

Cardiovascular Technology Program
Florida SouthWestern State College
Advisory Board Meeting
Kenneth P. Walker Health Science Hall Room #A-137
June 14, 2017 - 3:00 p.m.
Agenda

1. Welcome and Introductions
2. Overview of Graduate Outcomes
 - a. Number (1991-2016 = 301, 2016 = 13)
 - b. Placement statistics (1991-2016 = 93%, 2016 = 13/13-100%)
 - c. Registry statistics (1991-2016 = 95%, 2016 = 11/13- 85% - 2 planning to take)
3. Classes of 2017, 2018 and the incoming class of 2019
 - a. 2017 = 10 scheduled to graduate June 15
2018 = 12 traditional students
2019 = Accepting applications, interviews in June, selections early July, selection criteria
 - b. Attrition/Retention statistics
4. Human Resources
 - a. Program administration
 - b. Instructional staff
5. Physical Resources
 - a. Simulator Coronary Pro upgrade
 - b. Second Mentice VIST
 - c. Applied for upgrades to the cath lab
6. Clinical Resources and Clinical Coordinator Report
 - a. NCH to Tampa General Hospital
7. Curriculum/Program Review
8. Medical Directors Perspective
9. Students Perspective
10. JRC-CVT/CAAHEP Accreditation Status
 - a. Continuing to meet and/or exceed all thresholds
11. Continuing Education
 - a. On-line/simulation transradial approach
 - b. Research possibilities
12. Baccalaureate Degree in Cardiopulmonary Sciences Update
13. Open Discussion
14. Adjournment

Cardiovascular Technology Program
Florida SouthWestern State College
Advisory Board Meeting
Kenneth P. Walker Health Science Hall Room #A-137
June 8, 2016-3:00 p.m.
Minutes

1. Welcome and Introductions

Jeff Davis welcomed committee members and introductions were made.

Members present:

- *Robert Grohowski, MD, Cardiologist & Medical Director CVT Program*
- *Beth Moss, RN, System Director Invasive Cardiology, Lee Memorial Health System*
- *Brian Crosby, RN, RCIS, Cath Lab Educator, Lee Memorial Health System*
- *Bill Hillman, RTR, RCIS, Supervisor Cath Lab, Cape Coral Hospital*
- *Dan Riggs, RCIS, Cath Lab Educator, HealthPark Medical Center*
- *June Hall, RCIS, Cath Lab, HealthPark Medical Center*
- *Adam Francis, RN, Cath Lab Educator, Naples Community Hospital*
- *Klaudia Ladanyi, RCIS Cape Coral Hospital, Graduate 2015*
- *Katie Raubolt, RCIS, Florida Heart Associates, Graduate 2015*
- *Jeff Elsberry, PhD, RRT, Associate Dean, Cardiopulmonary & Emergency Care*
- *Leslie Yaniga, RCIS, Clinical Coordinator, Cardiovascular Technology*
- *Ray Lenius, RCIS, Faculty, Cardiovascular Technology*
- *Alexandria Mills, President CVT student Class of 2016*
- *Trisha Carr, Vice President CVT student Class of 2016*
- *Jarrod Bauldree, CVT student Class of 2017*
- *Victoria Lara, CVT student Class of 2017*
- *Jeff Davis, RRT, RCIS, Program Director, CVT & Respiratory Care Programs*

The previous meeting minutes were reviewed and the minutes were accepted.

2. Overview of Graduate Outcomes

- a. Number (1991-2015 = 288, 2015 = 16)
- b. Placement statistics (1991-2015 = 92%, 2015 = 15/16-94%)
- c. Registry statistics (1991-2015 = 95%, 2015 = 13/16- 81%)

Jeff Davis reviewed the data collected regarding graduate outcomes including; number of graduates, 16, from last year (2015), their positive placement, 15 of 16, and RCIS registry, 13 of 16 have been successful on the RCIS exam (a number of graduates have not taken the RCIS exam at this time). The results of the 2014 graduate and employer surveys were discussed. In general, 80-100% of the graduates felt they had acquired the cognitive, psychomotor and affective skills necessary to function as entry level cardiovascular technologists and that the program resources are appropriate. Additionally, 80-100% of the employers felt, the graduates that they had hired possessed the cognitive, psychomotor and affective skills necessary to function as entry level cardiovascular technologists and that the program resources are appropriate.

