APPLICATION GUIDELINES APPENDIX A
2008 I-BEST

College:	Columbia Basin College	
Contact Person:	Jason Clizer	
Phone: (509) 542-4588		**Email:** jclizer@columbiabasin.edu
Brief Program Summary:	The IBEST/Phlebotomy program is two quarters in length and will prepare students to be reliable employees, use professional phlebotomy skills and to demonstrate critical thinking and communication skills. Completers will gain valuable education and healthcare experience that will help them determine the next step on the Health Sciences Career Pathway at CBC. (see pathway diagrams)	
Professional-Technical Program (P-T) Title:	Phlebotomy	
CIP Code:	51.1009	
EPC Code:	382	

Number of students expected to be served	12
Program Entrance Levels for ABE & ESL	Level 5/6 ESL, Level 4 ABE
Program Exit Levels for ABE & ESL	70% score or higher in coursework, prepared to test with ASCP (American Society of Clinical Pathologists)
Professional/Technical Entrance Requirements for the next level (GED, Asset/Compass scores, etc.)	COMPASS score (Writing:78-100, Reading:82-100 Math:59-100), GED
Job Title(s) for I-BEST program completers	Phlebotomists, Healthcare Assistants, Lab Technicians
Median salary for I-BEST program completers	$11.58-$16.51 (Kadlec Medical) $14.45 (WA)

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Signature of Workforce Administrator Signature of Adult Basic Education Administrator

FOR SBCTC USE ONLY: **Approved** ☒ **Denied** ☐ **Date Approved** 3/28/08

Please respond to ALL criteria listed below.

Criteria	Meets Criteria	Reviewers' Comments
1. Program has an identified educational pathway(s) linked to a career pathway.	*Proposal provides evidence that the program is part of an educational pathway, linked to a career pathway, which begins with adult basic education ABE/ESL and continues to a one-year certificate and beyond. Proposal clearly articulates how each level of attainment in the educational pathway prepares students to readily engage in the next level. Proposal includes a pathway diagram (see attached example).* The two quarter phlebotomy training course (leading to optional certification) provides another solid "stepping stone" on the healthcare career pathway. The focus of this project is to support a cohort of ESL/ABE, WorkFirst, and Out of School Youth (OSY) participants through a two quarter phlebotomy program designed to prepare students for employment and to pass the licensing examination offered by the American Society of Clinical Pathologists (ASCP). This project will prepare students for entry-level positions in healthcare and will also provide a solid foundation and clear idea of what is needed for advancement along the healthcare career pathway. Participants in this I-BEST program are part of a fully integrated training to prepare for employment in a clinical laboratory setting and also the optional ASCP licensing exam. CBC's Health Sciences programs generally provide priority for students with healthcare experience. Participation in the Phlebotomy class and clinical experience gives students a "front row seat" in the healthcare field. Successful completers of the phlebotomy IBEST program also gain access to related associate degree pathways in Health Sciences and many continue into other programs such as Medical Assistant or Medical Lab Technician. The health sciences dean at CBC recently heard from Tri Cities Lab about the growing need for Medical Lab Technicians in our area. Phlebotomy provides an excellent foundation for this program and exposes students to work in a lab setting. These educational pathways lead to higher wage employment in the healthcare field. One very clear pathway for students completing the phlebotomy program is the medical lab technician program at CBC done in cooperation with Wenatchee Valley College. The program director at WVC prefers and recommends to the student applicants that they take the CBC phlebotomy course to prepare them for the medical lab technician program. Students who	

	follow this path always score higher and find jobs faster. This is a 2 year program that all labs support because it is where they get their new employees. The medical technologist is a 4 year degree and labs also encourage current employees to pursue this degree as the need for workers is high. The following statistics point out the success the health sciences division has had in helping students progress along the education and career pathway: The last two classes of phlebotomy students had a total of 36 participants. Of those 36, 24 are either employed or are continuing their education in healthcare (or both). That is 67% of the last two classes either employed or continuing their education on the healthcare ladder. Supervisors in the Tri-Cities healthcare community report that phlebotomy is an "in demand" occupation for the area. CBC's phlebotomy IBEST training program is designed using industry skill sets and outcomes. The skills, abilities and experiences gained will prepare students for success in the additional health sciences courses and programs, such as medical terminology, coding or the medical assistant program. Students completing this program have a clear advantage to advancing on the Health Sciences Pathway as the phlebotomy course will orient them to healthcare employment, allow them to be a part of a healthcare team and gain valuable hands-on experience in the field. In the program orientation and advising sessions, instructors will present students with information about the Health Sciences Career Pathway and how to progress to other certificates and degrees. As part of the on-going program process, the Basic Skills and Health Sciences Divisions will conduct quarterly information sessions which will include advising sessions detailing student individual progress toward IBEST completion, transitioning from I-BEST to specific professional/technical programs, certificate or degree requirements and employment outlook. After completing the IBEST program, students will participate in an exit interview wherein continuation on the pathway will be further encouraged and explained. Once students have graduated from the program and received their certificates, they will be invited back to share their experiences with the next group or cohort.	
2. Proposal demonstrates at the completion of the program,	*Proposal (1) provides labor market data that shows evidence of available jobs for program graduates at a minimum of $12 per hour ($14/hr for King County) and/or (2) provides a description of how preferential status will be given to I-BEST program completers for enrollment into the next program level.*	

