



HSC 101: Introduction to Healthcare

Online

Semester:
Day(s):
Time(s):
Classroom:
Instructor:
Office Hours:
Office Location:
Phone Number:
Email:

Insert Picture
Here

Prerequisite/Co-requisites: None

Course Description

This course introduces concepts that are fundamental to all healthcare occupations. Topics will include the structure of the healthcare system and current trends in healthcare. A variety of healthcare careers, including qualifications, educational requirements and personal characteristics will also be discussed. Finally, communication with patients and other professionals, lifestyle choices and ethical-legal issues will also be emphasized.



Course Goal

To introduce concepts that are fundamental to all healthcare occupations.



Required Text

Mitchell, Dakota and Haroun, Lee. *Introduction to Healthcare. Fourth Edition*. Cengage Learning, 2017. ISBN: 978-1-305-57477-9.

Student Learning Outcomes and Assessment Methods

Learning Outcomes	Assessment Methods
Compare and contrast potential health care careers with respect to ethical behaviors, knowledge, skills, attitudes, educational requirements, program offerings and employment opportunities in order to define and structure career goals	Exams
Define professionalism and the factors that are involved in becoming a professional within the health care industry	
Explain the importance of lifelong learning for the health care professional	
Demonstrate an appreciation for diversity and cultural differences	



Grading Policy

Your performance in this course is assessed using multiple, varied methods in the areas listed below and based on the expectations as described in the syllabus and outlined in assessment scoring guides or rubrics. If you do not understand the expectations, it is your responsibility to ask the instructor questions.

Assignments, Reflection Papers, Classroom Activities	20%
Chapter Exams	40%
Discussion Board	15%
Final Exam	25%
Total:	100%

Grading Key

93-100 = A	80-82 = B-	67-69 = D+
90-92 = A	77-79 = C+	63-66 = D
87-89 = B+	73-76 = C	60-62 = D-
83-86 = B	70-72 = C-	Below 60 = F



Assessment Methods

This section of the syllabus contains a listing with brief descriptions of the assessment methods for this course. They are designed to align with the student-learning outcomes and provide you with varied ways to demonstrate mastery of the course content. Additional instructions and related scoring guides or rubrics are posted to Blackboard.

Blackboard



Homework and Assignments (20%):

Weekly assignments are made to develop your reading, writing, and critical thinking skills in accordance with the course objectives. Reflection papers are assigned periodically to further assist in the exploration of selected topics discussed during the week as we progress through the semester. Some brief papers will involve also research various topics.



Final Exam (25%): The final exam is used to assess the student's overall knowledge of the material covered in class. It includes but is not limited to information in the class discussions, textbook and assignments,



Weekly Tests (40%): Weekly exams are used to assess the student's knowledge of the material covered in the weekly reading assignments and class. It will be the student's responsibility to secure any missed class notes from their peers, should you need to be absent.



Discussion Boards (15%): This course requires participation in the discussion board, a minimum of three separate days. You are required to post no later than Wednesday of the current week. The standards below will be used to evaluate the quality of your discussion posts.

Each post should be "value added." In other words, your posts should further the thread topics; show that you have learned something from our readings or outside research; bring anecdotal, life experiences to the threaded issues; ask relevant and forward moving questions; or otherwise promote the course objectives for the week. Posts like "I agree" or "Great post" are nice, goodwill posts, but they will not receive credit. Please review the following quality standards; use them as you formulate your responses:

High: Your contributions to each topic indicate your mastery of the materials assigned. Your responses integrate multiple views and present a seed for reflection for other participants. Your posts provide evidence that you are reading, comprehending, and giving thoughtful consideration to the assigned materials and other student postings. You know the facts and are able to analyze them and handle conceptual ideas. Typical High quality posts are at least 100-200 words and are often several paragraphs long.

Medium: Your responses build on the ideas of another participant (or more) and dig deeper into assignment questions or issues. You make intelligent posts during the week, including some good critique of the course material, which demonstrates that you have an understanding of the material, are reading posts of your colleagues, and are contributing to the class. Your posts

demonstrate confidence with the materials, but they may be just a bit off target in one area or another. Typical Medium quality posts are approximately 100 words in length. They may or may not be several paragraphs in length.

Low: You have meaningful interaction with other participants' postings. Posts that state "I agree" or "I disagree" include an explanation of what is disagreed or agreed upon and why, or introduce an argument that adds to the discussion. However, you may have rambling, lengthy posts that show no sign of having been re-read and refined before posting, and your writing suffers a lack of clarity and/or suggests a lack of comprehension. These posts are typically 1-2 sentences in length.

