**Lincoln University**

**Department of Health Science**

**Master Course Syllabus**

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| --- | --- | --- | --- |
| **Course Title:** | **Introduction to Health Science** | **Course number:** | **HSC230** |
| **Credit Hours:** | **03** | **Prerequisite (s):** | **HPR101** |
| **Term:** |  | **Co-Requisite (s)** | **None** |
| **Course Method:** | **Lecture** | **Meeting day and Time:** |  |
| **Instructor:** |  | **Classroom**  **Location:** |  |
| **Office location:** |  | **e-mail:** |  |
| **Office Hours:** |  | **Phone Extension:** |  |

**COURSE DESCRIPTION:**

This writing and speaking intensive course provides students interested in health careers the foundations and basic concepts of various healthcare professions. The course focuses on health careers exploration, healthcare systems, history and trends, legal and ethical responsibilities. It also covers basic anatomy and physiology, cultural diversity and medical math.

**REQUIRED TEXT:**

Simmers, L., Simmers, K., Simmers, S. (2017) DHO: Diversified Health Occupations. Cengage Publishing. (Course will use a customized version ISBN: 9781337453240)

**REQUIRED MATERIALS:**

None

**Assessment Criteria & Alignment:**

|  |  |  |  |
| --- | --- | --- | --- |
| **CSLOs** | **PSLOs** | **ILOs** | **Direct and Indirect Assessment Methods** |
| **CSLO 1:** | 6 | 1, 2, 5 | Related assignments, rubrics, tests |
| **CSLO 2:** | 2 | 1, 5 | Related assignments, rubrics, tests |
| **CSLO 3:** | 2, 6 | 1, 5 | Related assignments, rubrics, tests |
| **CSLO 4:** | 8 | 1, 5 | Related assignments, rubrics, tests |
| **CSLO 5:** | 2, 6 | 1, 3, 5 | Related assignments, rubrics, tests |
| **CSLO 6:** | 1 | 1 | Related assignments, rubrics, tests |
| **CSLO 7:** | 9 | 2, 7 | Related assignments, rubrics, tests |

**Course Student Learning Outcomes (CSLO):**

Upon successful completion of this course the student will:

CSLO\_1: **Identify** current trends or changes in health care.

CSLO\_2: **Identify** various health care careers including definitions, duties, educational requirements and employment opportunities.

CSLO\_3: **Explain** standards and importance of professional communication, behavior, and relationships within a healthcare system.

CSLO\_4: **Identify** the legal and ethical regulations that apply to health care records and information (HIPAA).

CSLO\_5: **Describe** methods that can be used to show respect for cultural diversity and avoid bias, prejudice and stereotyping.

CSLO\_6 **Identify** the major components and functions of specified body system.

CSLO\_7: **Perform** basic math calculations required in healthcare.

**Program Student Learning Outcomes (PSLO):**

Upon successful completion of this program the student will:

PSLO\_1: **Describe** five body systems and explain their function

PSLO\_2: **Demonstrate** personal, professional, and ethical competency

PSLO\_6: **Communicate** effectively with constituents

PSLO\_8: **Identify and explain** the legal/ethical basis for health services

PSLO\_9: **Apply** research methods to address health issues

**Institutional Learning Outcomes (ILO):**

ILO\_1: Effective Communication

ILO\_2: Technology & Information Literacy

ILO\_3: Cultural/Diversity Awareness

ILO\_5: Critical Thinking

ILO\_7: Financial & Quantitative Literacy

**Calculation of Final Grades**:

|  |  |  |
| --- | --- | --- |
| **Item** | **Description** | **%** |
| **Labs** | These will come in the form of questions, worksheets, and other in/out of class activities based on chapter readings/lectures. Points vary with activities and are TBA. | 25% |
| **Presentations** | These will vary from short impromptu to longer prepared activities. A rubric/detailed instructions will be provided for each.   * *Impromptu* – Each student will talk briefly about a particular issue/topic for 30 seconds to 2 minutes. * *Career* - Each student will be given a healthcare career to research and prepare a PPT or Prezi. * *Chapter/Topic* – Each student will work individually or as a small group to speak on a particular chapter/topic. | 15% |
| **Writings** | These will include various types of writing performed in-class and out-of-class. Some of these will directly correspond to presentation assignments, lectures and other class activities. Each will come with a written description and rubric.   * *In-Class Writings* (examples: minute paper, reflection, evaluation, etc.) * *Out-of-Class Writings* (examples: article critique, reflection paper, healthcare paper, etc) | 30% |
| **Quizzes** | Quizzes will be based on text readings. One quiz will be given for each chapter. | 5% |
| **Unit Tests & Final Exam** | There will be four unit tests. Each test will include some questions from previous units. The final exam will be comprehensive and given during finals week (week 15). | 25% |

**GRADING SCALE:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
| **GPA** | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 | 0.0 |
| **%** | 100-93 | 92.9-90 | 89.9-88 | 87.9-82 | 81.9-80 | 79.9-78 | 77.9-72 | 71.9-70 | 69.9-67 | 66.9-63 | Under 63 |

**SCHEDULE OF LEARNING topics covered**

|  |  |
| --- | --- |
| **Class Meets:**  **•ASSIGNMENT SELECTION & SCHEDULE MAY BE SUBJECT TO CHANGE•** | |
| **Week 01:** | Introduction to course – Go over syllabus  Assign and discuss career presentations |
| **Week 02:** | Chapter 7 – Anatomy & Physiology |
| **Week 03:** | Chapter 7 (continued) |
| **Week 04:** | *UNIT 1 TEST*  Chapter 1 – History & Trends of Health Care |
| **Week 05:** | Chapter 1 (continued) |
| **Week 06:** | Chapter 2 – Health Care Systems |
| **Week 07:** | Chapter 2 (continued)  *UNIT 2 TEST* |
| **Week 08:** | **Midterm Week**  Chapter 3 – Careers in Health Care |
| **Week 09:** | Chapter 3 (continued) |
| **Week 10:** | Chapter 4 - Personal/Professional Qualities of a Health Care Worker  *UNIT 3 TEST* |
| **Week 11:** | Chapter 5 – Legal & Ethical Responsibilities |
| **Week 12:** | Chapter 9 - Cultural Diversity |
| **Week 13:** | Chapter 9 (continued)  Chapter 13 – Medical Math |
| **Week 14:** | Chapter 13 (continued)  *UNIT 4 TEST* |
| **Week 15:** | **FINAL EXAM** |

#### **University ATTENDANCE POLICY:**

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.

<http://www.lincoln.edu/sites/default/files/pdf/registrar/2016Catalog.pdf?01>

*\*\*Although attendance does not have a specific weight attached to it, it is very important to a student’s grade. In this course, a student is allowed one unexcused absence. Students must provide appropriate, authentic, supporting documentation (within two weeks) to have an absence excused. For every unexcused absence after the first, students will lose one percentage point from the final grade. Students will receive an “F” in this course if they reach four unexcused absences (regardless of current course average). There is no grace period for lateness. Three lates = one absence. If student’s name does not appear on the attendance sheet for the day, the student is absent. Attendance will count starting on the first day of classes. Students are always welcome to view instructor’s attendance book during office hours and are encouraged to do so.*

**STUDENTS WITH DISABILITIES STATEMENT:**

Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University.  In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.  The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is natural extension of the University’s goal.

Any student with a documented disability should contact the Office of Student Support Services.

<http://www.lincoln.edu/departments/student-support-services/services-students-disabilites-ssd>

**UNIVERSITY ACADEMIC INTEGRITY STATEMENT:**

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.

<http://www.lincoln.edu/sites/default/files/pdf/registrar/2016Catalog.pdf?01>

**POLICY ON ELECTRONIC DEVICES IN CLASSROOM:**

Laptops and tablets may be used to take notes if preferred. However, no cell phones, earphones, MP3 players, cameras or recorders are to be used in class. Students must keep such devices turned off or in silent mode during class time.