U of A
PHILLIPS COMMUNITY COLLEGE
DEWITT | HELENA-WEST HELENA | STUTTGART

MEDICAL PROFESSIONS EDUCATION PROGRAM REVIEW AND SELF-STUDY

DR. DEBORAH KING
VICE CHANCELLOR FOR INSTRUCTION
SHANNA PRYOR, DEAN OF ALLIED HEALTH
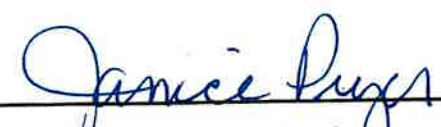ARTHUR GENTRY, DIRECTOR OF THE SECONDARY AREA TECHNICAL CENTER

![adhe logo]
**ARKANSAS DEPARTMENT
OF HIGHER EDUCATION**

Academic Program Review
External Reviewers

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Phillips Community College of the University of Arkansas
Applied Technology & Secondary Center
Review of Medical Professions Education Program
Submitted by Dr. Deborah King
Thursday, June 27, 2024

_____   _____
External Reviewer's Signature   External Reviewer's Signature

Bio for Jamie Pryor

Janice Pryor is the Chief Quality Officer for Progressive Health of Helena, in Helena, Arkansas where she provides oversite of the quality and regulatory compliance of the hospital. Janice graduated with an associate degree in Medical Laboratory Technology from PCUUA in 1985 and obtained her bachelor's degree in Medical Technology from UAMS in 1998. Janice provides the training in policy, and procedures in compliance with all local, state, and federal rules, regulations, and laws. Janice has been a Medical Technologist for over 38 years. Janice has held the position of Chief Quality Officer 8 of her 38 years at the hospital and is a Certified Infection Preventionist. Over her 38 years of experience at the hospital, she worked 16 years in the laboratory before moving to the Quality Department where she holds the title of Infection Control Practitioner, Risk Manager, and Quality Director. Janice has successfully completed Joint Commission Surveys and Arkansas Department of Health inspections for the facility and serves on the Arkansas Department of Health's Quality Advisory Committee that was formed in 2024.

Bio for Lori Richardson

Lori Richardson is a graduate of Lee Academy and received a Cosmetology Technical Certificate form PCCUA and practices cosmetology for several years. Eventually, she decided to return to Crowleys' Ridge Technical Institute to acquire an Emergency Medical Technician and passed the National Registry of EMT. Later, she earned Advanced EMT status. She is employed at Pafford Ambulance Service, has taught EMT, won awards for her EMT service, and is widely respected in the Allied Health Field.

Program Review
External Reviewers Questions

The report prepared by the External Reviewers will be used by the Arkansas Department of Higher Education (ADHE) to verify the student demand and employer need for the program, the appropriateness of the curriculum, and the adequacy of program resources. The report should <u>not</u> include a recommendation to ADHE on program continuation or program deletion.

The External Reviewers written report must include a summary of each area examined and should provide examples that document the conclusions. The questions below should be used by the reviewers as a guide in preparing the summary for each area. Responses to the questions should not be simply "yes or no".

I. **Review of Program Goals, Objectives and Activities**
   A. **Are the intended educational (learning) goals for the program appropriate and assessed?**

Yes, the goals are appropriate for the program and the Self Study and campus visit supported the use of assessment for teaching. The goals shared in the self-study include the following:

- *Introduce students to a diverse range of healthcare professions and educational pathways to gain insight into the many career opportunities in the healthcare industry.*
- *Students will gain understanding of the critical importance of healthcare worker and patient safety.*
- *Students will learn medical terminology and the proper use in the professional setting.*
- *The students will receive a comprehensive Introduction to Anatomy and Physiology, providing them with an in-depth understanding of the body's organization system and how all the systems work together.*
- *In a diverse range of hands-on simulated patient care activities and assessments students will have a realistic understanding of the health care environment.*

   B. **How are the faculty and students accomplishing the program's goals and objectives?**

Based on information shared in the Self-Study and discussed in the interview, it appears that the goals and objectives are being met. The Medical Professions Education program is designed to provide students with basic information and skills needed for a career in the health care field. skills needed in the health professions. Emphasis is given to the development of competencies related to the following areas: safety, infection control, vital signs, CPR and first aid, medical math, abbreviations, and charting.

C. **How is the program meeting market/industry demands and/or preparing students for advanced study?**

Based on information provided, there is evidence that the PCCUA Med Pro Ed program addresses a wide range of health care opportunities. The following table was included in the Self Study. However, we believe it reflects a much lower average salary that post covid sallies actually are. For example, Pafford Ambulance Services start new graduates at $$74,000 which is far higher. One thing that has impacted EMT and Nursing salaries has to do with the demand. Also, the Helena Regional Medical Hospital has closed making the demand for ambulance drivers needed to transport people to other hospitals a priority.

Table 1: Arkansas Medical Professions Available for PCCUA Graduates				
Program	**Growth Rate**	**Annual Pay**	**Arkansas Jobs Available**	**PCCUA Job Placement**
Certified Nurses' Assistant (CNA	4.5%	$28,250	262	All who are seeking employment at placed
Emergency Medical Technician	5.5%	$34,424	44	All who are seeking employment at placed
Phlebotomists	8%	$41,810	51	All who are seeking employment at placed
Medical Lab Technician	3%	$51,590	43	All who are seeking employment at placed
Practical Nursing (PN)	1.1%	$60,790	954	All who are seeking employment at placed (Indeed)
Registered Nursing (ADN)	1.4%	$72,900	1,962	All who are seeking employment at placed (Indeed)
Obtained from Occupation Employment and Wage Statistics				

D. **Is there sufficient student demand for the program?**

For many of these schools, retention of nursing and all allied health students is a serious problem. Many high school graduates are not prepared to complete the rigorous coursework necessary to complete the program and pass the licensure tests for the health care programs.

