



## **Tennessee College of Applied Technology-McMinnville**

2025 THEC RURAL PATHWAYS GRANT

### **Program Title: Healthcare Education Rural Opportunity (HERO)**

Lead Entity & Fiscal Agent: Tennessee College of Applied Technology-McMinnville (TCAT-McMinnville)

#### **LEA/School District Names:**

Cannon County High School  
Coffee County Central High School  
DeKalb County High School  
Grundy County High School  
Warren County High School

#### **Employer Partners:**

Unity Medical Center  
NHC Healthcare Smithville

#### **Local Business Network Participants:**

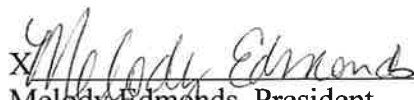
Coffee County Industrial Development Board  
Manchester Chamber of Commerce  
McMinnville/Warren County Chamber of Commerce  
Warren County Industrial Development Board

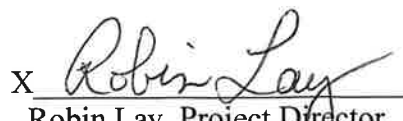
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#### **Funding Requested:**

\$2,000,000

X   
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X   
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# Healthcare Education Rural Opportunity (HERO)

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## Abstract

The Tennessee College of Applied Technology (TCAT) – McMinnville requests \$2,000,000 for rural healthcare expansions. The rural healthcare expansions include:

- Practical nursing pre-requisite dual enrollment for Cannon, Coffee, DeKalb, Grundy, and Warren counties
- Certified Nurse Aid (CNA) dual enrollment for Cannon, Coffee, DeKalb, Grundy, and Warren counties
- CNA, Phlebotomy, and Electrocardiogram certificates at the Coffee County campus
- Patient Care Technician/Medical Assistant program at the Coffee County campus
- Mobile trainers for the existing portable trailer to be used in recruiting and providing work-based learning opportunities at elementary, middle and high schools as well as community events
- Clinicals and internships for credit work-based learning experiences
- Student stipends for dual enrollment CNA students to take the certification exam
- Student stipends for adult students in the Patient Care Technician/Medical Assistant, Practical Nursing pre-requisite classes, and the Practical Nursing program
- A new healthcare pathway with stackable credentials through the internal Patient Care Technician/Medical Assistant to Practical Nursing program articulation and leading efforts to expand this articulation statewide

The Healthcare Education Rural Opportunities (HERO) program grant is a collaborative between the Tennessee College of Applied Technology – McMinnville, Unity Medical Center, NHC Smithville, Cannon County High School, Coffee County Central High School, DeKalb County High School, Grundy County High School, Warren County High School, Coffee County Industrial Development Board, Manchester Chamber of Commerce, McMinnville/Warren County Chamber of Commerce, and the Warren County Industrial Board. Data show a critical national, statewide, regional, and local need; this collaborative program was envisioned from this ongoing rural healthcare need. Because it will close skills and opportunity gaps identified by the workforce, increase post-secondary credentials and industry certifications, offer work-based learning opportunities, serve dual enrollment, traditional, and non-traditional students, and give students multiple pathways and skills for high-paying, in-demand occupations where there will likely be a labor shortage in the years to come, this project is essential to supporting our rural communities. TCAT – McMinnville’s skills, partnerships, and mission position the institution to accomplish the much-needed results.

### **Section 1: Program Narrative**

The Tennessee College of Applied Technology (TCAT) – McMinnville, a seasoned innovator in new program offerings, proposes multiple new and expanded rural healthcare programs and pathways through this grant titled “Healthcare Education Rural Opportunity (HERO).” TCAT – McMinnville is the lead entity with Unity Medical Center (UMC) and NHC Healthcare Smithville (NHC) serving as the major industry partners. Other partners include the Coffee County Industrial Development Board, Manchester Chamber of Commerce, McMinnville/Warren County Chamber of Commerce, and Warren County Industrial Development Board. Project details are explained in the chart below.

<b>Program/ Certificate/ Pre-Req</b>	<b>Strategies for Rural Areas</b>	<b>Student Group(s) Served</b>	<b>Rural Counties/Campuses Served</b>	<b>Anticipated Outcomes</b>
Practical Nursing Pre- Requisites/ PN program	<ul style="list-style-type: none"><li>• Establish and expand new DE opportunities</li><li>• Provide adult PN program student stipends for education-related costs</li></ul>	<ul style="list-style-type: none"><li>• Dual Enrollment</li><li>• Adult</li></ul>	<ul style="list-style-type: none"><li>• Cannon Co HS (expanded)</li><li>• Coffee Co HS</li><li>• DeKalb Co HS</li><li>• Grundy Co HS</li><li>• Warren Co HS</li><li>• Coffee County Campus</li><li>• McMinnville Campus (expanded)</li></ul>	<ul style="list-style-type: none"><li>• 4 additional HS DE pathways</li><li>• 1 additional campus healthcare pathway</li><li>• 270 students ready to enter PN program</li><li>• Enhanced student support</li></ul>
Certificate – Nurse Aid	<ul style="list-style-type: none"><li>• Establish new DE opportunities</li><li>• Establish new TCAT certificate healthcare pathway</li><li>• Establish new industry certification</li><li>• Provide student stipends for</li></ul>	<ul style="list-style-type: none"><li>• Dual Enrollment</li><li>• Adult</li></ul>	<ul style="list-style-type: none"><li>• Cannon Co HS</li><li>• Coffee Co HS</li><li>• DeKalb Co HS</li><li>• Grundy Co HS</li><li>• Warren Co HS</li><li>• Coffee County Campus</li></ul>	<ul style="list-style-type: none"><li>• 5 additional HS DE healthcare pathways</li><li>• 1 additional campus healthcare pathway</li><li>• 125 students completing certificate and industry certification</li><li>• Enhanced student support</li></ul>

	education-related costs			
Certificates – Phlebotomy, Electrocardiogram	<ul style="list-style-type: none"> <li>Establish new TCAT certificates</li> <li>Provide student stipends for education-related costs</li> </ul>	Adult	Coffee Campus	<ul style="list-style-type: none"> <li>2 additional campus healthcare pathway offerings</li> <li>80 healthcare pathways certificate completions</li> <li>Enhanced student support</li> </ul>
Diploma - Patient Care Technician, Medical Assistant	<ul style="list-style-type: none"> <li>Establish new TCAT healthcare pathway diplomas</li> <li>Provide student stipends for education-related costs</li> <li>Establish a new healthcare education pathway with stackable credentials</li> </ul>	Adult	Coffee Campus	<ul style="list-style-type: none"> <li>2 additional campus healthcare pathways</li> <li>55 students entering rural healthcare workforce</li> <li>Enhanced student support</li> <li>PCT to PN inter-institutional articulation</li> </ul>
Outreach with mobile trainers	Develop work-based learning opportunities for K-adult delivered where future students are	<ul style="list-style-type: none"> <li>Elementary, Middle, and High Schools</li> <li>Dual Enrollment</li> <li>Adult</li> </ul>	<ul style="list-style-type: none"> <li>Warren Co HS</li> <li>Grundy Co HS</li> <li>Cannon Co HS</li> <li>Coffee Co HS</li> <li>DeKalb Co HS</li> <li>Service area counties</li> </ul>	2,000 work-based learning opportunities delivered through customized healthcare outreach
Clinicals, internships	Develop work-based learning opportunities that are credit-based	<ul style="list-style-type: none"> <li>Dual Enrollment</li> <li>Adult</li> </ul>	<ul style="list-style-type: none"> <li>Warren Co HS</li> <li>Grundy Co HS</li> <li>Cannon Co HS</li> <li>Coffee Co HS</li> <li>DeKalb Co HS</li> </ul>	<ul style="list-style-type: none"> <li>5 additional HS work-based learning opportunities</li> <li>200 students completing</li> </ul>

			<ul style="list-style-type: none"> <li>Coffee County Campus (expanded offering)</li> </ul>	clinicals and internships
Patient Care Technician to LPN Pathway	Establish new healthcare pathways with stackable credentials	Adult	Coffee County Campus	Multiple students who can exit to work and return to the next education level; lead statewide articulation agreement efforts

Cannon, Coffee, DeKalb, Grundy, and Warren counties are all designated as rural. These rural counties will have newly established dual enrollment opportunities allowing a minimum of 270 students to complete pre-requisite practical nursing (PN) courses and certified nurse aid (CNA) at the high schools. After high school graduation, students can continue into the PN program or the newly developed patient care technician (PCT) program with at least 55 students completing this program within the four years. Pell-eligible students will have access to student stipends for education-related costs to help them through life barriers (Appendix A). The new TCAT certificates and diplomas will provide additional exit points and entry points into critically understaffed healthcare fields. New industry certifications established will achieve higher educational postsecondary attainment percentages for the rural county. Minimally, 190 students will receive certifications. Work-based learning (WBL) opportunities created will provide students with real world experience to practice skills and develop critical thinking in clinicals and internships along with giving potential students from kindergarten through adult exposure and hands-on knowledge of what is involved in healthcare careers through the mobile trailer coming to their locations. A minimum of 2,000 students will gain this exposure. The newly-developed inter-institutional articulation agreement between PCT and PN at TCAT – McMinnville will allow students to continue their healthcare journey (Appendix B). Students can move from the certified nursing assistant (CNA) to Phlebotomy to the PCT to the PN program

(Appendix C). Students can then articulate PN into the Registered Nursing (RN - Appendix D) programs at a community college and continue to the doctoral level if desired. Multiple exit points allow students to have full-time employment before resuming the pathway to the next healthcare career level.

## **Section 2: Demonstrated Need**

New rural healthcare pathways and outreach are essential to address critical healthcare worker shortages according to TCAT – McMinnville’s extensive investigation. The institution’s partners identified these rural healthcare needs and asked for assistance during a recent meeting (Appendix E). PCT, which has a statewide approved curriculum (Appendix F) with solid evidence of success for both dual enrollment and adult students was pinpointed as an unmet need. The institution pledged to seek space and funding for this skills gap. A CNA testing site need was also identified, and the institution should be ready to meet this need in fall 2025. Due to employment growth, replacements, and anticipated retirements at their facilities alone, our grant partners estimate that over the next four years, approximately 500 health care positions in the proposed healthcare pathways will be needed.

Nationwide, statewide, and regional data also demonstrate this need for the healthcare workforce, specifically Licensed Practical Nurses, Nursing Assistants, Medical Assistants & Phlebotomists (LPN, CNA, MA, P). LPN employment is expected to increase by 3%, nursing assistant employment is expected to increase by 21%, medical assistant employment is expected to increase by 15%, and phlebotomist employment is expected to increase by 8% between 2022 and 2032 according to the U.S. Bureau of Labor Statistics. The THEC Academic Supply and Occupational Demand Report shows that statewide a notable demand exists for mid-level technically skilled practitioners, specifically for licensed practical and licensed vocational nurses,

medical assistants, and phlebotomists. Also noted by this report, Tennessee is 26th nationwide and fifth in the southeast for its proportion of residents aged 65 and older; this aging population is indicative of broader trends necessitating increased healthcare services. As the baby boomer cohort transitions into retirement and population growth decelerates, the difficulty of replenishing the healthcare workforce is compounded. Jobs4TN also classifies healthcare occupations as high demand. Tennessee’s location, affordable cost of doing business, and competitive wages make the state an ideal place for healthcare employment. Tennessee projects 5,216 job openings annually on average during the next 10 years. Further data from the TN ECD shows that the current number of healthcare (LPN, CNA, MA, P) employment needs is large with good wages in each county identified through this grant. The chart below outlines this data for each county served:

County	# of Healthcare Opportunities	# of Establishments	Annual Wages	Living Wage
<b>Cannon</b>	317	29	\$44,540/\$21.41	\$19.49
<b>Coffee</b>	3,058	208	\$48,445/\$23.29	\$18.71
<b>DeKalb</b>	549	62	\$44,651/\$21.47	\$18.37
<b>Grundy</b>	182	19	\$36,759/\$17.67	\$18.68
<b>Warren</b>	1,541	141	\$51,346/\$24.69	\$18.16

Sources - Tennessee Department of Economic and Community Development (TN ECD) Healthcare and Social Assistance Industry, Living Wage Calculator ([mit.edu](https://livingwage.mit.edu))

The primary goal of this project is to narrow the opportunity gap for skilled healthcare workers in rural areas throughout the counties listed above and surrounding areas. As the lead entity, TCAT – McMinnville is expanding upon the already successful UMC and NHC partnerships. Early indicators of success include the class size for PN increasing from 15 in Spring 2022 to 25 in Spring 2024 with completion rates elevating from 52.3% to 76%. UMC offers scholarships to students who work at their facility while completing the PN program. NHC has pledged to continue with clinical rotations and help us with further growth.



As stated in the memorandum of understanding (MOU – Appendix G), all partners anticipate future employee shortages and recognize the long-term urgency of boosting credentials, pledging continued support as critical needs will continue. TCAT – McMinnville anticipates increasing the number of TCAT certificates, diplomas, and industry certifications earned by 385 as well as the number of WBL experiences by 2,200 during the grant period through adding these proposed new rural healthcare pathways. Industry-recognized certifications, TCAT certificates/diplomas, requested equipment, and the WBL concepts are detailed in Appendix H. These program offerings will strengthen healthcare pathways in several rural counties along with two at-risk counties – Grundy and Warren as designated by the Appalachia regional Commission (ARC). Grundy is also designated as impoverished through data collected from ARC.

The diploma earned through the PCT program articulates into the TCAT – McMinnville PN program (Appendix B). Additionally, TCAT – McMinnville and the community colleges have an existing articulation agreement for PN graduates to the Associate of Applied Science degree in Nursing (RN - Appendix D). Students have multiple options for a bachelor’s degree and beyond at colleges across the nation. Post-secondary credentials earned will increase higher education attainment levels that are currently below the state average.

<b>Education Attainment Rate (age 25-64)</b>	<b>TN</b>	<b>Cannon</b>	<b>Coffee</b>	<b>DeKalb</b>	<b>Grundy</b>	<b>Warren</b>
<b>Adults with some College, no Degree</b>	20.8%	18.3%	18%	16.3%	17.3%	16.7%
<b>Adults with Associate or Higher</b>	38.8%	22.8%	30.9%	25.9%	21.5%	23.3%

Source - <https://www.tn.gov/content/dam/tn/thec/countyprofiles/CountyProfile>

These new programming options will provide stackable credentials as identified above and illustrated in Appendix C, increase the higher educational attainment levels in areas of Tennessee that are below the state average, and address a critical healthcare skills gap by serving

the community employers' needs. By offering PCT as both dual enrollment and an adult program at the institution as well as expanding PN dual enrollment opportunities for less populated and impoverished counties, more healthcare students will be in the pipeline. Any dual enrollment yield would bolster efforts and fill jobs that are now unfilled. Students will be exposed to multiple types of WBL opportunities as shown in the WBL continuum for HERO (Appendix H). An important aspect of TCAT – McMinnville's approach is that WBL experiences start at the kindergarten level. TCAT – McMinnville will use the existing mobile training trailer which is designed to accommodate different types of training equipment that can be showcased at various events. Kindergarten through adults can benefit from seeing the programmatic equipment and outcomes without having to visit the institution. While TCAT – McMinnville prefers prospective students visiting the campus for tours, the mobile training trailer allows the institution to reach prospective and future students at their locations. This flexibility will allow TCAT - McMinnville to provide 2,000 annual WBL opportunities in the community through this outreach tool along with another 200 WBL opportunities students will receive through clinical experiences and internships.

The CIP to SOC crosswalk (Appendix I) shows the alignment of the proposed healthcare pathways according to the workforce needs identified. Through discussions with Dean Hanna at the Tennessee Technological University (TTU) School of Nursing, Dean Hanna believes this program to accelerate production of LPNs could also be a benefit to their RN program which produces much needed nurses for our underserved areas. Letters from TTU and McMinnville/Warren County Chamber of Commerce further illustrate this local rural need (Appendix J). The WBL Continuum in Appendix H shows the WBL opportunities that will be

conducted, courses, clock hours, industry certifications, TCAT certificates and diplomas, and equipment.

### **Section 3: Program Plan**

Data from national, state, regional, and local sources indicate current and future healthcare workforce, specifically LPN, CNA, MA, and P needs as indicated in the table below.

<b>Area</b>	<b>Projected Jobs</b>	<b>Source(s)</b>
National	3-15 percent growth from 2022 to 2032	US BLS Occupational Outlook Handbook
State	5,216 annually	THEC Academic Supply & Demand Report
Regional	972 annually	THEC Academic Supply & Demand Report
Local	487 over 4 years	Industry partner projections MOU

The LPN pre-requisite courses and PCT program will be delivered at the TCAT – McMinnville and Coffee County campuses as well as 5 local high schools (Cannon, Coffee, DeKalb, Grundy, and Warren) and allow over 250 dual enrollment and adult students to start their healthcare pathway. Each step advances students in the healthcare profession as shown in Appendix C through the stackable credentials. Embedded into the PCT program is an additional early postsecondary opportunity (EPSO) for the CNA and two additional EPSOs for the dosage calculations and anatomy & physiology courses. Multiple WBL opportunities are incorporated into all proposed programs as shown in Appendix H and in the signed MOU in Appendix G. Over 2,000 WBL opportunities are also planned for elementary through adult students with healthcare occupations hands-on demonstrations in the mobile trailer and through clinical experiences and internships. Students participating in these programs will have access to additional support which includes stipends for books, examination fees, licensure fees, and supplies to ensure students are equipped with the tools necessary to succeed. All educational pathways developed through this grant are classified under the Classification of Instructional Programs (CIP) code 51: Health Professions and Related Programs and lead to in-demand

occupations classified as a Standard Occupation Classification (SOC) code 29: Healthcare Practitioners and Technical Occupations or 31: Healthcare Support Occupations (Appendix I).

As the project director, the grant coordinator will oversee fulfilling all grant obligations. The steering committee, which is composed of all project partners, provides strategic direction by evaluating how well the grant goals are being met, proposing changes or additions to the action steps to ensure those goals are met, providing employment to suitably qualified job candidates, and proactively planning for the sustainability of the work after the grant ends. TCAT – McMinnville will manage accountability and governance as shown in Appendix K. The goals and timeline for this project are presented below.

