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Course Outline for HSCI 55
ORIENTATION TO HEALTH CARE
Effective: Fall 2010

I. CATALOG DESCRIPTION:

HSCI 55 — ORIENTATION TO HEALTH CARE — 2.00 units

Examine physiological, psychological, ethical, social, and public health issues. Introduce the workings of the human body and mind and explore the relationship between health and larger cultural and societal issues. Introduce medical terminology. Review diseases, including causes, symptoms, how they affect the body systems, and treatment options available. Investigate, analyze, and evaluate professional opportunities, educational requirements and personal characteristics with the intent to acquire insight into careers in the allied health field, with specific focus on transfer science, clinical programs (pre-nursing, EMT, surgical technology, medical assisting), and health administrative support. Gain the academic framework and perspective necessary to pursue a career in health sciences, as well as benefit anyone confronting health care issues in today's complex world. Students who are currently enrolled or have received credit in Health 55 may not receive credit.

2.00 Units Lecture

Grading Methods:

Letter Grade

Discipline:

	MIN
Lecture Hours:	36.00
Total Hours:	36.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. demonstrate through academic evaluation an understanding of specific allied health careers, such as surgical technician, medical assistant, medical office assistant, medical records and health information technicians, EMT and paramedic;
- B. identify and demonstrate the factors that contribute to and influence health behaviors;
- C. develop a personal career and educational plan as it relates to career choice;
- D. identify and apply ethical principles of behavior and attitude in professional relationships;
- E. demonstrate through academic evaluation the basic knowledge of medical terminology;
- F. demonstrate through academic and clinical evaluation a knowledge of disease patterns and transmission, safety precautions, infection control, and identification of potential hazards in the workplace;
- G. demonstrate through academic evaluation an understanding of the disease model of addiction; physiological, psychological and social factors of alcoholism and substance abuse; trends in teen substance abuse; treatment options; and community resources;
- H. demonstrate through academic evaluation an understanding of mental health including characteristics of a mentally healthy person, emotional intelligence, stress and stress management, clinical depression, suicidal behavior and prevention techniques, the grieving process, and community resources;
- I. demonstrate through academic evaluation a theoretical knowledge of mental illness including causative factors, classifications, and treatment options;
- J. demonstrate through academic evaluation a practical knowledge of consumer health issues including advertising techniques, health care products, health insurance, private health foundations, and government health agencies;
- K. demonstrate through academic evaluation an understanding of physical, psychological, social, ethical, financial and legal issues surrounding teenage sexual activity and sexually transmitted diseases including AIDS;
- L. demonstrate through academic and clinical evaluation a practical knowledge of basic principles of nutrition, weight management, physical fitness, and the digestive system;
- M. demonstrate through participation in service learning a willingness to learn more about the health care industry and develop career preparation standards and National Health Care Skills Standards.

V. CONTENT:

- A. Introduction to Health Science
 1. Examine the allied health field, the dimensions of health, the principles of health promotion and the health care system/industry
- B. Health Career Planning
 1. Identify career interests and aptitudes in allied health (such as health and human services, clinical health administrative support, medical assisting, and surgical technology)
 2. Explore opportunities in health care, job search strategies, interview techniques and communication skills/presentation

- techniques
- C. Accessing & Utilizing Health Resources
 1. Discuss techniques for evaluating resources
 2. Review community health resources and agencies, web based and electronic resources, medical libraries, and reference citations
- D. Medical Terminology
 1. Identify medical specialties, medical abbreviations, roots, prefixes, and suffixes
- E. Ethical & Legal Responsibilities in Health Care
 1. Distinguish concepts of professional conduct, HIPAA, and health care standards
- F. Infection Control
 1. Review infection cycle, immune system, clinical and surgical aseptic techniques, pathogenic organisms, including food-borne, air-borne, and blood-borne pathogens
- G. Diseases
 1. Identify the etiology of diseases
 2. Compare and contrast infectious, non-infectious, contagious, and non-contagious diseases
- H. Mental Health & Mental Illness
 1. Identify the characteristics of mentally healthy individuals
 2. Discuss stress management, psychological disorders, and DSM-IV-TR classifications
 3. Evaluate treatment options, including community and national mental health services and resources
- I. Chemical Dependency (Addiction)
 1. Discuss the disease model of addiction, predisposition to chemical dependency, psychopharmacology of commonly abused substances, various treatment modalities, impact of substance abuse/alcoholism on society, trends in teen alcoholism and substance abuse and drug legalization issues
- J. Nutrition & Physical Fitness
 1. Outline the structure and function of the digestive system
 2. Describe the basic principles of nutrition, analyzing nutritional needs, nutritional supplements, basal metabolic rate and body composition, basic principles and components of fitness
 3. Analyze weight loss diets; assess the obesity epidemic in America, establish a relationship between diet, exercise, and disease
- K. Sexuality Education
 1. Outline the structure and function of the reproductive system
 2. Discuss teen pregnancy issues, abortion issues (social, moral, legal, economic and political), and sexually transmitted infections and diseases.
- L. HIV/AIDS
 1. Review transmission of HIV and AIDS testing
 2. Evaluate opportunistic infections, HIV 1 and HIV 2
 3. Discuss treatments, AIDS and world population, and peer education training

VI. METHODS OF INSTRUCTION:

- A. Lectures in basic concepts and skills
- B. Read Text and other sources
- C. **Research** - Project
- D. Skill-building exercises and projects
- E. Written assessments of health issues
- F. Class and group discussions of significant issues and topics

VII. TYPICAL ASSIGNMENTS:

A. Reading assignment: Read Chapter 9, "Infection Control", by Debra L. Garber, Introduction to Clinical Allied Healthcare. Be prepared to list at least 3 serious illnesses clinical health personnel may contract from patients. List precautions for preventing puncture wounds from needles and other sharp objects and explain the procedure for proper hand washing in order to prevent contraction of such diseases. B. Reading, Writing and Presenting Data: Career Investigation Project. Select an occupation in the health/medical/bioscience field to research. Interview someone who is currently employed in the occupation you have chosen (prepared list of questions must be submitted to instructor prior to interview). Research your selection and create a PowerPoint presentation containing the following info (detailed outline and instructions are provided in handout for students). C. Collaborative learning: Fast Food Nutrition. In groups of three students determine whether it is possible to eat healthy while eating out. Amongst the group members assign one web site of a (provided) list of popular fast food restaurants. Each group member will select a "typical" lunch or dinner menu and run a nutritional analysis on his/her menu. As a group discuss your findings and answer a (provided) list of questions. In a short oral presentation communicate your findings to the rest of the class.

VIII. EVALUATION:

- A. **Methods**
- B. **Frequency**
 1. At least 2 midterms
 2. At least 4 short written assignments
 3. 1 written research paper
 4. At least 1 formal oral presentation
 5. 1 comprehensive final examination

IX. TYPICAL TEXTS:

1. Hales, Dianne *An Invitation to Health: The Power of Prevention*. 10th ed., Brooks/Cole Publishing Company, 2003.
2. Rice, Jane *Medical Terminology & Human Anatomy*. 5th ed., Appleton & Lange, 2004.
3. Garber, Debra, RN, BSN, NICN, EMT *Introduction to Clinical Allied Healthcare*. 2nd ed., Thomson Delmar Learning, 1998.
4. Morrison, James, MD *DSM-IV Made Easy – A Clinician's Guide to Diagnosis*, Guilford Press, 2002.

X. OTHER MATERIALS REQUIRED OF STUDENTS: