

## **HOC 130 Introduction to Health Occupations**

A 12-week Online Course  
January 16 – April 16, 2017

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### **Office Hours:**

Mondays 11-4 pm  
Tuesdays 12-5 pm

### **Course Description:**

This course will provide the student with an overview of the health care field. Information that is covered serves as a solid foundation for all students in health sciences or health occupations; regardless of the particular health care profession they are interested in pursuing. Topics include: careers in health care, legal and ethical responsibilities, professionalism, interactions between and reactions of patients in normal and altered states, patient and personal safety, and cultural diversity.

### **Prerequisite (s):**

None

### **Textbook:**

Required text: Simmers DHO Health Science by Louise Simmers, Cengage Learning, Updated 8<sup>th</sup> edition. 2014 ISBN-13: 978-1-13369-361-1

**The workbook is not required.**

Textbook can be ordered online via the JC bookstore [www.jccmi.edu](http://www.jccmi.edu) Follow the quick links on the JC website to the Follett bookstore.

Text Book Zero! This text is available in a digital format from the publisher. Use this link:  
<http://www.cengage.com/us/>

### **Instructions:**

TO AVOID ANY POTENTIAL CONFUSION, ***print this syllabus and read it carefully in its entirety.*** To be assured of success within this course, students should make note of all assignments and due dates. Be sure you record all dates on your calendar. Students should be aware that assignments should not be attempted without first completing reading assignments and reviewing the PowerPoint lectures. These lectures do require PowerPoint reader, which can be downloaded free from the Microsoft web site. If you have problems viewing the lectures you may want to check your pop-up protection as it may interfere with your viewing of the lectures.

***Students wishing to experience success within this online course should expect to participate 3 hours per week as in a traditional course and 4-6 hours/week for reading, reviewing lecture materials, and completing assignments. Students should pay close attention to deadlines for quizzes and assignments. Course deadlines are posted and executed in Eastern Daylight Time***

*zone only. Plan time wisely as this is a shortened course time, but the material covered is the same as a full 15-week course.*

### **Quizzes**

Quizzes are opened on a Monday and close on the following Sunday night at 11:30 p.m. ET. One attempt is allowed for each quiz. **Quizzes will NOT be reset after expiration of the due date (no exceptions).**

Check the quiz link on JetNet for due dates.

### **Weekly worksheets**

Weekly worksheets follow along with your reading. I suggest having them next to you and filling them out as you read. Another option is to use them as a way to test yourself after your reading. Please turn these in by filling in the worksheet with the entire question on them. Please leave the question in its original form and write your answer in a different font or color. Worksheets submitted after the due date will not be accepted. Worksheets are available each Monday, and are due the following Sunday night at 11:30 pm.

### **Papers**

Over the course of the semester there will be a variety of papers you will need to write. They will all be different in points and format. Please follow the assignment directions closely.

### **Saving your files:**

- 1. File name:** When you save a file that will later be uploaded for grading please include your name or initials in the file name. Example: Emily\_ethics\_paper
- 2. Save as type:** After you name your file, look beneath this for the file type. Use the drop down menu and choose .doc or .docx. or .rtf

Papers submitted after their respective due dates are not accepted for grading. Please watch due dates on all assignments.

### **Student Assistance:**

"Students requiring special assistance (including those affected by the Americans with Disabilities Act) should contact the Center for Student Success. This is the first step in acquiring the appropriate accommodations to facilitate your learning."

### **Grading Procedure:**

Students will be evaluated and assessed by their performance on quizzes, written assignments, discussion, and final exam.