**Goal 1:** Serve 270 dual enrollment students in the PN pre-requisites and 125 dual enrollment students in the CNA program over the next 4 years in Cannon, Coffee, DeKalb, Grundy, and Warren County High Schools; offer student support stipends for Pell-eligible adult PN students and student stipends for DE CNA students' certification exams.

<b>Action Step</b>	<b>Action</b>	<b>Quarterly Completion Timeline</b>	<b>Responsible Person(s)</b>	<b>Budget</b>
<b>1</b>	Hire and train instructors	Fall '26 and when needed after	Vice President	\$111,500
<b>2</b>	Purchase equipment and supplies	Fall '26	Grant Coord	\$939,750
<b>3</b>	Enroll students	Fall '26	Dual Enrollment Coord; Admissions	\$0
<b>4</b>	Provide work-based learning experiences	Fall '26 and every qtr after	Faculty	\$0
<b>5</b>	Offer student stipends; set up process and communicate	Fall '26 and every qtr after	Dual Enrollment Coord; Grant Coord	\$15,600

**Goal 2:** Serve 55 Patient Care Technician program adult students at the Coffee County campus by Spring 2029 and offer student stipends.

<b>Action Step</b>	<b>Action</b>	<b>Quarterly Completion Timeline</b>	<b>Responsible Person(s)</b>	<b>Budget</b>
<b>1</b>	Hire and train instructor	Sum '27 and when needed after	Vice President	\$348,333.11
<b>2</b>	Purchase equipment and supplies	Winter '27	Grant Coord	\$182,715.77
<b>3</b>	Enroll students and communicate stipend information	Fall '27	Dual Enrollment Coord; Admissions	\$150,000
<b>4</b>	Provide work-based learning experiences	Fall '27 and every qtr after	Faculty	\$0

**Goal 3:** Expose 2,000 individuals from elementary through adulthood to multiple healthcare programs using the mobile trailer and taking demo equipment to prospective students over the next 4 years.

<b>Action Step</b>	<b>Action</b>	<b>Quarterly Completion Timeline</b>	<b>Responsible Person(s)</b>	<b>Budget</b>
<b>1</b>	Purchase trainers and supplies for mobile trailer	Fall '26 and when needed after	Grant Coord	\$41,250
<b>2</b>	Set up event days and times with a variety of locations	Fall '26 and every qtr after	Grant Coord	\$0
<b>3</b>	Train individuals who will work the events	Fall '26	Grant Coord	\$0
<b>4</b>	Take the mobile trailer to events.	Fall '26 and every qtr after	Grant Coord	\$10,851.12

**Goal 4:** Collaborate with business, education, and industry partners to ensure the success of the HERO grant initiatives by Spring '29.

<b>Action Step</b>	<b>Action</b>	<b>Quarterly Completion Timeline</b>	<b>Responsible Person(s)</b>	<b>Budget</b>
<b>1</b>	HERO group meetings (all partners) will be held each quarter. When the	Fall '26 and every qtr after	Grant Coord	\$0

	grant period ends, this will be held annually.			
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**Goal 5:** Achieve 100% completion of grant commitments throughout the grant period ending Spring 2029.

Action Step	Action	Quarterly Completion Timeline	Responsible Person(s)	Budget
1	Purchase promotional materials	Fall '26 and every qtr after	Grant Coord	\$40,000.00
2	Submit all quarterly reports	Winter '27 and every qt after	Grant Coord	\$0
3	Evaluate the grant progress quarterly	Fall '26 and every qtr after	Grant Coord	\$160,000.00
4	Submit final report	Fall '29	Grant Coord	\$0

**Goal 6:** Achieve 200 WBL credit opportunities through clinicals and internships over the next four years.

Action Step	Action	Quarterly Completion Timeline	Responsible Person(s)	Budget
1	Set up opportunities	Fall '26 and every qtr after	PCT Faculty	\$0

Details on how each county will benefit from this project are shown in Appendix L.

#### **Section 4: Strength of Partnership**

TCAT – McMinnville will act as the Lead Entity for this project, with Robin Lay serving as the Project Director. Robin will have the responsibility of managing grant administration, conducting timely required reporting, and facilitating communication between the partners. Robin has several years of higher education experience and has managed other projects before beginning her role as the grant and project specialist for TCAT – McMinnville.

TCAT – McMinnville has two successful full-time day PN programs at two campuses – McMinnville Main Campus and UMC. The programs are supported by an Advisory Committee that convenes annually to assess the curriculum, industry standards, job market requirements,

and other relevant factors. The PCT program will operate with the same standards and supervision to ensure a high-quality program. TCAT - McMinnville extends invitations to secondary partners to attend the annual assessments and holds multiple other meetings with secondary partners each year to ensure seamless alignment with the dual enrollment programming.

The Career and Technical Education (CTE) professionals at the area high schools have expertise in creating and implementing top-notch CTE programs that meet community demands. Faculty members currently teaching in the programs under this initiative are highly qualified experts in their fields with a wealth of teaching and healthcare work experience. Other faculty hired will be required to meet these same standards. TCAT – McMinnville has a history of successful partnerships, dual enrollment growth, and high completion rates at each school.

The industry partners play a crucial role in this endeavor. TCAT – McMinnville already has a strong successful partnership with UMC. One PN cohort was moved to UMC in January 2023. PN enrollment numbers had been decreasing, and the move was made to extend the area to attract students. The first cohort recently graduated. Starting with 25 students, 19 students graduated in December 2024. These numbers are encouraging based on previous cohorts that started with as few as 15 students. The second 2025 cohort has 26 students, showing us a positive outcome with this move and partnership. Additionally, UMC provides student scholarships to further support the program and students. Our other major industry partner is NHC. This partnership was developed due to the history of successful clinical experiences and to have a long-term care representative helping us develop this new program. Understanding the total job outlook for the program is crucial, and TCAT – McMinnville wants to ensure this program is successful in producing a larger pipeline of healthcare workers for many years to come. To address the scar-

city of qualified healthcare personnel and close the opportunity gaps, both partners are voluntarily investing time and resources. These leaders have the know-how and comprehension of the needs of the sector and the best methods to meet them. Therefore, these partners' commitments are essential to the project's success. TCAT – McMinnville partners will offer graduates employment opportunities in high-wage, high-demand healthcare jobs proving their belief in the programming alignment and evidencing the needs.

Each partner has voluntarily agreed to work together to create meaningful learning experiences. Quarterly meetings will include input from each partner on the learning experiences and their value. A Memorandum of Understanding (MOU-Appendix G) was prepared and signed by all parties. The MOU outlines each partner's specific responsibilities with respect to the grant and their roles in ensuring the program's successful implementation and long-term sustainability.

Further strength of this partnership comes from the sheer need in the area. The Appalachian Regional Commission has identified DeKalb and Warren Counties as at-risk counties and Grundy as a distressed county (Appendix M). All of these high schools will be served through this grant. This project is essential to support disadvantaged rural communities.

The increasing need for healthcare in the Southeast and Upper Cumberland regions led to the creation of this cooperative initiative. The same needs have been recognized by other partners, who have promised ongoing assistance. Because these strategies will close skills gaps identified by the workforce, increase post-secondary credentials and industry certifications, offer WBL opportunities, serve dual enrollment, traditional, and non-traditional students, and equip students with skills for high-paying, in-demand occupations where there will be a healthcare labor shortage in the years to come, this project is essential to support our rural partners. TCAT – McMinnville worked collaboratively to identify skillset needs and align these needs with new



programming. The next step is to secure funding and implement the programs. The region's economy is dependent on initiatives that fill opportunity gaps. The goals, expertise, and collaborations of TCAT-McMinnville are all well matched to produce the desired results.

### **Section 5: Budget Plan**

The budget plan is shown in Appendix N. Detailed information is provided to show how each expenditure ties to the goals of the grant proposal in Section 3: Program Plan.

### **Section 6: Sustainability**

Dual Enrollment –Growth in dual enrollment is a component of the strategic plan. TCAT-McMinnville had 89 dual enrollment students in the 21/22 school year. In 22/23, there were 548 students enrolled, and 636 in 23/24 with 554 enrolled for Fall 2024. Data show that the organization seeks dual enrollment growth and fulfills its commitments in developing successful partnerships. The connections between TCAT-McMinnville and the nearby educational systems are well-established. To guarantee successful collaborations, meetings are arranged multiple times a year. The TSAC dual enrollment grant, along with textbooks purchased from each individual high school, cover tuition and books. After the HERO grant expires, the salaries of adjunct dual enrollment instructors will be paid through TSAC funding. The equipment will be kept at the high schools, and if the program declines, TCAT-McMinnville will either use it in the full-time campus program or transfer it to another high school.

Adult Programs – TCAT – McMinnville will continue these programs past the grant. Once enrollment numbers achieve sustainable levels during the grant period, state appropriation funding will support their continued offering. TCAT – McMinnville has a history of program success with no current programs on triggered status through our accrediting body.

Equipment - Equipment will be maintained by in-house repair or with institutional repair funds. Replacement of equipment will be accomplished through Renewal & Replacement (R&R) institutional funds.

Work-Based Learning – After the grant expires, the WBL components will remain in place. As stated in the attached MOU (Appendix G), employers are dedicated to helping close the skills gap in the future and will continue to support WBL. Clinical experiences and internships will continue to occur with the grant partners continued input and support. To guarantee constant communication, the organization maintains a contact list of multiple individuals at each business. TCAT – McMinnville recognizes short-term gains will not be sufficient to meet demands in the long run. In addition to community events, recruitment will be organized at elementary, middle, high schools, and community events. Moving forward, this will be standard procedure and incorporated into the institutional budget.

Partnerships - TCAT – McMinnville and the community need these programs to thrive and support local healthcare workforce needs. All partners have signified their current and long-term commitments in the MOU (Appendix G). Because existing partnerships are already in place, the institution is confident that these will continue. This workforce need will not be fulfilled when the grant ends. In fact, data show that the need will still be acute for many years.

Grant history for TCAT – McMinnville - TCAT – McMinnville has a strong track record with grants in recent years. TCAT - McMinnville successfully fulfilled all obligations for previous grants. The institution is committed to grant completion and accuracy in reporting. The organization is dedicated to maintaining this endeavor as illustrated in Appendix O.

## **Appendix A – Student Stipends Plan**

### **Student Stipends Plan**

#### **TCAT – McMinnville HERO**

##### Minimum Eligibility Requirements

Student stipends will be available to eligible students. Students must be enrolled in a PN pre-requisite course, PN, or PCT/MA program courses. The student must be actively participating in course work and/or required WBL experiences in a rural county. Stipends will be credited to the student account as a scholarship.

##### Student Stipends

One-time student stipends of \$500 are available to all adult Pell-eligible students in the PN or PCT program for textbooks and \$130 to all dual CNA students who take the Nursing Assistant Certification Exam. Eligible students will receive stipends until stipend grant funds are exhausted during the grant period.

## Appendix B - PCT to PN Articulation

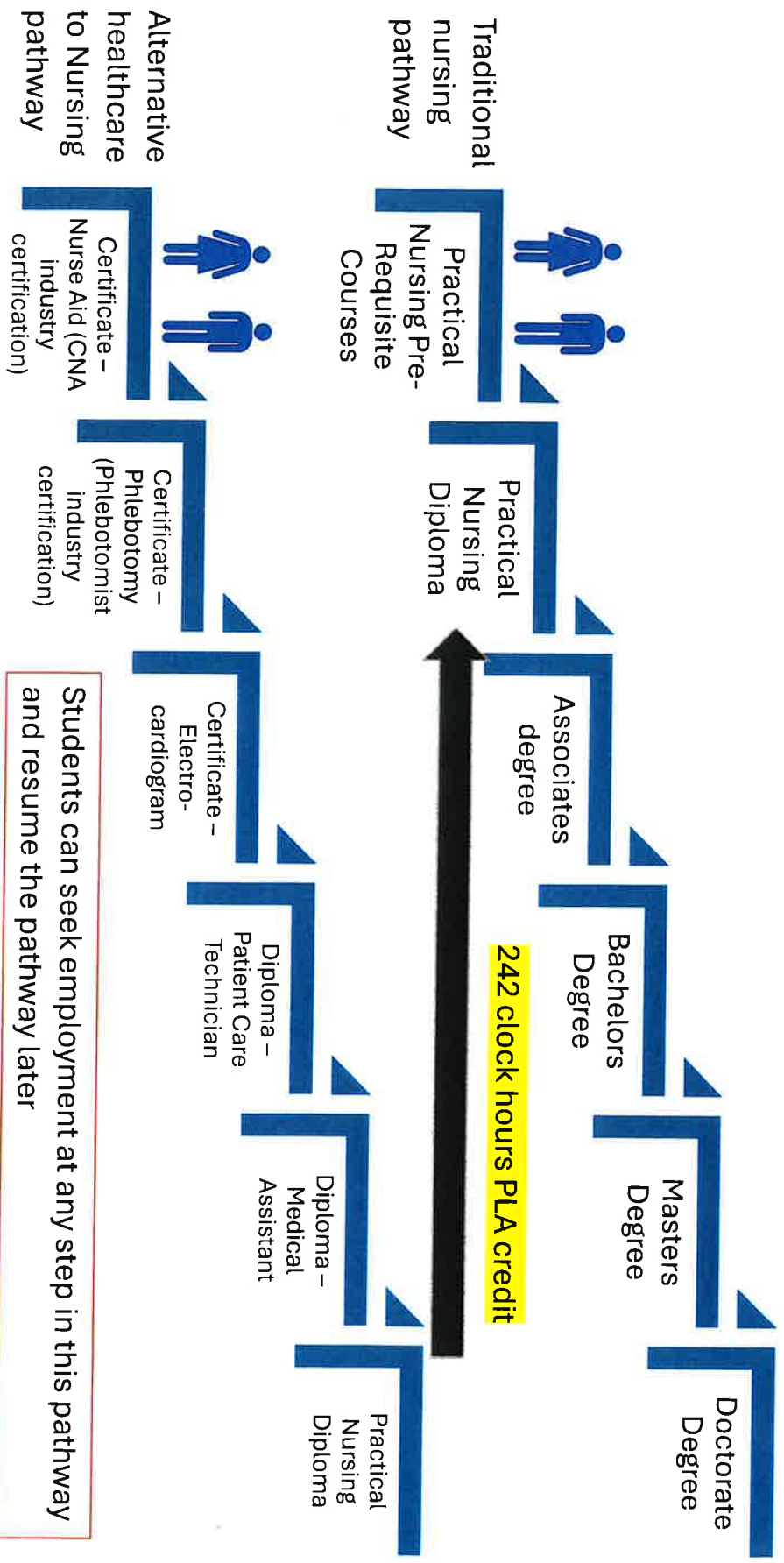
### Patient Care Technology (PCT) to Practical Nursing (PN) Articulation

Spring 2025

PCT students will have the opportunity to earn the following clock hours prior learning assessment (PLA) credit toward the PN program. To receive credit, students must demonstrate skillsets and verbal knowledge base of the concepts.

<b>Pre-Requisites</b>	<b>PN Clock Hours</b>	<b>PCT PLA credit</b>
Anatomy & Physiology	80	80
Dosage Calculations	40	40
<b>PN Program Courses</b>		
LPN 0001 Worker Characteristic	6	6
LPN 1010 Basic Nursing Principles	90	36
LPN 1020 Fundamentals	160	36
LPN 1030 Administer & Medication & Basic IV	80	20
LPN 1050 Clinical I	36	24
<b>Total possible PLA credit</b>		<b>242</b>

## TCAT – McMinnville Stackable Healthcare Pathways



**Systemwide Articulation Agreement Between  
Colleges in The College System of Tennessee  
For the Period of Fall 2022 through Summer 2025**

**Articulation of Practical Nursing Delivered at the  
Tennessee Colleges of Applied Technology to be Applied Toward  
The A.A.S. in Nursing Delivered at Specified  
Community Colleges in Tennessee**

The Tennessee community colleges hereinafter referred to as the "CC(s)" and the Tennessee colleges of applied technology hereinafter referred to as the "TCAT(s)" have entered into a statewide partnership which promotes student transfer and program articulation. The partnership is for the purpose of providing eligible TCAT students the opportunity to receive college credit upon successful completion of a qualified program at a TCAT and/or by earning recognized industry certification(s) as identified in "APPENDIX A."

### OVERVIEW

In accordance with the guidelines set forth by the Tennessee Board of Regents (TBR), the Tennessee Higher Education Commission (THEC), and the procedures established by the individual CCs, we hereby enter into this Agreement to provide the eligible TCAT students the opportunity to receive college credit upon successful completion of a qualified program at a TCAT and by earning recognized industry certification(s) or meeting other criteria as identified in "APPENDIX A."

The CCs determine awarded credits based upon the course completion(s), certification(s) earned, or other specified requirements.

1. TCATs will indicate on student transcripts the specific coursework completed and certifications taken and passed (if known).
2. When evaluating student transcripts, the CC will award credit based on criteria identified in "APPENDIX A."
3. In addition, CCs may award credit based upon evaluation of transcripts on a course-by-course basis.
4. Pre-requisite courses must be considered prior to accepting credit via this agreement.
5. Students must meet the standards and follow the procedures of the individual CC catalog for the year they enrolled in the articulated course/program or follow the current year CC catalog.
6. The awarding of any nontraditional credit (e.g. CLEP, AP credit-by-exam, military services, etc.) may be granted for coursework not identified in "APPENDIX A."
7. Upon an institution's request this agreement will be reviewed.
8. This agreement will remain in effect until modified or rescinded by the duly authorized signatories, or until the term of the agreement has expired.
9. The CCs and the TCATs shall:
  - a. Designate a responsible party to provide oversight of details and disseminate general program information to students.
  - b. Determine course(s) to award credit based upon recommendation of content

- faculty.
- c. Agree to review every three years the certifications/courses and/or Student Learning Outcomes for which college credit will be awarded.
  - d. Establish a process to ensure effective coordination between the individual CC(s) and TCAT(s). The Statewide Articulation Committee shall serve as a resource for questions or concerns that may arise and will consist of representatives from both the CC(s) and the TCAT(s) that are faculty or curriculum coordinators for the discipline as appointed by the chief academic officer at the CC and the President at the TCAT.
10. The SACSCOC accredited institution agrees to accept specific course work from a non-SACSCOC accredited institution to be applied toward an award from a SACSCOC accredited institution. That course work may not be accepted by other colleges or universities in transfer, even if it appears on a student transcript. The decision to accept course work in transfer from any institution is made by the receiving institution, and the acceptance of credits or course work is based on the receiving institution's regulations and guidelines."
11. This agreement will commence the semester following the signing thereof.