E. **Do course enrollments and program graduation/completion rates justify the required resources?**

For many of these schools, retention of nursing students and other health care workers has been a serious problem. Many high school graduates are not prepared to complete the rigorous coursework necessary to complete medical care programs, especially nursing. Many are not prepared to pass the program licensure tests. The incredibly high demand for new nurses and other health care workers, means that high schools must produce students who are fully prepared to complete these challenging programs.

II. Review of Program Curriculum

A. Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study?

The Med Pro Ed program uses a curriculum content framework developed by the state for all Secondary Area Technical Centers to use. Students in the program are prepared for a wide variety of healthcare occupations such as Certified Nursing Assistant (CNA), Emergency Medical Technology (EMT) provider, phlebotomist, medical lab technicians, practical nurses (PN), associate degree nurses (RN), and Health Science. The state frameworks were included in the Self-Study appendices.

B. Are institutional policies and procedures appropriate to keep the program curriculum current to meet industry standards?

As a twelve (12) hour Certificate of Proficiency, there are no other requirements. The actual program does use a check off of courses. The Self Study included the check-off sheet which appeared to be relevant to most allied health fields.

C. Are program exit requirements appropriate?

General Education courses are not required. All courses are taught annually except the MPE 133-Medical Apprenticeship I, and MPE 143 Medical Apprenticeship II. These courses have not been taught since 2003. When asked about this the reviewers were told that the college needs to consider reviving these courses. The reviewers were told that it was very difficult to provide field experiences because most hospitals want the student to be 18 years old. The reviewers believe it would be useful to form a partnership with UAMS East or some other entity to offer hands on experiences to students.

Does the program contain evidence of good breath/focus and currency, including consistency with good practice?

The program does provide evidence of good breadth and focus. The courses listed in the Self-Study cover a wide range of health care services. The course from the Self-study are listed:

MPE 113-Introduction to Medical Professions
MPE 123-Introduction to Medical Procedures
BY 103-Introduction to Anatomy and Physiology
OT 113Medical Terminology I

D. Are students introduced to experiences within the workplace and introduced to

The field experience has been difficult because most of the students are under 18 years old. However, both reviewers agree that "hands on" experience is very important for the students to

have. The students do have exposure to gust speakers who provide simulations but the program could be improved by some kind of field experience.

E.   Does the program promote and support interdisciplinary initiatives?

General Education courses are not required. All courses are taught annually except the MPE 133-Medical Apprenticeship I, and MPE 143 Medical Apprenticeship II. These courses have not been taught since 2003. They are very difficult to provide because most hospitals wan the student to be 18 years old.

F.   Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in the assignment of program responsibilities and duties; in honors, awards, and scholarship recognition; and recruitment?

Both reviewers believe that cultural diversity is integrated into course student learning. The program review listed some intercultural objectives. The most obvious and clear goal directly related to diversity was a college wide goal of cultural competency. The term was defined in the Self-study and is shared in the definition below.

Cultural Competency-*Commitment to diversity, equity and inclusion within the context of cultural engagement and understanding. An acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next and one culture to another. A commitment to diversity, equity, and inclusion increases access and assures a better chance to succeed. We aspire to have graduates who are culturally and socially competent, possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global community.*

The readers believe this is addressed in the program.

A review of the practices with providers indicated that awards and special recognition for those who perform well in the classes is part of the ongoing practice at the college. Students are given special recognition for accomplishments.

III.   Review of Academic Support
    A.   Does the program provide appropriate quality and quantity of academic advising and mentoring of students?

The Self Study did not provide details about this, although it was mentioned. The reviewers asked the group at the site visit to explain how this takes place and how students were mentored. The response reflected that instructors have small classes. Each student has access to a high school relations advisor no matter which campus is their campus location. The advisors help guide

them with course enrollment, answer questions, and guide them toward possible programs to pursue after high school.

B. Does the program provide for the retention of qualified students from term to term and support student progress toward and achievement of graduation?

The program does provide for the retention of students. However, there does seem to be more of a problem on the Helena campus with getting students reenrolled in the same program which impacts completers. It was unclear if this was a high school issue, but it appeared to be a high school scheduling issue based on remarks made in the site visit.

IV. Review of Program Faculty

A. Do program faculty have appropriate academic credentials and/or professional licensure/certification?

The Director of the Secondary Center mentioned that faculty are encourages faculty to attend professional development workshops and conferences but that all faculty do not take advantage of that. However, all faculty are required to receive some professional development which is provided through the College and the Secondary Center. A Faculty Qualification Table, labeled as Table 2 in the Self Study, identified faculty qualifications of the instructors teaching Med Pro Ed courses.

Table 2: Faculty Qualifications		
Faculty	**Academic Resume**	**Courses Taught**
Branham, Kim (FT)	University of Arkansas at Monticello | Monticello, AR December **2024** Bachelor of Applied Science (in progress) University of Arkansas for Medical Sciences | Little Rock, AR December **2002** Associates of Science in Respiratory Therapy University of Arkansas at Monticello | Monticello, AR August **1997**	MPE 113 - Introductions to Medical MPE 123 - Intro to Medical Procedures OT 113 - Medical Terminology I OT 123 – Medical Terminology II BY 163 - A & P I BH 1123 -Treating Social Problems
Jessica Hindsley	BS in Health Education and Promotion UALR 2002	MPE 113-Intro to Medical Professions

		MPE 123 Intro to Medical Procedures OT 113 Medical Terminology I BH 1123 Treating Social Problems
Amanda West	**Amanda West** Southern Columbia University Bachelors of Science in Occupational Health and Safety 2015	MPE 113-Intro to Medical Professions MPE 123 Intro to Medical Procedures
Carlee Currie	University of Arkansas At Monticello | Monticello, AR Bachelor of Science in Health and Physical Education: Exercise Science 12/2020 3.8 GPA	MPE 113-Intro to Medical Professions MPE 123 Intro to Medical Procedures

