

Grant Title: **Accelerated Pathways in Advanced Manufacturing (APAM)**

Author: **Community College of Rhode Island**

Link: <http://www.ccri.edu/>

Document: Curriculum: Foundations for Success - Healthcare

DOL Disclaimer Statement:



"This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The U.S. Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership."



Unless otherwise noted - this work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/>.

*Shelby
Garcia
MS Health*

**Community College of Rhode Island
Allied Health, Dental Health, Rehabilitative Health &
Nursing Departments
LIBA-8040: Foundations for Success: Healthcare
Spring 2016 Semester**

COURSE SYLLABUS

TIME: Section 001: Friday 1:00 - 4:00 p.m.

LOCATION: Knight Campus, Room 6304

COURSE

DESCRIPTION: The first year experience seminar provides students with an introduction to the college. It emphasizes skills and resources necessary to be successful in their personal, academic, and health career-related pursuits. The course includes an orientation to college resources, policies, and processes, study skills and health career exploration.

Lecture: 15 hours (3 hours/5 weeks) Credits: 1

INSTRUCTOR: Janice Schmitz, CDA, RDH, BS, MSDH

Office: Flanagan Campus Rm. 2371

Instructor E-Mail: jischmitz@ccri.edu

Phone: 401-333-7225

Academic Secretary: Karen Souza 401-333-7438, ksouza2@ccri.edu

OFFICE HOURS: TBA (office hours posted outside office)

PRE-REQUISITES: None

REQUIRED

TEXT: Downing, Skip. On Course Strategies for Creating Success in College and in Life, 2nd ed.
ISBN - 10:1-133-30974-7 ISBN - 13:978-1-133-30974-1

LECTURE SCHEDULE:

	Date	Topic	Assignment Due Dates
Pre-Course		Self-Assessment	Read Chapters 1 & 2 Complete self assessment on P. 6-8
1	3/4	Introduction to Course Demonstrate use of Bb course including discussion board. Identifying online resources through CCRI Create calendar LRC Orientation Room 5554	Read Chapters 3 & 4
2	3/11	Time Management Strengths and Weaknesses Review self assessment Student Success Center Presentation	Read Chapters 5 & 6 DUE: Discussion Board DUE: Campus Resource Project Bb Quiz
3	3/18	Professionalism Social Media/Professional Boundaries Health requirements Admission Criteria Functions specific to health care choice	Read Chapters 7, 8, 9 DUE: Discussion Board DUE: Academic Planning Project
4	3/25	SPRING RECESS – No Class	
5	4/1	Class Presentations Course Evaluations	DUE: Career Brochure Project
6	4/8	PROFESSIONAL DAY – No Class	

COURSE**OUTCOMES: Upon successful completion of the course, students will:**

1. Demonstrate ability to access college resources/services and policies/procedures of CCRI (Technology and College Resources).
2. Demonstrate personal responsibility for their own academic success and will explore and formulate their own academic plans (time management, study skills, etc).

3. Demonstrate expectations of appropriate professional behaviors in a healthcare setting (professionalism, ethical and legal issues).
4. Develop an educational plan that leads to a selected career path (course requirements, career pathways).

**COURSE
REQUIREMENTS/
EXPECTATIONS:**

1. Professionalism/

Attendance: You are expected to display a **professional** attitude and behavior which includes: reliability and respect for others. Students are expected to come to class prepared. This includes completing all reading assignments and pre-class assignments. This also includes participation in classroom discussions and small group activities. Attendance is required at all sessions. If an absence must occur, an email must be provided to the instructor *prior* to class.

If illness or other circumstances prevent your attendance; you are responsible for obtaining all course material and assignments that you missed.

Any student that misses more than 1 week of class will receive an "F" for the course.

***Grading Criteria for Professionalism/Attendance 20% of final grade**

All students start with 100%

- 5 points for **each half hour** missed in class time
- 5 points for unprofessional behavior – *for example: talking and disturbing class; cell phone ringing during class, repeated tardiness.*

2. Discussion

Board Posts: See Rubric for expectations.

3. Campus Resource Project: Students will write a 2-3 page paper discussing barriers facing them during their college experience, and identify campus resources to address these barriers, Details will be provided.

4. Career Brochure Project: Students will prepare a tri-fold brochure regarding their

healthcare profession of choice. This brochure will include information regarding educational requirements, licensure/certification, etc. Details will be provided.

5. **Academic Planning Project:** Students will submit a comprehensive planning project on their top 2 programs of study. Details will be provided.