3. Classes of 2016, 2017 and the incoming class of 2018

- a. 2016 = 13 scheduled to graduate on June 17
- 2017 = 12 (traditional & returning students)

- 2018 = Accepting applications, interviews in June, selections early July, selection criteria
b. Attrition/Retention statistics

Jeff Davis reviewed the number of second year students (13), which represent the Class of 2016; all 13 are scheduled to graduate at the end of the Summer A semester, June 17, 2016. The class of 2016 has also been involved in the community with the American Heart Association (AHA) Heart Walk in December. The class of 2017 is comprised of 12 traditional and returning students. The program is planning on admitting a full cohort of 20 students for the Fall 2016 start date. The current selection criterion was reviewed and determined to be appropriate for the CVT Program. Program attrition has been steady and continues to meet the JRC-CVT/CAAHEP threshold. Program Attrition has been in the 28-29% range. Strategies to improve attrition include; open labs, tutorial sessions, implementation of response devices during lectures, posting lecture power points and MP3 audio files of lectures at the course Canvas internet sites.

4. Human Resources
a. Program administration
b. Instructional staff

The human resources of the CVT Program were outlined for committee members. Included:

- President, Dr. Jeffrey Allbritten*
- Provost/Vice President of Academic Affairs, Dr. Jeff Stewart (new to this position)*
- Dean, School of Health Professions, Dr. Marie Collins*
- Associate Dean Cardiopulmonary & Emergency Care, Dr. Jeffrey Elsberry*
- Program Director, CVT & RC Programs, Jeff Davis, RRT, RCIS*
- Clinical Coordinator, CVT Program, Leslie Yaniga, RCIS*
- CVT Faculty, Ray Lenius, RCIS*

The program has also begun to utilize Clinical Associates to provide supplemental instruction during laboratory courses. The CVT program expressed its appreciation of the cath lab employers giving their staff time off to come on campus and help with the laboratory courses. The consensus of the advisory board and the program is that the human resources are sufficient and meet the needs of the program.

5. Physical Resources
a. Simulator Coronary Pro upgrade
b. Second Mentice VIST

The programs classroom and laboratory resources were reviewed and determined to be more than appropriate. The Program Resource Survey completed by Students and Program personnel both indicate over 80% of respondents strongly agree or agree the physical resources are appropriate. The classroom offers a teaching podium with computer and internet access, document/object camera projector, and overhead projector. The lab includes a state- of- the- art catheterization laboratory and WITT physiological monitoring system with archived images so that students can practice in a realistic environment. The lab also includes two Mentice VIST Endovascular Simulators with the following modules; diagnostic coronary and left ventricular grams, coronary intervention, carotid diagnostic and intervention with distal protection, renal diagnostic and intervention, iliac and SFA diagnostic and intervention. The Mentice VIST Endovascular Simulators have recently been upgraded with the newest version of the Coronary Pro software. This upgrade will enable students to practice procedures for both the femoral and radial artery access sites and simulate ACS/STEMI cases. The additional simulator will further enhance instruction in laboratory courses. The

consensus of the advisory board and the program is that the physical and financial resources are sufficient and meet the needs of the program.

6. Clinical Resources and Clinical Coordinator Report

a. Tampa General Hospital

The second year students are currently rotating through Naples Community Hospital, Physicians Regional Healthcare System, Gulfcoast Medical Center, HealthPark Medical Center, Cape Coral Hospital, Charlotte Heart and Vascular Institute, Fawcett Memorial Hospital, Manatee Memorial Hospital, Sarasota Memorial Hospital, and Tampa General Hospital. Tampa General is the newest clinical site and is proving to be a valuable addition to the program. An optional field trip experience is also offered at All Children's Hospital in St. Petersburg for those students wishing more pediatric exposure. Professor Leslie Yaniga, RCIS and clinical personnel all report that the students are functioning well and developing the psychomotor skills, knowledge base and affective attributes to allow them to function as cardiovascular technologists in the cath labs. Suggestions to enhance the clinical component of the program include incorporating clinical simulation and observing live cases earlier in the program. The consensus of the advisory board and the program is that the clinical resources are sufficient and meet the needs of the program.