completers will have the opportunity to fill job openings and/or are provided with preferential status for next program level.	Phlebotomy could not be located in the Workforce Explorer; however, according to the human resources manager at Tri Cities Lab, there are currently 63 phlebotomists on staff. These workers are employed at the following locations: 15 at Kennewick General Hospital, 6 at Lourdes Medical Center and the remaining 42 phlebotomists work at the core office in Kennewick or at one of the 11 patient service centers in the area. Of this total, a minimum of 21 are former CBC phlebotomy students. Tri Cities Lab hired 13 new phlebotomists in 2007 and so far this year, has hired an additional 8 workers. CBC's phlebotomy instructor, who is also employed full time as a laboratory manager at Kadlec, currently supervises 19 phlebotomists, and 11 of these are former students. Of the 16 current phlebotomy students, 8 (50%) have been offered jobs at Kadlec or TCL prior to the completion of the program. Phlebotomists at Kadlec Medical Center can expect to make between $11.58 and $16.51 per hour. Many other workers with a phlebotomy background work in related healthcare employment, strengthening the idea that phlebotomy training opens the doors to many other health service pathways and careers. The lab employs in levels from top to bottom. Phlebotomists are at the beginning employment level and can expect to make from $11.58-$16.51 hourly. Next are clinical assistants at $13.02-$17.50, and then comes medical lab technicians at $18.47-$22.77, followed by medical technologists at $23.37-$28.98. Finally, lab managers and pathologists make an even higher income. This wage progression clearly points to a progressive pathway and will be shared with students at regular points throughout the program. Entry level phlebotomy jobs typically have a high-turnover rate because workers usually continue on the healthcare career or academic pathway within a short time. This point is further evidenced by the statistics from the past two phlebotomy cohorts: out of 36 total completers, 24 are either employed or are continuing their education in healthcare (or both). This is another reason the need for new workers remains relatively strong. The lab manager at Kadlec offers the following information to further explain how phlebotomy is usually viewed as an entry level position and first step of a healthcare career and why it is difficult to retain workers for the long term in this field. "In the past 12 months, I have lost eight Phlebotomists. (out of 19) two were terminated, three continued on to better health care jobs that they went to school for or were trained for while they worked for me. Of the above: one is now an RN, one is a Sleep Lab Tech, one is an Emergency Room Tech, three went to work for Tri Cities lab for	

	better hours." She goes on to say "Throughout the lab industry across the nation, it is understood that phlebotomists have the highest turnover. This is due to promotions, continuing education and cutting those that can't make it." Kadlec reports an average of 6 new hires per year. With regard to future hiring trends, the HR supervisor at Tri Cities Labs states: "I anticipate hiring to be strong in the next 2-5 years and our turnover rate for Phlebotomists last year was approximately 5%". Additional information comes from the Operation Manager at TCL who offers the following: "We are active supporters of the CBC Phlebotomy program. As Operations Manager I oversee 20 draw stations throughout the Tri Cities in which phlebotomists are employed. Approximately 40% of our current staff were trained at CBC, and we serve as clinical training sites in our 20 draw stations as well as through the labs we manage at Lourdes and KGH." He goes on to say the need will be strong in coming years and he anticipates hiring 20-40 phlebotomists in the next 2-5 years. Regarding the question of high turnover in this field, he answered: "Turnover rate for phlebotomy is higher than in other positions in the laboratory. Primary reasons are a young mobile work force, and using phlebotomy as a stepping stone to other careers in healthcare." As for hiring from CBC's phlebotomy program, the manager said the following: "TCL employs their graduates, and as a provider of 80 % of the laboratory medicine in the Tri Cities Region, we are the largest employer of phlebotomists. Currently approximately 40% of our Phleb staff has been hired from CBC." In addition to the employment numbers at Kadlec and Tri-Cities Lab, other local facilities have indicated an ongoing need for phlebotomists and other lab workers. For example, Interpath Lab currently employs 17 phlebotomists and has hired two new workers so far this year. Employment as a phlebotomist or other lab employee is available in a variety of settings including nursing care facilities, hospitals, emergency departments, out-patient service centers, physician's offices, research and even veterinary offices. This program will provide access to training and opportunities for ESL and other ABE students who have faced language barriers in gaining starting employment in healthcare. Additionally, bilingual employees, especially in healthcare, are in great demand in the Tri-Cities area. The phlebotomy IBEST course provides valuable healthcare exposure to students and gives them preferential status for other healthcare programs. During and after completing the program, students will have many opportunities to continue	