**Assignments are collected at the beginning of class on the date that they are due, students who are absent or tardy when assignments are collected will receive a 10 point deduction for each day that the assignment is late.*

STUDENT

HANDBOOK:

Students are responsible for following the policies set forth in the Student Handbook and College Catalog.

http://www.ccri.edu/advising/student_services/handbook.html

<http://www.ccri.edu/catalog/>

E-MAIL

PROTOCOL:

Students are required to check their CCRI e-mail daily for any important announcements. All e-mail must be sent via your CCRI e-mail address. Faculty will not respond to any e-mails sent from a non-CCRI e-mail address.

If feasible, all e-mail responses will be addressed within 48 hours; weekend e-mails will be responded to by Monday.

Students are required to check blackboard daily for announcements.

GRADING

COMPONENTS/

WEIGHTS:

The final course grade will be based on the following:

Professionalism/Attendance =	20%
Discussion Board =	20%
Campus Resource Project =	20%
Career Brochure Project =	20%
Academic Planning Project =	<u>20%</u>
Total	100%

In order to successfully complete this course, the student must achieve ALL criteria listed above.

Students must achieve a score of 75% or higher to successfully pass the course.

INSTRUCTIONAL

METHODS:

Lecture
Black Board
Homework Assignments
PowerPoint Presentations

Discussion Board
Group Discussion
Independent Reading/research
Oral Presentation

GRADING STANDARDS:

- A = 94 - 100
- A - = 90 - 93
- B + = 87 - 89
- B = 84 - 86
- B - = 80 - 83
- C+ = 77 - 79
- C = 75 - 76
- D + = 70 - 74
- D = 65 - 69
- F = 64 or below

FACILITATING SUCCESS:

Any student with a documented disability may arrange reasonable accommodations. As part of this process, students are encouraged to contact the office of Disability Services for Students as early in the semester as possible (<http://www.ccni.edu/dss/index.shtml>)

The course instructor and Dental Hygiene Program Director reserve the right to change the course as appropriate if either determines it to be in the best interest of the student, the program or the college.

This syllabus is subject to change at any time at the discretion of the instructor. Students are responsible for keeping current with changes made to this syllabus.

JS/Spring 2016

Course Outcome 1	Objective	Recommended Activities	Assessment of Learning
By the end of the course, students will be able to demonstrate expectations of appropriate professional behaviors in a healthcare setting.	Student learning outcomes	Think weekly basis	How will we evaluate students
PROFESSIONALISM	<p>By the end of the unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and analyze core documents shared by healthcare professions which provide guidance for acceptable professional behaviors 2. Recognize appropriate professional behaviors, dress codes and standards of appearance 3. Model appropriate boundaries as healthcare providers 	<p>Case studies:</p> <ul style="list-style-type: none"> Identify why/why not a course of action appropriate Case studies identify the role of various healthcare providers based upon specific fictional patient cases Discuss the purpose of professional associations Students can write a blog on Bb based on what they have learned about professionalism. <p>Current sophomore students in the health programs will talk with classes about their experience as upcoming professionals.</p> <p>Role play</p> <ul style="list-style-type: none"> Possible scenarios in the health fields where professional appearance can influence a health care situation. 	<ol style="list-style-type: none"> 1. Students will be measured against a rubric of Professional Health Behaviors (fictional) 2. Rubric of professional health behaviors 3. Writing assignment based on professional organization of choice 4. Class Participation

		<ul style="list-style-type: none"> Professional/patient boundaries need to be reinforced. 	
ETHICS AND LEGAL ISSUES (comprehension)			
	<p>By the end of the unit students will be able to:</p> <ul style="list-style-type: none"> Discuss the principles of academic integrity and honesty Students will examine their own values and describe legal and ethical issues in the Health Sciences and determine consequences of violating them 	<p>Class discussions involving case scenarios of academic integrity and dishonesty within the college and professional setting</p> <p>Guided small group discussion re: Be a board member at the Dept of Health and make recommendations regarding disciplinary actions based upon fictional cases of healthcare professionals who have violated ethical/legal guidelines.</p> <p>Students will complete an assignment that requires them to review/ navigate Department of Health website and investigate License requirements for chosen profession. (activity on their own time)</p> <p>Students will complete an assignment regarding potential ethical violation as a student/practicing professional using social media. (activity on their own time)</p>	<p>Small group discussion re: Based upon specific cases, students will recommend a course of action that is supported by core documents of various hc professions</p> <p>Completion of assignment.</p>