	<b>Points</b>
12 quizzes @ 30 pts. each	360.00
Career Investigation/URLs for professional Organizations	75.00
Completed personal profile	50.00
Stereotypes assignment	30.00
Course participation/discussion	75.00
Chapter Worksheets	130.00
Final Exam	260.00
<b>Total possible points:</b>	<b>980.00</b>

95%-100% = 4.0  
90%- 94% = 3.5  
85%- 89% = 3.0  
80%- 84% = 2.5  
75%- 79% = 2.0  
70%- 74% = 1.5  
65%- 69% = 1.0

**Note:**

A 2.0 is a passing grade. Only courses with passing grades count toward graduation. Other colleges transfer in only courses with passing grades. Many financial aid sources, including most employers, require passing grades. Additionally, earning less than a 2.0 in a class results in not being able to participate in the next level of courses in a discipline, which requires this course as a pre-requisite. If you attempt to register for the next course sequence and have not passed the pre-requisite course, you will be dropped from that class.

Keep in mind that achieving a minimum final grade of 3.0 is a requirement for application to second-admit programs here at Jackson College.

**Facilitator's Responsibilities:**

The facilitator's responsibilities (that's me) include facilitate learning by providing and explaining the necessary materials for each student to understand the assignments and develop course goals, objectives, and performance objectives to a near mastery level. Knowledge gained from this course should aid students in clinical experiences required of an allied health or nursing career.

**Student Responsibilities:**

Students are expected to be prepared for each module and to participate with corresponding discussions. It is presumed by the facilitator that assignments, including reading, will be completed on time and prior to lecture material on subjects being presented; such preparations allows the student the best learning opportunities to understand material presented and pose questions in areas requiring clarity. Reading assignments do not replace lecture content nor do the lectures replace or eliminate the need to complete reading assignments. Any research papers require references for full credit.

Quizzes are posted for 7 days. One attempt is allowed for each quiz. **Quizzes will NOT be reset after expiration of the due date (no exceptions).**

*The Final Exam will be posted for 7 days, is timed and can be accessed only one time. **Students should understand that the final exam will not be reset.** Students should be sure to have a reliable Internet connection and sufficient time to complete the exam.*

**Course Discussion (Forums) and Grading Rubric Guide:**

It is expected that each student participate regularly with class discussions. **Discussion posts are due within 7 days of the discussion opening.** Contributions are judged more on quality than excess quantity. Some discussion require a post early in the week, with another one following later in the same week.

A quality posting will bring new information to the discussion or ask probing question/s that expand the discussion to relevant topics. The message is supported with quality information from alternative sources other than the textbook.

The following rubric provides an excellent guide as to class participation expectations and assessment.

**Full Points:** Quality messages each week of the course that requires discussion. Each posting brings new information to the discussion and/or asks probing question/s that expands the discussion to relevant topics. The message or question is supported with quality information from alternative sources than course text or materials. All discussions must contain the instructor's requirements for that particular discussion.

**Partial Points:** Contributions lack new information. Opinions are not supported with appropriate information. Information or an article is cited but the student does not provide information as to how to reference it. All discussions must contain the instructor's requirements for that particular discussion.

**Partial Points:** Messages contribute little to the discussion and are not supported with references. All discussions must contain the instructor's requirements for that particular discussion.

**Partial to NO Points:** Student does not stay on topic and messages are not of the requirements set by the instructor.

**Partial to NO Points:** Message provides some added value to the discussion but does not meet requirements set by the instructor.

**No Points:** Messages have minor if any value.

**No Points:** Messages add no value to the discussion and posts are not of the requirements set by the instructor.

**Academic Honesty Policy** (you may need to copy and paste this link into your browser)

<https://www.jccmi.edu/wp-content/uploads/1004.pdf>

### **Collaboration**

While JC encourages students to collaborate in study groups, work teams, and with lab partners, each student should take responsibility for accurately representing his/her own contribution.

Faculty members who suspect a student of academic dishonesty may penalize the student by taking appropriate action up to and including assigning a failing grade for the paper, project, report, exam, or the course itself. Instructors should document instances of academic dishonesty in writing to the Dean of Faculty. Anyone caught cheating on an assignment or exam will receive a zero for that project. If caught cheating more than once, the student will receive a zero for the class.