	basic skills learning. Advisors and instructors will assist students in identifying future courses and certificates, and students will be encouraged to access the math and writing tutor centers for additional help. Transitional ABE and ESL classes are available in the basic skills division for students needing additional support. For students progressing toward certificates and degrees, developmental education courses in math, reading, writing, spelling, vocabulary, and speed reading are available through the basic skills program to help students transition to required general education and other college-level courses. Students needing these courses will be identified and advised to enroll in the identified development course(s). During the program, and in addition to the phlebotomy lecture and lab, IBEST participants will attend at least 4 hours weekly of "Special Studies" class where students will have ongoing academic, career, and goal setting support that will provide them with plans and skills to ensure an opportunity to learn beyond the I-BEST program.	
3. Proposal describes integrated professional-technical and adult basic education learning outcomes.	*Proposal provides (1) targeted integrated learning outcomes that include WA Adult Learning Standards and relevant professional-technical skills standards, and (2) requirements for employment at the conclusion of the I-BEST <u>and</u> (3) the next level of training specifying academic entry levels, tests and/or certifications, other skills or experience.* (1) <u>Targeted Integrated Learning Outcomes</u> Upon completion of the Phlebotomy IBEST Program students should be able to: 1. Read with understanding in order to perform competently as a phlebotomist. • Recognize unfamiliar and specialized words, abbreviations, and medical terminology used in various healthcare settings. • Understand the clinical laboratory's language, equipment and procedures. • Be familiar with and understand rules and regulations of the workplace, including safety and emergency procedures and understand civil and criminal law as it pertains to phlebotomy. • Understand, locate and identify anatomical structures involved with phlebotomy and	

	laboratory procedures. Understand and identify lab analysis of all body systems. • Be able to read independently in order to meet continuing education requirements. 2. Convey ideas in writing in order to perform competently as a phlebotomist. • Write effectively in order to document and record pertinent patient information. For example, be able to correctly identify patients, verify name spelling and date of birth. • Accurately complete and present sign-off sheets to clinic staff. • Calculate and record blood volumes and tube distribution. 3. Speak so others can understand in order to perform competently as a phlebotomist. • Describe the phlebotomist's function in today's Healthcare Team and the Clinical Laboratory • Recall and use sufficient medical vocabulary, grammar, and proper register in order to communicate effectively in the workplace. • Speak effectively in order to give instructions to patients and relay information to physicians and other facility personnel. • Affectively communicate to patients in the appropriate language and manner that is not libelous or might breach confidentiality. 4. Listen actively in order to perform competently as a phlebotomist. • Be able to give full attention to verbal and non-verbal information from patients/clients. • Be able to listen to and understand information and ideas presented through spoken words and sentences. 5. Use critical thinking to solve problems. • Apply the theory of phlebotomy to practice and identify the human conditions that might require different methodology of sample collection and learn to prioritize	

