

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	Sonia Nelson	Date:	05/14/2020
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Department	Subject	Course Number	Title
Non-Credit Career Enhancement Program	Non-Credit Career Enhancement Program NC/CEP	974	Introduction to Health Careers 1

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Total Units

Total Contact Hours

24.00 - 54.00	24.00 - 54.00
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Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

-none-

General Education Justification:

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Maximum Enrollment:

40

Maximum Enrollment Justification:

Justification:

Grading Method:

NC-P/SP/NP

TOP code:

1201.00*

Can be Taken

99

time(s) for credit (max 4)

- | | |
|--|---|
| | - Visual or Performing Arts course that is required to meet major requirements for UC/CSU |
| | - Intercollegiate athletics course |
| | - Academic/vocational competition course |

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course provides an introduction to the health care industry and possible career pathways. Topics include CPR techniques, diagnostic testing, vital signs, care regimens, disease prevention, and workplace practices.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course provides an introduction to the health care industry and possible career pathways.

Need for the course:

The focus of the recent career education classes (Principles of Early Care and Child Development Education, Introduction to Business Communication Skills, and Introduction to Construction) created by the Adult Education Department has been to establish participation in workforce education programs as the first step in the career pathway to success towards attaining economic self sufficiency, with subsequent career pathway progression to credit, employment concentration certificates, certificated programs, and associate degree programs. Non-credit students served by the Adult Education Department have expressed interest in accessing employment in the field of health care as well as developing knowledge of post-secondary pathways to the field of health care. The specific student population that would benefit from this class are: • Advanced ESL or GED non-credit students that are interested in the field of health care and are looking to explore the field to attain employment or better access credit programs. • Non-credit students that have related post-secondary education/degrees from outside of the U.S. that are looking to ease the transition, refresh existing skills, and build confidence before entering credit programs. • Non-credit students that are looking to change careers for economic advancement. • Entry-level adult students that have never taken courses at MSJC or other community colleges that wish to explore the field before committing to credit study. This course, the first of a two-part sequence culminating in a non-credit certificate of completion, explores the health care delivery system, its services, occupations, and related sciences. Topics will include CPR certification, patient/client care regimens, career development and various types of employment in the field. Successful completion of this course encourages students to pursue pathways to credit study with the Department of Allied Health at MSJC in degree and certificate program areas of: Alcohol and Drug studies, Certified Nursing Assistant, Diagnostic Medical Sonography, Emergency Medical Technician, Medical Assisting, and Nursing. Regarding employment for future healthcare professionals, the Bureau of Labor Statistics states the following: Employment of healthcare occupations is projected to grow 18 percent from 2016 to 2026, much faster than the average for all occupations, adding about 2.4 million new jobs. Healthcare occupations are projected to add more jobs than any of the other occupational groups. This projected growth is mainly due to an aging population, leading to greater demand for healthcare services. The median annual wage for healthcare practitioners and technical occupations (such as registered nurses, physicians and surgeons, and dental hygienists) was \$64,770 in May 2017, which was higher than the median annual wage for all occupations in the economy of \$37,690. The Bureau of Labor Statistics Occupational Outlook Handbook shows many of the fastest growing occupations in the field of health care: Growth Rate: 2016-2026 • Home health aides: 47% • Personal care aides: 39% • Physician assistants: 37% • Nurse practitioners: 36% • Medical assistants: 29% The Center of Excellence for Labor Market Research, Inland Empire/Desert Region reports the following: Healthcare and social assistance occupations are the fastest growing industries in the Inland Empire/Desert Region with a projected growth of 42,333 new jobs between 2017-2022 and an average estimated earning of \$52,898 per job.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

- 1. Demonstrate proper CPR technique.
- 2. Interpret vital signs.
- 3. Recognize basics of diagnostic testing.
- 4. Identify patient or client care regimens.
- 5. Perform searches for job openings in healthcare.
- 6. Develop a personalized educational plan.
- 7. Develop a personalized career plan.
- 8. Demonstrate safe work practices to prevent injury or illness.
- 9. Promote disease prevention and model healthy behaviors.
- 10. Identify roles and responsibilities of individuals in a healthcare team.