B.   Are the faculty orientation and faculty evaluation processes appropriate?

As explained in the Self Study, PCCUA conducts an orientation program for all new employees at the beginning of their employment. The purpose of the orientation is to welcome the employees and introduce them to the college environment. Each employee and employee supervisor is given a new employee checklist, which must be completed in two to three weeks after the hire date. Resources for PCCUA employees are the PCCUA Policy Manual, which outlines written procedures and policies and is available in Web Advisor and the Faculty Handbook. Responsibilities of faculty members regarding teaching loads, office hours, evaluation, and other academic issues are also included in the policy manual. The PCCUA Faculty Evaluation system provides feedback from students, peers, and dean for the faculty member to use in improving performance. Faculty members are evaluated each semester by students through a student evaluation and annually by peers and dean through a teaching portfolio, which documents teaching effectiveness, college service, professional growth, and community service. During the annual faculty evaluation conferences, the dean and faculty members review student evaluations and portfolio evaluation findings to identify ways to improve teaching effectiveness and methodologies.

C.   Is the faculty workload in keeping with best practices?

Yes, the faculty workload is in line with other faculty at PCCUA and other colleges. Faculty teaching full-time in the secondary center are required to teach five classes or 15 credit hours per semester. However, some faculty teach an additional course which means they teach 18 credit hours. Part-time faculty are allowed to teach two courses per semester; however, most part-time instructors elect to teach one course each term.

Review of Program Resources
   A.   Is there an appropriate level of institutional support for program operation?

There is significant institutional support for the program. Faculty are encouraged to attend professional meetings, workshops, conferences, and other events that promote professional growth as funding is available. Each department has a limited budget for faculty travel. These funds are used for meetings and other activities within driving distance of our campuses. If a department has spent its allotted budget or if additional money is needed, a request may be made to the division dean.

   B.   Are faculty, library, professional development, and other program resources sufficient?

As shared in the Self Study, funds budgeted for the library are not specifically allocated by academic discipline. Requests for material purchases from all disciplines are approved as funds permit. The library budget for 2023-2024 is included in the Self Study and labeled in the Study and below as Table 5 reflect the library budget.

Table 5: 2023-24 Library Budget				
Campus	*Supplies/Services*	*Holdings*	*Travel*	*Total*
Helena	$34,000.00	$30,000.00	$1,400.00	$65,400.00
DeWitt	$14,000.00	$20,000.00	$960.00	$34,960.00
Stuttgart	$14,000.00	$20,000.00	$960.00	$34,960.00
Total by Account	$62,000.00	$70,000.00	$3,320.00	$135,320.00

The Self Study Team at the site review indicated that the library is always willing to assist with securing books and other much needed materials. However, the Secondary Center supplies a lot of the resource material needed.

Each campus has classroom and labs needed to provide quality instruction. Each campus has a program director and a high school relations coordinator who serves as the student advisor. Students have access to campus resources and activities.

VI.   Review of Program Effectiveness
   A.   Indicate areas of program strength.

Areas identified by the reviewers which are strong points for the program include curriculum. Another area of strength is that the program provides a foundation for various allied health occupations. The program also has well qualified faculty. Skills USA opportunities are also an important part of the program.

   B.   Indicate the program areas in need of improvement within the next 12 months;

Hands on experience is critical to student learning about med pro ed occupations You can call these an apprenticeship, field experience or almost anything but students must see and work in a clinical site to have a realistic occupational work experience.

The CPR and First Aid refresher units are very important for the students.

Examine the possibility of implementing a CNA program.

    C.   Indicate areas for program development based on market/industry demands that have not been identified by the institution.

The Dean of Allied Health and the Director of the Secondary Center need to explore the opportunity to add a CAN program to the curriculum. The two apprenticeship courses which have not been offered since 2003 need to be reexamined, updated, and integrated into the curriculum.

VII. Review of Instruction by Distance Technology <u>(if program courses are offered by distance)</u> *None of part VII is applicable to this program. There is no distance delivery of courses.*

VIII. Review of Program Research and Service
    A.   Are the intended research and creative outcomes for each program appropriate, assessed, and results utilized?

Yes, as reviewers, there are no concerns for this. The assessment outcomes were shared and the Appendix G: Medical Procedures Curriculum Frameworks provided the curriculum content required by the Arkansas Department of Career Education. The frameworks are extensive and very specific and serve as a guideline for instruction and provide a rubric for expected outcomes.

    B.   Are the intended outreach/service/entrepreneurial outcomes for each program's initiatives appropriately assessed and results utilized?
The Curriculum Frameworks are specific. It is unclear if the outcomes are always used to improve teaching and the Self Study Team indicated that the entire college is working on improved assessment and especially focused on assessment outcomes used to improve student learning. Documenting the outcomes for the outcomes and following

IX.   Local Reviewer Comments
    A.   How is the program meeting market/industry demands and/or preparing students for advanced study or job placement?

The program provides the students with the foundation for advancing their medical professional development. PCCUA provides several options for this advancement and numerous programs which meet market demands. Additionally, most student experience job placement when they graduate from the existing PCCUA programs if they are seeking employment. See responses to IC p. 4.

B. What program modifications are needed?

The program should enhance communication skills related to patient interaction>
The program should investigate and try to implement a CAN program.
CPR and Frist Aid need to have renewal components or at least review.
Add a community health education component to the curriculum.
Ensure that diversity understandings related to the patient population is integrated into the curriculum.

X. Report Summary

A. Include reviewer comments on the overall need for program graduates/completers in the local area, region, and/or nation over the next 5 years.

The program provides the student the foundation for advancing their medical professional development. PCCUA provides several options for this advancement.

Look at offering classroom courses to high school students with courses with clinical instruction as a possible summer program to ready students for an advanced medical program in the fall following graduation.