**Systemwide Articulation Agreement Between  
Colleges in The College System of Tennessee  
For the Period of Fall 2022 through Summer 2025**

**Articulation of Practical Nursing Delivered at the  
Tennessee Colleges of Applied Technology to be Applied Toward  
The A.A.S. in Nursing Delivered at Specified  
Community Colleges in Tennessee**

**APPENDIX A**

Awarding of College Credit to Practical Nursing graduates of Tennessee Colleges of  
Technology into the A.A.S. in Nursing

<b>TCAT Requirements</b>	<b>Credit Hours</b>	<b>Community College Course Awarded</b>
Graduation from a TCAT LPN program and the student must hold an unencumbered TN LPN license	7 PLA credit hours	Graduation from TCAT LPN license with unencumbered TN LPN license

**The College System of Tennessee nursing program directors worked to establish common admission requirements to reduce confusion and to streamline the pathway to becoming an RN after completing the LPN program at a TCAT.**

**Non-Academic Admission Requirements**

- Applicant must meet the admission requirements of the community college and be admitted to the community college
- Applicant must complete application to AAS nursing program as LPN to RN bridge student by AAS community college nursing program application deadline
- Admission of LPN to AAS community college program is based on space availability in AAS RN program
- TCAT graduates will not be required to take the community college AAS RN entrance exam if the applicant has graduated within the past 3 years and has successfully passed the TCAT specific exit exam (successful completion of the TCAT specific exit exam is required for a student to graduate from the LPN program)

**Academic Admission Requirements**

- The LPN applicant must complete all learning support courses prior to admission into the community college AAS program
- LPN applicant must have minimum 2.5 GPA on gen ed courses required for admission into the community college AAS program
- LPN applicant must have "C" or better in required Math & Science prerequisite courses required for admission into the community college AAS program
-



## **APPENDIX A (continued)**

### **Prerequisite Course Requirements for Admission into RN Program**

- BIOL 2010           Anatomy and Physiology I
- Math 1530           Probability and Statistics
- Psychology 1030   Introduction to Psychology

### **Licensure Requirements**

- LPN applicant must have TN or multi-state active unencumbered LPN license prior to beginning of classes in the community college AAS nursing program.

To be admitted into the community college AAS nursing program, the LPN applicant is not required to have experience as an LPN.

### **Prior Learning Assessment (PLA) Credit**

- After completion of the community college AAS nursing program LPN to RN Bridge requirements, a minimum of 7 college credits will be awarded for Fundamentals of Nursing.\*

\*Additional credits may be awarded depending on the curriculum map and prior experience of the student. The student should seek advice from the assigned A.A.S. degree in Nursing advisor.

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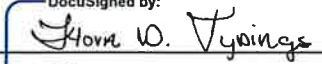
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## **Healthcare Day – August 11, 2023**

### **Welcome, Introductions, and Breakfast – Dr. Melody Edmonds**

### **Purpose of Meeting – Dr. Melody Edmonds**

- Getting a new facility in Warren and Coffee County. As we are planning for the future, we want to make sure we meet your needs and support your facility.
- This meeting is informal for you to discuss your needs.
- TCAT McMinnville and TCAT Shelbyville share a nursing coordinator.

### **Status of the LPN Program – Kim Matheson (Nursing Coordinator)**

- a. Enrollment – decline in enrollment since COVID. We are having challenges recruiting. Current enrollment is 19 students. Hybrid class is seeing a decline and only has 1 student. Students who were originally on hybrid, transferred to on-ground. The on-ground class has 9 students in their first trimester. Students have 2 pre-reqs – Dosage and A&P. These two courses are out of pocket. 1296 clock hours once they are admitted. Kim reviewed the courses in the program.
- b. Recruitment – Lack of COVID vaccine should not keep enrollment down since there are alternatives now. Daniel is working on advertising – Open houses, tours with middle schoolers, high schoolers, application nights, use social media, newspapers & radios, TCAT yard signs strategically placed, work with WC Chamber. As far as recruitment for jobs, we host job fairs.
- c. CPL – Monitored by COE. Placement and Licensure – 100% (Also accountable to Tennessee Board of Nursing)
- d. Delivery Methods – classroom lecture (traditional and case studies, NCLEX is becoming more difficult – using more than just multiple choice – much more critical thinking involved higher order thinking, (want to move students from “remembering” to “critical thinking”) Recently increased HESI scores from 850 to 900 to be sure students were properly prepared to take NCLEX. Students have 3 years from the time they graduate until the time they pass NCLEX. Always exploring new options to help explain nursing concepts to students.
  - Is there anything available to current LPN students who want to go to a school like Motlow to get their RN to prepare them for HESI? Good Question. We have never had that question, but I do have access to sample HESI questions. Kim gave a sample situation that happened in Shelbyville where a student was studying for HESI. There are reviews available to individuals that cost around \$200. If you have individuals wanting this, please have them reach out to me.
    - Possible Industry Training???
- e. Cohort move to Unity Hospital in Manchester – working on this project more than 1 year. Cappi, Kim and Dr. Edmonds have been working to get a cohort at the Manchester hospital. We currently do clinicals at Unity. We are relocating our hybrid/on-ground cohort to Unity beginning in January 2024. We hope to take the program to a new level. Nursing education used to be on-the-job training. This will be more like that. Waiting for COE site approval.
  - Cappi: “We hope this will decrease barriers to students who have transportation issues.”
  - Will this work also apply to the new TCAT in Coffee County? Dr. Edmonds: “Absolutely. We are hoping to grow the program and even hope to have to ADD cohorts.”
  - Dr. Edmonds: “also took the on-line A&P away because students were unsuccessful.”
  - Also partnering with Motlow to take some of the students who don’t get in to the Motlow RN program.

### **Other Healthcare Questions – Dr. Melody Edmonds**

- Dual Enrollment – offering A&P and Dosage at the high school level. They must teach our curriculum and meet our pass rates(Coffee, Cannon, and Dekalb) Already have Cannon and Dekalb instructors. We need Coffee County instructors.



- a. Some high schools are offering CNA and Phlebotomy. There are state rules concerning age, but we can work within these rules.”
- Medical Assistant Program (Patient Care Technician)– Look at the program in your packet. Students get phlebotomy and CNA in this program. I would like to know if you would need this.
  - a. How long is it? 1 year
  - b. Humphry, “It is a good way to get students into medical field.”
  - c. Humphry, “WCHS has a clinical agreement with Riverpark. Do we work with them?”
- CNA – TCAT’s already have this program and it is bridged into the nursing program. Do we need more testing sites for CNA. “YES. Individuals must travel to take it” Dr. Edmonds, “ we will look in to this.”
- Quiltss – Now called Community Health Worker Training. It has been in the works since 2016. It was for long-term care and mandatory. Now it has moved to just giving financial incentives. It is well-built, but do we need it? NHC – Smithville, “We don’t see a need for it.” Dr. Edmonds, “We will put our efforts toward other endeavors.”
- Other “Nursing apprenticeships are coming back. A school in Texas has gotten approval.
  - a. We must grow our own medical personnel. Most people do not go to a school in a city and then move to a rural area.
  - b. Kim has gotten approval for a local high school to job shadow at the college in the nursing program.
  - c. Appears job shadow opportunity for high schoolers is the future. It helps them solidify their desire to be in the healthcare field.

## Conclusion

We will be pursuing patient care tech (Medical Assistant Program). We will be reaching out to you to get your reflections on the needs of this meeting.

Humphry – needs med lab techs. Dr. Edmonds, “This is a Motlow program. I will help you get in contact with them.”

Kim “What is the pay scale difference between CNA and PCT?”

- Answers:
  - Humphry: “We don’t use CNA’s, we use PCT’s.”
  - NHC: “We don’t use PCT’s, we use CNA’s.”
  - Vanderbilt: “Pay scale is similar, just different titles.”

[Advanced Search](#)

# Patient Care Technology/Medical Assisting

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[Return to: TCAT Program Inventory](#)

## CIP Code:

31.51.0801.03

## Program Description:

The Patient Care Technology/Medical Assisting program is designed to provide the student with a thorough understanding of basic nursing care, including providing direct bedside care to patients in a variety of settings. The PCT/MA is a multi-disciplinary technical assistive healthcare personnel. PCT's/MA's are educated to provide basic nursing care under the supervision or direction of a Physician, Advanced Practice Nurse, Registered Nurse, or Licensed Practical Nurse. The education shall be in an organized program with planned learning experiences in a logical sequence, including both theory and clinical.

## Program Outcomes:

At the completion of the diploma in Patient Care Technology and/or Medical Assisting graduates will be able to:

- Become an active member of healthcare teams to provide care to the sick, assist with patient rehabilitation, and promote wellness and prevention of illness
- Demonstrate cognitive training and skills that will allow them to be able to care for clients with or without complex medical needs



- Pass the certification requirements for PCT/MA and Tennessee Board of Health Nursing Assistant (<https://www.tbr.edu/>)
- Perform duties of a unit secretary on either a medical-surgical unit or specialty unit, or in a clinic
- Understand anatomy and physiology fundamentals
- Translate appropriate medical terminology and perform procedures correctly
- Perform and interpret 12 lead EKGs
- Demonstrate confidence in collecting lab specimens and venipunctures
- Demonstrate, in the clinical setting, appropriate skills learned in the PCT/MA class, with no procedure performed whereby the PCT/MA student has not had the necessary education or background

### Professional Accrediting Body:

NA

### State Agency/Entity Oversight:

- Tennessee Department of Health (Nursing Assistant only)
- National Health Career Association or National Center for Competency Testing

### Applicable Certification/License or Industry-recognized Certificates to Be Awarded:

- Certified Nursing Assistant (CNA)
- Patient Care Technician Certification

## Nurse Aid and Phlebotomy

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Award type: Certificate - Nurse Aid

Clock Hours: 432

Award type: Certificate - Phlebotomy

Clock Hours: 186

PCT 0001 - Worker Characteristic

### PCT 0001 - Worker Characteristic

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**Clock Hours:** 6

**Delivery Mode**

on-ground



**Course Description:**

(<https://www.thr.edu/>)

The goal of the course is to improve the essential worker characteristics of students to prepare them for entrance into the workforce. The course is based around the ten traits that have been identified as being needed to foster positive work habits.

**Student Learning Outcomes:**

The course will include weekly class discussions of 20 minutes to cover the ten worker characteristics topics.

**A. Attendance**

1. Attends class as scheduled.
2. Arrives/leaves on time (no tardies).
3. Notifies instructor prior to or day of being absent.

**B. Character**

1. Displays loyalty, honesty, trustworthiness.
2. Displays dependability and reliability.
3. Displays initiative, self-discipline and self-responsibility.
4. Displays self-discipline and performs what is asked of them.

**C. Teamwork**

1. Respects the rights of others.
2. Maintains appropriate confidentiality.
3. Is a team worker that is cooperative, mannerly, and appropriately assertive.
4. Displays a customer service attitude.
5. Seeks opportunities for continuous learning from others.

**D. Appearance**

1. Demonstrates appropriate dress indicative of trade.
2. Demonstrates professional grooming and hygiene.
3. Presents oneself professionally each day.

**E. Attitude**

1. Displays a positive and professional attitude.
2. Displays self-confidence.
3. Displays high expectations of success in trade.

**F. Productivity**

1. Follows safety practices.
2. Maintains a neat and clean work area.
3. Follows directions and procedures.
4. Completes assignments in keeping with deadlines.

**G. Organization Skills**

1. Prioritizes and manages class time.
2. Demonstrates flexibility in handling change.

**H. Communications**

- (<https://www.tbrc.edu/>)
1. Displays appropriate nonverbal skills (eye contact, body language).
  2. Displays appropriate listening skills.
  3. Uses appropriate language on a professional level.

I. Cooperation

1. Displays leadership skills.
2. Appropriately handles criticism, conflicts and complaints.
3. Demonstrates problem-solving capabilities.
4. Maintains appropriate relationships with instructors and peers.
5. Follows requests of instructor.

J. Respect

1. Engages with cultural and racial diversity in a professional manner.
2. Refrains from engaging in harassment of any kind.
3. Encourages others to avoid harassment.

PCT 1010 - Nursing Assistant

## PCT 1010 - Nursing Assistant

**Clock Hours:** 96

**Delivery Mode**

on-ground

**Course Description:**

This course prepares a person for gainful employment in a healthcare setting. The education shall be in an organized program with planned learning experiences in a logical sequence. Both theory and clinical will enable the learner to obtain knowledge, skills, and attitude to function within the defined job scope of the nursing assistant. Broad areas of learning shall include: communication skills, safety, logical and ethical, basic anatomy and physiology, nutrition, basic nursing principles and skills. The graduate is prepared to complete the certification exam.

**Student Learning Outcomes:**

Course Objectives:

Upon completion of this course, the student will be able to:

1. Discuss the Healthcare Environment
  - a. Describe types of healthcare facilities
  - b. Describe client levels of care



- c. List reasons for changes in healthcare delivery
  - d. Discuss the multi-skilled worker
2. Identify the roles of the health team and the nursing team
  - a. Discuss licensure and certificate levels
  - b. Discuss the role of the multi-skilled worker
  - c. Discuss the role of the PCT / assistive personnel
  - d. Discuss the nursing process
    1. Recognizing abnormal changes in body functions
    2. Recognizing the importance of reporting such changes to a supervisor
3. Discuss practices for para professional healthcare employment
  - a. Discuss agencies that employ multi-skilled workers
  - b. List marketing strategies
  - c. List ways to look for a job
  - d. Prepare a resume and cover letter
  - e. Discuss the interview process
  - f. Discuss personal hygiene
  - g. Discuss professional conduct
  - h. Discuss work ethics
4. Discuss Client Rights and Legal Issues
  - a. List ways to provide privacy and maintain confidentiality
  - b. Discuss promoting client right to make personal choices to accommodate their needs.
  - c. Discuss resolving grievances and disputes
  - d. Discuss providing assistance in getting to and participating in client / family groups and other activities.
  - e. List ways to maintain care and security of client's personal possessions.
  - f. Discuss promotion of the client's right to be free from abuse mistreatment, neglect, and the need to report instances to appropriate staff.
  - g. Identify professional standards regarding restraint usage.
  - h. Define abuse, neglect, and malpractice.
    - i. Define assault and battery.
5. Discuss communication and interpersonal skills
  - a. Describe rules for effective communication with the healthcare team and client.
  - b. Discuss communication with sensory impaired clients
  - c. Discuss ways to communicate with cognitively impaired resident
6. Discuss mental health, social service, and holistic client needs
  1. List Maslow's hierarchy of needs
  2. List developmental tasks associated with the aging process
  3. Discuss modification of assistant behavior in response to client behavior





(<https://www.tbrc.edu/>)

4. Discuss responding to client behavior
5. Discuss allowing client's to make personal choices, providing and reinforcing behavior consistent with the client's dignity
6. Discuss the client's family as a source of emotional support
7. Discuss cultural diversity
8. Discuss human sexuality
7. Discuss caring for client's when death is imminent
  1. List stages of dying
  2. List signs of dying
  3. Define hospice
  4. Discuss postmortem care
  5. Discuss the needs of terminal clients and family
8. Discuss mental health problems including but not limited to anxiety disorders, psychotic disorders, affective disorders, organic / inorganic disorders.
  1. Define panic disorder, phobic disorders, and obsessive-compulsive disorders
  2. Define schizophrenia
  3. Define bipolar disorder
  4. Define and discuss depression
  5. Define and discuss dementia
  6. Define and discuss delirium
  7. Discuss common defense mechanisms
  8. Discuss care of the cognitively impaired including techniques for addressing the needs and behaviors of individuals with dementia (AD and others)
  9. Discuss understanding the behavior of the cognitively impaired client
  10. Identify appropriate responses to the behavioral or cognitive impaired residents and methods to reduce effects of cognitive impairments
9. Discuss safety / emergency procedures and issues
  1. Discuss SDS hazardous substances
  2. Discuss fire safety
  3. Identify infection control measures
  4. Discuss body mechanics
  5. Discuss workplace violence
  6. Discuss foreign body airway obstruction
  7. Discuss caring for resident environment
10. Discuss nutritional needs of clients
  1. Explain the purpose of ChooseMyPlate.gov
  2. Describe importance and sources of proteins, carbohydrates, and fats
  3. Describe function and sources for vitamins and minerals
  4. List and discuss special diets



(<https://www.thr.edu/>)

5. Discuss enteral nutrition

11. Discuss basic restorative services

1. Discuss training the resident in self-care according to the resident's abilities
2. Discuss the use of an assistive device when transferring, ambulation, feeding and dressing
3. Discuss promotion of resident's independence
4. Discuss bowel / bladder retraining
5. Discuss orthotics and prosthetic

Lab Competencies: The student must successfully perform a return demonstration of skills, receiving a satisfactory evaluation for progression.

Suggested Competencies:

1. Measuring / recording vital signs
2. Determining / recording height and weight
3. Transferring, position, and turning clients in bed and chair
4. Performing range of motion exercises
5. Obtaining accurate intake and output
6. Bathing / skin care
7. Mouth care
8. Dressing
9. Toileting
10. Assist with eating and hydration
11. Proper feeding techniques
12. Perineal care
13. Catheter care
14. Bed making
15. Nail care
16. Hair care
17. Back rub
18. Hand washing
19. Removal of foreign body airway obstruction
20. Assist with ambulating per cane, walker, and crutches
21. Don gown, gloves, and mask
22. Prepare an enema



### **Delivery Mode**

on-ground

### **Course Description:**

This course will enable the PCT student to understand the structures that make up the human body systems and the basic principles of how they function on both the micro and macro level.

### **Student Learning Outcomes:**

Course Objectives:

Upon completion of this component, the student will be able to:

1. Identify and define the basic sciences and how they affect the growth and maintenance of the human body.
  - a. Define anatomy and physiology
  - b. Discuss and identify prefixes, roots, and suffixes commonly used in relation to the human body.
  - c. Describe the organization of the body in term of cells, tissues, organs, and systems.
  - d. Describe the structure and function of glandular, soft, hard, connective and muscle tissue.
  - e. Define membrane; give major types, and examples of each and their functions.
  - f. Identify organs composing the major body systems and their location.
2. Name and define body systems and how they work together as an integrated whole.
  - a. Musculoskeletal System
    - i. List and describe the three types of muscle tissue.
    - ii. Locate and name the major muscle groups and identify their major action
    - iii. Classify the major muscles of the body as abductors, adductors, levators, depressors, flexors, extensors, rotators, or sphincters.
    - iv. List the way age changes muscles.
    - v. Discuss the skeletal system.
    - vi. List types of bones and give examples.
    - vii. Locate and name the major bones of the body and describe their function.
    - viii. Name the types of joints and give examples.
    - ix. Describe and locate the different spinal curvatures.
    - x. Differentiate between the male and female pelvis.
  - b. Nervous System



- i. Describe the organization of the nervous system.
  - ii. Explain the structure and function of a neuron.
  - iii. Describe how nerves are made up of neurons and neuron fibers.
  - iv. Discuss dendrite, axon, neurilemmal, neuroglia, and myelin.
  - v. Identify functions of the sensory, motor, and connecting neuron.
  - vi. Describe the functions of the spinal cord.
  - vii. Describe the differences and distribution of white and gray matter in the spinal cord.
  - viii. Compare the differences of the sympathetic and parasympathetic nervous system.
  - ix. Identify the locations and describe the functions of the four divisions of the brain.
  - x. List and describe the meninges.
  - xi. Describe the function, location, and formation of cerebrospinal fluid.
  - xii. Identify the lobes of the cerebral hemisphere and describe their function.
  - xiii. List the subdivisions of the brain stem and their functions.
  - xiv. Describe the cerebellum and its function.
- c. Sensory System
- i. Describe the functions of the sensory system.
  - ii. List the differences between special and general senses.
  - iii. Identify the major structures of the ear and describe the function of each.
  - iv. Identify the major structures of the eye and describe the function of each.
  - v. Describe the relationship between gustation and olfaction.
  - vi. Describe the function of hearing and hearing receptors.
  - vii. Explain sensory adaptation.
- d. Cardiovascular System
- i. Explain the functions of blood and how blood cells are formed.
  - ii. Describe the components of plasma and describe the three types of formed elements found in blood.
  - iii. Describe the five types of leukocytes and their function.
  - iv. Define hemostasis and list the steps in blood clotting.
  - v. Explain how blood is typed and why it is important to accurately type blood for transfusions.
  - vi. Discuss the four blood groups and compatibility.
  - vii. Define Rh.
  - viii. Describe the different types of blood vessels along with their functions.
  - ix. Compare the pulmonary and systemic circuits.
  - x. Describe the location and function of coronary arteries.
  - xi. Describe the circulation through the heart.



(<https://www.tbr.edu/>)  
xii. Describe the three layers of the heart wall and explain the function and structure of the pericardium.

xiii. Describe the four heart chambers and the differences between the right and left sides of the heart.

xiv. Describe the hearts valves' location and function.

xv. Describe the cardiac cycle, pulse, blood pressure, and cardiac output.

xvi. List the components of and describe the function of the heart's electrical conduction system.

#### e. Respiratory System

i. Define and describe the respiration and its phases.

ii. Identify and name the major structures of the respiratory system and describe their function.

iii. Identify the protective mechanisms within the nose, pharynx, and larynx.

iv. Differentiate between the right and left lung in terms of structure.

v. Describe pleura and its actions.

vi. Describe the transfer of oxygen and carbon dioxide within the respiratory and circulatory systems.

vii. Explain how respiration is controlled by the nervous system and also by chemicals within the body.

viii. Describe the normal breathing pattern,

#### f. Digestive System

i. List the functions of the digestive system.

ii. Describe the digestive pathway, naming each major organ.

iii. Describe the layers of the digestive tract and the peritoneum.

iv. Describe the functions of the large and small intestine.

v. Identify and describe the accessory organs of the digestive system.

vi. Define and state the function of peristalsis, chime, rugae, gastrin, mastication, digestion, absorption, villi, feces, peritoneum, and mesentery.

vii. List the major digestive enzymes and describe their function

#### g. Urinary/Renal

i. Describe the functions of the urinary systems and discuss how it works with other systems for waste elimination.

ii. List the parts of the urinary system and describe their function.

iii. Define intake and output, dehydration, and edema.

iv. Describe the action of the nephron in elimination waste from the body.

v. List the processes involved in urine formation.

vi. Describe the process of micturition or voiding.

#### h. Reproductive System

i. Describe the structures and functions of the reproductive organs in the male and female.



- ii. Describe the accessory organs of the male and female reproductive systems.
- iii. Differentiate between the male and female gonads and describe their functions.
- iv. Describe meiosis
- v. List functions of the male and female sex hormones.
- vi. Identify secondary sex characteristics in the adult male and female.
- i. Endocrine System
  - i. Relate and compare the effects of the nervous system and the endocrine system in controlling bodily functions.
  - ii. Explain the function of hormones and how they are regulated.
  - iii. Identify structures (glands) located within the endocrine system.
  - iv. List the specific hormones produced by the endocrine glands and the hormone's effect on the body.
  - v. Differentiate between exocrine and endocrine glands.
  - vi. Describe the relationship between the hypothalamus and pituitary.
  - vii. List effects of excessive or decreased amounts of hormone secretion.
- j. Lymphatic System
  - i. Describe the lymphatic circulation and its function.
  - ii. Describe the function of the spleen and thymus in relation to the immune system.
  - iii. Explain the differences between specific and non-specific body defenses.
  - iv. Give examples of and differentiate between passive and active immunity and natural and acquired immunity.
  - v. Define antigen and antibody and describe an antigen-antibody reaction.
  - vi. Describe how macrophages function in immunity.
  - vii. Compare and contrast T cell and B cells.
- k. Integumentary System
  - i. Describe the main functions of the skin.
  - ii. Describe the layers and the function of each layer.
  - iii. List the location and function of the skin's accessory structures.
  - iv. Describe visual changes in the skin and what they indicate.
- 3. Recognize and interpret common medical abbreviations and terminology.
  - a. Master pronunciation and spelling of medical terms
  - b. Learn how to work with a medical dictionary / thesaurus
  - c. Learn to interpret physician's orders



## PCT 1030 - Nursing Assistant Clinical

**Clock Hours:** 24

**Delivery Mode**

on-ground

**Course Description:**

This course will enable the PCT student to understand the structures that make up the human body systems and the basic principles of how they function on both the micro and macro level.

**Student Learning Outcomes:**

Throughout the Patient Care Technology/Medical Assisting program, the student shall maintain a procedure / skills checklist. Under the supervision of the clinical instructor, the student shall have satisfactorily demonstrated the following skills:

1. Measuring / recording vital signs
2. Determining / recording height and weight
3. Transferring, position, and turning clients
4. Performing Range of motion exercises
5. Obtaining accurate intake and output
6. Bathing / skin care
7. Mouth care
8. Dressing
9. Toileting
10. Assist with eating and hydration
11. Proper feeding techniques
12. Perineal care
13. Catheter care
14. Bed making
15. Nail care
16. Hair care
17. Back rub
18. Hand washing
19. Removal of foreign body airway obstruction
20. Assist with ambulating per cane, walker, and crutches



21. Don gown, gloves, and mask  
(https://www.thr.edu/)  
22. Prepare an enema

## PCT 1040 - Phlebotomy

# PCT 1040 - Phlebotomy

**Clock Hours:** 150

### **Delivery Mode**

on-ground

### **Course Description:**

This course prepares a person for gainful employment in a health care setting. The education shall be in an organized program with planned learning experiences in a logical sequence. Both theory and clinical will enable the learner to obtain knowledge, skills, and attitude to function within the defined job scope of the phlebotomist. Broad areas of learning shall include: communication skills, logic and ethics, basic anatomy and physiology, phlebotomy and other specimen collection skills, specimen processing and record keeping skills. The graduate is prepared to complete the certification exam.

### **Student Learning Outcomes:**

Course Objectives: Upon completion of this course, the student shall be able to:

1. Discuss the healthcare environment
  - a. Describe types of healthcare facilities
  - b. Describe client levels of care
  - c. List reasons for changes in healthcare delivery
  - d. Discuss the multi-skilled worker
2. Identify the roles of laboratory personnel
  - a. Discuss licensure and certificate levels
  - b. Describe the chain of command
  - c. Identify regulatory agencies
  - d. Discuss quality assurance and risk management
  - e. Describe the role of the phlebotomist
3. Discuss practices for para professional healthcare employment
  - a. Discuss agencies that employ phlebotomists
  - b. List marketing strategies
  - c. List ways to look for a job



- (<https://www.tbr.edu/>)
- d. Prepare a resume and cover letter
  - e. Discuss the interview process
  - f. Discuss personal hygiene
  - g. Discuss professional conduct
  - h. Discuss work ethic
4. Discuss client rights and legal issues
    - a. List ways to provide privacy and maintain confidentiality
    - b. Explain importance and need for consent
    - c. Discuss promotion of the clients right to be free from abuse, mistreatment, neglect, and the need to report instances to the appropriate staff
    - d. Identify professional standards regarding restraint usage
    - e. Define abuse, neglect, and malpractice
    - f. Define assault and battery
  5. Discuss communication and interpersonal skills
    - a. Describe rules for effective communication with healthcare team and client
    - b. Discuss communication with sensory impaired client
    - c. Discuss ways to communicate with cognitively impaired client
  6. Discuss safety and emergency procedures and issues
    - a. Discuss SDS hazardous substances
    - b. Discuss fire safety
    - c. Identify infection control measures
    - d. Discuss body mechanics
    - e. Discuss workplace violence
  7. Discuss the importance of laboratory testing in patient care
    - a. Discuss the history of phlebotomy
    - b. Explain present uses of phlebotomy
      1. Diagnostic testing
      2. Drug monitoring
      3. Toxicology testing
      4. Therapeutic phlebotomy
      5. Point of care testing
      6. Blood donation
  8. Discuss blood function and composition
    - a. Describe the vascular system
    - b. Identify blood components
    - c. Discuss hemostasis
    - d. Discuss ABO and Rh blood types
  9. Discuss equipment and uses
    - a. Identify tubes and anticoagulants



(<https://www.tbrc.edu/>)

- b. Identify needle types and sizes
- c. Discuss vacutainer vs. syringe / butterfly
- d. Discuss dermal puncture equipment
- 10. Discuss venipuncture and dermal puncture procedures
  - a. Discuss site and proper equipment use
  - b. Explain order of draw
  - c. Discuss post care
  - d. Discuss equipment disposal
  - e. Discuss collection schedule
- 11. Discuss special collection procedures and processing
  - a. Discuss glucose tolerance testing and bleeding time
  - b. Discuss point of care testing
  - c. Discuss arterial blood gases
  - d. Identify special tubes, handling, and tests
- 12. Discuss complications
  - a. Discuss the uncooperative client
  - b. Discuss medical and psychological complications
  - c. Discuss mastectomy and hemodialysis client
  - d. Identify technical problems
  - e. Identify contraindicated sites

Lab Competencies: The student must successfully perform a return demonstration of skills, receiving a satisfactory evaluation for progression.

Suggested Competencies:

1. Identify the patient
2. Confirm doctor's order
3. Site selection
4. Tourniquet application
5. Equipment selection
6. Cleansing technique
7. Demonstrate proper use of:
  - a. Syringe
  - b. Butterfly
  - c. Evacuated collection system (i.e. vacutainer)
  - d. Microtainer
  - e. Lancet
  - f. Simplate
8. Demonstrate proper steps of bleeding time procedure
9. Demonstrate proper steps of blood culture collection





- (<https://www.thr.edu/>)
10. Demonstrate venipuncture
  11. Demonstrate finger stick
  12. Demonstrate proper steps of heel stick
  13. Demonstrate appropriate post care
  14. Proper labeling of collection container

## PCT 1050 - Phlebotomy Clinical

# PCT 1050 - Phlebotomy Clinical

**Clock Hours:** 36

### **Delivery Mode**

on-ground

### **Student Learning Outcomes:**

Under the supervision of the instructor / preceptor, the student shall have satisfactorily demonstrated the following skills including but not limited to:

1. Identify the patient
2. Confirm doctor's order
3. Site selection
4. Tourniquet application
5. Equipment selection
6. Cleansing technique
7. Demonstrate proper use of
  - a. Syringe
  - b. Butterfly
  - c. Evacuated collection system (i.e. vacutainer)
  - d. Microtainer
  - e. Lancet
  - f. Perform venipuncture
  - g. Perform dermal puncture
  - h. Specimen labeling
  - i. Post care



# Electrocardiogram and Patient Care Technician

(<https://www.tbr.edu/>)

Award type: Certificate - Electrocardiogram

Clock Hours: 864

Award type: Diploma - Patient Care Technician

Clock Hours: 864

## PCT 0002 - Worker Characteristic

### PCT 0002 - Worker Characteristic

**Clock Hours:** 6

**Delivery Mode**

on-ground

**Course Description:**

The goal of the course is to improve the essential worker characteristics of students to prepare them for entrance into the workforce. The course is based around the ten traits that have been identified as being needed to foster positive work habits.

**Student Learning Outcomes:**

The course will include weekly class discussions of 20 minutes to cover the ten worker characteristics topics.

A. Attendance

1. Attends class as scheduled.
2. Arrives/leaves on time (no tardies).
3. Notifies instructor prior to or day of being absent.

B. Character

1. Displays loyalty, honesty, trustworthiness.
2. Displays dependability and reliability.
3. Displays initiative, self-discipline and self-responsibility.
4. Displays self-discipline and performs what is asked of them.

C. Teamwork

1. Respects the rights of others.
2. Maintains appropriate confidentiality.
3. Is a team worker that is cooperative, mannerly, and appropriately assertive.
4. Displays a customer service attitude.



(<https://www.tbrc.edu/>)

5. Seeks opportunities for continuous learning from others.

D. Appearance

1. Demonstrates appropriate dress indicative of trade.
2. Demonstrates professional grooming and hygiene.
3. Presents oneself professionally each day.

E. Attitude

1. Displays a positive and professional attitude.
2. Displays self-confidence.
3. Displays high expectations of success in trade.

F. Productivity

1. Follows safety practices.
2. Maintains a neat and clean work area.
3. Follows directions and procedures.
4. Completes assignments in keeping with deadlines.

G. Organization Skills

1. Prioritizes and manages class time.
2. Demonstrates flexibility in handling change.

H. Communications

1. Displays appropriate nonverbal skills (eye contact, body language).
2. Displays appropriate listening skills.
3. Uses appropriate language on a professional level.

I. Cooperation

1. Displays leadership skills.
2. Appropriately handles criticism, conflicts and complaints.
3. Demonstrates problem-solving capabilities.
4. Maintains appropriate relationships with instructors and peers.
5. Follows requests of instructor.

J. Respect

1. Engages with cultural and racial diversity in a professional manner.
2. Refrains from engaging in harassment of any kind.
3. Encourages others to avoid harassment.

PCT 2010 - Electrocardiography

## PCT 2010 - Electrocardiography

Clock Hours: 125



### **Course Description:**

This course prepares a person for gainful employment in a health care setting. The education shall be in an organized program with planned learning experiences in a logical sequence. Both theory and clinical will enable the learner to obtain knowledge, skills, and attitude to function within the defined job scope of the electrocardiography technician. Broad areas of learning shall include: communication skills, logic and ethics, basic anatomy and physiology, phlebotomy and other specimen collection skills, specimen processing and record keeping skills. The graduate is prepared to complete the certification exam.

### **Student Learning Outcomes:**

Course Objectives:

Upon completion of this course, the student shall be able to identify the anatomy of the heart, the process of electrical conduction, along with identifying various rhythms and successfully and safely perform a 12 lead EKG:

1. Describe the anatomy, size, location, and cardiac cycle of the heart.
  - a. Identify layers of the heart
  - b. Describe structure and function of blood vessels, veins, and arteries
  - c. Explain pulmonary circulation, and concept of systemic circulation
  - d. Explain the process of stroke volume
  - e. Explain cardiac preload and after load, and define systolic and diastolic
  - f. Identify the major electrolytes that affect cardiac function, and the process of the movement of ions
  - g. Explain the process of depolarization, repolarization, and the refractory periods
2. Identify the normal path of an impulse traveling through the electrical conduction system
  - a. Identify the nodal pathway and their intrinsic firing rates
3. Identify and explain the components of an EKG machine.
  - a. Recognize power and energy sources
  - b. Explain input of patient data
  - c. Describe types and application of leads
  - d. Basic operation and maintenance of machine
4. Describe and identify various EKG wave forms, and the basic approach of interpreting EKG strips
  - a. Identify and measure the following waves forms: P wave, PR interval, QRS complex, ST segment, T wave, U wave.
  - b. Apply multi-step approaches to interpretation



(<https://www.tbri.edu/>)

- c. Explain and calculate heart rate in a 6 second strip
- d. Identify and name causes of artifact
- e. Identify the markings and measurement of the graph paper
5. Identify the origin and be able to identify various rhythms
  - a. Sinus rhythms: normal, bradycardia, tachycardia, sinus arrest, and sinus dysrhythmia
  - b. Atrial rhythms: atrial flutter, atrial fibrillation, supraventricular tachycardia, premature atrial contraction, wandering atrial pacemaker
  - c. Ventricular rhythms including: Premature ventricular contractions, Idioventricular rhythms, ventricular tachycardia, ventricular bradycardia, ventricular fibrillation, Torsade's de Points, and Asystole
  - d. Discuss and identify a First degree Block, Second degree Type I (Wenckebach), Second Degree AV block Mobitz type II and a Third Degree AV block

Lab Competencies: The student must successfully perform a return demonstration of skills, receiving a satisfactory evaluation for progression.