Unsatisfactory: You will receive little credit in the week's discussion by just showing up and making trivial comments without adding any new thought to the discussion. At the low end of the spectrum, no participation gets a "0". That is, if you are not in the discussion, you do not earn any points.

In addition to the above quality standards (high, medium, low, and unsatisfactory), your discussion grade will be determined by your:

Frequency: You must post to each graded discussion a minimum of three days each week. You must submit your first post of the week, no later than Wednesday. If you post later than Wednesday, you will be assessed a late penalty equal to or exceeding 10 points depending on the quality/quantity and frequency of your posts for the week. Please note that if you post 1 of the 3 days and receive full credit, your grade will be: $1/3 = 33\%$, $2/3$ days: 66% etc.

Quantity: In order to meet the quality requirements, a post will be at least a paragraph in length. You will find that some topics call for lengthier responses. A paragraph, contrary to popular opinion, can be anywhere from four to ten (or more) sentences in length.

Accuracy: Because this is a writing course, your posts must be free of spelling and grammatical errors. Please use the Spell Check provided by Blackboard.

A few helpful tips for Discussion:

- Post high-value posts; if your posts are less than high-value, you will need to post more frequently to get full credit.

- Post responses to other students, to answer my questions, and/or to ask questions.
- Use text references, web research, and life experiences that are relevant to our topics.
- Avoid writing just "I agree" without elaborating to explain why you agree or disagree with a statement.
- You will need to answer each Discussion Board Question. Once you have made an initial response you pick the ones that most interest you, ask a follow-up question, or respond to other student posts.
- Debate with your classmates! We don't all have to have the same spin on issues. Debates help us learn, especially when we maintain a healthy respect for others and a tolerance for opinions that differ from our own.

Quality posts include:

- Providing additional information to the discussion;
- Elaborating on previous comments from others;
- Presenting explanations of concepts or methods to help fellow students;
- Presenting reasons for or against a topic in a persuasive fashion;
- Sharing your own personal experiences that relate to the topic; and
- Providing a resource reference or URL to support comments

Note: The Internet is great for information sharing, but you must always be skeptical (use those critical thinking skills!) when researching a topic on the Internet and always make sure that you cite appropriately.

Discussions open on Monday 12:00 am EST and close each week on Sunday at 11:59 pm EST. As a courtesy to all students, I do open the weekly unit on Sunday at midnight so that many of you can start your posting early.

- You are required to post 3 times per week on separate days of the week.
- Your first original post must be made by Wednesday of each week.
- At least one post must be in response to another student's post.

See discussion board grading rubric for more details
Discussion posts cannot be made up; the discussion will not be extended for any reason.

Professional behavior is expected at all times. This includes respect and courtesy for the instructor and fellow students within the virtual classroom discussion board.

The Course Outline / Class Schedule contains due dates.

Course Outline / Class Schedule*

Date	Topic(s) Covered	Assignments/Reading to be completed before class	Assessment Schedule
Week 1	Introduction: Chapter 1: Your Career in Health Care Chapter 2: Current Health Care Systems and Trends	- Read Chapters 1, 2 - Discussion Board - Videos	- Kaiser Permanente paper - Personal Wellness Paper - Mastery Test
Week 2	Chapter 3: Ethical and Legal Responsibilities Chapter 4: Medical Terminology	- Read Chapters 3,4 - Discussion Board	- Quia Activity - Ethical Dilemma - Mastery Test
Week 3	Chapter 6: Organization of the Human Body; Chapter 7: Structure & Function of the Human Body	- Read Chapters 6&7 - Discussion Board - Video - Cell Activity (not turned in)	- Obesity Reflection - Mastery Test
Week 4	Chapter 8: Growth & Development; Chapter 15: Patient as an Individual	- Chapter 8 and 15 - Discussion Board - Videos	- Developmental Stage Reflection - Culture Reflection - Mastery Test
Week 5	Chapter 9: Body Mechanics Chapter 10: Infection Control	- Chapter 9 and 10 - Discussion board - Videos	- Handwashing Paper - Personal Ergonomics paper - Mastery Test
Week 6	Chapter 11: Environmental Safety	- Chapter 11 - Discussion Board - Videos	- National Safety Council - Mastery Test
Week 7	Chapter 12: Lifestyle Management Chapter 13: Professionalism	- Chapter 12 and 13 - Videos - Discussion Board	- Effects of Stress reflection - Blastoff Game and reflection - Professionalism Exercise - List of Professional Behaviors - Mastery Test
Week 8	Chapter 24: Job Leads and the Resume	- Chapter 24 - Videos - Discussion Board	- Job Search Exercise - Resume Exercise - Cover Letter Exercise - Soft Skills Exercise - Mastery Test (Career Services)
Week 9	Chapter 25: Interview, Portfolio and Application	- Read Chapter 25 - Videos - Discussion Board	- List of Behaviors Assignment - Mastery Test