Include reviewer comments on overall program quality, state program review process, etc.

The programs overall curriculum is sufficient to meet the outlined learning objectives. The only recommendations for consideration are the following:

1. *Add communication skills to the learning objectives. Examples would include how to greet the patient, phone skills and de-escalation of a confrontational patient/family member.*
2. *Add cultural diversity of the patient if it is not already part of the curriculum.*
3. *Add an introduction to social determinants of health to the curriculum as this is a new focus for CMS. Many agencies have started training Community Health Workers to place in clinical settings to assist with patient education and assessment of the patient's social determinants of health in order to assist them with connecting to resources for health improvement.*
4. *Look at offering the classroom only courses to high school seniors with the possibility of the clinical course being completed in the summer term to increase the number of students that may be ready to enter the advance medical professional degree programs.*

Response to the External Reviewers' Recommendations

In this section, please copy the recommendations that the external reviewers provided in their report. Then, provide the institution/department/program response to the recommendation.

Recommendations from External Reviewers (copied from the external review report)	Response
Offer refresher courses for CPR and First Aid at least once a year	The instructors provide this for the public-school students once a year at the sophomore level. It would not be difficult to implement the reviewers' suggestions
Often CPR is taught to sophomores, consider offering it again in the senior year because the certification is only good for one year.	This is something we have not done but understand it is important to have ongoing CPR and first aid training.
Consider implementing a CNA course	This is something we have wanted to do but we have had difficulty finding a site who will allow underage students to serve at clinical site.
Revive the two apprenticeship courses. Clinical experience is very important to students.	These classes have not been offered for many years. However, we do recognize the need for clinical experiences to improve interest and learning.
Form stronger partnerships with health care agencies which might assist with apprenticeship sites.	This is doable and we should have considered it before. UAMS East has difficulty making the MASH student program. We may be able to form a cooperative effort so that students can have the medical experience.
Develop a consistent and ongoing professional development schedule.	The Secondary Center working with the Dean of Allied Health can establish a schedule for the entire program. It may require offering development on different days on the campuses but it is something we could implement.
Ensure curriculum changes include communication skills for the workplace and patient diversity understandings.	This is already part of the curriculum but it could be improved.

I.   Actions Taken in Response to the External Reviewers' Recommendations

In this section, please describe the actions that will be taken as a result of the review; if any based on the recommendation from the external reviewers; note when the action will be completed and who is responsible for seeing that it is completed; and finally, list any resources that will be used to complete the action. Please add lines to the table as necessary.

Recommendation	Action	Timing & Responsible Person/Group	Resources
Offer refresher courses for CPR and First Aid at least once a year	*Schedule ongoing refreshers for CPR and First Aid every year.*	*Secondary Center Director, Instructors*	*Use of mannikins and other materials which the college already has in its possession.*
Often CPR is taught to sophomores, consider offering it again in the senior year because the certification is only good for one year.	*Schedule the refresher or establish a sophomore year training with a senior year renewal.*	*Secondary Center Director, Instructors*	*Use of mannikins and other materials which the college already has in its possession.*
Consider implementing a CNA course	*Develop a planning and implementation strategy for providing CNA classes to students in this program*	*CAO, Dean, Secondary Center Director*	*None required at this time.*
Revive the two apprenticeship courses. Clinical experience is very important to students.	*Develop a planning and implementation strategy for providing apprenticeship classes to students in this program*	*CAO, Dean, Secondary Center Director*	*None at this time. Will need clinical sites and supervisors or a supervising process for students place in an apprenticeship*
Develop a consistent and ongoing professional development schedule	*Establish a schedule, ensure there are specific development days, one per term at the least.*	*Director of the Secondary Center*	*Professional development funds*
Examine the option of offering the classroom only courses to high school seniors with the possibility of the clinical course being completed in the summer term to increase the number of students that may be ready to enter the	*Begin this process in August in an effort to have certain aspects of it in place by Spring.*	*CAO, Dean, Secondary Center Director, Instructors*	*No costs associated with this recommendation.*

advance medical professional degree programs			

JUNE 27, 2024

PHILLIPS COMMUNITY COLLEGE

DeWITT | HELENA-WEST HELENA | STUTTGART

PCCUA MEDICAL PROFESSIONS EDUCATION SELF-STUDY

DEBORAH KING, ED. D.
VICE CHANCELLOR FOR INSTRUCTION
SHANNA PRYOR, DEAN ALLIED HEALTH
ART GENTRY, DIRECTOR OF THE SEONDARY CENTER

Table of Contents

Tables

Appendices

PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS
ONE COLLEGE WITH THREE CAMPUSES

PCCUA Helena Campus

PCCUA DeWitt

PCCUA Stuttgart

INTRODUCTION

The first community college established in Arkansas, Phillips Community College of the University of Arkansas (PCCUA) is a multi-campus, two-year college serving Eastern Arkansas in Helena-West Helena, DeWitt, and Stuttgart. PCCUA offers adult education, technical certification and associate's degrees in academic, occupational/technical and continuing education programs and partners with other colleges and universities to offer Bachelor's and Master's degrees. We are accredited by the Higher Learning Commission, the Accreditation Commission for Education in Nursing (ACEN), the National Accrediting Agency for Clinical Library Sciences, and the Accreditation Council for Business Schools and Programs. PCCUA is committed to helping every student succeed providing quality, affordable, and accessible education. The college is dedicated to helping every student succeed. We provide high quality, accessible educational opportunities and skills development to promote life-long learning, and we engage in the lives of our students and communities.