7. Curriculum/Program Review

Jeff Davis reported the CVT curriculum is based on the 2015 Educational Guidelines for Invasive Cardiovascular Technology Personnel in the Cardiovascular Catheterization Laboratory. These guidelines were developed by the Society of Invasive Cardiovascular Professionals (SICP) and are referenced by the JRC-CVT/CAAHEP in the Standards for accreditation. The program will continue to make any adjustments necessary in order to incorporate any relevant content into the existing curriculum. The consensus of the advisory committee is that the curriculum is very appropriate and the fine-tuning of the curriculum that has been done has strengthened the program. Antidotal comments reflect the feeling that the curriculum and program does a good job addressing the professional education needs of the cardiac care community. Additional enhancements to the curriculum include incorporating advances in the profession including transradial access, IVUS, FFR, vascular diagnostic and interventional procedures, structural heart repair (catheter based heart valve repair/replacement, septal defect & PFO closure, and left atrial appendage closure).

8. Medical Directors Perspective

Dr. Grohowski indicated that, from his perspective, the graduates of 2015 had developed the skills and knowledge to function as entry level cardiovascular technologists. His clinical experiences with the current class have been favorable and they appear to be developing well. He indicated they are developing into strong confident technologists and that they did a good job with their case study presentations. He advised the students to continue to keep up to date in the rapidly evolving fields of invasive cardiology.

9. Students Perspective

Alexandria Mills and Trisha Carr provided the perspective for the second year students that will graduate Summer of 2016. They expressed a high level of student satisfaction with the program and that the students were proud to be a part of the program. They commented that it may be helpful to increase the amount of "hands-on" time in the cath simulation lab. They also expressed the class's appreciation of the clinic sites and the staff that works with them during their clinical rotations. The first year students indicated they would like additional time in the on-campus and hospital based cath labs. They also liked the fact the course websites were pre-populated with PowerPoints and

handouts prior to their classes. Klaudia Ladanyi and Katie Raubolt provided the perspective of the 2015 graduates of the CVT program. They also expressed a high level of satisfaction with the program and indicated they felt they were well prepared for their responsibilities working the Southwest Florida cath labs. The 2015 graduates were also invited to attend the C3 conference in Orlando and they all expressed that this was a very valuable experience. Dr. Dave has also invited the graduates of 2016 to the C3 conference later in June. Beth Moss mentioned the possibility of using the Cardiac Observation Unit at HealthPark Medical Center as a possible clinic/lab site for the students.

10. JRC-CVT/CAAHEP Accreditation Status

- a. Continuing to meet and/or exceed all thresholds

Jeff reviewed the accreditation Standards and Thresholds. The CVT Program received a letter from the JRC-CVT indicating they had reviewed the programs latest Report of Current Status (Annual Report) and that all accreditation thresholds had been met. The program continues to meet or exceed all accreditation Standards and thresholds and remains on continuing accreditation. The next CAAHEP/JRC-CVT accreditation self study/site visit is planned for 2018-2019.

11. Continuing Education

- a. LMHS-EKG and 12 Lead On-Line Course (Advanced for PA's, ? Basic for ECG Techs)
- b. On-line/simulation transradial approach

LMHS approached the program about developing an advanced on-line EKG and 12 lead interpretation CEU course for PA's and a more basic course for EKG techs. Professor Yaniga, in conjunction with Professor Lenius, plan to develop the course. They will coordinate with LMHS as the course is developed.

Professor Yaniga is also in the process of developing an on-line/simulation CEU offering for the transradial approach for cardiovascular catheterization. The course will be designed for working professionals desiring to enhance their knowledge and skills for transradial procedures. LMHS and NCH have both expressed an interest in this course for the cath lab personnel.

12. Baccalaureate Degree in Cardiopulmonary Sciences Update

Dr. Elsberry gave an update on the BAS Degree Program in Cardiopulmonary Sciences. The program is open to the graduates of the Cardiovascular Technology and Respiratory Care Programs who have received either the RCIS or RRT Certifications. The program began offering courses six years ago in the Spring 2011 semester and plans to offer courses during the Fall, Spring and Summer semesters. The B.A.S. CPS Program continues grow with a significant number of students coming from the CVT Program and profession. Some of the graduates of the program have continued their education in Medical and Physician Assistant Programs. The Advisory Committee expressed a high level of support for this program and feel it will offer additional educational and professional opportunities for existing Cardiovascular Technologists and Respiratory Therapists.

12. Open Discussion

The committee members express their gratitude for the Cardiovascular Technology program and indicated they were pleased with the number and quality of the graduates.

13. Adjournment

The meeting was adjourned at 4:15 pm.