	workload. • Monitor and review information gathered from materials, events or the environment in order to detect and assess potential problems. • Be aware of and sensitive to cultural, age-related, gender-related and other issues that might arise on the job. <u>Performance Objectives:</u> • Competencies: Understand and perform venipunctures using both the multi-sample closed and the syringe method of collection. Understand the safe use of all the equipment used in these methods. Understand and perform capillary punctures and the safe use of all the equipment used in this process. Understand and perform specimen handling and processing to ensure quality samples for testing. (2) <u>Requirements for Employment</u> In order to be considered for employment as a phlebotomist at Kadlec, students are expected to complete CBC's phlebotomy course or have a minimum of 2 years experience in a full service lab. Candidates must also be able to qualify for a Washington State Healthcare Assistant's license, pass a background check and urine drug screen Other labs in the area have similar, but not exact requirements. The main method of job placement is through the contacts made during the clinical practice. Lab managers and supervisors look at students as possible employees. The labs participating in the clinical practice are Kadlec Medical Center, Lourdes, Kennewick General Hospital, Tri Cities Lab and Interpath Lab. (3) <u>Next Level of Training, Academic Entry Levels, Tests, Certifications, or Skills Experience</u> One option for next training level is an in-house Clinical Assistant training program that Tri-Cities Lab offers for it's lab and the hospital labs. Phlebotomists take part in a 6 week course (these are current employees, so they are getting full pay) that trains them to do positive/negative kit tests. Additionally, phlebotomy students at CBC often plan to continue on the health sciences pathway, including the Associate Degree Nursing program. Academic	

	requirements for entry include general education requirements and science preparation courses. These include English Composition, Speech, Psychology, Mathematics, and Anatomy and Physiology. Students beginning this next level of training will need to complete the COMPASS examination to determine college readiness. During the I-BEST program, students will meet with Basic Skills Instructors in a "Special Studies" class. In addition to monitoring current progress, a major focus of this class will be on continuing education, reading comprehension and test-taking skills. Student resources will include an orientation to the COMPASS website (where practice test items are available) and a visit to the campus assessment center. In addition, we will invite guest speakers to class to discuss available resources students can utilize in preparation for the COMPASS exam. Depending on student readiness and career goals, one aim of the I-BEST program is to have students complete the COMPASS exam to determine next level of academic placement.	
4. Proposal describes integrated assessment development and/or use.	*Proposal describes specific tools that have been integrated to assess student learning in both basic education and professional-technical competencies. Proposal describes the development and use of the tools by both instructors.* All IBEST students must qualify for the federally supported levels of basic skills education. All ESL Basic Skills Students will be appraised and placed using the CASAS Appraisal Oral Screen, Listening Form 20, Reading Form 20, and a writing sample. ABE students will be appraised using the ECS Reading form 130 and Math Form 130. ESL and ABE students scoring a level 4 or higher in reading are eligible for admittance to the program. All ESL students will be pretested using the CASAS Life and Work series for Reading and CASAS Life Skills series. All ABE students will be pretested using the CASAS Life and Work series for reading and the ECS series for math. All students will be pretested prior to beginning the program or within the first 12 hours of instruction and scores entered into WABERS. All Basic Skills students will be post-tested at the end of each quarter of the program using the above tests as determined by scores from pretest or previous posttests. Reports from the CASAS TopsPro will be used by the Basic Skills and Health Sciences instructor to identify students' strengths and areas for improvement. In addition to the CASAS testing, student files will be maintained to track student progress on	

	Washington State Basic Skills Competencies, goal setting, and career planning. IBEST student files will be supervised by the Basic Skills Projects Director and maintained by Basic Skills instructors with support from office assistants. Professional technical program outcomes are integrated with Basic Skills outcomes and assessment processes. For example, students will take written tests and quizzes over material covered in the lecture and lab. The Basic Skills instructor will provide additional support and instruction on test-taking strategies, writing skills or paperwork/documentation requirements and other skills as determined by class needs. Students are also assessed by real-life scenario problems (role-play), a written clinical final and a portfolio that includes competency checks, documentation of 110 clinical hours (100 vein punctures) and on-site evaluations. Professional technical program outcomes are assessed throughout the quarter and at completion of the program. Professional technical faculty member will generate grades for program participants.	
5. Proposal describes integrated teaching strategies.	*Proposal specifically describes the team teaching model that includes joint course planning and at least an instructional overlap of 50% of the class time.* The identified basic skills instructor has been collaborating with the phlebotomy instructor (the first meeting took place last August at the IBEST Training in Kent) and have already completed some planning, such as jointly preparing the program outcome guide (POG) for the planned I-BEST program. The professional-technical and basic skills instructors met last quarter and plan to continue meeting before the start date and ongoing throughout the quarter for curriculum planning. Weekly planning time will be scheduled for the Basic Skills and P/T instructor. Additionally, faculty members from Basic Skills and Health Sciences are collaborating to develop and enhance course curricula together through frequent meetings, will team teach for at least 50% of the class, meet regularly throughout the program to review progress, analyze CASAS results as a team to determine skill priorities, review progress and identify areas for improvement as a team at the end of the program. The class schedule will be two afternoons per week (3:00-5:00 p.m. Tuesday and Thursday) with the "Special Studies" class being held on the same days from 12:00-2:00 p.m.	