Week 10	Chapter 16: The Communication Process Chapter 17: Written Communication	• Read Chapters 16 and 17 • Videos • Discussion Board	• Empathy Reflection • Mastery Test
Week 11	Chapter 18: Computers and Technology Chapter 19: Documentation & Medical Records	• Read Chapters 18 and 19 • Videos • Discussion Board	• Telemedicine Paper • Charting Reflection • Mastery Test
Week 12	Chapter 20: Physical Assessment Chapter 21: Emergency Procedures	• Read Chapters 20 and 21 • Videos • Discussion Board	• Healthy Habits • First Aid and CPR • Mastery Test
Week 13	Chapter 22: Controlling Healthcare Costs Chapter 23: Performance Improvement and Customer Service	• Read Chapters 22 and 23 • Videos • Discussion Board	• CMS and Quality • Mastery Test
Week 14	Chapter 14: Lifelong Learning Chapter 26: Successful Employment Strategies	• Read Chapters 14 and 26 • Videos • Discussion Board	• Skills of Leadership paper • Critical Thinking reflection • Learning self assessment/reflection
Week 15	FINAL EXAM!!! This is a 200 question Multiple Choice Final Exam It is cumulative and you have 3 hours in which to take the Exam		

****This syllabus is subject to change. Changes, if any, will be announced in class and on Blackboard.
Be sure to check Blackboard and your Goodwin email regularly!***



Class Policies



Blackboard: Blackboard contains class materials such as PowerPoints, worksheets, media, and links for submitting assignments. Be sure to **check Blackboard often** to stay up to date on announcements, new course materials, and other important information. **All assignments must be submitted on Blackboard.**

*BB issues contact bbsupport@goodwin.edu or call 860-913-2152



Late Assignments: Per department policy, all work is expected to be handed in on time. Any work submitted to the instructor after the due date will result in a zero for that particular assignment. Late assignments or make-up exams are not permitted except when there are documented extenuating circumstances (i.e., medical and family emergencies), and the instructor has been notified 24 hours before or after the deadline. In circumstances in which the instructor permits a make-up exam, the format of the exam is at the discretion of the instructor.



Technology: Online components are not compatible with smartphones or tablets. Firefox is the recommended browser when using blackboard. For Blackboard technical problems in the course, refer to the helpdesk under the Technical Support Tab.

Access to all computer systems, networks and electronic devices owned by Goodwin University imposes certain responsibilities and obligations to all faculty, staff and students. The university's technology policy outlines the acceptable usage for all computers and peripherals, network resources, telephones and all other electronic devices owned and maintained by Goodwin University. Users failing to adhere to this policy may face disciplinary actions by Goodwin University and/or local and federal law enforcement agencies. The complete technology policy is located on the Goodwin website <http://www.goodwin.edu/pdfs/policies/technologypolicy.pdf> and in the student handbook.



Course Decorum: We will create a positive environment in the classroom. There is an expectation of respect and professionalism (i.e., demonstrate respect for instructors, peers, and self, participate in classroom activities, and follow course and university policies).



Communication and E-mail: Students are expected to communicate in a professional manner (i.e., verbal, written, and electronic). I will send course updates and announcements through Blackboard so please **check your Goodwin e-mail account regularly.**



APA Style: This course follows APA style format for all written assignments. All written assignments must be produced using software that is compatible with Blackboard. Assessment of written assignments will include use of APA format, writing, grammar, quotations, and references. APA Style Central is also available at <http://apastylecentral.apa.org/>, the course Blackboard shell, and through the Hoffman Family Library.

Expectations for Written Work: The following are basic expectations for all written work:

1. One-inch margin for all sides of the page (e.g., top, bottom, left, and right side of the page).
2. The font is 12 point.
3. The paper is double spaced.
4. The first page of the paper includes:
 - ✓ Your full name
 - ✓ The date of submission



Plagiarism: Plagiarism is using someone else's words or images as your own without citing or giving credit back to the originator and is not allowed (see academic integrity). Please cite all work or a zero will be recorded. Wikipedia or any other wiki site, about.com, ask.com, answers.com, etc are not reliable sources and are not accepted as valid sources

- All discussions are run through SafeAssign (plagiarism checker) weekly.



