

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	975	Introduction to Health Careers 2

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 a continued introduction to the health care industry and possible career pathways. Topics include health care communications, behaviors of medical teams, medical terminology, human anatomy, and functions of cells, microorganisms, and tissues.

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 a continued 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 second of a two-part sequence culminating in a non-credit certificate of completion, further explores the health care delivery system, its services, occupations, and related sciences. Topics will include medical terminology, anatomy, microbiology, health care communications, college planning, 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)

- NC/CEP 974 with a Grade of P or better.

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. Develop knowledge and use of basic medical terminology.
- 2. Identify and explain various body systems.
- 3. Distinguish functions of the cells, microorganisms, and tissues.
- 4. Use medical-navigational language to identify human anatomy.
- 5. Apply knowledge of health care communications.
- 6. Distinguish differences among health care pathways.
- 7. Develop a personalized educational plan.
- 8. Develop a personalized career plan.
- 9. Perform job searches for job openings in health care.
- 10. Demonstrate desirable traits, attitudes, behaviors, and knowledge for careers in health care.

Course Content:

(please number the outline of main topics and subtopics)

- 1. Introduction to medical terminology
 - 1. Common words used in the medical field
 - 2. Word building with roots, prefixes, and suffixes
 - 3. Abbreviations used with medical terminology
- 2. Overview of the Body
 - 1. Integumentary system
 - 2. Nervous system
 - 3. Endocrine system
 - 4. Lymphatic and immune systems
 - 5. Gastrointestinal system
 - 6. Urinary system
 - 7. Reproduction system
 - 8. Senses
- 3. Function of cells
 - 1. Plasma membrane
 - 2. Transport mechanisms
 - 3. Organelles
 - 4. Protein synthesis
 - 5. Mitosis
 - 6. Homeostatic mechanisms
- 4. Function of microorganisms
 - 1. Bacteria
 - 2. Yeast

- 3. Fungi
- 4. Viruses
- 5. Function of tissues
 - 1. Epithelium
 - 2. Connective
 - 3. Muscular
 - 4. Nervous
 - 5. Membranes
 - 6. Homeostatic mechanisms
- 6. Medical-navigational language and human anatomy
 - 1. Common anatomical vocabulary
 - 2. How to use anatomical vocabulary to make medical communications and assessments
- 7. Health care communications
 - 1. Identify valuable verbal and non-verbal communications between patients and care providers
 - 2. Evaluate the components and barriers to effective communication
- 8. Health and wellness career pathways
 - 1. Distinguish differences among careers within health science pathways
 - 2. Discuss the focus of each pathway
 - 3. Identify examples of careers that fall within each pathway
 - 4. Explore pathways in detail
 - 1. Job Duties
 - 2. Education
 - 3. Possible Employer
 - 4. Skills and/or courses needed to be successful
 - 5. Salary range
- 9. Traits, attitudes, and behaviors desired in a member of a healthcare team
 - 1. Dependability
 - 2. Discretion
 - 3. Enthusiasm
 - 4. Honesty
 - 5. Patience
 - 6. Responsibility
 - 7. Self-motivation
 - 8. Team player
 - 9. Willingness to learn
 - 10. Work ethic
 - 11. Positive attitude
 - 12. Flexibility
 - 13. Confidence
 - 14. Receptive attitude
- 10. Job searches
 - 1. Explore common online job search practices and resources for medical careers
- 11. Educational plan
 - 1. Create personalized educational plan
- 12. Career plan
 - 1. Create personalized 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 medical terminology, systems of the body, function of cells, function of

microorganisms, function of tissues, human anatomy, career pathways, and medical team behaviors.

- **Method:** Individual Projects
Integration: Individual projects will allow students to research, synthesize, and present complex concepts related to the body. Students can also use individual projects to further explore career pathways.
- **Method:** Group Projects
Integration: Group projects will allow students to investigate and demonstrate knowledge. Students can provide their shared research on topics such as healthcare teams and communications, medical terminology and language, or human anatomy.
- **Method:** Discussion
Integration: Classroom discussion will allow students to deliberate on appropriate behaviors and technical knowledge of medical professionals, as well as the variety of career and college pathways in the medical field.

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:** Exams/Tests
Integration: Students will be assessed on their ability to provide medical knowledge such as describing organs of each body system and their function, interpreting medical abbreviations and terminology, and explaining the transport systems of the cell. Evaluation will be based on scores from comprehensive exams utilizing a combination of matching, multiple choice, short answer, or essay formats.
- **Method:** Presentations
Integration: Students will be assessed on a five minute prepared oral presentation about topics such as career pathways. The presentation may include why they chose their career, what they learned by researching this career, what forms of research they used, and what they included on their display and why. Evaluation will be based on whether the information was presented in a clear and concise manner, the oral presentation demonstrated insight and a deep understanding of their topic, and how the student was able to share stories, examples, and experiences that illustrate the topic, and how the provided information can apply to the healthcare system.
- **Method:** Group Projects
Integration: Create models depicting medical conditions or injuries and their related body systems. Some examples are various types of bone fractures in the skeletal system, ovarian cancer in the reproductive system, and spinal cord injury in the nervous system. Evaluation will be based on creative representation of chosen medical condition, accurate and well researched topic, active participation with group mates, and writing and/or presentation is coherent and logically organized.

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
- In a group, determine the correct medical procedure for one injury or illness of your choice. You will discuss:
1. Each step of the medical procedure
 2. Relevant medical terminology
 3. Details of the related body system
- Assignment #2
- Choose at least two careers to compare and contrast in detail. Create a report based on the following:
1. Job duties
 2. Educational requirements
 3. Places of employment

- 4. Skills needed to be successful
- 5. Salary range

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)