	The ABE/ESL Instructor will team teach at least 50% of the class time with the phlebotomy instructor including lecturing, leading group discussion, managing student projects, such as the resource file, and assignments. The P/T instructor will provide assistance with technical vocabulary building and additional study time (if necessary) for students to complete assignments. Participating I-BEST students are *required* to attend the I-BEST Special Studies class for an additional 4 hours weekly.	
6. Proposal describes strategies for student success.	*Proposal describes specific strategies that are effective with traditionally underserved and academically challenged populations. Strategies must address innovative efforts for (1) recruitment/screening, (2) retention, and (3) program completion. Student support strategies (include college resources and systems navigation, financial aid assistance, career/educational planning, and barrier identification and mitigation).* Columbia Basin College will use the following strategies to recruit basic skills students: Organizers are already working closely with WorkFirst and Worker Retraining to recruit students to the program. We will recruit students from current and new ABE/GED/ESL classes. We will market the I-BEST program to partner agencies such as WorkSource, with special emphasis on Out of School Youth (OSY) participants, local employers and market the program to the general public through the distribution of program fliers and an information session. The application process is as follows: 1. Attend information session where participants will complete I-BEST questionnaire and written supplemental application addressing motivation, experience and career goals. This writing assessment will be used for entrance and placement consideration. Students will also learn program details such as class schedule and required documentation. 2. Interview with I-BEST team members (reflection of willingness and commitment to the program will be evaluated based on an established rubric). 3. Complete CBC's phlebotomy application. 4. Screening for meeting or exceeding one of the following: ESL Level 5 CASAS reading score, ABE Level 4 CASAS reading score or GED and/or high school diploma (for employability) 5. Obtain required immunizations	

	6. Provide proof of having current 7 hour HIV/AIDS training and Healthcare Provider CPR/First Aid 7. Complete Background Check In addition, the Basic Skills Project Director is meeting with faculty from Basic Skills and Health Sciences and representatives from registration, financial aid and other relevant campus departments to explain the program and the requirements for admittance and ask for assistance in recruiting. An IBEST website has been developed and will be updated regularly so that prospective students and employers can get information about integrated basic skills programs offered at Columbia Basin College. The I-BEST program plans to continue and expand on the existing success of the phlebotomy program by developing a solid cohort, encouraging teamwork, group activities and team projects, regularly meeting with students to address challenges and issues, seek case management services to connect students with existing college and community resources such as counseling, tutoring, the Resource Center, and the Opportunity Grant and to conduct program advising sessions to continually monitor student progress and inform students of scheduling and program information. CBC was awarded the Opportunity Grant last fall, which continues to be instrumental in providing financial assistance to students beginning on the Health Sciences Pathway by starting with the phlebotomy program. The Opportunity Grant director and Basic Skills instructional coordinator have already visited various classes/programs at CBC (including ABE/ESL) to share information about this resource and distribute applications. In order to obtain OG funding, students are required to complete the FAFSA to determine need. Additionally, WorkFirst and Worker Retraining will provide tuition and other assistance to IBEST participants. Also, CBC Foundation scholarships may be available based on student need.	
7. Proposal describes strategies to promote transition into and success	*Proposal describes specific strategies for student transition to the next program level including pathway planning, financial aid assistance and on-going academic support.* During and after completing the I-BEST Phlebotomy program, students will have many opportunities to continue basic skills learning. Advisors and instructors will assist students in identifying future courses and certificates, and students will be encouraged to access the math and writing tutor centers for additional help. Transitional ABE and ESL classes are available	

within the next step of the pathway.	in the basic skills division for students needing additional support. For students progressing toward certificates and degrees, developmental education courses in math, reading, writing, spelling, vocabulary, and speed reading are available through the basic skills program to allow students to transition to required general education and other college-level courses. Students needing these courses will be identified and advised to enroll in the identified development course(s). During the 2-quarter program, and in addition to the phlebotomy lecture and lab, IBEST participants will attend at least 4 hours of "Special Studies" class where students will have ongoing academic, career, and goal setting support that will provide them with plans and skills to ensure an opportunity to learn beyond the I-BEST program.	
8. **Optional: Is there any additional information that you choose to share, for instance connection to other initiatives, and support from other entities like the local workforce development council, economic development council, cultural and/or social service organizations, etc.**	Local employment partners such as WorkFirst, Worker Retraining, WorkSource and DSHS are all very interested in short-term training programs and in giving their clients a starting point on a career pathway. This proposed phlebotomy IBEST program is another resource CBC can use to help students get to the "starting point" in college or on a pathway on their way to the "tipping poing". In addition, WorkSource will be recruiting for and encouraging their clients (including the OSY population) to enroll in CBC's IBEST programs as a method to gain college credits and to begin on a career pathway. The I-BEST team made up of ABE/ESL and Health Sciences members, has met with representatives from Student Services, WorkFirst, Worker Retraining, Financial Aid, and Public Relations to discuss marketing, recruitment, eligibility, and screening strategies as well as identify barriers to student and program success. The team will continue to meet regularly with these internal college partners to identify concerns and plan strategies for current and future success.	

Assurances	Check box that the college provides assurance for each of the following:	
1.	☒ The college provides assurance that **local and regional labor market demand in the industry has been verified** *(a variety of resources can be used including traditional labor market data, industry data, trade association data, and other transactional data)*	
2.	☒ The college provides assurance that **there has been active involvement by employers and community partners in the development and in providing ongoing support for the I-BEST program.**	
3.	☒ The college provides assurance **I-BEST completers will have all the requisite education and skills (including required academic levels, skills and experience, and passage of tests or certifications, etc.) to move into employment and the next level of the pathway.**	
4.	☒ The college provides assurance that **there is no duplication in courses within the pathway.**	
5.	☒ The college provides assurance that **I-BEST students will have individualized education and career plans to aid in the continuation of their skill and wage progression.**	

Please complete information for EACH of the I-BEST program's courses in the formats listed below.

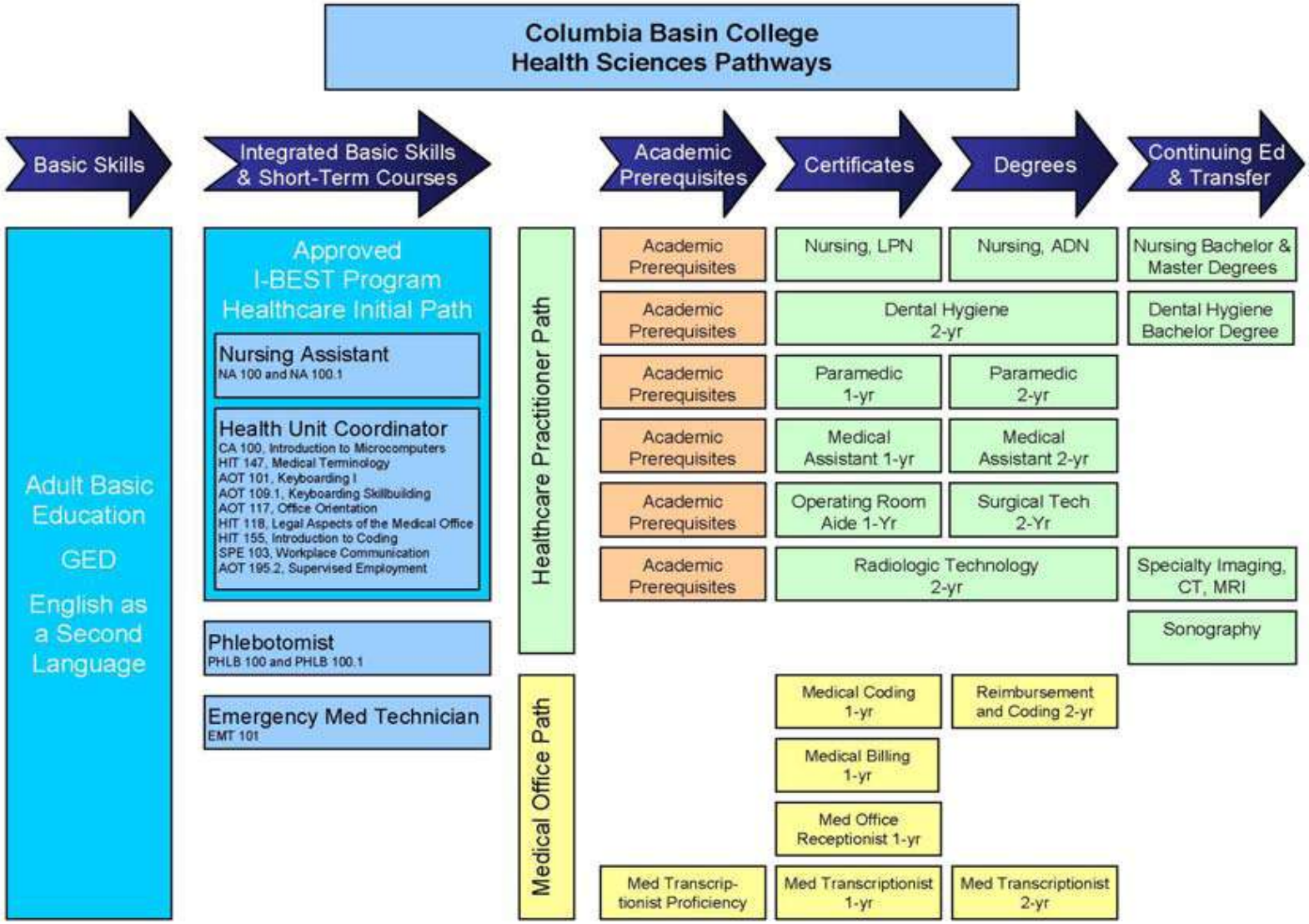
Format 1—*complete for integrated courses with at least a 50% overlap of instruction*:

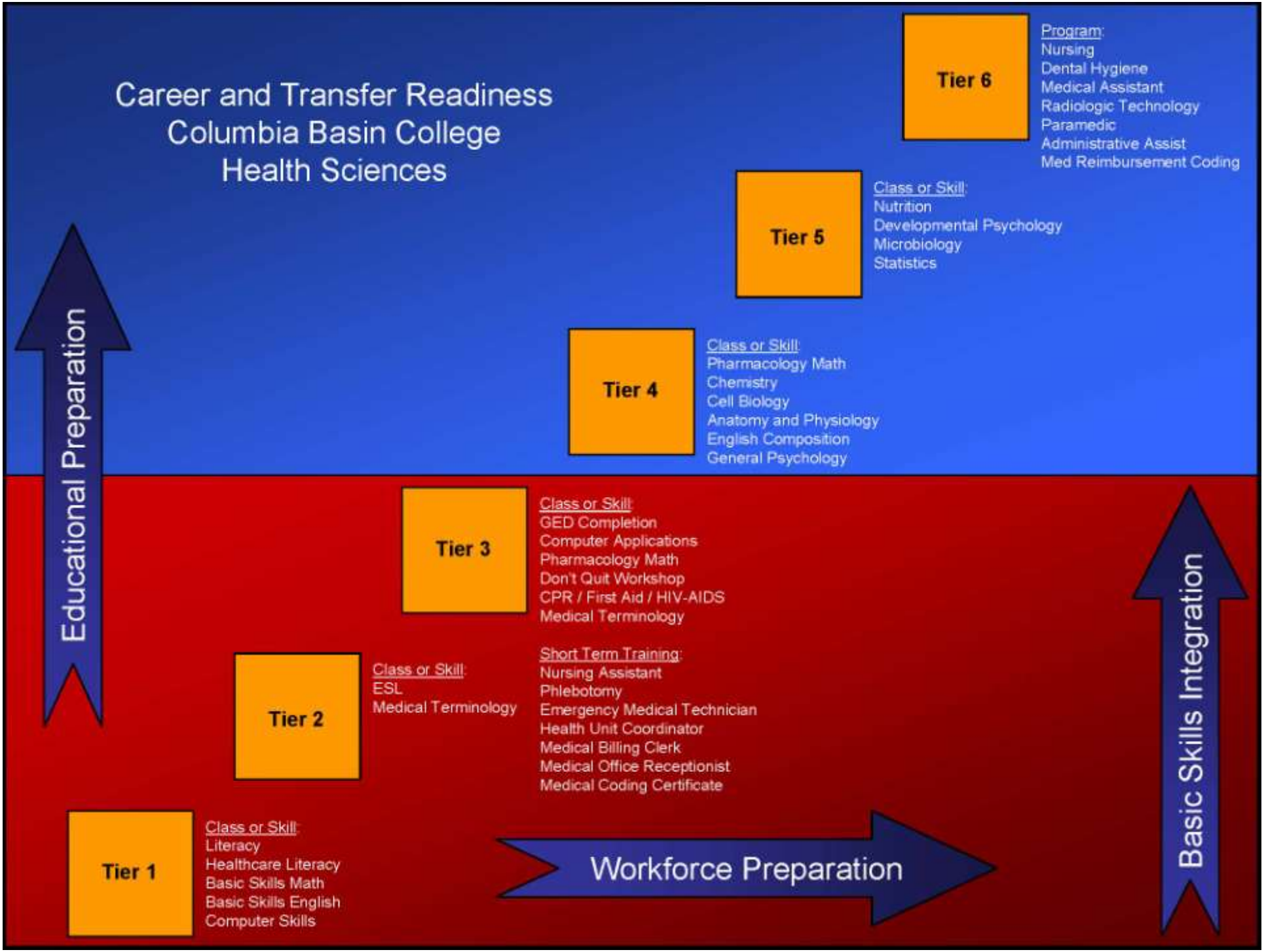
P-T course name: Phlebotomy I	Credits: 4	Dept./Division: PHLEB	Course Number: 100
P-T course quarterly hours: 44	credit equivalency *(total credits x 1.75)*: 7	ABE/ESL quarterly hours: 22	Class size: 12-15

Format 2 —*complete for non-integrated courses that directly support the I-BEST program (not eligible for enhanced FTE)*:

P-T course name: Phlebotomy I Lab	Credits: 5	Dept./Division: PHLEB	Course Number: 1001
P-T course quarterly hours: 110	Class size: 12-15		

ABE/ESL course name: IBEST Special Studies	Dept./Division: Basic Skills	Course Number: ESL 199
ABE/ESL quarterly hours: 44 (4 class hrs./week for entire quarter)	Class size: 12-15	


Columbia Basin College
Health Sciences Pathways
Basic Skills
Integrated Basic Skills & Short-Term Courses
Academic Prerequisites
Certificates
Degrees
Continuing Ed & Transfer
Adult Basic Education
GED
English as a Second Language
Approved I-BEST Program Healthcare Initial Path
Nursing Assistant
NA 100 and NA 100.1
Health Unit Coordinator
CA 100, Introduction to Microcomputers
HIT 147, Medical Terminology
AOT 101, Keyboarding I
AOT 109.1, Keyboarding Skillbuilding
AOT 117, Office Orientation
HIT 118, Legal Aspects of the Medical Office
HIT 155, Introduction to Coding
SPE 103, Workplace Communication
AOT 195.2, Supervised Employment
Phlebotomist
PHLB 100 and PHLB 100.1
Emergency Med Technician
EMT 101
Healthcare Practitioner Path
Medical Office Path
Academic Prerequisites
Nursing, LPN
Nursing, ADN
Nursing Bachelor & Master Degrees
Academic Prerequisites
Dental Hygiene 2-yr
Dental Hygiene Bachelor Degree
Academic Prerequisites
Paramedic 1-yr
Paramedic 2-yr
Academic Prerequisites
Medical Assistant 1-yr
Medical Assistant 2-yr
Academic Prerequisites
Operating Room Aide 1-Yr
Surgical Tech 2-Yr
Academic Prerequisites
Radiologic Technology 2-yr
Specialty Imaging, CT, MRI
Sonography
Medical Coding 1-yr
Reimbursement and Coding 2-yr
Medical Billing 1-yr
Med Office Receptionist 1-yr
Med Transcrip-tionist Proficiency
Med Transcriptionist 1-yr
Med Transcriptionist 2-yr


Career and Transfer Readiness
Columbia Basin College
Health Sciences
Tier 6
Program:
Nursing
Dental Hygiene
Medical Assistant
Radiologic Technology
Paramedic
Administrative Assist
Med Reimbursement Coding
Tier 5
Class or Skill:
Nutrition
Developmental Psychology
Microbiology
Statistics
Tier 4
Class or Skill:
Pharmacology Math
Chemistry
Cell Biology
Anatomy and Physiology
English Composition
General Psychology
Tier 3
Class or Skill:
GED Completion
Computer Applications
Pharmacology Math
Don't Quit Workshop
CPR / First Aid / HIV-AIDS
Medical Terminology
Tier 2
Class or Skill:
ESL
Medical Terminology
Short Term Training:
Nursing Assistant
Phlebotomy
Emergency Medical Technician
Health Unit Coordinator
Medical Billing Clerk
Medical Office Receptionist
Medical Coding Certificate
Tier 1
Class or Skill:
Literacy
Healthcare Literacy
Basic Skills Math
Basic Skills English
Computer Skills
Educational Preparation
Workforce Preparation
Basic Skills Integration