their concerns to members of the faculty and administration. If a situation arises in which a student has a complaint or grievance regarding grades, instruction, disciplinary actions, or other topics related to his or her program of study, the student should:

* Discuss the matter with his or her instructor, if applicable. If not resolved,
* Discuss the matter with the Program Director. If not resolved,
* Discuss the matter with the Director of Education. If not resolved,
* Discuss the matter with the Campus Director.

If a student is unable to resolve a problem informally, a written grievance along with supporting documentation may be submitted to the Campus Director.

* The Campus President will schedule a grievance committee meeting within five (5) business days of receipt of the written grievance. The Review Committee has the responsibility of reaching a decision that is in balance with the best interest of both the student and the college.
* The decision of the Review Committee will be provided to the student in writing within ten (10) business days of the meeting.
* Request for further consideration: Students have the right to report any apparent inconsistencies with the application of the Student Complaint and Grievance Procedure policy outlined in the school catalog. The request must be completed in writing and submitted to the CEO. The request must include any documentation and communication regarding the complaint and must describe how the procedure was inconsistent with the school catalog.
* All complaints are to remain confidential on the part of the school or its designees.
* No reprisal, retaliation, or other adverse action will be taken against any student for making a complaint or report, or for assisting in the investigation of any such complaint or report. Any suspected retaliation or intimidation should be reported immediately to the Campus President, or the licensing or accrediting body of the school as indicated in this catalog.

The decision is final and binding. It will be communicated through written correspondence. Any dispute that is unresolved through IIHCP’s Grievance Policy may be referred by the student to the following agencies:

Commission for Independent Education

##### 325 West Gaines Street

Suite 1414

Tallahassee, FL 32399-0400

(850) 245-3200 or Toll Free (888) 224-6684

Accrediting Bureau of Health Education Schools (ABHES).

6116 Executive Blvd., Suite 730

N. Bethesda, MD 20852

Telephone: 301-291-7550

www.abhes.org www.abhes.org

## ADMINISTRATIVE STAFF, FACULTY

## ACADEMIC CALENDAR

Please see the list of school administration, faculty and credentials, and school calendar in administrative office.