### **Student Appeal Process**

In the event of a dispute, both students and faculty should follow the Student Academic Complaint Process. This policy can be accessed via the JC website (you may need to copy and paste this link into your browser).

<https://www.jccmi.edu/?s=ombudsman>

### **Attendance Policy**

Attendance is expected in all class and discussion areas. In order to be successful in this course, you must sign on at least 5 days per week. You may be caught up with your work, but an important announcement may be made via the announcement area or by email. Don't miss these announcements. Also, students are expected to read all posts in discussion forums.

Following are the codes that will be used to assess course work and attendance throughout this course. Please check e-services on the JCC website to monitor your success.

H = The student is not doing acceptable work and needs Help to be successful.

Q = The student has not participated and the instructor believes they have unofficially withdrawn (Quit). These students will be dropped/withdrawn if they do not attend the first class.

V = The instructor Verifies that the student is participating and doing acceptable work.

### **Weekly Objectives**

Please read the chapter objectives listed in the beginning of each chapter. These are to give you a feel for what you should be accomplishing with your reading and assignments. The objectives are not assignments to be completed. The readings and assignments should allow you to be able to reach these objectives. Use them as a self-guide to be sure you completely understand the material.

### **Week 1 –January 16-22**

#### **Chapter 1 History and Trends of Health Care**

#### **Chapter 2 Health Care Systems**

#### **Objectives:**

1. After completion of Chapter 1 and 2 the student should be able to do the following:
2. Differentiate between causes of illness and early misunderstanding of the causes of illness.
3. Differentiate historical and modern day treatments of illness.
4. Identify a minimum of 10 major events regarding the evolution of health care.
5. Compare and contrast a minimum of 8 private health care facilities.
6. Analyze and describe services provide by a minimum of 3 government agencies.
7. Analyze and describe services provide by a minimum of 3 volunteer not for profit agencies.
8. Compare and contrast varied health insurance plans
9. Explain the purpose of organizational structure of health care facilities
10. Identify and describe a minimum of 5 trends affecting health care of today.

#### **Assignments**

Review the link to Allied Health Programs at Jackson College

Read Chapters 1 and 2

Review chapter 1 and 2 Lecture

Worksheet Ch 1 and Ch 2

Quiz 1

Quiz 2

Introduce yourself within the discussion forum for introductions. Tell us a little bit about yourself. It is a nice addition if you can include your picture. Respond to at least two classmates posts.

Post in Healthcare For All forum.

### **Week 2 – January 23-29**

#### **Chapter 3 Careers in Health Care**

#### **Objectives:**

After completing Chapter 3 the student should be able to:

1. Compare and contrast a minimum of 5 health careers.
2. Compare and contrast educational requirements for AAS, BS and Masters level degrees.
3. Explain certifications, board exams, registries, and/or licensure for each career
4. Investigate a minimum of 1 health career of interest, determine its educational requirements, the closest geographical institute offering the program and employment opportunities.
5. Interpret at minimum 10 abbreviations used to identify health occupations.

6. Able to identify and locate information of the professional organization representing your career choice.

**Assignments:**

Read chapter 3

Review Chapter 3 lecture

Worksheet Chapter 3

Quiz 3

Career Investigation Research Paper (see instructions below)

Post in forums

**Begin writing** your Career Investigation Research Paper. **Due date February 5.**

- Research five health careers you may be interested in pursuing. Your top three choices should be ones that you have interest in (Jackson College or other College). The remaining two must be picked from the allied health or nursing options here at Jackson College.
- Write a paper that includes at least the following for each career choice: (points awarded for each item)
  - Pros and cons
  - Educational requirements
  - Certifications/registries
  - Employment outlook & compensations
  - URLs (web addresses) for the 5 professional organizations in your Career Investigation Research paper.
    - Via the Internet or your textbook, locate a professional organization/society for each of your career choices. Add this information to your Career Investigation Research Paper. **Professional organizations are made up of members of a specific profession** e.g., National League of Nursing, American Society of Radiologic Technologist (ASRT), Society of Diagnostic Medical Sonographers (SDMS), etc.
  - Create a priority list. What is your first career choice? Include your plans for pursuing this choice. What career are you least likely to pursue?
  - Include your references and URLs (internet web address) in your paper
- Write your paper with listed or bullet format, no running paragraphs (see instructions on JetNet).
- Keep each career separate.
- Be sure to include all criteria listed above.
- See additional instructions on JetNet.

