



**Section 1. Proposed Course Outline** (A general statement of course content that informs class syllabus construction. Once approved, all sections of a given course must include this content, no matter which instructor teaches the course, or the mode of delivery. Divisions must include this new course outline in the Divisional Course Outline binder as required by COPPs.)

Course Number: **HO 120** Full Course Title for print catalog: **Survey of Health Professions**

Abbreviated Course Title for Banner: **Survey of Health Professions** (30 character limit)

Prerequisites: None

Co-requisites: None

Grade Option: ☒ Graded (with P/NP option) ☐ Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
<u>3</u> Lecture	<u>30</u> hours (lecture credits x 10)	<u>36</u> hours (lecture credits x 12)	<u>33</u> hours (lecture credits x 11)
<u>  </u> Lec/Lab	<u>  </u> hours (lec-lab credits x 20)	<u>  </u> hours (lec-lab credits x 24)	<u>  </u> hours (lec-lab credits x 22)
<u>  </u> Lab	<u>  </u> hours (lab credits x 30)	<u>  </u> hours (lab credits x 36)	<u>  </u> hours (lab credits x 33)
<b><u>3</u> Total credits (sum)</b>	<b><u>30</u> Total hours (sum)</b>	<b><u>36</u> Total hours (sum)</b>	<b><u>33</u> Total hours (sum)</b>

### Course Description (300 character limit):

Investigation and exploration of professions in the healthcare system. We will identify attributes/characteristics/skills required of an effective healthcare professional, and compare and contrast educational requirements, work responsibilities, environments, qualifications, skills and salary potential of various health professions.

### Course Outcomes and Proficiencies

What will the student **know** or **be able to do** at the end of the course?

What **attitudes** related to the subject will the student hold?

**Upon successful completion of this course, the student will:**

### Assessments Planned

What evidence will demonstrate that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

**How each outcome will be assessed:**

### CONTENT GOALS

Identify professions/occupations in the healthcare field	Weekly assignments, participation in class discussions, on-line exams
Describe changes in the healthcare system over the past 100 years	On-line exams
Identify attributes/characteristics/skills required of an effective healthcare professional	Career interest survey, class discussions, informational interview assignment, final project
Compare and contrast educational requirements, work responsibilities, environment, qualifications, skills and salary potential of various health professions	Weekly assignments, participation in class discussions, on-line exams, final project

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### **INTELLECTUAL GROWTH GOALS**

Read and evaluate published materials	Weekly assignments, final project
Collaborate with team members in a cooperative environment.	Weekly group assignments, in-class activities, participation in class discussions
Present ideas and concepts eloquently in front of a group	Participation in class discussions
Integrate information learned in a variety of formats.	Final project, online exams

### **PERSONAL GROWTH GOALS**

Increase awareness of personal skills, interests and work values	Career interest survey, informational interview assignment, final project
Identify individual interests, values and abilities as they relate to various health professions	Career interest survey, final project
Assess whether s/he has the attributes to be an effective healthcare professional	Career interest survey, final project
Demonstrate decision-making skills for selecting possible academic and career options	Final project

### **Course Content by Major Topics**

What topics will be presented? What are the main activities of the course? What are the central themes? (See sample at <http://www.lanec.edu/cops/format3.htm>.)

#### **Topics:**

- A. History of the healthcare profession
  - a. Healthcare through the ages: before twentieth century
  - b. Healthcare in twentieth century, and into twenty-first century
  - c. The future of the healthcare profession
- B. Characteristics and attributes of an effective healthcare professional
  - a. Career Interest Survey
  - b. Personality assessments
  - c. Interpersonal dynamics and communication
  - d. Employability skills
  - e. Foundational skills
- C. Working as a healthcare professional
  - a. Safety practices
  - b. Culture and healthcare
  - c. Legal and ethical decisions
  - d. Wellness, growth, and professional development
  - e. Burn-out, self-care, stress management
- D. Comparison of healthcare professions
  - a. Schooling and education requirements
  - b. Certification levels
  - c. Daily work activities
  - d. Work environments
  - e. Interactions with patients

