

| COURSE INFORMATION | | | |
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| Course Prefix/Number: | HSC0003 | Course Title: | INTRO TO HEALTH CARE |
| Number of Credits: | 3.00 | Clock Hours: | 90.00 |
| Course Type: | <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Lecture/Lab Combo <input type="checkbox"/> Internship <input type="checkbox"/> Clinical <input type="checkbox"/> College Prep. | | |
| Degree Type: | <input type="checkbox"/> B.A.S. <input type="checkbox"/> B.S. <input type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.P.P. <input type="checkbox"/> A.T.C. <input type="checkbox"/> C.C.C. <input checked="" type="checkbox"/> C.T.C. | | |
| COURSE DESCRIPTION | | | |
| An introduction to the health care environment, this course focuses on the health care team and delivery systems. Students will learn about legal responsibilities, ethical issues, safety, infection control, communication, interpersonal behaviors, wellness, and disease. Special fee. | | | |
| Prerequisite(s): | | Co-requisite(s): | |
| COURSE COMPETENCIES | | | |
| Learning Outcomes Legend: | | | |
| 1. Communication | 4. Information Literacy | 7. Ethical Issues | |
| 2. Numbers / Data | 5. Cultural / Global Perspective | 8. Computer / Technology Usage | |
| 3. Critical Thinking | 6. Social Responsibility | 9. Aesthetic / Creative Activities | |
| | | 10. Environmental Responsibility | |
| Competency 1: The student will be able to demonstrate knowledge of the health care delivery system and health occupations by: | | | 3 |
| 1. Identifying the basic components of the health care delivery system including public, private, government and non-profit. 2. Identifying common methods of payment for healthcare services. 3. Describing the various types of health care providers (facilities) and the range of services available including resources to victims of domestic violence. 4. Describing the composition and functions of a health care team. 5. Identifying the general roles and responsibilities of the individual members of the health care team. 6. Identifying the roles and responsibilities of the consumer within the healthcare system. 7. Explaining the cause and effects of factors that influence the current delivery system of healthcare. 8. Explaining the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems. 9. Identifying the educational and licensing requirements of various health care occupations. 10. Recognizing the major kinds of approvals to ensure the competency of health care professionals. | | | |
| Competency 2: The student will be able to use oral and written communication skills in creating, expressing and interpreting information and ideas by: | | | 1,5 |
| 1. Explaining basic speaking and active listening skills including reflection, restatement, and clarification techniques. 2. Explaining basic observational skills and related documentation strategies in written and oral form. 3. Identifying characteristics of successful and unsuccessful communication including communication styles and barriers. 4. Composing written communication using correct spelling, grammar and formatting. 5. Applying appropriate medical terminology and abbreviations. 6. Recognizing the importance of courtesy and respect for patients and other healthcare workers and maintaining good interpersonal relationships. 7. Recognizing the importance of patient/client education regarding health care. 8. Identifying communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups. 9. Analyzing elements of communication using a sender-receiver model. 10. Distinguishing between and report subjective and objective information. 11. Selecting and employing appropriate communication concepts and strategies to enhance oral and written communication in the workplace. 12. Locating, organizing and referencing written information from various sources. 13. Describing verbal and nonverbal cues/behaviors that enhance communication. 14. Explaining the meaning of active listening skills to obtain and clarify information. | | | |
| Competency 3: The student will be able to describe the importance of professional ethics and legal responsibilities by: | | | 3,6,7 |
| 1. Discussing the legal framework of the healthcare occupations including scope of practice legislation. 2. Identifying procedures for accurate documentation and record keeping. | | | |