\*Only those assignments that include a total of 5 health careers and are written in accordance to the described criteria within this Syllabus will be eligible for full credit.

**Post in the discussion area** your top career choice and tell two things that you did not know about the profession, but you learned it from their organization's website. Include in your post the website url.

### **Week 3 – January 30-February 5**

#### **Chapter 4: Personal and Professional Qualities of a Health Care Worker**

##### **Objectives:**

After the completion of Chapter 4 the student should be able to:

1. Explain how life styles, personal habits, and professional appearance contribute to good health.
2. Discuss in detail professional/personal standards of an acceptable health care worker.
3. Create a characteristic profile of a health care worker that alludes to a minimum of 10 personal/professional traits &/or attitudes of the health care worker. A questions form to assist in developing one's personal profile is available within course documents.
4. Describe/define therapeutic communications.
5. Discuss influences that have impacted and influenced their current beliefs.
6. Use Negative Discoveries As Steps To Build New Positive Traits.
7. Discuss the four channels of communications.
8. Discuss and apply knowledge to avoid roadblocks to communications.
9. Demonstrate and put into practice good listening skills.
10. Demonstrate acceptable health care interviewing techniques.

##### **Assignments:**

Read chapter 4

Review chapter 4 Lecture

Complete Chapter 4 Worksheet

Complete Quiz 4

**Submit the Personality Profile assignment I, II, and III. Due date is February 12.**

**Post in discussion forum** of Personal Traits/Characteristics and Significant Events

### **Week 4 – February 6-12**

#### **Chapter 14 Promotion of Safety**

##### **Objectives:**

At the completion of Chapter 14 the student should be able to:

1. Discuss the importance and principles of good body mechanics.
2. Discuss principles for keeping the health care environments safe for both the patient and the health care worker.

##### **Assignments:**

Read chapters 14

Review chapter 14 lecture

Practice lifting and moving correctly, being sure to practice good body mechanics.

Complete chapter 14 worksheet.

Complete quiz 6.

**Week 5 - February 13-19**

**Chapter 5 Legal and Ethical Responsibilities**

**Objectives:**

After completion of Chapter 5 the student should be able to:

1. Discuss one example of a situation that could result in legal ramifications for each of the following; malpractice, negligence, assault & battery, invasion or privacy & confidentiality including HIPAA laws; false imprisonment, abuse & defamation.
2. Describe how contract laws affect the health care worker.
3. Discuss individuals and principles forming the basis for medical ethics.
4. Discuss the basic principles of morality.
5. Discuss patient rights & rights of the health care worker.
6. Differentiate between varied advance directives.

**Assignments**

Read Chapter 5

Review Chapter 5 Lecture

Chapter 5 Worksheet

Quiz 5

Post in forum

**Week 6 – February 20-26**

**Chapter 15 Infection Control**

**Objectives:**

At the completion of Chapter 15 the student should be able to:

1. Identify & describe 5 classifications of microorganisms
2. Discuss the 6 components for the transmission of pathogens.
3. Differentiate between antiseptics, disinfection, and sterilization
4. Demonstrate the practices of universal precautions
5. Demonstrate the appropriate techniques for donning sterile gloves, gowns, masks, etc.
6. Demonstrate techniques for opening a sterile package without contamination.
7. Demonstrate appropriate techniques for transferring & transporting patients via wheelchair, stretcher, with and without ancillary medical equipment as O2, IVs, catheters, etc.