- f. Types and availability of jobs
- g. Financial (and other) compensation
- E. Divisions of healthcare professions
  - a. Laboratory and imaging careers
    - i. Phlebotomy
    - ii. Surgical technician
    - iii. Medical lab technician
    - iv. Medical Transcriptionist
    - v. Sonographer
    - vi. Radiologist technician
    - vii. Electrocardiogram technician
  - b. Nursing careers
    - i. Certified nurses assistant
    - ii. Licensed practical nurse
    - iii. Registered nurse
    - iv. Advanced practical registered nurse
  - c. Medical careers
    - i. Medical assistant
    - ii. Physician assistant
    - iii. Physician
    - iv. Cardiac/pulmonary rehabilitation specialist
    - v. Respiratory therapist assistant
    - vi. Respiratory therapist
  - d. Emergency medicine careers
    - i. Emergency medical responder
    - ii. Emergency medical technician
    - iii. Advanced emergency medical technician
    - iv. Paramedic
    - v. Flight nurse/paramedic
    - vi. Wilderness emergency medical technician
  - e. Physical/occupational rehabilitation careers
    - i. Physical therapist aid
    - ii. Physical therapist
    - iii. Ergonomics specialist
    - iv. Occupational therapist
  - f. Sports medicine careers
    - i. Personal trainer
    - ii. Athletic trainer
    - iii. Exercise physiologist
    - iv. Orthopedic doctor
  - g. Dental careers
    - i. Dental assistant
    - ii. Dental hygienist
    - iii. Dentist
    - iv. Orthodontist
    - v. Periodontist
    - vi. Oral surgeon
  - h. Complimentary medicine careers
    - i. Massage therapist

- ii. Acupuncturist
- iii. Chiropractor
- iv. Dietician
- v. Naturopathic doctor
- i. Other health-related professions
  - i. Medical research
    - 1. Lab technician
    - 2. Project coordinator
    - 3. Research nurse
    - 4. Principal investigator
  - ii. Pharmacy
    - 1. Pharmacy technician
    - 2. Pharmacist
  - iii. Public Health
  - iv. Health educators
  - v. Health Administration

## Section 2. Proposal Information

### Course Developer:

Jennifer Miner

Date: 2/22/12

Catalog year to take effect:

2012-2013

### Type of Proposal

☒ New course

☒ Currently 199 or 299

Experimental Course

199 Special Studies

☐ 299 Trends

☐ Revised course (If increasing credits, use credit change form)

☐ Reactivated course with no change

☐ Reactivated course with changes

### Type of Course:

☐ Lower Division Collegiate (transfer)

☒ Professional/Technical (required or elective)

☐ Developmental, numbered below 100

### Rationale:

How does this proposal further the goals of the program or department?

This course is designed to bring awareness of health-related occupations to high school, early college, and returning college students to provide information regarding potential career paths that could be pursued. An emphasis is placed on exploring all possible Health Professions courses to help students better understand what courses of studies are available.

What assessment evidence supports this proposal?

Lane Education Service District and individual high school assessments of career interests among high school students indicate high levels of interest in health-related occupations.

How do you know there is a demand for this course?

In addition to evidence of high levels of interest in health-related occupations among high school students in Lane County, there is parallel evidence that this is a field with higher-wage occupational options, which further increases the demand for increased knowledge about the variety of opportunities available. As career technical programs in the high schools diminish due to funding challenges, we expect demand for this course to remain strong. Beyond just high school students, there is also considerable demand among traditional college students to explore health-related career opportunities that could lead to higher-wage professions. As a 199 course we had 77 students sign up

this fall term alone.

### Section 3. Curriculum Equity (<http://www.lanecc.edu/cops/curric.htm>)

To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane's Curriculum Equity policy in the following way(s):

First, the course is based off of a Universal Design approach, where the design of the class is functional to the greatest extent possible for all students, regardless of age, sex, social status, or ethnic background. Throughout the course, we will also have guest speakers almost all weeks. Special care will be taken to promote recruitment of guest speakers who are culturally and ethnically diverse. Assignments and exam questions will use names of individuals who are sexually and ethnically diverse, and will be presented equally across all different levels of healthcare professions.

### Section 4. For revised courses only: PREVIOUS Catalog/Course Information:

Course Number: \_\_\_\_\_ Course Title in Banner: \_\_\_\_\_ (30 characters maximum)

Full Course Title in print catalog:

Prerequisites:

Co-requisites:

Grade Option: ☐ Graded (with P/NP option) ☐ Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
__ Lecture	__ hours (lecture credits x 10)	__ hours (lecture credits x 12)	__ hours (lecture credits x 11)
__ Lec/Lab	__ hours (lec-lab credits x 20)	__ hours (lec-lab credits x 24)	__ hours (lec-lab credits x 22)
__ Lab	__ hours (lab credits x 30)	__ hours (lab credits x 36)	__ hours (lab credits x 33)
__ Total credits (sum)	__ Total hours (sum)	__ Total hours (sum)	__ Total hours (sum)

### Course Description:

What will change? ☐ Course Number ☐ Title ☐ Course Description ☐ Credit hours ☐ Contact hours

**Section 5. Support Courses (New Professional/Technical course proposals must complete.)**

Professional/Technical courses are tracked within programs for purposes of Carl Perkins funding and budgetary planning. Indicate all degree or certificate programs for which this course will be required.