In 2008 the Medical Professions Education program of study for the PCCUA Career and Technical was implemented. It was designed to prepare students to acquire information and skills in various medical professions. The program is offered through the PCCUA Career and Technical Center (CTC). (**See Appendix A: Letter of Approval from the Department of Workforce Education P. 23).**

The goal of the Phillips Community College Career and Technical Center (CTC) is to ease the transition of students from secondary institutions to institutions of higher education, as well as, transitions to employment. Through partnerships with between area high schools and the local community college, the CTC will be the conduit through which area educational institutions will develop and implement strategies to:
1. Close the achievement gap
2. Create meaningful educational options that help students with diverse backgrounds and needs reach uniformly high standards; and
3. Help students meet these high standards throughout each level of their educational careers.

Partnerships shall be a key component of to the development, implementation, and continual operation of the CTC. Through partnerships, the CTC will seek to develop academically rigorous programs of study organized through the 16 federal career clusters. The CTC's initial offerings shall include a program of study within the Health Science career cluster.

The Medical Professions Education cluster pathway is a natural choice for inclusion within the center. Now only have area high school students demonstrated a high level of interest for career within the health science cluster, but highly qualified healthcare workers are in high demand in the rural delta region of Arkansas.

The Medical Professions Education program will provide students with both classroom and clinical experiences taught by highly qualified instructors. Furthermore, the CTC pathway courses shall include the state-mandated Medical Professions Education courses, as outlined in the Arkansas Department of Workforce Education's Program Policies and Procedures

PCCUA is biracial and has one of the highest percentages of underserved minority citizens in Arkansas. With a crime rate of 74 per one thousand residents, Helena-West Helena residents have one of the highest crime rates in America when compared to all communities of its size. The chances of becoming a victim of either violent or property crime here is one in 14. When

looking at other towns in Arkansas, more than 99% of the communities have a lower crime rate than Helena-West Helena. Violent offenses tracked in our crime data include rape, murder and non-negligent manslaughter, armed robbery, and aggravated assault, including assault with a deadly weapon. Most of these crimes involves juveniles in our community. According to *"Neighborhood Scout's"* analysis of FBI reported crime data, your chance of becoming a victim of one of these crimes in Helena-West Helena is one in 38. All of the police officers on the Helena-West Helena Police Force are enrolled in a voluntary Saturday morning class for improving report writing, safety, and better community policing. Several of these police officers are enrolled in the CJI program, however, the pace for these students is much slower than with other programs. It is difficult to be a policeman or any enforcement officers in today's world. We are making progress toward increasing the number of graduates but that progress is slow. However, the dismal community crime statistics indicate how much this program is needed by local enforcement officers and possible recruits.

As a college we must identify ways to engage difficult to reach students and find new ways to attract untapped student populations. The College service area serves an underprepared, underrepresented, and under-resourced population. Retention and completion of students enrolling in classes has never been more important. Using holistic strategies to address student needs related to hunger, clothing and transportation are more critical than ever. Food pantries, career closets, intrusive advising, and making students welcome at our College is very important. Recognizing the challenges our students and the college face, employees and other stakeholders identified certain goals critical to College planning.

The next five years will be exciting as every part of the Colleges reaches to meet outcomes for each goal included in the Strategic Plan. This outline for work ahead reflects threats and challenges that the College will be ready to face. Many new strategies which include a comprehensive industry center, a robust athletic program, and proactive recruitment will help improve recruitment and retention. Engaged advising and instruction and programming that addresses the needs of the students and the community will help improve completion rates.

MISSION (October 2022-Finalized October 2023 and Confirmed April 23, 2024 by the BOV

Phillips Community College of the University of Arkansas is a two-year college serving the people of Eastern Arkansas. Through robust partnerships, the College is committed to building stronger communities by delivering quality, affordable education for college transfer and work skills training. We provide multiple services and support to ensure student access with success and encourage the pursuit of knowledge and life-long learning striving to build a foundation for a better life for all.

This Plan is guided by three enduring values. Phillips Community College respects the diversity of its student body and community and it also recognizes the worth and potential of each student. Therefore, the college affirms the following beliefs and values: we are committed to student success, the power of education to transform lives, and embracing diversity. Based on these enduring values the institutional priority is student success through the use of high impact strategies focused on recruitment, retention, and program completion.

Enduring Values **(October 2022-reconfirmed by the BOV April 23, 2024)**
Phillips Community College respects the diversity of its student body and community. The College also recognizes the worth and potential of each student. Therefore, the College affirms the following beliefs and values:

Student Success
We are committed to the success of every student. We believe all students, given the right conditions, can learn. We believe
those conditions include high expectations reflected in a rigorous curriculum and personal engagement evidenced by a faculty
and staff who invest themselves in the lives of our students and our communities.

The Power of Education
We believe learning begins at birth and should last a lifetime. We believe in the power of education to transform lives and build strong, productive communities.

Diversity
We respect the inherent worth and dignity of every person

The College stakeholders are committed to student success and have an understanding that students succeed within the context of family and community. Through hard work and collective planning, the 2025-30 Strategic Plan has emerged. It is likely that during the next five years much within this plan will be accomplished. Much within this Plan will be modified and there may be a need to add new goals to this Plan. However, it is a dynamic document designed to evolve and change as the College community changes.

As we face the 2025-30 years ahead the biggest threat facing the College is student enrollment. Declining populations in the College service areas have resulted in serious enrollment threats. The PCCUA Strategic Plan is guided by a vision of what we want the college to be.

Vision **(October 2022-reconfirmed by the BOV April 23, 2024)**

Imagine a college where...
Students begin planning a career or academic experience early in life.
High school students see it as a first choice for education and training.
Student admissions, registration, and enrollment is easy.
High quality teaching and learning experiences allow all students to succeed.
Exceptional programs and services meet the needs of the students, community, and
 region.
Barriers and obstacles which many students face are removed.
Exceptional state of the arts technology and distance learning infrastructure is provided.
The college is responsive to the needs of the community, even in times of crisis.
Economic development and industry training preparing students for the workforce is a
 priority.
Engaging in the lives of its students, employees, and community is integrated into learning and important.