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| <ol style="list-style-type: none"> 3. Interpreting healthcare facility policy and procedures. 4. Recognizing the legal responsibility of consent and confidentiality – oral, written and electronic. 5. Explaining "The Patient Care Partner" describing patients' rights and responsibilities http://www.aha.org/advocacy-issues/communicatingpts/pt-care-partnership.shtml. 6. Identifying the standards of the Health Insurance Portability and Accountability Act (HIPAA). 7. Describing advance directives. 8. Distinguishing between express, implied and informed consent. 9. Explaining the laws governing harassment, labor and employment. 10. Differentiating between legal and ethical issues in healthcare. 11. Describing a Code of Ethics consistent with the health care occupation. 12. Recognizing the limits of authority and responsibility of health care workers including legislated scope of practice. 13. Recognizing and reporting abuse including domestic violence and neglect. 14. Interpreting and explaining written organizational policies and procedures. | |
| Competency 4: The student will be able to demonstrate an understanding of and apply wellness and disease concepts by: | 8 |
| <ol style="list-style-type: none"> 1. Describing and applying strategies for prevention of diseases including health screenings and examinations. 2. Identifying personal health practices and environmental factors which affect optimal function of the major body systems. 3. Identifying psychological reactions to illness including defense mechanisms. 4. Identifying complementary and alternative health practices including biomedical therapies. 5. Discussing the adverse effects of the use of alcohol, tobacco, and legal and illegal drugs on the human body and applying safety practices related to these and other high risk behaviors. 6. Explaining basic concepts of wellness and stress. 7. Developing a wellness and stress control plan that may be used in personal and professional life. 8. Exploring and utilizing the U.S. Department of Agriculture's MyPlate food guide (www.choosemyplate.gov). 9. Recognizing the steps in the grief process. | |
| Competency 5: The student will be able to demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance by: | 3,4 |
| <ol style="list-style-type: none"> 1. Describing personal and jobsite safety rules and regulations that maintain safe and healthy work environments. 2. Identifying and practicing security procedures for medical supplies and equipment. 3. Demonstrating personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions). 4. Recognizing Materials Data Safety Sheets (MSDS) and complying with safety signs, symbols and labels. 5. Demonstrating proper body mechanics and ergonomics. 6. Demonstrating the proper procedure for identifying patients. 7. Describing fire safety, disaster and evacuation procedures. 8. Defining the elements used in a disaster and/or emergency response plan. 9. Discussing The Joint Commission patient safety goals. (www.jointcommission.org) 10. Explaining emergency procedures to follow in response to workplace accidents. | |
| Competency 6: The student will be able to recognize and respond to emergency situations by: | 3 |
| <ol style="list-style-type: none"> 1. Monitoring and recording vital signs. 2. Describing legal parameters relating to the administration of emergency care. | |
| Competency 7: The student will be able to recognize and practice infection control procedures by: | 3 |
| <ol style="list-style-type: none"> 1. Defining principles of infection control including standard and transmission based precautions. 2. Demonstrating knowledge of medical asepsis and practicing procedures such as hand washing and isolation. 3. Describing surgical asepsis. 4. Describing how to correctly dispose of bio hazardous materials, according to appropriate government guidelines such as OSHA. | |
| Competency 8: The student will be able to use information technology tools by: | 8 |
| <ol style="list-style-type: none"> 1. Describing technology applications in healthcare. 2. Defining terms and demonstrating basic computer skills. 3. Recognizing technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. 4. Identifying computer operations applications to access, create, manage, integrate, and store information. | |
| Competency 9: The student will be able to explain the importance of employability skills by: | 4,8 |
| <ol style="list-style-type: none"> 1. Identifying personal traits or attitudes desirable in a member of the healthcare team. 2. Explaining basic professional standards of healthcare workers as they apply to hygiene, dress, language, | |

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| <p>confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).</p> <ol style="list-style-type: none"> Identifying documents that may be required when applying for a job. Maintaining a career portfolio to document knowledge, skills, and experience. Defining the elements of an appropriate resume. Describing how to conduct a job search and complete a job application form correctly. Demonstrating competence in job interview techniques. Examining levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential. Identifying and demonstrating positive work behaviors needed to be employable. Comparing careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development). Developing a personal career plan that includes goals, objectives, and strategies Identifying opportunities and researching requirements for career advancement. Researching the benefits of ongoing professional development. | |
| <p>Competency 10: The student will be able to demonstrate knowledge of blood borne diseases, including HIV/AIDS by:</p> <ol style="list-style-type: none"> Recognizing emerging diseases and disorders. Distinguishing between fact and fallacy about the transmission and treatment of diseases caused by blood-borne pathogens including HIV/AIDS and Hepatitis B. Applying infection control techniques designed to prevent the spread of diseases caused by blood-borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines. | 3,4 |
| <p>Competency 11: The student will be able to demonstrate mathematics and science knowledge and skills by:</p> <ol style="list-style-type: none"> Constructing charts/tables/graphs to interpret health care practices using functions and data. Measuring time, temperature, distance, capacity, and mass/weight. Using and converting both traditional and metric units. Estimating, approximating and judging the reasonableness of the result. Converting from regular time to the 24-hour clock. Demonstrating ability to evaluate and draw conclusions. Demonstrating knowledge of arithmetic operations. Analyzing and applying data and measurements to solve problems and interpret documents. | 2 |
| <p>Competency 12: The student will be able to demonstrate language arts knowledge and skills by:</p> <ol style="list-style-type: none"> Locating, comprehending and evaluating key elements of oral and written information. Drafting, revising, and editing written documents using correct grammar, punctuation and vocabulary. Identifying methods to formally and informally present information for specific purposes and audiences. | 1 |
| <p>Competency 13: The student will be able to solve problems using critical thinking skills, creativity and innovation by:</p> <ol style="list-style-type: none"> Describing critical thinking and interpersonal skills to resolve conflicts. Identifying practices that contribute to both academic and professional success. | 3 |
| <p>Competency 14: The student will be able to describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment by:</p> <ol style="list-style-type: none"> Employing critical thinking skills independently and in teams to solve problems and make decisions. Employing critical thinking and interpersonal skills to resolve conflicts. Identifying and documenting workplace performance goals and monitoring progress toward those goals. Conducting technical research to gather information necessary for decision-making. | 3,4 |
| <p>Competency 15: The student will be able to demonstrate leadership and teamwork skills needed to accomplish team goals and objectives by:</p> <ol style="list-style-type: none"> Recognizing leadership skills to accomplish organizational goals and objectives. Identifying effective working relationships with others in order to accomplish objectives and tasks. Conducting and participating in meetings to accomplish work tasks. Describing mentoring skills to inspire and teach others. Analyzing attributes and attitudes of an effective leader. Recognizing factors and situations that may lead to conflict. Describing effective techniques for managing team conflict. | 3 |