		Student will discuss or give an example of what would cause disciplinary action case and what the possible fine/reprimand is for the offense as identified on DOH website.	
Course Outcome II By the end of the course, students will demonstrate ability to access college resources/ services and policies/procedures of CCRI	Student learning outcomes	Think weekly basis Blackboard, class discussion.	How will we evaluate students
Technology	Identify information technology resources . <ul style="list-style-type: none"> Blackboard "College" Email & Website 	Students will access Bb, log in, add FYE course to schedule, familiarize themselves with course syllabi, announcements, assignments, discussion boards. Run a quiz on Bb to familiarize students with online test-taking concepts. Create Blogs/discussion boards on Bb Discuss appropriate use of college email (official communication of CCRI)	Students are required to log in and complete Bb quiz. Students will participate in Bb blogs/discussion boards as created by course instructor. Students will email the homework assignment from their official CCRI account Students will be evaluated based on class participation in various class activities. Students will perform a scavenger hunt based on information found in the Student handbook and various parts of the website

	<ul style="list-style-type: none"> • Protocols for resolution of issues 		Class room discussion based upon examples of student behavior/misbehavior
College Resources			
(application)	<p>Students will investigate and identify campus resources designed to promote their success:</p> <p>Success Center Programs</p> <ul style="list-style-type: none"> • College success courses • Peer tutoring • Student athletic academic support • Disability services • Writing center • Health services • Advising and counseling • Financial Aid • Computer Center • Library 	<p>Discuss benefits of peer tutoring, writing center and Access...an opportunity for success</p> <ul style="list-style-type: none"> • Students will obtain pertinent information about each resource discussed <p>Students will perform a Campus Geography Quiz & participate in identifying appropriate resources & services based upon various scenarios.</p> <p>Students will attend a Library orientation associated with Career project.</p> <p>Class discussion on the reality of number of courses/credits per semester.</p>	<p>Student will participate in a group discussion explaining what they have learned (class time or Bb)</p> <p>Students will complete a homework assignment (20 questions, short answers, fill-in blank, matching)</p> <p>Students will be evaluated based on participation in various class activities.</p> <p>Students create a tentative class schedule for the next semester</p> <p>Assess academic cost and personal finances</p>

Course Outcome III By the end of the course, Students will <u>demonstrate</u> personal responsibility for their own academic success and will explore and formulate their own academic plans.	Student learning outcomes	Think weekly basis	How will we evaluate students
Time Management	Develop understanding of time & stress management	Design a calendar Examples of schedule sets for tasks Use of Bb for reflections based on readings from course textbook Formulate a list of goals and select time mgmt. strategies to accomplish the goals.	Utilize an academic planner. Weekly blog postings on how they are managing their time and offer helpful tips for others students. Activities based on exercise in text book.
Study Skills	Learn strategies for making study time more efficient and productive. <ul style="list-style-type: none"> • Listening skills • Learning styles • Reading comprehension • Critical thinking skills • Problem-solving • Analytical skills Study skills needed to be successful in college <ul style="list-style-type: none"> • Formulate note taking skills • Practice reading comprehension • Employ test taking strategies 	Student completes a pre-assessment & identifies areas of strengths & weaknesses and developed a plan of action to improve skills. Create outline of reading assignments (to improve note taking & reading comprehension) Have students attend specific study skills workshops given by Student Success Center staff.	Pre/post identification of preferred method of study Utilize small group activities to investigate & develop learning strategies. Activities based on text book (Each group is assigned different activity) Each study group presents to class the strategies they find helpful and offer suggestions to classmates. Familiarize students with various test

			formats in healthcare professions.
Course Outcome IV By the end of the course, students will be able to develop an educational plan that leads to a selected career path	Student learning outcomes	Think weekly basis	How will we evaluate students
Course Requirements			
	Prepare a plan to complete all necessary health coursework, including admission testing, prerequisite courses and courses for chosen field of study including standards for admission, physical requirements of profession, higher grading standards and expectations	Create a timeline & document plan for admittance into desired health program Student will develop contingency plan if they were unable to meet expectations of chosen program and had to choose another profession Classroom presentation made by personnel from Advising and Counseling on necessary steps needed for admission into selected health field & initiate a working relationship with academic advisor.	Completion of career inventory and journal summary of findings and how it relates to chosen educational program/career pathway & contingency pathway.
Career Pathways			
	By the end of the course, students will assess their personality traits and interests appropriate for healthcare careers.	Appraise a variety of healthcare professions; discriminate between the commonalities and differences of each. Develop a career brochure Identify specific personality and	Create a career brochure (highlighting educational requirements, degree, license/certification, expected salary and work environment Assess student's own personality traits and identify healthcare professions which correlate with these traits,

		career inventories appropriate for individuals interested in healthcare careers.	including primary & contingency career plans.
Employment Opportunities			
	Develop an understanding of career opportunities & work environments within various healthcare professions.	Explore alternative based work environments in their investigation of their chosen profession.	Student can discuss with class different work environments for their chosen profession.

FINAL