The community views it as a partner, resource, and change agent.
Faculty and staff are provided with professional development, training opportunities, and a positive work environment so they can ensure the best instruction, support for learning, and services.
Imagine a college all people want to attend and where everyone wants to work…….that is the college we <u>want</u> **to be.**

The faculty and others want graduates to possess certain competencies which will assure that students can succeed in a rapidly changing world economy. These competencies are sometimes referred to as STACC Skills using the first letter of the first work in each competency. This term is useful in ensuring that student understand how important these skills are in the lifelong learning journey they face.

Core Competencies (STACC Skills) **(Revised May 2022 and Modified in January 2024- Faculty Driven)**

Social and Community Responsibility-*behavior that demonstrates adherence to legal/ethical standards established by society.*

Technology Utilization-*use of tools of the trade to achieve a specific outcome.*
A person who is competent in technology and information literacy recognizes how and what technology to use and when information is needed and has the ability to locate, evaluate, and use it effectively.
Analytical and Critical Thinking and Reasoning- *modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.*
A competent analytical and critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.

Communication-*the interactive process through which there is an exchange of verbal and/or nonverbal information.*
A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.

Cultural Competency-*Commitment to diversity, equity and inclusion within the context of cultural engagement and understanding. An acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next and one culture to another. A commitment to diversity, equity, and inclusion increases access and assures a better chance to succeed. We aspire to have graduates who are culturally and socially competent, possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global commun1.*

I.   GOALS AND OBJECTIVES

1. Describe specific educational goals, objectives, and activities of the program.

The Medical Professions Education program is designed to provide students with basic information and skills needed for a career in the health care field. In this twelve-credit hour certificate program, emphasis is given to the development of competencies related to Career and Technical Education Student Organizations (CTSOs), medical history and events, health care systems, health care careers, qualities of a successful health care worker, medical ethics and legal responsibilities, introduction to the study of the human body, and nutrition and health. This program also allows students to develop specific skills needed in the health professions. Emphasis is given to the development of competencies related to the following areas: safety, infection control, vital signs, CPR and first aid, medical math, abbreviations, and charting.

Program Student Learning Outcomes (SLOs)
Students enrolled in the Medical Professions Education program will perform the following tasks.

- Introduce students to a diverse range of healthcare professions and educational pathways to gain insight into the many career opportunities in the healthcare industry.
- Students will gain understanding of the critical importance of healthcare worker and patient safety.
- Students will learn medical terminology and the proper use in the professional setting.
- The students will receive a comprehensive Introduction to Anatomy and Physiology, providing them with an in-depth understanding of the body's organization system and how all the systems work together.
- In a diverse range of hands-on simulated patient care activities and assessments students will have a realistic understanding of the health care environment.

2. Explain how the program serves the general education program and other disciplinary programs on the campus, if applicable.

The Secondary Center students do not enroll in general education courses. The Med Pro Ed program is designed to serve as a pathway to all Allied Health Programs.

3. Document market demand and/or state/industry need for careers stemming from the program.

Survey(s) of the community, county, region, or Employment Security Department reports to show potential employment for completers of the program.
The state of Arkansas is in the midst of a healthcare crisis. Highly skilled healthcare professionals are at a shortage across the state. This is particularly true of nursing professionals. Recently released data indicates that the state of Arkansas's nursing schools graduated

approximately 800 new nurses last year. However, the state needed some 2,500 new nurses to meet the state's growing needs.

For many of these schools, retention of nursing students was a serious problem. Many high school graduates are not prepared to complete the rigorous coursework necessary to complete the program and pass the nursing licensure tests. The incredibly high demand for new nurses, coupled with the fact that the state has decided to continue its moratorium on the approval of new nursing education programs, means that high schools must produce students who are fully prepared to complete these challenging programs. For this reason, this pathway is sorely needed. It will provide a bridge between the secondary education and the postsecondary training needed to be success in such programs. It will also help to meet a high priority state need.

Medical Professions Available at PCCUA
PCCUA has numerous medical professions opportunities. Additionally, there are many other medical professions training programs at other colleges so the CP in Medical Professions Educations introduces students to a variety of medical professions occupations.

Table 1: Arkansas Medical Professions Available for PCCUA Graduates				
Program	Growth Rate	Annual Pay	Arkansas Jobs Available	PCCUA Job Placement
Certified Nurses' Assistant (CNA	4.5%	$28,250	262	All who are seeking employment at placed
Emergency Medical Technician	5.5%	$34,424	44	All who are seeking employment at placed
Phlebotomists	8%	$41,810	51	All who are seeking employment at placed
Medical Lab Technician	3%	$51,590	43	All who are seeking employment at placed
Practical Nursing (PN)	1.1%	$60,790	954	All who are seeking employment at placed (Indeed)
Registered Nursing (ADN)	1.4%	$72,900	1,962	All who are seeking employment at placed (Indeed)
Obtained from Occupation Employment and Wage Statistics				

4. Document student demand for the program.

The state of Arkansas is in the midst of a healthcare crisis. Highly skilled healthcare professionals are at a shortage across the state. This is particularly true of nursing professionals. Recently released data indicates that the state of Arkansas's nursing schools graduated many new nurses last year. However, the state needed some 2,500 new nurses to meet the state's growing needs.

For many of these schools, retention of nursing students and other health care workers was a serious problem. Many high school graduates are not prepared to complete the rigorous coursework necessary to complete medical care programs, especially nursing. Many are not

prepared to pass the nursing licensure tests. The incredibly high demand for new nurses and other health care workers, means that high schools must produce students who are fully prepared to complete these challenging programs. For this reason, this pathway in health care is sorely needed. It will provide a bridge between the secondary education and the postsecondary training needed to be success in such programs. It will also help to meet a high priority state need.

II.   CURRICULUM

1. Describe how program content parallels current thinking/trends in the field/trade (best practices, advisory committee recommendations, etc.).