**Assignments:**

Read Chapter 15

Review Chapter 15 lecture

Complete Chapter 15 worksheet.

Complete Quiz 7

**February 27-March 5**

**Winter Break**



**Week 7 – March 6-12**

**Chapter 16: Vital Signs**

**Objectives:**

At the completion of Chapter 16 the student should be able to:

1. List and discuss the 4 main vital signs
2. Read and record clinical, rectal, axillary, aural, and automatic thermometer to the nearest two-tenths of a degree.
3. Measure and record radial pulse to accuracy within 2 beats per minute.
4. Count and record respirations to accuracy within + 1 respiration per minute.
5. Measure and record blood pressure to an accuracy within + mm of mercury.
6. Medical math
7. Measuring and recording of vital signs
8. Temperature
9. Pulse
10. Respirations
11. Blood pressure
12. Intake and output
13. O2 administration

**Assignments:**

Read chapter 16

Review chapter 16 lecture

View link on JetNet of Vital Signs and Lifting/Moving

Practice taking vital signs.

Complete chapter worksheet.

Complete quiz 8.

**Week 8 and Week 9 - March 13-19 and March 20-26**

**Chapter 17: First Aid and CPR**

**Objectives:**

At the completion of Chapter 17 the student should be able to:

1. Describe and discuss first aid principles for:
  - Bleeding & wound care
  - Shock
  - Poisoning
  - Burns
  - Heat exposure
  - Cold exposure
  - Bone and joint injury
  - Specific injuries to the eyes, head, nose, ears, chest, abdomen, and genital organs.
  - Sudden illness including heart attach, stroke, fainting, convulsions, and diabetic reactions.
  - Dressing/bandaging
  - Vena puncture
  - Acute illness

**Assignments:**

Read Chapter 17

Review chapter 17 lecture

Complete Chapter 17 Worksheet A and B Assignment.  
Complete quiz 9.

**Week 10 and Week 11 – March 27-April 2 and April 3-9**

**Chapter 8 Human Growth and Development**

**Chapter 9 Cultural Diversity**

**Chapter 10 Geriatric Care**

**Objectives:**

At the completion of Chapters 8, 9, and 10 the student should be able to:

1. Identify a minimum of two physical, mental, emotional, and social developments that take place throughout the seven major life stages.
2. Discuss and explain Maslow's Hierarchy of Needs
3. Explain the causes and treatments of substance abuse and eating disorders
4. List warning signs of suicide and identify methodologies utilized to prevent suicide.
5. Compare and contrast life stages and the impact on an individual's needs.
6. Discuss the 5 stages of grieving and the impact a health care worker may have in each stage.
7. Explain, discuss, and differentiate defense mechanisms of rationalization, projection, displacement, compensation, daydreaming, repression, suppression, denial and withdrawal.
8. Discuss & differentiate myths and facts of aging.
9. Identify a minimum of two physical changes resulting in aging of each body system.
10. List & discuss five factors affecting psychological changes of the aging patient.
11. Recognize causation and effects of dementia.
12. Discuss the importance of respecting cultural and religious diversity.

Life stages  
Death & Dying  
Human needs  
Cultural diversity  
Geriatric care

**Assignments:**

Read Chapters: 8, 9, and 10

Review chapter 8, 9, 10 lectures

Complete Chapter 8 and 9 Worksheets.

Complete Chapter 10 worksheet.

Stereotypes assignment

Participate in discussion forums

Complete quiz 10 and 11.

Complete quiz 12.

**April 10-16**

**Complete Final exam** Available April 10- 16. This exam will close on April 16 at 11:30 pm EST. This is a comprehensive exam over all modules, can be accessed only once and has a 2-hour time limit. This exam will not be reset. Watch your time.

THIS SYLLABUS IS SUBJECT TO CHANGE AS NEEDED. STUDENTS WILL BE NOTIFIED OF ANY AND ALL CHANGES NECESSARY TO BE MADE.