**FLORIDA SOUTHWESTERN STATE COLLEGE
CARDIOPULMONARY TECHNOLOGIES
CRITERIA FOR ADMISSION**

Admission into the Respiratory Care or Cardiovascular Technology Program is a simple process. **Phase I** evaluates applicants according to the number of points earned through: cumulative grade point average, math/science grade point average, specific co-requisite courses completed and number of credit hours earned by or before the application deadline of **May 31st**. Courses not completed by the deadline are not considered. Following transcript evaluation, the candidate will be informed of the dates available to take the Watson-Glaser Critical Thinking Exam.

Phase II evaluates the affective and communication skills of applicants using an Admissions Panel interview. Only applicants who have met a minimum number of Phase I points will be scheduled for an interview. **Note that successful completion of the interview is a pre-requisite for acceptance into either program.** Those candidates with the highest total points from **Phases I and II** are offered admission in rank order.

Phase I: Academic (Maximum Points 60) + Critical Thinking Exam (Maximum Points 20)

Phase II: Interview (Maximum Points 20)

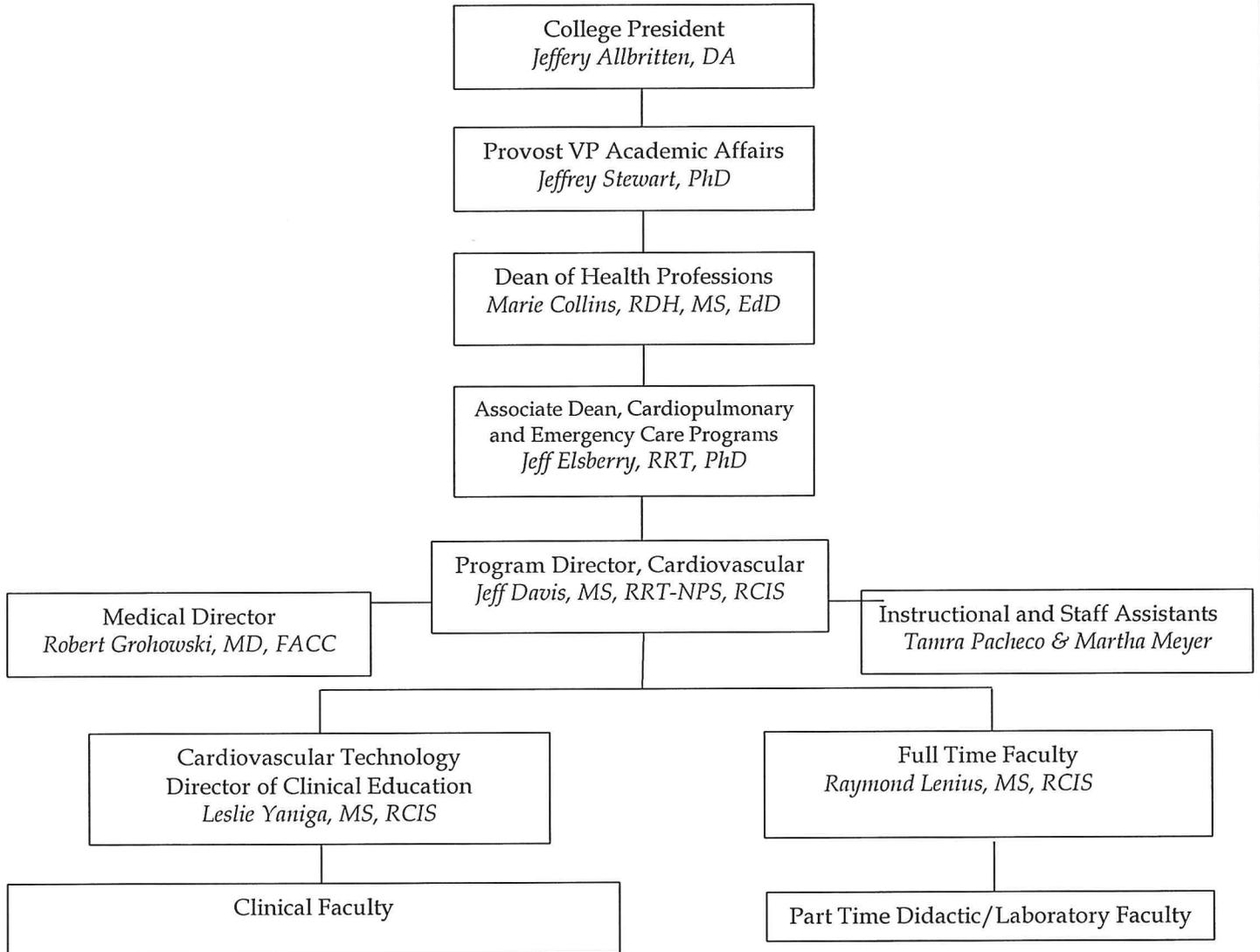
| Overall GPA | | Math/Science GPA | | Co-Requisites Completed | Educational Experience | |
|-------------|---------------|------------------|---------------|-------------------------|------------------------|--------------------------------|
| <u>GPA</u> | <u>POINTS</u> | <u>GPA</u> | <u>POINTS</u> | <u>1 Pt Each</u> | <u>Co-Req POINTS</u> | |
| 4.0-3.90 | 15 | 4.00-3.9 | 30 | BSC1093C* | _____ | (Point Range: 0 – 5) |
| 3.89-3.8 | 14 | 3.89-3.8 | 29 | BSC1094C* | _____ | |
| 3.79-3.7 | 13 | 3.79-3.7 | 28 | CHM2032/* | _____ | <u>Sem. Hrs.</u> <u>Points</u> |
| | | | | CHM2032L* | _____ | |
| 3.69-3.6 | 12 | 3.69-3.6 | 27 | ENC1101 | _____ | 100+ 5.0 |
| 3.59-3.5 | 11 | 3.59-3.5 | 26 | HUM. ELEC | _____ | 90 – 99 4.5 |
| 3.49-3.4 | 10 | 3.49-3.4 | 25 | MCB2010C* | _____ | 80 – 89 4.0 |
| 3.39-3.3 | 9 | 3.39-3.3 | 24 | MGF 1106* | _____ | 70 – 79 3.5 |
| 3.29-3.2 | 8 | 3.29-3.2 | 23 | PHY 1007* | _____ | 60 – 69 3.0 |
| 3.19-3.1 | 7 | 3.19-3.1 | 22 | PSY 2012 or | _____ | 50 – 59 2.5 |
| 3.09-3.0 | 6 | 3.09-3.0 | 21 | SYG 1000 | _____ | 40 – 49 2.0 |
| 2.99-2.9 | 5 | 2.99-2.9 | 20 | | | 30 - 39 1.5 |
| 2.89-2.8 | 4.5 | 2.89-2.8 | 19 | *Included in | | 20 - 29 1.0 |
| 2.79-2.7 | 4 | 2.79-2.7 | 18 | Math/Sci GPA | | 11 - 19 0.5 |
| 2.69-2.6 | 3.5 | 2.69-2.6 | 17 | | | |
| 2.59-2.5 | 3 | 2.59-2.5 | 16 | | | |
| 2.49-2.4 | 2.5 | 2.49-2.4 | 15 | | | |
| 2.39-2.3 | 2 | 2.39-2.3 | 13 | | | |
| 2.29-2.2 | 1.5 | 2.29-2.2 | 12 | | | |
| 2.19-2.1 | 1 | 2.19-2.1 | 11 | | | |
| 2.09-2.0 | 0.5 | 2.09-2.0 | 10 | | | |
| < 2.0 | | < 2.0 | 0 | | | |