Suggested Competencies:

1. Prepare and identify patient
2. Provide privacy
3. Confirm physician's order
4. Perform proper placement of leads
5. Input required patient data
6. Performance of electrocardiogram
7. Upon completion of testing, take electrocardiogram findings to designated personnel for interpretation

PCT 2020 - Electrocardiography Clinical

## PCT 2020 - Electrocardiography Clinical

**Clock Hours:** 48

**Delivery Mode**

on-ground

**Student Learning Outcomes:**

Under the supervision of the instructor / preceptor, the student shall have satisfactorily demonstrated the following skills including but not limited to:



- (<https://www.thr.edu/>)
1. Prepare and identify patient
  2. Provide privacy
  3. Confirm physician's order
  4. Perform proper placement of leads
  5. Input required patient data
  6. Performance of electrocardiogram

PCT 2030 - Medical Assistant I

## PCT 2030 - Medical Assistant I

**Clock Hours:** 253

**Delivery Mode**

on-ground

**Course Description:**

This course component of the overall Medical Assistant 1 curriculum includes knowledge and skills relating to various patient care activities and associated non-professional services necessary in caring for the personal needs and comfort of patients in non-complex situations. This care may be given in a hospital, a long-term care facility, physician office / clinic, or the home of the patient. Family differences and ethical, safe practices will be stressed, and instruction is limited to those supportive services necessary to assist the patient toward independent living in a safe environment. Specialized curriculum topics include, but are not limited to, the following major specific skill areas: communication and interpersonal skills, legal and ethical responsibilities, common wellness, health problems and disease concepts, safety and security procedures, response to emergency situations, personal patient care services / procedures and basic needs assessment, nutrition, medical terminology, anatomy and physiology, EKG / 12-Lead, interpretation of EKG strips, medical records, patient scheduling, Insurance Billing and Authorizations, the nursing process, the surgical patient, oxygen needs, rehabilitation and restorative needs, ostomy care, and wound care etc.

**Student Learning Outcomes:**

Course Objectives: Upon completion of this component, the student will be able to:

1. Recognize and interpret common medical abbreviations and terminology.
  - a. Master pronunciation and spelling of medical terms
  - b. Learn how to work with a medical dictionary / thesaurus



- (<https://www.tbrc.edu/>)
- c. Learn to interpret physician's orders
  2. Utilize common communication devices (pagers, patient call system, and telephones).
    - a. Learn how to operate paging systems, patient call systems, and telephones.
    - b. Understand guidelines and restriction for communication with each of these systems.
  3. Discuss routine phone calls and the appropriate action to take with each.
    - a. Discuss answering phone calls promptly, courteously, and confidentially.
    - b. Understanding basic job description, i.e. (PCT do not take telephone orders, route to appropriate personnel).
    - c. Understand when answering phone utilize proper phone technique.
    - d. Discuss recognizing call priorities.
    - e. Explain proper message taking skills.
    - f. Discuss interdepartmental communications.
  4. Discuss a typical shift routine.
    - a. Explain job responsibilities according to clinical sites.
    - b. Discuss organization of daily tasks.
    - c. Discuss proper reporting at the completion of daily shift.
  5. Data entry / filing.
    - a. Identify physician orders and route to appropriate departments.
    - b. Prepare patient chart with appropriate forms.
    - c. Learn basic computer skills.
    - d. Recognize different filing systems
  6. Discuss patient-staff interaction.
    - a. Discuss different types of appointment scheduling
    - b. Identify various discharge procedures
    - c. Discuss patient confidentiality issues.
  7. Demonstrate knowledge of the health care delivery system and health occupations
    - a. Identify basic components of health care delivery system
    - b. Describe various types of health care providers and range of services available
    - c. Describe the composition and functions of a health care team
    - d. Develop a basic understanding of human needs throughout the life span
    - e. Explain the importance of maintaining professional competence through continuing education
    - f. Describe trends affecting the health care delivery system
  8. Demonstrate the ability to communicate and use interpersonal skills effectively
    - a. Develop basic listening and observational skills with related documentation strategies
    - b. Identify characteristics of successful and unsuccessful communication including barriers
    - c. Use appropriate medical terminology and abbreviations





(<https://www.tbr.edu/>)  
d. Recognize the importance of courtesy and respect for patients and other health care workers

e. Recognize the importance of patient / client education regarding health care

f. Demonstrate ability to give and follow directions

g. Distinguish between factual reports and personal opinions

9. Demonstrate legal and ethical responsibilities

1. Discuss the legal framework of the health care occupation

2. Explain the patients 'Bill of Rights', illegal and unethical practices, abuse and neglect

3. Explain the medical liability of health care workers and associated description of a Code of Ethics consistent with the health care occupation

4. Explain the importance of maintaining patient confidentiality and professional conduct

10. Demonstrate an understanding of and apply wellness and disease concepts

1. Develop a basic understanding of the structure and function of the body systems

2. Identify personal health practices and environmental factors which affect optimal function of the major body systems

3. Identify psychological reactions to illness including defense mechanisms

4. Explain basic concepts of positive self-image, wellness, stress, and grieving

5. Explain ChooseMyPlate.gov

11. Recognize and practice safety and security procedures

1. Demonstrate the safe use of medical equipment and the reporting of safety hazards

2. Demonstrate proper body mechanics

3. Demonstrate the procedures for identifying, transporting, transferring, and emergency evacuation of patients

12. Recognize and respond to emergency situations

1. Monitor vital signs and other pertinent data

2. Describe legal parameters relating to the administration of emergency care

3. Obtain and maintain basic life support healthcare provider CPR skills

4. Demonstrate basic understanding of first aid and emergency care

5. Recognize adverse drug reactions and take appropriate action

13. Recognize and practice infection control procedures

1. Demonstrate knowledge of medical and surgical asepsis as related to sterilization, isolation, and hand washing

2. Describe how to dispose correctly of biohazardous materials

3. Demonstrate knowledge of OSHA (TOSHA) Regulations

14. Demonstrate employability skills

1. Identify documents that may be required when applying for a job

2. Demonstrate competence in job interview techniques





(<https://www.tbrc.edu/>)

3. Identify appropriate responses to criticism from employer or supervisor
4. Identify acceptable work habits
5. Demonstrate desirable health habits
6. Recognize appropriate effective / professional behavior
15. Demonstrate knowledge of blood borne diseases
  1. Identify community resources and services available to the individuals with diseases caused by blood borne pathogens
  2. Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases
  3. Apply infection control techniques designed to prevent the spread of diseases caused by the blood borne pathogens to the care of all patients following CDC guidelines
16. Use verbal and written communications specific to PCT's
  1. Obtain specified data from patient and family
  2. Utilize verbal and written information to assist with the patient's plan of care
17. Perform physical comfort and safety functions specific to PCT's
  1. Maintain patient units and equipment
  2. Observe, report and note changes in the patient's behavior daily, including mental awareness
  3. Apply comfort and protective devices as needed
  4. Assist patient with usage of required appliances / equipment
  5. Describe emergency procedures utilized in the clinical areas
18. Perform all facets of direct patient care
  - a. Utilize knowledge base and skills as taught and demonstrated proficiency during the nursing assistant component of program
19. Perform nursing procedures
  - a. Assist with admission, discharge and transfer of patients in healthcare settings
  - b. Assist patient in active and passive ROM exercises
  - c. Apply anti-embolic stockings (TED Hose)
  - d. Collect, strain, and/or test routine urine specimen; collect timed urine specimen
  - e. Monitor catheter drainage system and provide routine catheter care
  - f. Using sterile / clean technique insert / discontinue indwelling urinary drainage catheters
  - g. Assist with the performance of blood glucose testing samples
  - h. Collect clean-catch urine specimen
    - i. Monitor fluid intake and output
    - j. Observe, report, and record patients' emesis
  - k. Assist patient with Sitz bath
  - l. Perform CPR procedures during emergencies



(<https://www.tbri.edu/>) m. Utilizing clean / sterile / aseptic techniques, as applicable, perform wound care dressing changes

n. Assist with routine ostomy care including changing of appliances / equipment

o. Collect stool and sputum specimens

p. Perform postmortem care

q. Maintain patient-belongings list

r. Administer enemas as ordered

s. Apply sterile gloves and perform proper placement of sterile field

t. Apply nasal cannulas, oxygen masks as required

u. Perform pulse oximetry and incentive spirometry

v. Utilize heat and cold applications as indicated

w. Discontinue peripherally inserted intravenous catheters (on upper or lower extremities only) Excluding PICC lines

x. Assist with the care of feeding tube insertion site

y. Perform proper donning of isolation apparel (PPE's) and follow isolation techniques as they relate to the patient

z. Provide routine care for patients in traction

aa. Assist with physical examination and assessment within scope of practice

ab. Give cast care to patient

ac. Give artificial eye / contact lens care

ad. Assist with performance of routine tracheostomy care

ae. Assist with patient use of orthotics and prosthetic devices

af. Perform correct "order of draw"

ag. Blood Collection Equipment, Additives

ah. Venipuncture Procedures

ai. Preanalytical Considerations

aj. Capillary Puncture equipment and procedures

ak. Special collection and Point of Care Testing

al. Blood and nonblood specimen handling and processing

## 20. Apply Principles of Nutrition

1. Identify nutrients, food groups, and special diets

2. Verify patient's diet tray for accuracy

3. Identify methods of maintaining fluid balance

## 21. Knowledge of specific needs of the Geriatric Patient

1. Identify safety principles

2. Describe general characteristics, particular needs, and problems of the elderly

3. Apply reality orientation techniques and validation therapy

4. Identify common alterations in elderly patient behavior

5. Provide care for patients with special needs



- (<https://www.tbri.edu/>)
22. Provide biological, psychological, and social support
    1. Discuss family roles and their significance to health
    2. Respond to patient and family emotional needs
    3. Complete assignments accurately and in a timely manner
  23. Assist with restorative / rehabilitation activities
    1. List the purposes / outcomes of restorative program
    2. Assist the patient with specified restorative needs
    3. Assist patients to reach the optimum level of independence
  24. Demonstrate knowledge and understanding for needs of patient specific health problems
    1. Assist patient having a seizure
    2. Assist patient with spinal cord injuries
    3. Assist patient with arthritis
    4. Assist patient with diabetes
    5. Assist a blind patient
    6. Assist patient with a communicable disease process
    7. Assist patient with chronic obstructive pulmonary disease
    8. Assist the hemodialysis patient

Lab Competencies: The student must successfully perform a return demonstration of skills as assigned by the instructor. The student must receive a satisfactory evaluation for progression. An unsatisfactory evaluation will result in the student not being able to progress regardless of the academic average.

Suggested competencies:

1. All competencies listed under the nursing assistant component
2. Office skills to complete any assigned paperwork in capacity as a patient care technician
3. AROM and PROM exercises
4. Embolic stocking application
5. Routine urine, sputum, and stool specimen collections
6. Venipuncture; capillary with special collections
7. Set up a sterile tray and assist the Physician with minor surgical procedures
8. Assist with suture or staple removal
9. EKG placement; interpretation
10. Indwelling urinary catheter insertion, discontinuance and maintenance
11. I & O measurement and calculations
12. Blood glucose testing
13. Dressing changes
14. Sitz bath



- (<https://www.tbr.edu/>)
15. Wound care assessment
  16. CPR
  17. Ostomy care and appliance use
  18. Enemas
  19. Oxygen use and appliances
  20. Pulse oximetry and incentive spirometry
  21. Heat and cold applications
  22. Discontinuance of peripheral IV's
  23. Traction and cast care / maintenance
  24. Isolation techniques and precautions; using PPE's
  25. Orthotic / prosthetic appliance use Phone etiquette
  26. Communication skills
  27. Basic computer skills
  28. Data entry / filing
  29. Scheduling appointments
  30. Pronounce and spell medical terms
  31. Use a medical dictionary / thesaurus
  32. Use of proper communication systems

## Medical Assistant

Award type: Diploma

Clock Hours: 1296

PCT 0003 - Worker Characteristic

### PCT 0003 - Worker Characteristic

**Clock Hours:** 6

**Delivery Mode**

on-ground

**Course Description:**

The goal of the course is to improve the essential worker characteristics of students to prepare them for entrance into the workforce. The course is based around the ten traits that have been identified as being needed to foster positive work habits.



### **Student Learning Outcomes:**

The course will include weekly class discussions of 20 minutes to cover the ten worker characteristics topics.

#### **A. Attendance**

1. Attends class as scheduled.
2. Arrives/leaves on time (no tardies).
3. Notifies instructor prior to or day of being absent.

#### **B. Character**

1. Displays loyalty, honesty, trustworthiness.
2. Displays dependability and reliability.
3. Displays initiative, self-discipline and self-responsibility.
4. Displays self-discipline and performs what is asked of them.

#### **C. Teamwork**

1. Respects the rights of others.
2. Maintains appropriate confidentiality.
3. Is a team worker that is cooperative, mannerly, and appropriately assertive.
4. Displays a customer service attitude.
5. Seeks opportunities for continuous learning from others.

#### **D. Appearance**

1. Demonstrates appropriate dress indicative of trade.
2. Demonstrates professional grooming and hygiene.
3. Presents oneself professionally each day.

#### **E. Attitude**

1. Displays a positive and professional attitude.
2. Displays self-confidence.
3. Displays high expectations of success in trade.

#### **F. Productivity**

1. Follows safety practices.
2. Maintains a neat and clean work area.
3. Follows directions and procedures.
4. Completes assignments in keeping with deadlines.

#### **G. Organization Skills**

1. Prioritizes and manages class time.
2. Demonstrates flexibility in handling change.

#### **H. Communications**

1. Displays appropriate nonverbal skills (eye contact, body language).
2. Displays appropriate listening skills.
3. Uses appropriate language on a professional level.



(https://www.tbcc.edu/) I. Cooperation  
1. Displays leadership skills.

2. Appropriately handles criticism, conflicts and complaints.
3. Demonstrates problem-solving capabilities.
4. Maintains appropriate relationships with instructors and peers.
5. Follows requests of instructor.

J. Respect

1. Engages with cultural and racial diversity in a professional manner.
2. Refrains from engaging in harassment of any kind.
3. Encourages others to avoid harassment.

PCT 3010 - Math Meds

## PCT 3010 - Math Meds

**Clock Hours:** 36

**Delivery Mode**

on-ground

**Course Description:**

The purpose of this course is to acquaint the student with the knowledge relative to the safe administration of medications as well as the basic mathematics needed for medication conversions and dosages. A review of basic mathematics will be included followed by mathematics of drugs and solutions.

**Student Learning Outcomes:**

Course Objectives:

1. Math Fundamentals
  - a. Adding and multiplying fractions
  - b. Decimals
  - c. Roman numerals
  - d. Ratios
  - e. Metric system
  - f. Percent, decimal, fractions
2. Measurement Conversions
  - a. Fahrenheit to Celsius
  - b. Traditional and 24 hour clock conversion



(https://www.thr.edu/)

- c. Metric system
- 3. Drug Labels
  - a. Parts of drug label
  - b. Rights of Meds Administration
  - c. Medication Orders
  - d. Abbreviations
- 4. Oral Dosages
  - a. Pediatric dosages
  - b. Nanogram use
  - c. Body surface area
  - d. Dosages based on BSA
  - e. Dosages based on weight
  - f. Dosage range
  - g. Safe dosages

PCT 3020 - Clinical

## PCT 3020 - Clinical

**Clock Hours:** 311

**Delivery Mode**

on-ground

**Student Learning Outcomes:**

Under the supervision of the instructor/preceptor, the student shall have satisfactorily demonstrated the following skills including but not limited to:

1. All competencies listed under the nursing assistant component
2. Office skills to complete any assigned paperwork in capacity as a patient care technician
3. AROM and PROM exercises
4. Embolic stocking application
5. Routine urine, sputum, and stool specimen collections
6. Venipuncture; capillary with special collections
7. Set up a sterile tray and assist the Physician with minor surgical procedures
8. Assist with suture or staple removal
9. EKG placement; interpretation



(https://www.tbrc.edu/) 10. Indwelling urinary catheter insertion, discontinuance and maintenance

11. I & O measurement and calculations

12. Blood glucose testing

13. Dressing changes

14. Sitz bath

15. Wound care assessment

16. CPR

17. Ostomy care and appliance use

18. Enemas

19. Oxygen use and appliances

20. Pulse oximetry and incentive spirometry

21. Heat and cold applications

22. Discontinuance of peripheral IV's

23. Traction and cast care / maintenance

24. Isolation techniques and precautions; using PPE's

25. Orthotic / prosthetic appliance use Phone etiquette

26. Communication skills

27. Basic computer skills

28. Data entry / filing

29. Scheduling appointments

30. Pronounce and spell medical terms

31. Use a medical dictionary / thesaurus

32. Use of proper communication systems

PCT 3030 - Medical Assistant II

## PCT 3030 - Medical Assistant II

**Clock Hours:** 79

### **Delivery Mode**

on-ground

### **Course Description:**

This course component of the overall Medical Assistant 1 curriculum includes knowledge and skills relating to various patient care activities and associated non-professional services necessary in caring for the personal needs and comfort of patients in non-complex situations. This care may be given in a hospital, a long-term care facility, physician office /



(<https://www.thr.edu/>) clinic, or the home of the patient. Family differences and ethical, safe practices will be stressed, and instruction is limited to those supportive services necessary to assist the patient toward independent living in a safe environment. Specialized curriculum topics include, but are not limited to, the following major specific skill areas: communication and interpersonal skills, legal and ethical responsibilities, common wellness, health problems and disease concepts, safety and security procedures, response to emergency situations, personal patient care services / procedures and basic needs assessment, nutrition, medical terminology, anatomy and physiology, EKG / 12-Lead, interpretation of EKG strips, medical records, patient scheduling, Insurance Billing and Authorizations, the nursing process, the surgical patient, oxygen needs, rehabilitation and restorative needs, ostomy care, and wound care etc.

### **Student Learning Outcomes:**

Course Objectives: Upon completion of this component, the student will be able to:

1. Recognize and interpret common medical abbreviations and terminology.
  - a. Master pronunciation and spelling of medical terms
  - b. Learn how to work with a medical dictionary / thesaurus
  - c. Learn to interpret physician's orders
2. Utilize common communication devices (pagers, patient call system, and telephones).
  - a. Learn how to operate paging systems, patient call systems, and telephones.
  - b. Understand guidelines and restriction for communication with each of these systems.
3. Discuss routine phone calls and the appropriate action to take with each.
  - a. Discuss answering phone calls promptly, courteously, and confidentially.
  - b. Understanding basic job description, i.e. (PCT do not take telephone orders, route to appropriate personnel).
  - c. Understand when answering phone utilize proper phone technique.
  - d. Discuss recognizing call priorities.
  - e. Explain proper message taking skills.
  - f. Discuss interdepartmental communications.
4. Discuss a typical shift routine.
  - a. Explain job responsibilities according to clinical sites.
  - b. Discuss organization of daily tasks.
  - c. Discuss proper reporting at the completion of daily shift.
5. Data entry / filing.
  - a. Identify physician orders and route to appropriate departments.
  - b. Prepare patient chart with appropriate forms.
  - c. Learn basic computer skills.
  - d. Recognize different filing systems
6. Discuss patient-staff interaction.