The Medical Professions Education Program, referred to as Med Pro Ed, uses a curriculum content framework developed by the state for all Secondary Area Technical Centers to use. Students in the program are prepared for a wide variety of healthcare occupations such as Certified Nursing Assistant (CNA), Emergency Medical Technology (EMT) provider, phlebotomist, medical lab technicians, practical nurses (PN), associate degree nurses (RN), and Health Science.

2. Provide an outline for each program curriculum, including the sequence of courses.

DWE 495340 Introduction to Medical Professions (.5)
[MPE 113-Introduction to Medical Professions]
Core Course
Experiences in the Introduction to Medical Professions courses are designed to provide students with basic information and skills needed for a career in the health care field. In this comprehensive semester course, emphasis is given to the development of competencies related to Career and Technical Education Student Organizations (CSOs), medical history and events, health care systems, health care careers, qualities of a successful health care worker, medical ethics and legal responsibilities, and nutrition and health.

DWE 495300 Human Anatomy and Physiology 1)
[BY 103 Introduction to Anatomy & Physiology & BY 154 Anatomy & Physiology I]
Core Course
Experiences in Human Anatomy and Physiology are designed to provide students with basic information needed for a career in the health care field. In this comprehensive two-semester course, emphasis is given to all of the major body systems.

DWE 495360 (.5) Medical Terminology
[OT 113 Medical Terminology]
This course assists students in developing the language used for communication in the health care profession. Areas of study include fundamental word structures, terminology for diagnostic and imaging procedures, and general medical terms for the body systems.

DWE 495330 Medical Procedures (.5)
[MPE 123 Medical Procedures]
Core Course

This course allows students to develop specific skills needed in the health professions. Emphasis is given to the development of competencies related to the following areas: safety, infection control, vital signs, CPR and first aid, medical math, abbreviations, and charting.

DWE 495320 Human Behavior and Disorders (.5)
[BH 103 Theories and Treatments of Behavior & Health Problems]
This course provides students with a general overview of psychology from the perspective of the health care community that includes history of psychology, research methods, major theories, and applications of the knowledge to the problems and challenges faced by today's health care professionals. Other areas addressed are: biological foundations of behavior. Consciousness, memory, learning, emotion, personality, psychological disorders, and methods of therapy. Students gain a better understanding of mental health and the impact it has on providing quality health care.

The center is funded through Arkansas Career Education, part of the Arkansas Department of Education. Our goal is to ensure that the students who are enrolled into the Medical Professionals career pathway are provided with some of the key competencies that our need.

3. **State the degree requirements, including general education requirements, institutional, college or school requirements, and major requirements.**

   As a twelve (12) hour Certificate of Proficiency, there are no other requirements. The actual program does use a check off of courses. See Certificate of Proficiency Medical Professions on page 9

4. **Indicate the semester/year the major/program courses were last offered. Exclude general education courses.**

General Education courses are not required. All courses are taught annually except the MPE 133-Medical Apprenticeship I, and MPE 143 Medical Apprenticeship II. These courses have not been taught since 2003. They are very difficult to provide because most hospitals wan the student to be 18 years old.

5. **Provide syllabi for discipline-specific courses and departmental objectives for each course.**
(See Appendix B: Syllabi, Pp.22-52).

Certificate of Proficiency: Medical Professions Education (MPE.CP D-H-S)

Name		Student ID		Phone	
Address		Major		Email	

Group I	English / Fine Arts – None Required		
Group II	Social Science – None Required		
Group III	Science / Math – None Required		
Group IV	Physical Education – None Required		
Group V	Computer Technology – None Required		
Group VI	Required Courses – 12 Hours	Semester	Grade
BY 103	Introduction to Anatomy and Physiology OR BY 1123		
MPE 113	Introduction to Medical Professions		
MPE 123	Introduction to Medical Procedures		
OT 113	Medical Terminology I		
BH-1123	Treating Social Problems		
Electives	Non-Required Courses – 6 Hours		
MPE 133	Medical Apprenticeship I		
MPE 143	Medical Apprenticeship II		

Program/Graduation Requirements			
Total Program Hours	12 Hours	Deficiencies:	
Hours Completed at PCCUA			
Hours Transferred			
Total Hours			
Grade Point average (GPA)			
Advisor (Signature)		Vice Chancellor/Dean/Chair (Signature)	

Course Student Learning Outcomes

MPE 113-Introduction to Medical Professions
Student Learning Outcomes
The course will provide a general overview of the many health-related occupations and the special concerns of the health care worker. The course sequence focuses on duties and tasks performed by professionals in the medical field as well as pre-employment and employment skills.

Upon successful completion of MPE 113, Introduction to Medical Professions, students should be able to:
1. Define terminology related to safety in medical professions.
2. Identify major events in medical history.
3. Identify and discuss the different departments and divisions in the health care system.
4. Define and discuss different health careers and their responsibilities.
5. Identify and discuss the qualities of a successful healthcare worker.
6. Identify and discuss issues having to do with the ethics of medical professionals.
7. Identify the legal responsibilities of medical professionals.
8. Define terminology related to nutrition in the body.
9. Identify the fundamentals of nutrition.
10. Identify basics of maintaining good nutrition.

MPE 123-Introduction to Medical Procedures
Student Learning Outcomes
1. Define terminology related to safety in medical procedures.
2. Outline the basic rules of good body mechanics.
3. Identify safety regulations used for equipment and solutions in healthcare.
4. Discuss regulations for patient safety when performing procedures in the laboratory or clinical setting.
5. Discuss regulations to observe for personal safety.
6. Outline fire safety and evacuation guidelines.
7. Perform First Aid & CPR proficiently
8. Discuss classification of microorganisms.
9. Discuss elements in the chain of infection.
10. Distinguish between antisepsis, disinfection and sterilization.
11. Describe how pathogens affect the body.
12. Outline the correct procedure for washing hands.
13. Outline universal blood and body fluid precautions.
14. Discuss methods of infection control.
15. Differentiate between sterile and contaminated.