Program	Division
Medical Office Assistant and Health Records Technology..also future 1 year certificate in Medical Coding	Health Professions

**Section 6. Overlap Courses (New course proposals must complete.)**

While overlap of course materials is not necessarily a flaw, duplication of course materials may lead to inefficient use of college resources. If there is overlap, the faculty of overlapping courses must agree on the extent of overlap and attach a rationale explaining its necessity.

Indicate all departments/courses that this course may overlap. Division Dean of existing course enters one of two options at right. Note: N/A is not an option.

Options:

1. Approved: overlap is acceptable. Rationale attached.
2. Disapproved: reasons attached.

Division	Course Number / Title	% Overlap	Option	Division Dean of existing course (Signature required for all options)	Date
Health Professions	HO 101 Intro to Health Occupations	20	1	Sheryl Berman	

**Section 7. Qualification to fulfill degree requirements** (complete all relevant forms, available at <http://www.lanecc.edu/currshed/drrcforms.htm>, and send to Mary Brau for the Degree Requirements Review Committee):

☐ Form(s) applying for the following degree requirement status have been attached. (Only check this box when forms have been completed and attached.)

**AAOT, ASOT-Bus, OTM:**

- ☐ Arts & Letters
- ☐ Social Sciences
- ☐ Science /Computer Science
- ☐ Mathematics

**AAOT:**

- ☐ Cultural Literacy Option

**AAS, 1-year and 2-year certificates:**

- ☐ Human Relations

## Section 8. Library Impact Statement

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

### What assignments will require the use of library and information resources?

None planned. All course work material will be provided by instructor or available via open source material

Each academic area has a Liaison Librarian (<http://www.lanecc.edu/library/services/liaison.htm>). Contact the designated librarian to discuss the library needs of your course. Please allow the librarian at least one week to assess library resources.

### To be completed by Liaison Librarian:

☐ Library resources are adequate to support this proposal.

☐ Additional resources are needed but can be obtained from current funds.

☐ Significant additional Library funds/resources are required to support this proposal.

\_\_\_\_\_  
Liaison Librarian

\_\_\_\_\_  
Date

## Section 9. Divisional Approval (To be completed by Division Chair and Administrative Assistant)

### Human, Physical, and Financial Resources:

☒ Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course.

Source of funding: Initially Perkins Funding; Future General Funding

☐ No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.

Explain:

### Required Certifications:

☒ We have developed minimum course certification standards according to the COPPs procedure "Instructor Qualifications: Credit," to be filed with ASA upon course approval.

☐ We have completed faculty certification form(s) for faculty qualified to teach this course, to be filed with ASA and Human Resources upon course approval.

### Fees:

☐ We have completed fee rationale and fee request forms to be submitted to ASA upon course approval, in compliance with the COPPs procedure, "Fees: Special"

☒ No special fees will be required for this course.

### Divisional Recommendation:

☒ The Division Chair and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.

☒ Faculty review of this course was completed within the division on \_\_\_\_ (date).

X Pass

☐ Do Not Pass

\_\_\_\_\_  
Division Dean

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrative Assistant/Coordinator

\_\_\_\_\_  
Date

## Section 10. College Approval

\_\_\_\_\_  
Curriculum Committee Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Executive Dean

\_\_\_\_\_  
Date

Curriculum Approval

Committee hearing:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice President, Academic Affairs & Chief Academic Officer

\_\_\_\_\_  
Date

## **Course Overlap: Rationale**

This newly proposed course (HO 199) is designed as a survey class to provide students with a wide exploration of many different potential health-related professions. We will investigate many different fields and occupations within the health-related profession, and work to compare and contrast the different positions on the education requirements, daily work activities, salary, and work environments. HO 101 (Intro to Health Occupations) is, instead, designed for students who already know which field in healthcare they wish to enter, and helps to direct the student down a specific path, having already decided on one particular occupation to pursue. In a way, this new course is a first step in gathering information for people who are unsure of what they want to do for their career, and the HO 101 provides students with the more in-depth investigation once a career path has been chosen.