- a. Discuss different types of appointment scheduling
  - b. Identify various discharge procedures
  - c. Discuss patient confidentiality issues.
7. Demonstrate knowledge of the health care delivery system and health occupations
  - a. Identify basic components of health care delivery system
  - b. Describe various types of health care providers and range of services available
  - c. Describe the composition and functions of a health care team
  - d. Develop a basic understanding of human needs throughout the life span
  - e. Explain the importance of maintaining professional competence through continuing education
  - f. Describe trends affecting the health care delivery system
8. Demonstrate the ability to communicate and use interpersonal skills effectively
  - a. Develop basic listening and observational skills with related documentation strategies
  - b. Identify characteristics of successful and unsuccessful communication including barriers
  - c. Use appropriate medical terminology and abbreviations
  - d. Recognize the importance of courtesy and respect for patients and other health care workers
  - e. Recognize the importance of patient / client education regarding health care
  - f. Demonstrate ability to give and follow directions
  - g. Distinguish between factual reports and personal opinions
9. Demonstrate legal and ethical responsibilities
  - a. Discuss the legal framework of the health care occupation
  - b. Explain the patients 'Bill of Rights', illegal and unethical practices, abuse and neglect
  - c. Explain the medical liability of health care workers and associated description of a Code of Ethics consistent with the health care occupation
  - d. Explain the importance of maintaining patient confidentiality and professional conduct
10. Demonstrate an understanding of and apply wellness and disease concepts
  - a. Develop a basic understanding of the structure and function of the body systems
  - b. Identify personal health practices and environmental factors which affect optimal function of the major body systems
  - c. Identify psychological reactions to illness including defense mechanisms
  - d. Explain basic concepts of positive self-image, wellness, stress, and grieving
  - e. Explain ChooseMyPlate.gov
11. Recognize and practice safety and security procedures
  - a. Demonstrate the safe use of medical equipment and the reporting of safety hazards



- (<https://www.tbr.edu/>)
- b. Demonstrate proper body mechanics
  - c. Demonstrate the procedures for identifying, transporting, transferring, and emergency evacuation of patients
12. Recognize and respond to emergency situations
    - a. Monitor vital signs and other pertinent data
    - b. Describe legal parameters relating to the administration of emergency care
    - c. Obtain and maintain basic life support healthcare provider CPR skills
    - d. Demonstrate basic understanding of first aid and emergency care
    - e. Recognize adverse drug reactions and take appropriate action
  13. Recognize and practice infection control procedures
    - a. Demonstrate knowledge of medical and surgical asepsis as related to sterilization, isolation, and hand washing
    - b. Describe how to dispose correctly of biohazardous materials
    - c. Demonstration knowledge of OSHA (TOSHA) Regulations
  14. Demonstrate employability skills
    - a. Identify documents that may be required when applying for a job
    - b. Demonstrate competence in job interview techniques
    - c. Identify appropriate responses to criticism from employer or supervisor
    - d. Identify acceptable work habits
    - e. Demonstrate desirable health habits
    - f. Recognize appropriate effective / professional behavior
  15. Demonstrate knowledge of blood borne diseases
    - a. Identify community resources and services available to the individuals with diseases caused by blood borne pathogens
    - b. Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases
    - c. Apply infection control techniques designed to prevent the spread of diseases caused by the blood borne pathogens to the care of all patients following CDC guidelines
  16. Use verbal and written communications specific to PCT's
    - a. Obtain specified data from patient and family
    - b. Utilize verbal and written information to assist with the patient's plan of care
  17. Perform physical comfort and safety functions specific to PCT's
    - a. Maintain patient units and equipment
    - b. Observe, report and note changes in the patient's behavior daily, including mental awareness
    - c. Apply comfort and protective devices as needed
    - d. Assist patient with usage of required appliances / equipment
    - e. Describe emergency procedures utilized in the clinical areas



18. Perform all facets of direct patient care  
(<https://www.tbr.edu/>)
- a. Utilize knowledge base and skills as taught and demonstrated proficiency during the nursing assistant component of program
19. Perform nursing procedures
- a. Assist with admission, discharge and transfer of patients in healthcare settings
  - b. Assist patient in active and passive ROM exercises
  - c. Apply anti-embolic stockings (TED Hose)
  - d. Collect, strain, and/or test routine urine specimen; collect timed urine specimen
  - e. Monitor catheter drainage system and provide routine catheter care
  - f. Using sterile / clean technique insert / discontinue indwelling urinary drainage catheters
  - g. Assist with the performance of blood glucose testing samples
  - h. Collect clean-catch urine specimen
  - i. Monitor fluid intake and output
  - j. Observe, report, and record patients' emesis
  - k. Assist patient with Sitz bath
  - l. Perform CPR procedures during emergencies
  - m. Utilizing clean / sterile / aseptic techniques, as applicable, perform wound care dressing changes
  - n. Assist with routine ostomy care including changing of appliances / equipment
  - o. Collect stool and sputum specimens
  - p. Perform postmortem care
  - q. Maintain patient-belongings list
  - r. Administer enemas as ordered
  - s. Apply sterile gloves and perform proper placement of sterile field
  - t. Apply nasal cannulas, oxygen masks as required
  - u. Perform pulse oximetry and incentive spirometry
  - v. Utilize heat and cold applications as indicated
  - w. Discontinue peripherally inserted intravenous catheters (on upper or lower extremities only) Excluding PICC lines
  - x. Assist with the care of feeding tube insertion site
  - y. Perform proper donning of isolation apparel (PPE's) and follow isolation techniques as they relate to the patient
  - z. Provide routine care for patients in traction
  - aa. Assist with physical examination and assessment within scope of practice
  - ab. Give cast care to patient
  - ac. Give artificial eye / contact lens care
  - ad. Assist with performance of routine tracheostomy care
  - ae. Assist with patient use of orthotics and prosthetic devices



(<https://www.tbrc.edu/>)

- af. Perform correct "order of draw"
  - ag. Blood Collection Equipment, Additives
  - ah. Venipuncture Procedures
  - ai. Preanalytical Considerations
  - aj. Capillary Puncture equipment and procedures
  - ak. Special collection and Point of Care Testing
  - al. Blood and nonblood specimen handling and processing
20. Apply Principles of Nutrition
- a. Identify nutrients, food groups, and special diets
  - b. Verify patient's diet tray for accuracy
  - c. Identify methods of maintaining fluid balance
21. Knowledge of specific needs of the Geriatric Patient
- a. Identify safety principles
  - b. Describe general characteristics, particular needs, and problems of the elderly
  - c. Apply reality orientation techniques and validation therapy
  - d. Identify common alterations in elderly patient behavior
  - e. Provide care for patients with special needs
22. Provide biological, psychological, and social support
- a. Discuss family roles and their significance to health
  - b. Respond to patient and family emotional needs
  - c. Complete assignments accurately and in a timely manner
23. Assist with restorative / rehabilitation activities
- a. List the purposes / outcomes of restorative program
  - b. Assist the patient with specified restorative needs
  - c. Assist patients to reach the optimum level of independence
24. Demonstrate knowledge and understanding for needs of patient specific health problems
- a. Assist patient having a seizure
  - b. Assist patient with spinal cord injuries
  - c. Assist patient with arthritis
  - d. Assist patient with diabetes
  - e. Assist a blind patient
  - f. Assist patient with a communicable disease process
  - g. Assist patient with chronic obstructive pulmonary disease
  - h. Assist the hemodialysis patient

Lab Competencies: The student must successfully perform a return demonstration of skills as assigned by the instructor. The student must receive a satisfactory evaluation for progression. An unsatisfactory evaluation will result in the student not being able to progress regardless of the academic average.



Suggested competencies:

(<https://www.tbr.edu/>)

1. All competencies listed under the nursing assistant component
2. Office skills to complete any assigned paperwork in capacity as a patient care technician
3. AROM and PROM exercises
4. Embolic stocking application
5. Routine urine, sputum, and stool specimen collections
6. Venipuncture; capillary with special collections
7. Set up a sterile tray and assist the Physician with minor surgical procedures
8. Assist with suture or staple removal
9. EKG placement; interpretation
10. Indwelling urinary catheter insertion, discontinuance and maintenance
11. I & O measurement and calculations
12. Blood glucose testing
13. Dressing changes
14. Sitz bath
15. Wound care assessment
16. CPR
17. Ostomy care and appliance use
18. Enemas
19. Oxygen use and appliances
20. Pulse oximetry and incentive spirometry
21. Heat and cold applications
22. Discontinuance of peripheral IV's
23. Traction and cast care / maintenance
24. Isolation techniques and precautions; using PPE's
25. Orthotic / prosthetic appliance use Phone etiquette
26. Communication skills
27. Basic computer skills
28. Data entry / filing
29. Scheduling appointments
30. Pronounce and spell medical terms
31. Use a medical dictionary / thesaurus
32. Use of proper communication systems

(<https://www.tbr.edu/>)



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**MEMORANDUM OF UNDERSTANDING (MOU)**

Between

**Rural Health Care Pathways Expansion Grant - Healthcare Education Rural Opportunity (HERO)**

*Lead Entity and Fiscal Agent - Tennessee College of Applied Technology-McMinnville (TMCM)*

AND

*Unity Medical Center (UMC), NHC Healthcare Smithville (NHC), McMinnville-Warren County Chamber of Commerce (WCCC), Warren County Industrial Development Board (WCIDB), Coffee County Industrial Board (CCIB), Manchester Chamber of Commerce (MCC)*

AND

*Cannon County High School (CaCHS), Coffee County Central High School (CoCHS), DeKalb County High School (DCHS), Grundy County High School (GCHS), and Warren County High School (WCHS)*

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This Agreement entered into this 31 day of January, 2025 by and between - Tennessee College of Applied Technology-McMinnville (TMCM) (hereinafter referred to as the “College”) and Unity Medical Center (UMC), NHC Healthcare Smithville (NHC), (hereinafter collectively referred to as the “Employer Participants”), Warren County Chamber of Commerce (WCCC), Warren County Industrial Development Board (WCIDB), Coffee County Industrial Board (CCIB), Manchester Chamber of Commerce (MCC), (hereinafter collectively referred to as the “Local Business Network Participants”), and Cannon County High School (CaCHS), Coffee County Central High School (CoCHS), DeKalb County High School (DCHS), Grundy County High School (GCHS), and Warren County High School (WCHS), (hereinafter collectively referred to as the “Educational Participants”), is for the purpose of implementing the Rural Health Care Pathways Expansion Grant (RHCPE) Proposal, as further defined below.

**PURPOSE**

The purpose of this Agreement is to clearly identify the roles and responsibilities of each party as they relate to the Tennessee Higher Education Commission’s (THEC) Rural Health Care Pathways Expansion Grant (RHCPE) proposal to implement the RHCPE program in the College’s rural service areas. In particular, the Agreement is intended to establish expectations between the College and the designated employer participants, local business network participants, and the education participants to provide youth and adults the opportunity to gain valuable vocational skills to address the labor shortage and skill deficits in the rural health care sector.



## Appendix G – MOU

### I. COLLEGE ROLE – TCAT-McMinnville

The College agrees to the following responsibilities:

- Serve as grant lead entity and fiscal agent.
- Manage grant administration, grant reporting, and facilitate communication between partners.
- Coordinate new healthcare dual enrollment courses with identified secondary schools – Cannon, Coffee, DeKalb, Grundy, and Warren County High Schools during and after grant ends.
- Deliver healthcare education to youth and adults during and after grant ends.
- Coordinate work-based learning opportunities (field trips, job shadowing, industry-driven project-based learning) for students with employers during and after grant ends.
- Coordinate work-based learning activities for elementary through adult using the mobile trailer during and after the grant.
- Repair equipment as needed during and after grant ends.
- Cover adjunct dual enrollment instructor salaries during and after the grant.
- Create a patient care technician program (PCT) in a rural county with CNA, Phlebotomy, and Electrocardiogram embedded certificates.
- Lead the initiative to create a new statewide articulation agreement for PCT to practical nursing.

### II. EMPLOYER PARTICIPANTS

The Employer Participants are responsible for supporting the mission of the RHCPE.

Employer participants agree to the following responsibilities: (denoted by “X”):

<b>Healthcare Education Rural Opportunities Employer Partners</b>		<b>Unity Medical Center</b>	<b>NHC Healthcare Smithville</b>
<b>Section 2-Need</b>	<b>How many job opportunities do you anticipate having in the next 4 years including new positions, turnovers and retirements</b>	108	45-55

## Appendix G – MOU

Section 3 – Program Plan	Provide Career Awareness Activity – Speakers	X	X
	Provide Career Awareness Activity – Tours for students and or educators	X	X
	Provide Career Awareness Activity – Career Fairs	X	X
	Provide Career Exploration Activity - Mentoring	X	X
	Provide Career Exploration Activity – Mock or Real Interviews	X	X
	Provide Career Exploration Activity – Job Shadow or Summer Internship Opportunities	X	X
	Provide Career Preparation Activity – Project Based Learning	X	X
	Provide Career Preparation Activity – Technical Mentoring	X	X
	Donate materials, tools or equipment to grant	X	X
Section 4 – Strength of Partnership	Serve on Healthcare Education Rural Opportunities Advisory Board	X	X
	Attend scheduled meetings (in-person or virtually)	X	X
	Participate in the Occupational Advisory Board – during and after the grant	X	X
Section 5 - Budget	Review budget and provide oversight on grant	X	X
Section 6 - Sustainability	Employer agrees to hire and interview qualified applicants if employer has openings	X	X
	Employer agrees to alert the College of job openings	X	X

## Appendix G – MOU

	<b>Employer agrees to assist with maintenance of training and equipment</b>	x	x
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The Employer Participants agree that there is a need for these programs in the rural communities because of a lack of qualified candidates in health careers in their local geographic area. The benefits include an increased skilled pipeline to their organization and an overall benefit to the rural communities they serve by providing increased access to quality health care.

### **III. LOCAL BUSINESS NETWORK PARTICIPANTS**

The Local Business Network Participants agree to the following responsibilities:

- Support the mission of Healthcare Education Rural Opportunities program.
- Monitor progress of Healthcare Education Rural Opportunities program while attending quarterly partnership meetings.
- Promote the Healthcare Education Rural Opportunities program to business community and local elected officials.
- Participate in the partnership meetings to help support the proposed programming and budget.
- Monitor progress of Healthcare Education Rural Opportunities program while attending quarterly partnership meetings.
- Assist in the planning and implementation of work-based learning experiences with employers, and educational institutions while at the quarterly meetings.
- Assist in recruitment of area and regional employers.
- Convene and leverage stakeholders as needed to garner local community support.

The Local Business Network Participants agree that there is a need for these programs in the rural communities because of a lack of qualified candidates in health careers in their local geographic area. The benefits include an increased skilled pipeline and an overall benefit to the rural communities they serve by providing increased access to quality health care.

### **IV. EDUCATIONAL PARTICIPANTS: CANNON, COFFEE, DEKALB, GRUNDY, AND WARREN COUNTY SCHOOL SYSTEMS**

The Educational Participants agree to the following responsibilities:

## Appendix G – MOU

- Actively recruit students to enroll in technical education pathways that are applicable to each high school. (See table below.)
- Provide students with opportunities to participate in Work-Based Learning activities.
- Manage dual enrollment with the TCAT-McMinnville.
- Participate in the partnership meetings to help support the proposed programming.
- Monitor progress of Healthcare Education Rural Opportunities program while attending quarterly partnership meetings.
- Monitor Employer Participant engagement
- Assist in the planning and implementation of work-based learning experiences with employers, and educational institutions while at the quarterly meetings.
- Providing students the opportunity to obtain industry credentials, including underrepresented groups of students (economically disadvantaged, students with disabilities, students in foster care, and students with parents that are in the armed forces or on active duty) as well as non-traditional

The table below lists the Healthcare Education Rural Opportunities participation activities and denotes each school's involvement: (denoted by "X")

Healthcare Education Rural Opportunities	Cannon County High School	Coffee County High School	Dekalb County High School	Grundy County High School	Warren County High School
<b>Practical Nursing program pre-requisites</b>	X	X	X	X	X
<b>CNA</b>	X	X	X	X	X
<b>Mobile trailer outreach</b>	X	X	X	X	X

The Education Participants agree that there is a need for these programs in their rural communities because of a lack of overall awareness and access in secondary students regarding health careers in their local geographic area. The benefits include a potentially increased employment rate and income for the rural communities they serve and providing increased access to quality health care.

**V. MISCELLANEOUS:**

1. Modification of roles/responsibilities and the sustainability of the program are collectively decided by the parties.
2. An Employer Participant, Local Business Network Participant or Educational Participant may terminate its relationship with the program at the end of an academic term with a 30-day written notice to the College.
3. Employer Participants, Local Business Network Participant and Educational Participants and may be added through written Amendment to this Agreement.
4. All partners commit to sustain the work-based learning model in the proposal and partnership beyond the grant.
5. Term. The term of this Agreement shall be August 2025 through August 2029.
6. Counterparts. This Agreement may be executed in any number of counterparts, each of which together shall be deemed to be original, but all of which together shall constitute one and the same instrument. In the event that any signature is delivered by facsimile transmission or by e-mail delivery of a ".pdf" format data file, such signature shall create a valid and binding obligation of the party executing (or on whose behalf such signature is executed) with the same force and effect as if such a facsimile or ".pdf" signature page was an original thereof.