Course Content:

(please number the outline of main topics and subtopics)

- 1. Basic Life Support (BLS)
 - 1. CPR for adults
 - 2. CPR for children
 - 3. CPR for infants
 - 4. Hands only CPR
 - 5. CPR steps
 - 6. AHA chain of survival
 - 7. AED use
 - 8. Ventilations
 - 9. Multirescuer resuscitation
 - 10. Foreign-body airway obstruction
- 2. Vital signs
 - 1. Body temperature
 - 2. Pulse rate
 - 3. Respiration rate
 - 4. Blood pressure
 - 5. Interpret vitals
 - 1. Use Maslow’s hierarchy of need
 - 2. Use Erikson’s 8 stage of human development
 - 3. Various medical conditions
 - 4. Patient ages
- 3. Basic diagnostic tests
 - 1. Data gathering
 - 2. Differential diagnosis
 - 3. Identify normal PQRST in a 12-lead EKG

- 4. Identify abnormal EKG patterns and diagnosis
 - 5. Overview of most common diagnostic tests
- 4. Care regimens
 - 1. Proper body mechanics applied to positioning, transferring, and transporting patients
 - 2. Observation techniques and assessment skills to detect changes in health status of patients
 - 3. Meet basic needs of patients related to pain management and comfort
- 5. Safe work practices
 - 1. Proper method for hand washing
 - 2. Correct sequence of body motions for lifting, pushing, and turning
 - 3. Spread of infectious diseases
 - 1. Personal habits
 - 2. Medical procedures
 - 4. Contamination and cleanliness
- 6. Disease prevention
 - 1. Wellness strategies for the prevention of illness and disease
 - 2. Causes, prevention, and effects of infectious diseases
 - 3. Strategies for prevention
 - 1. Routine physical exams
 - 2. Medical, dental, and mental health screenings
 - 3. Immunizations
 - 4. Stress management
 - 5. Risky behaviors
- 7. Health care teams
 - 1. Roles and responsibilities of individual members in a healthcare team
 - 1. Examples of healthcare teams
 - 2. Responsibilities of team members
 - 3. Benefits of teamwork
 - 4. Leadership qualities
- 8. Job searches
 - 1. Explore common online job search practices and resources for medical careers
- 9. Education plan
 - 1. Create an educational plan
- 10. Career plan
 - 1. Create a career plan

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
Integration: Lectures will introduce concepts, practices, and training essential for a variety of health care careers. Lectures will provide topics of instruction through presentations, demonstrations, in-class practice, feedback, and evaluation. Topics include CPR certification, vital sign interpretation, basic diagnostic test implementation and identification, patient care, work practices, and disease prevention.
- **Method:** Group Projects
Integration: Group projects will allow students to investigate and demonstrate knowledge. Students can provide research through presentations or demonstrate procedures and practices used in health care settings.
- **Method:** Discussion
Integration: Classroom discussion will focus on acquired knowledge and allow students to deliberate on the correct steps medical professionals will take when performing evaluations, testing, patient care, disease prevention, and emergency skills.
- **Method:** Observation and Demonstration
Integration: Students will need to observe and demonstrate a variety of health skills such as CPR, vitals, and diagnostic testing. One example is observe proper CPR techniques and then demonstrate using techniques provided by the American Heart Association.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Capstone Project
Integration: Students will attain medical skills and academic understanding of Basic Life Support(BLS) such as CPR, AHA chain of survival, ventilations, and AED use. Evaluation will be based on the student's ability to demonstrate BLS knowledge required for certification.
- **Method:** Exams/Tests
Integration: Students will be assessed on their ability to provide medical knowledge such as disease prevention, health care teams, and care regimens acquired from lectures. Evaluation will be based on scores from comprehensive exams utilizing a combination of matching, multiple choice, short answer, or essay formats.
- **Method:** Role-playing/Simulation
Integration: Evaluations will be based on student ability to demonstrate proper technique while performing CPR, checking vital signs, or performing safe work practices during role-play or simulation activities.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

- Assignment #1
- Demonstrate proper vital sign interpretation and/or care of patient data.
1. Measure patient blood pressure, body temperature, pulse rate, and respiratory rate.
 2. Record data into EHR such as SimChart, or properly file patient charts (e.g., alphabetically, by patient number).
 3. Assign diagnostic and procedure codes after reviewing a patient's chart.
- Assignment #2
- Demonstrate safe work practices. Identify and simulate each step of proper hand washing.
1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
 2. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
 3. Scrub your hands for at least 20 seconds.
 4. Rinse your hands well under clean, running water.
 5. Dry your hands using a clean towel or air dry them.

Textbooks:

- Gerdin, J (2016). *Health Careers Today* Mosby. ISBN: 0323280501
- Haroun, L., D. Mitchell (2020). *Introduction to Health Care* Cengage Learning. ISBN: 0357123077
- Colbert, B. J., J. J. Ankney, K. Lee (2019). *Anatomy, Physiology, & Disease: An Interactive Journey for Health Professionals* Pearson. ISBN: 0134876369

Other Resources:

Minimum Qualification

- Health (Masters Required) **or**
- Nursing (Masters Required)