GPA points are based on college credits, with a minimum of eleven credits of college course work for the overall GPA and a minimum of seven credits in the co-requisite math/science courses, for the Math/Science GPA.

****Interviews will be scheduled beginning in late May each year for the applicants with the most Phase I points.**

| | | | |
|--------------------------------|-------|-------------------------|-------|
| Overall GPA Points: | _____ | Phase I Sub Total: | _____ |
| Math/Sci GPA Points: | _____ | Phase II Interview: | _____ |
| Co-Req Points: | _____ | Total Admission Points: | _____ |
| Edu Exp Points: | _____ | | |
| Critical Thinking Exam Points: | _____ | | |

Cardiovascular Technology Program



**Florida SouthWestern State
College 2017-2018
Cardiovascular Technology - AS Degree
77 Credits**

FIRST YEAR

| Fall Semester | Credit Hours |
|---|--------------|
| *MGF 1106 Math for Liberal Arts | 3 |
| CHM 2032 Chemistry for Health Sci | 3 |
| CHM 2032L Chemistry Health Sci Lab | 1 |
| **BSC 1093C or BSC 1085C Anatomy & Physiology I | 4 |
| ENC 1101 Composition I | 3 |
| RET 1024 Intro Cardiopulmonary Tech | 3 |
| Total | 17 |