# Appendix G – MOU

<p>COLLEGE: Tennessee College of Applied Technology- McMinnville</p> <p><u>Melody Edwards</u> Signature</p> <p><u>Melody Edwards, President</u> Name and Title</p> <p><u>11-24-25</u> Date</p>	<p>EMPLOYER PARTICIPANT: NHC Healthcare Smithville</p> <p><u>Ryan Vaden</u> Signature</p> <p><u>Ryan Vaden, Administrator</u> Name and Title</p> <p><u>1/17/25</u> Date</p>
<p>EDUCATIONAL PARTICIPANT: Cannon County High School</p> <p><u>Bonnie Patterson</u> Signature</p> <p><u>Bonnie Patterson Director</u> Name and Title</p> <p><u>1/17/2025</u> Date</p>	<p>EDUCATIONAL PARTICIPANT: DeKalb County High School</p> <p><u>Patrick M. Criss</u> Signature</p> <p><u>Patrick M. Criss DIRECTOR OF SCHOOLS</u> Name and Title</p> <p><u>1/17/2025</u> Date</p>
<p>EDUCATIONAL PARTICIPANT: DeKalb County High School</p> <p><u>Bruce Curtis</u> Signature</p> <p><u>Bruce Curtis, Principal</u> Name and Title</p> <p><u>1/17/25</u> Date</p>	<p>EMPLOYER PARTICIPANT: Unity Medical Center</p> <p><u>Jody L. Mills</u> Signature</p> <p><u>JODY L. MILLS CCO</u> Name and Title</p> <p><u>1/28/25</u> Date</p>

Appendix G – MOU

LOCAL BUSINESS NETWORK  
PARTICIPANT:

McMinnville-Warren County Chamber of Commerce

Melissa Mullins  
Signature

Melissa Mullins President  
Name and Title

1/17/25  
Date

LOCAL BUSINESS NETWORK  
PARTICIPANT:

Warren County Industrial Development Board

Wendy Sneed  
Signature

Wendy Sneed, Executive Dir.  
Name and Title

1/17/25  
Date

EDUCATIONAL PARTICIPANT:  
Coffee County Central High School

Richard Stryker  
Signature

CTE Director  
Name and Title

1-17-25  
Date

LOCAL BUSINESS NETWORK  
PARTICIPANT:

Coffee County Industrial Board

Anne Hosea Majors  
Signature

Anne Hosea Majors- Executive Director  
Name and Title

January 21, 2024  
Date

EDUCATIONAL PARTICIPANT:  
Grundy County High School

Deidre Helton  
Signature

Deidre Helton, Principal  
Name and Title

1/23/25  
Date

LOCAL BUSINESS NETWORK  
PARTICIPANT:

Manchester Chamber of Commerce

Katy J. Riddle  
Signature

Katy Riddle, Exec. Director  
Name and Title

1/21/25  
Date

**Appendix G – MOU**

<p>EDUCATIONAL PARTICIPANT: Grundy County High School</p> <p><u>Dr. Jones</u> Signature</p> <p><u>Christy Jones-CTE Director</u> Name and Title</p> <p><u>1/23/25</u> Date</p>	<p>EDUCATIONAL PARTICIPANT: Warren County High School</p> <p><u>Tracy Risinger</u> Signature</p> <p><u>Tracy Risinger CTE Director</u> Name and Title</p> <p><u>1/24/25</u> Date</p>
--	--



## Appendix H – Work-Based Learning Continuum

### Work-Based Learning Continuum

#### Healthcare Education Rural Opportunities (HERO)

Students will participate in at least one work-based learning opportunity each trimester of the program. Partners have agreed to continue this after the grant ends. Work-based learning commitments are shown in the MOU. The following WBL activities will be conducted during the grant period.

*Career Awareness Opportunities* – Career speakers/industry in the classroom, field trips and tours, career fairs

*Career Exploration Opportunities* – career mentoring, informational interviewing, job shadowing

*Career Preparation* – dual enrollment, technical mentoring

*Training activities* – dual enrollment, clinical activities, internships

#### Patient Care Technician/Medical Assisting (PCT/MA) Program

Course Code and Description	Clock Hours	Industry Certification	TCAT Certificate/ Diploma
PCT 0001 - Worker Characteristic	6		
PCT 1010 - Nursing Assistant	96		
PCT 1020 - AP & Medical Terminology	120		
PCT 1030 - Nursing Assistant Clinical	24	Certified Nursing Aid (after exam)	Certificate – Nurse Aid
PCT 1040 - Phlebotomy	150		
PCT 1050 - Phlebotomy Clinical	36		Certificate – Phlebotomy
PCT 0002 - Worker Characteristic	6		
PCT 2010 - Electrocardiography	125		
PCT 2020 - Electrocardiography Clinical	48		

## Appendix H – Work-Based Learning Continuum

PCT 2030 - Medical Assistant I	253		Certificate – Electrocardiogram Diploma – Patient Care Technician
PCT 0003 - Worker Characteristic	6		
PCT 3010 - Math Meds	36		
PCT 3020 - Clinical	311		
PCT 3030 - Medical Assistant II	79		Diploma – Medical Assistant

### Practical Nursing Program

Course	Clock Hours	Industry Certification	TCAT Certificate/ Diploma
Dosage Calculations – Pre-Requisite Course	40		
Anatomy & Physiology – Pre-Requisite Course	80		

### Patient Care Technician/Medical Assisting (PCT/MA) Program Equipment and Supplies:

#### PCT 0001 – Worker Characteristic: No Equipment Needed

#### PCT 1010 – Nursing Assistant:

- Laptop for resume and cover letter preparation
- Nursing manikin
- Hospital bed
- Assistive devices when transferring, ambulating, feeding, dressing: Regular cane, Quad cane, Gait belt, Walker, Rollator, Wheelchair, Sliding Board, Plate guard, Weighted utensils, Crutches
- Manual Blood Pressure cuff, Stethoscope, Watch with a second hand, Pulse Oximeter, Digital thermometer, Bandage scissors, Pen light
- Scale to record height and weight
- Position wedge, abduction pillow
- Urine hats
- Cylinder to measure output from catheters
- Wash basin

## **Appendix H – Work-Based Learning Continuum**

- Towels, wash clothes
- Foam mouth swabs for the comatose residents
- Toothbrush
- Denture cup
- Emesis basin
- Bedside Commode
- Water Pitcher for resident/patient
- Water cup for resident/patient
- Bed linen: Fitted sheet, top sheet, blanket, chuck pad
- Hospital Gowns
- Urinal
- Regular bed pan
- Fracture bed pan
- Nail care: Orange stick, Clippers, Emory boards
- Disposable gown
- Gloves: Small, Medium, Large
- Biohazard bags
- Biohazard Bin
- Anti-embolic stockings (TED hose)

### **PCT 1020 – AP and Medical Terminology**

- Articulated Skeleton
- Organ Systems Models
- Medical Dictionary/Thesaurus

### **PCT 1030 – Nursing Assistant Clinicals**

- Assigned color of scrubs, School ID badge, Closed toe nonslip shoes
- Stethoscope, manual blood pressure cuff, pulse oximeter, thermometer, bandage scissors, pen light
- Black ink pens – NO GEL
- Gait Belt

### **PCT 1040 – Phlebotomy**

- Laptop for resume and cover letter preparation
- Needles: Straight and Butterfly

## **Appendix H – Work-Based Learning Continuum**

- Tourniquets
- Blood collection tubes: Purple, Tiger top, Red, Blue, green
- Order of draw model
- Blood collection holder
- Gauze: 2x2 and 4x4
- Tape: clear surgical and paper
- Sharp containers
- Lancets
- Alcohol swabs
- Gloves: Small, medium, Large
- Urine Specimen kits
- Mask
- Coban
- Blood Spill kits
- Syringes with leur lock: 3ml, 5ml
- Centrifuge
- Specimen Bags
- Blood gas bottles (testers)
- Phlebotomy chair
- Black fine point permanent marker
- Black ink pen – NO GEL
- Specimen label stickers
- Intravenous Catheters
- Phlebotomy trays
- Phlebotomy tray
- Phlebotomy arm set with pump: Adult, Pediatric, Infant

### **PCT 1050 – Phlebotomy Clinical**

- Assigned color of scrubs, School ID badge
- Black ink pen – NO GEL
- Black fine point permanent marker
- Closed toe nonslip shoes

### **PCT 0002 – Worker Characteristic: No Equipment needed**

### **PCT 2010 – Electrocardiography**

- EKG Machine

## **Appendix H – Work-Based Learning Continuum**

- Leads
- Heart Rhythm Models
- Lead Placement Model

### **PCT 2020 Electrocardiography Clinical: This is contracted at doctors offices**

- Assigned color of scrubs, School ID badge
- Black ink pen – NO GEL
- Closed toe nonslip shoes

### **PCT 2030 – Medical Assistant I**

- Medical dictionary/thesaurus
- Drug book
- Articulated Skeleton
- Organ Systems Models
- Stethoscope, manual blood pressure cuff, watch with second hand, pulse oximeter, digital thermometer, bandage scissors, pen light
- Gloves: Small, Medium, large
- Mayo stand
- Sterile drape for mayo stand
- Suture removal kit
- Biohazard bags
- Biohazard bins
- Anti-embolic stockings (TED hose)
- Scale for infants
- Urine dip stick (tester)
- Blood Sugar: Glucometer, test strips, controls for glucometer
- Urine cups for clean catch specimens
- Incentive Spirometry
- Infant heel sticks
- Wound care model
- EKG machine, leads
- Catheter kit

### **PCT 0003 – Worker Characteristic: No equipment needed**

### **PCT 3010 – Math Meds**

- Scientific Calculator

## **Appendix H – Work-Based Learning Continuum**

- Pencil

### **PCT 3020 – Clinical**

- Assigned color of scrubs, School ID badge
- Stethoscope, manual blood pressure cuff, pulse oximeter, digital thermometer, bandage scissors, pen light
- Black ink pen – NO GEL
- Gait belt
- Closed toe nonslip shoes

### **PCT 3030 – Medical Assistant II**

- Medical dictionary/thesaurus
- Drug book
- Articulated Skeleton
- Organ Systems Models
- Stethoscope, manual blood pressure cuff, watch with second hand, pulse oximeter, digital thermometer, bandage scissors, pen light
- Gloves: Small, Medium, large
- Mayo stand
- Sterile drape for mayo stand
- Suture removal kit
- Biohazard bags
- Biohazard bins
- Anti-embolic stockings (TED hose)
- Scale for infants
- Urine dip stick (tester)
- Blood Sugar: Glucometer, test strips, controls for glucometer
- Urine cups for clean catch specimens
- Incentive Spirometry
- Infant heel sticks
- Wound care model
- EKG machine, leads
- Catheter kit

## Appendix I – CIP Code to SOC Code Crosswalk

### CIP Code to SOC Code Crosswalk

#### Healthcare Education Rural Opportunities Grant

TCAT PROPOSED ACADEMIC PROGRAMS	CIP CODE	SOC CODE
<b>CERTIFIED NURSING AID (CNA)</b>	51.3902	31-1131
<b>PHLEBOTOMIST</b>	51.1009	31-9097
<b>ELECTRO CARDIOLOGIST TECHNICIAN</b>	51.0902	29-2099
<b>PATIENT CARE TECHNICIAN</b>	51.3902	29-2099
<b>MEDICAL ASSISTING</b>	51.0899	31-9092
<b>LICENSED PRACTICAL NURSE (LPN)</b>	51.3901	29-2061



McMinnville-Warren County  
Chamber of Commerce  
110 S. Court Sq.  
McMinnville, TN 37110  
931.473.6611  
[www.warrentn.com](http://www.warrentn.com)

January 20, 2025

While I was unable to gather specific statistical data, conversations with various healthcare professionals have provided valuable insights into the growing demand for trained healthcare workers in our area. The consensus is that the following roles are needed:

- Licensed Practical Nurse (LPN)
- Phlebotomist
- Certified Nurse Assistant (CNA)
- Electrocardiogram (EKG) Technician
- Patient Care Technician (PCT)
- Medical Assistant (MA)

One professional, Sarah Long, PA-C from LifeLong Primary Care, shared this feedback:

"There is definitely a need for all the roles you listed. In my almost 20 years as a PA, I've worked with all of these roles in both hospital and clinic settings.

In my clinic, for example, I rely on Medical Assistants who are trained as phlebotomists and can perform EKGs. There is a noticeable shortage of MAs due to the demand. While I don't have specific statistics to share, please let me know if there's any other way I can support this initiative."

This testimony reflects the critical workforce challenges faced by healthcare providers in our community. While we may lack hard data, the need for these roles is clearly evident based on firsthand accounts from professionals like Sarah.

Thank you,

Melissa Mullins  
President  
McMinnville-Warren Co. Chamber of Commerce

McMinnville-Warren County Chamber of Commerce







## Office of Sponsored Programs

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### TENNESSEE TECH

January 28, 2025

To whom it may concern:

Tennessee Technological University and the Whitson-Hester School of Nursing (WHSON) is supportive of this grant that will allow TCAT of McMinnville, TN to accelerate production of LPNs within the Upper Cumberland region. This could be an excellent feeder program helping these LPNs to increase Registered Nurses for much needed underserved areas and to serve the health care needs of the state of TN.

As these LPNs desire to continue their education and career path in the future, the WHSON could assist them to obtain their BSN and even become nurse practitioners through our MSN and/or DNP programs. The School of Nursing has a NP program which fills a major gap in health care in our rural areas. Given the age of our physician population and the decreasing number of medical students interested in primary care and rural medicine nationally, these feeder programs (LPN to RN to NP) are critically important for future healthcare in Tennessee.

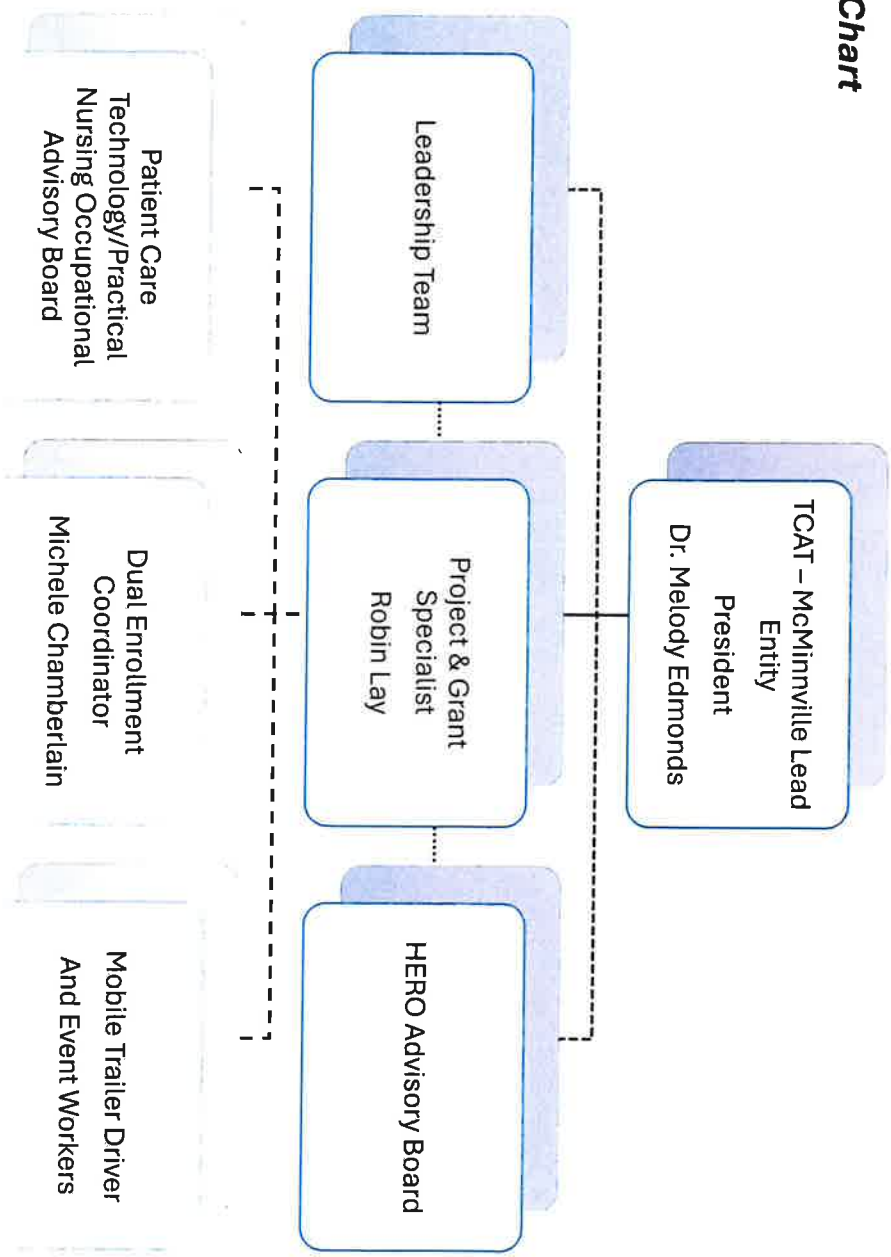
Sincerely,

Kimberly Hanna PhD, MSN, CNL  
Dean and Professor of Nursing  
Whitson-Hester School of Nursing

Neal E Hunt  
Assistant Vice President, Research Administration

Appendix K – Governance Chart and Table

**TCAT – McMinnville**  
**HERO Governance Chart**



## Appendix K – Governance Chart and Table

### HERO Grant Governance

Group/Individual	Role/Function
<b>Grant &amp; Project Specialist</b>	Project Director; responsible for managing grant administration, leading the HERO Advisory Board meetings, conducting timely reporting, providing monthly reports to the Leadership Team, coordinating the mobile trailer recruitment efforts, and facilitating communication between all stakeholders
<b>Leadership Team</b>	Comprised of the President, Vice President, Fiscal Coordinator, Nursing Coordinator, and External Relations/Coffee County Coordinator, this team is responsible for all projects at the college; will receive monthly updates from the Grant & Project Specialist and provide guidance and oversight for the grant
<b>HERO Advisory Board</b>	Comprised of the CTE Directors at each high school involved, business, and industry partners, this Board will convene quarterly under the direction of the Grant & Project Specialist to look at grant progress and make recommendations for improvements
<b>Dual Enrollment Coordinator</b>	Responsible for working regularly with each high school to ensure the success of the dual enrollment classes involved in the project
<b>Truck Driver/Mobile Workers</b>	Responsible for taking the mobile trailer to recruitment events, working events, and giving the prospective students a deeper look into healthcare careers through hands-on experiences
<b>Patient Care Technician/Practical Nursing program Occupational Advisory Boards</b>	Responsible for reviewing curriculum and alignment with the workforce needs; ensure students are work ready upon graduation

## **Appendix K – Governance Chart and Table**

Potential risks – employee turnover either internally or externally, falling behind on grant timelines, and providing less than stellar quality education with these new programs and initiatives.