Attendance:

Extensions (Excused absences) are:

- Due to extenuating circumstances and at the discretion of the instructor. Instructor must be notified as soon as possible and documentation must be provided for decision to be rendered.



Testing Policy:

- No outside resources are allowed while taking exams and/or quizzes

- Blackboard may stop your exam if additional browsers or tabs are open. Exams are not reset for this reason.
 - Do not copy answers from the text, google or any other source on the exams. That is cheating.
 - Additional time is not given on the exams unless official academic accommodations are in place
 - Firefox is the preferred browsers for Blackboard testing
 - NOTE: A computer crash is NOT a valid excuse. Be sure to back up your work in several places and budget your time accordingly
-



Student Support Services



Academic Success Center & The Math Lab:

The Academic Success Center is located in room 209 and The Math Lab is located in room 219 of the River Campus. Both centers are staffed with Peer and Professional tutors that students can see on a walk-in or appointment basis. The centers provide students with consistent support and guidance throughout the learning process and encourage students to be actively involved. This is done through one-on-one, group tutoring and Academic Skills Workshops.

Academic Success Center & Math Lab Hours:

Monday-Friday 8am-9pm

Saturday 8am-2:30pm

To make a tutoring appointment please call 860-913-2090, email ASCStaff@goodwin.edu or walk into either center

eTutoring:

Goodwin University offers eTutoring services through an agreement with the Connecticut Distance Learning Consortium (CTDLC). Students using the eTutoring platform may work with an eTutor in a live session or may submit a question or course assignment for an instructor to correct and/or provide feedback. eTutoring offers instruction, guidance and resources to help each student succeed. Specific information concerning eTutoring is located on the Academic Success Center webpage: http://www.goodwin.edu/academic_success_center/

Testing:

The ASC also provides testing services for those who have missed a test in their class or who have accommodations approved by the Office of AccessAbility Services. Students must talk to their teachers to test in the ASC. Students with accommodations may have their tests proctored in alternate locations. The Academic Success Center provides two testing rooms for students to make up tests that have been previously dropped off by their instructor. These rooms are located in the center.

Scheduling Exams:

Students should contact the Academic Success Center to schedule an appointment in advance. Students can walk-in or call 860-913-2090 to schedule their exam. It is strongly recommended that students reserve a testing room in advance and confirm that their exam has been delivered to the center.

Students are also welcome to take their test without reserving a room; however, if both rooms are occupied or if they are scheduled to be occupied before the student would finish their test (given the time allotted by their teacher), the student will be unable to take their test and will instead be asked to make a reservation or to return when a room becomes available.

Library Services:

Read the following paragraph or download the Hoffman Family Library APP to your phone! The Hoffman Family Library is open seven days a week (7am-9:30pm Monday to Thursday, 7-9 Fridays, 8-4 Weekends). Librarians are on site during all open hours to help students conduct research, find valuable resources, and create citations. There are many ways to get help from a librarian: call 860-913-2042, text ASKGOOD and your question to 66746, email GoodwinLibraryPersonnel@goodwin.edu, click the "Ask a Librarian" button on the library web site, or just walk in. The campus library offers computers, Wi-Fi, group study rooms, a quiet atmosphere, and an ever-growing collection of resources. The majority of the library's resources are available online 24/7 via the web site <http://www.goodwin.edu/library>. Through the web site students can access the research databases and find helpful guides and tutorials on where to find good resources for any subject, tips on how to write great papers with proper citation and formatting, and much more.

Counseling Services:

Counseling services are free, confidential and available to currently enrolled students. Students visit counseling services for a variety of reasons, including:

- Mental Health: anxiety, depression, low self-esteem, mood disorders
- Relationships: family, friends, partner, bereavement
- Financial: medical, housing, food, employment
- Physical: poor body image, sexual orientation, gender identity, eating disorder
- Academic: lack of study skills, struggling with a learning disability or yet to be identified, challenges with a professor, not getting accepted into your career choice, low GPA

Please visit the website for further details: <http://www.goodwin.edu/counseling/>

- Also on the Counseling page you will find a tab on the left labeled “Resources” that offers many links to supports that may be helpful as well.

Goodwin University Policies and Services

This course adheres to all policies outlined in the Goodwin University catalog.

General academic policies of Goodwin University may be found on the university web site at and in the university catalog at

<http://www.goodwin.edu/academics/catalogs.asp>.

Student services information may be found on the Goodwin University website at <http://www.goodwin.edu/student-services/> and <http://www.goodwin.edu/library/>.