SECOND YEAR

| Fall Semester | Credit Hours |
|---|--------------|
| CVT 2420C Invasive Cardiology I | 6 |
| CVT 2620C Non-Invasive Cardio Tech I Fall A only | 2 |
| CVT 2805C Cardiovasc Interven Pre-Prac Fall B only | 3 |
| CVT 2840L Cardiovascular Practicum II | 3 |
| | |
| | |
| Total | 14 |

FIRST YEAR

| Spring Semester | Credit Hours |
|---|--------------|
| PHY 1007 Physics for Health Sciences | 3 |
| BSC 1094C or BSC 1086C Anatomy & Physiology II | 4 |
| PSY 2012 Intro to Psychology | 3 |
| CVT 1200 Cardiovasc Pharmacology | 3 |
| RET 1613C Cardiopulmonary A & P | 2 |
| CVT 1800L Cardiovasc Pre-Practicum I Spring B only | 3 |
| Total | 18 |

SECOND YEAR

| Spring Semester | Credit Hours |
|--|--------------|
| CVT 2421C Invasive Cardiology II | 6 |
| RET 2244 Critical Care Applications | 2 |
| CVT 2841L Cardiovascular Practicum III | 4 |
| | |
| | |
| | |
| Total | 12 |

FIRST YEAR

| Summer Semester A | Credit Hours |
|---------------------------------------|--------------|
| **MCB 2010C Microbiology | 4 |
| CVT 1801L Cardiovasc Pre-Practicum II | 3 |
| Total | 7 |

SECOND YEAR

| Summer Semester A | Credit Hours |
|--|--------------|
| CVT 2920 Cardiovasc Tech as Professional | 2 |
| CVT 2842L Cardiovascular Practicum IV | 4 |
| Total | 6 |

FIRST YEAR

| Summer Semester | Credit Hours |
|------------------------------------|--------------|
| HUM Humanities (Writing Intensive) | 3 |
| Total | 3 |

*MAT 1033 or Testing may be a requirement for admission into MGF 1106.

**BSC 1010 or Testing is a prerequisite for BSC 1093C and MCB 2010C and should be taken prior to Fall semester.

Note: The math, chemistry and physics co-requisites listed above are the recommended courses; however, it may be possible to substitute another approved general education math, chemistry or physics course. Please see Program personnel for details.

Cardiovascular Technology Program Accreditation Status

The Cardiovascular Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs in invasive cardiovascular technology, www.caahep.org, CAAHEP, 25400 U.S. Highway 19 N, Suite #158, Clearwater, FL 33763 (727-210-2350), upon the recommendation of the Joint Review Committee on Education for Cardiovascular Technology, www.jrccvt.org, JRC-CVT, 1449 Hill Street, Whitinsville, MA 01588-1032 (987-456-5594).

Cardiovascular Technology Program Mission Statement and Goals

Recognizing the worth and dignity of the individual and society's need for educated cardiovascular technologists, the Program's mission is to provide those post-secondary learning. Consistent with the concepts of college education and dedication to high standards of achievement, the Cardiovascular Technology Program at Florida SouthWestern State College fulfills its mission through the following specific goals and philosophies:

- To prepare competent entry-level cardiovascular technologists in the cognitive (knowledge), psychomotor (skills and competencies), and affective (behavior) learning domains for invasive cardiology.
- The average national certification examination pass rate will be 75 percent or greater over the preceding five years.
- The average job placement rate will be 75 percent or greater within 12 months of graduation over the preceding five years.

The first ideal is that it is recognized that each accepted student is a unique individual with particular talents and educational needs. Program faculty will strive to further develop student talents and fulfill expressed educational needs. The program adheres to the College's theme that Florida SouthWestern State College strives to help students "Dedicate to Graduate."

The second ideal is that the student that completes this program will have gained a special confidence in the educational process. The individual will have "learned how to learn," and feel confident to continue learning as an adult. As a result of completing this program, the graduate will have increased the art of self-discipline which is a primary purpose of higher education.

The third ideal of the program is to provide various learning environments for the student to progress in. The program offers opportunities to learn in several different clinical settings. They include but are not limited to small and large acute care medical facilities and diagnostic centers. The student not only learns the procedures but also is afforded the opportunity to learn under a variety of department management styles and with different types of patient care equipment and patient populations.

The fourth ideal is that the program operates as a competency-based educational system. Students know what they are expected to learn as a result of clearly stated behavioral objectives and evaluation methods. The ideal is to minimize student frustration and maximize effective learning.