### Mitigations for potential risks:

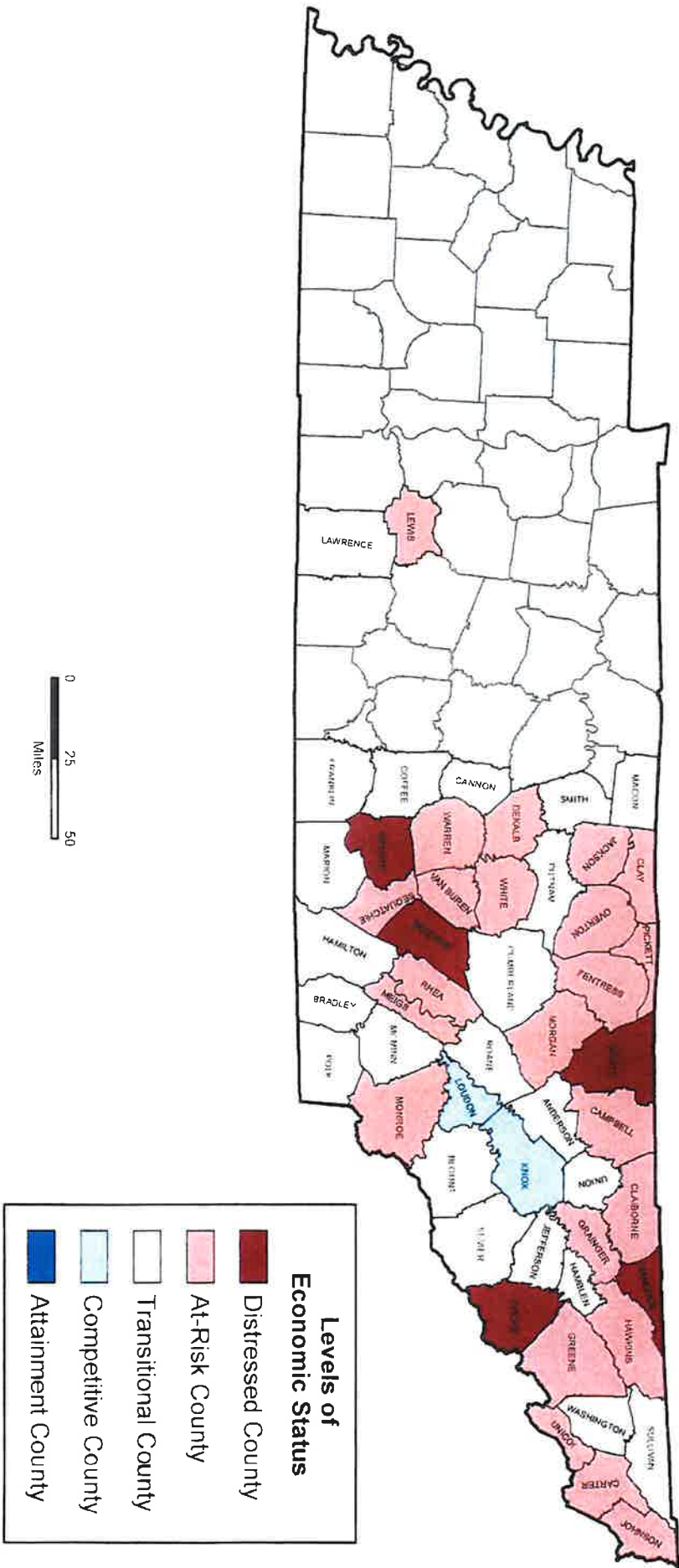
- Employee turnover – both internally and externally, backups are in place to ensure continuance of grant responsibilities
- Falling behind on grant deadlines – the President meets with the grant & project specialist weekly for an update to ensure progress is being made
- Providing less than stellar quality education with these new programs and initiatives – the Vice President is responsible for the dual enrollment coordinator. The Coffee County Coordinator will ensure the PCT program is of the same quality as all other programs. Additionally, the institution reports completion, placement, and licensure data for all programs annually to our accrediting body, Council on Occupational Education (COE).

## Appendix L – HERO Individual County Benefits

### HERO Individual County Benefits

County	Benefits
Cannon	<ul style="list-style-type: none"> <li>• Expansion of dual enrollment practical nursing pre-requisites (adding Dosage Calculations)</li> <li>• Add dual enrollment CNA classes</li> <li>• WBL opportunities through mobile trailer outreach showing healthcare careers from elementary through adult</li> <li>• Clinical experiences and internships</li> <li>• Adults can access the new Patient Care Technician (PCT) program at the Coffee County Campus including the CNA, Phlebotomy, Electrocardiogram certificates and Patient Care Technician and Medical Assistant diplomas</li> <li>• Students have access to additional student stipends for items such as books, examination fees, licensure fees, and supplies</li> </ul>
Coffee	<ul style="list-style-type: none"> <li>• Addition of dual enrollment practical nursing pre-requisites</li> <li>• Add dual enrollment CNA classes</li> <li>• WBL opportunities through mobile trailer outreach showing healthcare careers from elementary through adult</li> <li>• Clinical experiences and internships</li> <li>• Adults can access the new Patient Care Technician (PCT) program at the Coffee County Campus including the CNA, Phlebotomy, Electrocardiogram certificates and Patient Care Technician and Medical Assistant diplomas</li> <li>• Students have access to additional student stipends for items such as books, examination fees, licensure fees, and supplies</li> </ul>
DeKalb	<ul style="list-style-type: none"> <li>• Addition of dual enrollment practical nursing pre-requisites</li> <li>• Add dual enrollment CNA classes</li> <li>• WBL opportunities through mobile trailer outreach showing healthcare careers from elementary through adult</li> <li>• Clinical experiences and internships</li> <li>• Adults can access the new Patient Care Technician (PCT) program at the Coffee County Campus including the CNA, Phlebotomy, Electrocardiogram certificates and Patient Care Technician and Medical Assistant diplomas</li> <li>• Students have access to additional student stipends for items such as books, examination fees, licensure fees, and supplies</li> </ul>
Grundy	<ul style="list-style-type: none"> <li>• Addition of dual enrollment practical nursing pre-requisites</li> <li>• Add dual enrollment CNA classes</li> <li>• WBL opportunities through mobile trailer outreach showing healthcare careers from elementary through adult</li> <li>• Clinical experiences and internships</li> <li>• Adults can access the new Patient Care Technician (PCT) program at the Coffee County Campus including the CNA, Phlebotomy, Electrocardiogram certificates and Patient Care Technician and Medical Assistant diplomas</li> <li>• Students have access to additional student stipends for items such as books, examination fees, licensure fees, and supplies</li> </ul>
Warren	<ul style="list-style-type: none"> <li>• Addition of dual enrollment practical nursing pre-requisites</li> <li>• Add dual enrollment CNA classes</li> <li>• WBL opportunities through mobile trailer outreach showing healthcare careers from elementary through adult</li> <li>• Clinical experiences and internships</li> <li>• Adults can access the new Patient Care Technician (PCT) program at the Coffee County Campus including the CNA, Phlebotomy, Electrocardiogram certificates and Patient Care Technician and Medical Assistant diplomas</li> <li>• Students have access to additional student stipends for items such as books, examination fees, licensure fees, and supplies</li> </ul>

# County Economic Status in Appalachian Tennessee, Fiscal Year 2025



## County Economic Status and Number of Distressed Areas in Appalachian Tennessee, Fiscal Year 2025

*Counties in **Bold** Contain Distressed Areas*

<i>County</i>	<i>Economic Status</i>	<i>Number of Distressed Areas</i>	<i>County</i>	<i>Economic Status</i>	<i>Number of Distressed Areas</i>
Anderson	Transitional	4	Macon	Transitional	2
Bledsoe	Distressed		Marion	Transitional	1
<b>Blount</b>	<b>Transitional</b>	1	Meigs	At-Risk	
<b>Bradley</b>	<b>Transitional</b>	3	Monroe	<b>At-Risk</b>	2
<b>Campbell</b>	<b>At-Risk</b>	5	Morgan	<b>At-Risk</b>	3
<b>Cannon</b>	<b>Transitional</b>	1	Overton	<b>At-Risk</b>	1
Carter	At-Risk	5	Pickett	<b>At-Risk</b>	1
Claiborne	At-Risk	3	Polk	Transitional	1
Clay	At-Risk	1	Putnam	Transitional	4
Cocke	Distressed		Rhea	<b>At-Risk</b>	1
<b>Coffee</b>	<b>Transitional</b>	3	Roane	Transitional	1
Cumberland	Transitional		Scott	Distressed	
<b>DeKalb</b>	<b>At-Risk</b>	2	Sequatchie	<b>At-Risk</b>	1
Fentress	At-Risk	2	Sevier	Transitional	6
Franklin	Transitional	1	Smith	Transitional	1
<b>Grainger</b>	<b>At-Risk</b>	3	Sullivan	Transitional	8
<b>Greene</b>	<b>At-Risk</b>	2	Unicoi	At-Risk	
<b>Grundy</b>	<b>Distressed</b>		Union	Transitional	1
<b>Hamblen</b>	<b>Transitional</b>	4	Van Buren	At-Risk	
<b>Hamilton</b>	<b>Transitional</b>	16	<b>Warren</b>	<b>At-Risk</b>	2
Hancock	Distressed		<b>Washington</b>	<b>Transitional</b>	8
<b>Hawkins</b>	<b>At-Risk</b>	2	<b>White</b>	<b>At-Risk</b>	1
<b>Jackson</b>	<b>At-Risk</b>	2			
Jefferson	Transitional				
<b>Johnson</b>	<b>At-Risk</b>	1			
Knox	Competitive				
<b>Lawrence</b>	<b>Transitional</b>	2			
<b>Lewis</b>	<b>At-Risk</b>	1			
Loudon	Competitive				
<b>McMinn</b>	<b>Transitional</b>	4			

## Appendix N – Grant Budget

GRANT BUDGET				
Healthcare Education Rural Opportunity (HERO) Grant				
The grant budget line-item amounts below shall be applicable only to expenses incurred during the following				
Applicable Period: BEGIN: August 2025 END: August 2029				
POLICY 03 Object Line-item Reference	EXPENSE OBJECT LINE-ITEM CATEGORY <sup>1</sup>	GRANT CONTRACT	GRANTEE PARTICIPATION	TOTAL PROJECT
1, 2	Salaries, Benefits & Taxes	\$470,684.23	0.00	0.00
4, 15	Professional Fee, Grant & Award <sup>2</sup>	\$215,600	0.00	0.00
5, 6, 7, 8, 9, 10	Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications	\$900,715.77	0.00	0.00
11, 12	Travel, Conferences & Meetings	0.00	0.00	0.00
13	Interest <sup>2</sup>	0.00	0.00	0.00
14	Insurance	0.00	0.00	0.00
16	Specific Assistance to Individuals	0.00	0.00	0.00
17	Depreciation <sup>2</sup>	0.00	0.00	0.00
18	Other Non-Personnel <sup>2</sup>	0.00	0.00	0.00
20	Capital Purchase <sup>2</sup>	\$253,000	0.00	0.00
22	Indirect Cost	\$160,000	0.00	0.00
24	In-Kind Expense	0.00	0.00	0.00
25	<b>GRAND TOTAL</b>	<b>2,000,000.00</b>	<b>0.00</b>	<b>0.00</b>

<sup>1</sup> Each expense object line-item shall be defined by the Department of Finance and Administration Policy 03, *Uniform Reporting Requirements and Cost Allocation Plans for Sub recipients of Federal and State Grant Monies*, Appendix A. (posted on the Internet at: [www.state.tn.us/finance/act/documents/policy3.pdf](http://www.state.tn.us/finance/act/documents/policy3.pdf)).

<sup>2</sup> Applicable detail follows this page if line-item is funded.



## **Appendix N – Grant Budget**

### **GRANT BUDGET LINE-ITEM DETAIL**

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#### **Line 1      Salaries and Wages**

Salaries and wages needed for this grant are the following - full-time faculty for the PCT program (\$188,235.81) and part-time adjuncts for PCT (\$73,880); pre-requisite adjunct faculty (\$73,880); dual-enrollment adjunct faculty at Coffee County Central High School (\$29,090.25); and part-time driver to transport mobile trainer classroom and present demonstrations for monthly work-based learning activities (\$10,021.00). The total for salaries and wages are \$375,107.06.

#### **Line 2      Employee Benefits & Payroll Taxes**

For the salary expenditures listed above, we are required to pay 42.5% of salary in benefits and FICA tax for full-time faculty, which equals \$80,097.30. For part-time staff and adjunct faculty, we are required to pay 7.65% FICA tax equaling \$15,479.87. The total for employee benefits & payroll taxes are \$95,577.17.

#### **Line 4      Professional Fees**

The grant will provide student stipends for the five high schools: Cannon County High School (CaCHS), Coffee County Central High School (CoCHS), Dekalb County High School (DCHS), Grundy County High School (GCHS), and Warren County High School (WCHS), for a total of \$15,600. Budgeted amounts for consumable materials for each school are \$10,000 per school for a total of \$50,000. The total for professional fees is \$65,600.

#### **Line 5      Supplies**

Supply funding from this grant will be distributed in the following manner:, the PCT program will receive \$144,715.77; the pre-requisite programs will receive \$236,000; the mobile classroom will utilize \$33,750; the five high schools: CaCHS, CoCHS, DCHS, GCHS, and WCHS, will receive a collective total of \$446,250; and \$10,000 will be used for promotional items per year for a total of \$40,000. The total for supplies is \$900,715.77.

#### **Line 6      Telephone**

N/A

#### **Line 7      Postage and Shipping**

N/A

#### **Line 9      Equipment Rental and Maintenance**

N/A

#### **Line 10     Printing and Publications**

N/A

#### **Line 11     Travel**

N/A

## **Appendix N – Grant Budget**

### **Line 12    Conferences and Meetings**

N/A

### **Line 15    Grants and Awards**

This grant will provide stipends to PCT and PN students in the amount of \$150,000 to be used for education-related costs such as examination fees, licensure fees, books, and supplies. The total for grants and awards is \$150,000.

### **Line 18    Other Non-personnel Expenses**

N/A

### **Line 19    Capital Purchases**

Grant funds will be used to purchase the following capital equipment: 15 hospital beds, one basic manikin, and seven nursing skills manikins for a total cost of \$253,000 (see attached list). The total for capital purchases is \$253,000.

### **Line 22    Indirect Costs**

Eight percent of the total grant will be used as administrative/indirect costs to ensure the grant is managed properly and all grant commitments are achieved. The total cost of indirect costs is \$160,000.

### **Line 24    In-Kind**

N/A.

### **Line 25    Total Expenses**

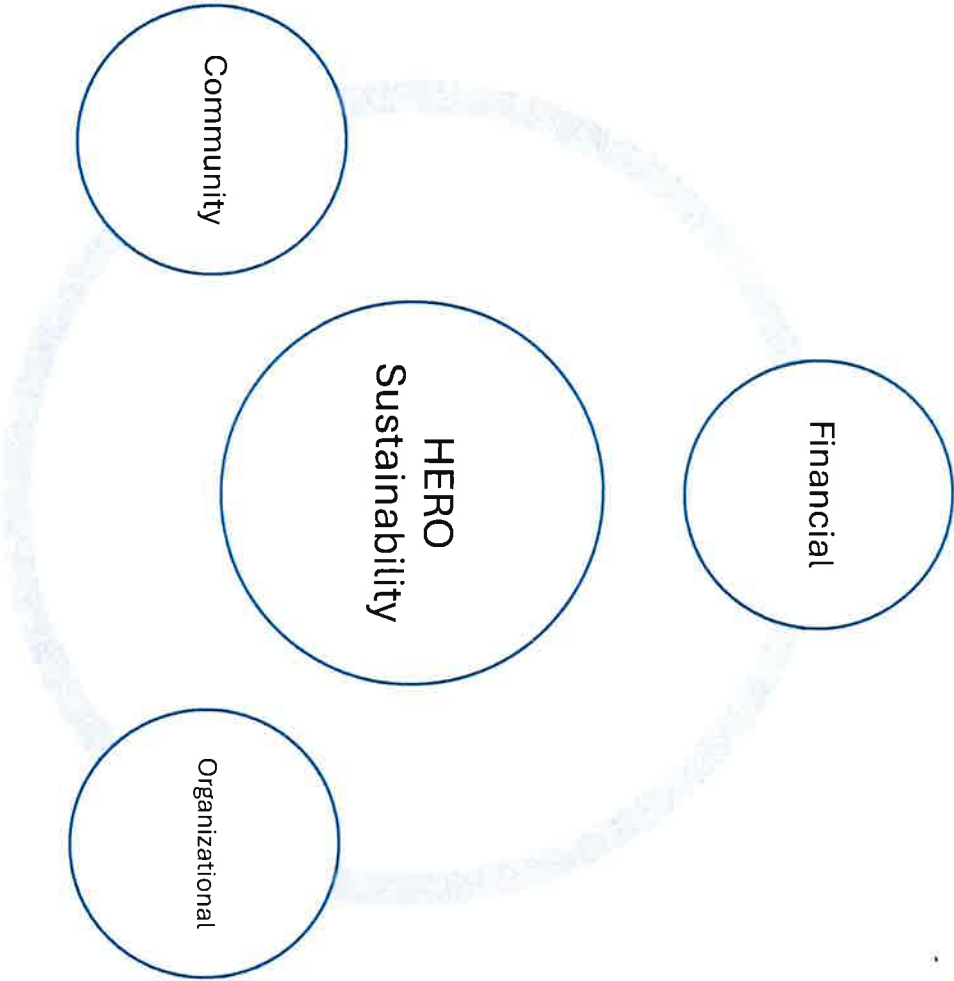
Total funding request: \$2,000,000

## **HERO Capital Equipment List**

<b>Equipment</b>	<b>Cost</b>	<b>Quantity</b>	<b>Total Cost</b>
Hospital Beds	\$ 7,500.00	15	\$ 112,500.00
Basic Manikin	\$ 7,500.00	1	\$ 7,500.00
Nursing Skills Manikin	\$ 19,000.00	7	\$ 133,000.00
<b>Grand Total</b>			<b>\$ 253,000.00</b>

Financial:  
DE grant and state  
appropriations  
funding will maintain  
the established  
programs

Community: Well-  
established  
partnerships with  
these and other  
healthcare entities  
ensure collaborations  
continue. Critical  
healthcare worker  
shortages will remain  
after the grant ends.



Organizational:  
Maintaining the strong  
track record of grant  
success from award  
to completion is built  
into our  
infrastructure.