BY 103-Introduction to Anatomy and Physiology
Student Learning Outcomes
The purpose of Introduction to Anatomy is to introduce students to the chemical & physical composition of cells, and to the basic structures and primary functions of human cells and tissues. Upon completion of this course, students will:

- Demonstrate and enhance the basic principles and concepts of cellular and chemical composition.
- Differentiate and appreciate the diversity of different cells and tissues in the human body.
- Receive an introduction necessary to demonstrate and perform well in basic courses in biological science.

- Identify the structures of the human body through examination of pictures and models.
- Relate the functions of the human body through the introduction of the physiology of different body systems.
- Identify the impact of biological processes on humans.
- Explain the relationship of various systems to each other and how they work in concert.
- Engage in critical thinking to develop their abilities to interpret and evaluate the kinds of biological information that appear frequently in the news media and in popular periodicals in both written and oral form
- Develop the appreciation and excitement about the biological sciences resulting in more students majoring in science related areas

OT 113Medical Terminology I
Student Learning Outcomes
1. Students will use the Dean Vaughn Learning System to learn Greek and Latin medical word elements.
2. Students will learn how to build medical words using the medical word elements.
3. Students will understand the basic structure of the body.
4. Students will learn about pharmacology as related to medical terminology.
5. Students will understand the integumentary system, and the structure of skin, hair, and nails.

6. Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings.

a. Curriculum Change Process
New programs, courses, modifications and deletions are initiated at the department or division level with faculty suggestions and recommendations. Faculty evaluates and discusses curriculum changes and submits recommendations to the division dean. These proposed changes are routed through a Curriculum Change Form, located in **Appendix C: Curriculum Change, P. 53** to the Curriculum Committee of the Faculty Senate. Changes are then presented to the Instruction and Curriculum Committee for approval and inclusion in the college catalog and website. The Instruction and Curriculum Committee is a standing committee led by the Vice Chancellor for Instruction, and committee members include division deans, department chairs, Faculty Senate President, Senate representatives, and functional area supervisors. Specific procedures for adding, deleting, or modifying a course are listed in the PCCUA Policy Manual under Administrative Procedure 420.02: Procedures for Adding and Deleting Courses. **(See Appendix D: Administrative Procedure 420.02: Procedures for Adding and Deleting Courses Pp. 54-55).**

b. New Course Proposals
The PCCUA Board Policies and College Procedure Manuals are very specific regarding the procedure to be followed for new course proposals as outlined in Administrative Procedure 420.02 **(See Appendix D: Administrative Procedure 420.02 Procedures for Adding or Deleting Courses, Pp. 54-55).** This procedure is tied to PCCUA Board Policy 420: Curriculum Management Policy.

7. List courses in the proposed degree program currently offered by distance delivery.

None are offered via distance learning

8. Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures-online/proctored, instructor response to student assignments).

Not Applicable

III.   PROGRAM FACULTY (full-time/adjunct/part-time)
1. **Provide curriculum vitae or program faculty information form for all full-time program faculty. The vita or form should include the following: all degrees and institutions granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certifications/licenses; evidence of quality and quantity of creative and scholarly/research activity; evidence of quality and quantity of service activities; evidence of professional activities and non-teaching work experiences related to courses taught; list of course numbers/course titles of credit courses taught over the past two academic years; and other evidence of quality teaching**.

Faculty Qualifications-Academic Resume-Courses Taught

Table 2: Faculty Qualifications		
Faculty	**Academic Resume**	**Courses Taught**
Branham, Kim (FT)	University of Arkansas at Monticello │Monticello, AR December **2024** Bachelor of Applied Science (in progress) University of Arkansas for Medical Sciences │Little Rock, AR December **2002** Associates of Science in Respiratory Therapy University of Arkansas at Monticello │Monticello, AR August **1997**	MPE 113 - Introductions to Medical MPE 123 - Intro to Medical Procedures OT 113 - Medical Terminology I OT 123 – Medical Terminology II BY 163 - A & P I BH 1123 -Treating Social Problems
Jessica Hindsley	BS in Health Education and Promotion UALR 2002	MPE 113-Intro to Medical Professions MPE 123 Intro to Medical Procedures OT 113 Medical Terminology I

		BH 1123 Treating Social Problems
Amanda West	**Amanda West** Southern Columbia University Bachelors of Science in Occupational Health and Safety 2015	MPE 113-Intro to Medical Professions MPE 123 Intro to Medical Procedures
Carlee Currie	University of Arkansas At Monticello | Monticello, AR Bachelor of Science in Health and Physical Education: Exercise Science 12/2020 3.8 GPA	MPE 113-Intro to Medical Professions MPE 123 Intro to Medical Procedures

MPE 113-Intreoduction to Medical Processes
MPE 213-Introduction to Medial Procedures
OT 103-Medical Terminology
BY 103-Intro to Anatomy and Physiology

Med Pro Ed faculty have had positive faculty reviews over instructional delivery and instructional design.

The instructional delivery is evaluated using a student questionnaire administered to two classes, randomly selected by the dean of the division, each fall and spring semester. If either class selected has fewer than ten students enrolled, an additional class is selected until at least twenty students are asked to complete the student questionnaire.

The instructional design is evaluated using a teaching portfolio. The teaching portfolio is an open-ended collection of materials, selected by the instructor that documents his or her teaching performance. At a minimum the teaching portfolio includes syllabi for courses taught during the year and a description of college service, community service, and professional development activities. The teaching portfolio is reviewed by the division dean and a peer review committee. The peer review committee is composed of one faculty member selected by the instructor from the instructor's division, one faculty member selected by the division dean from the division, and one faculty member from another division selected by the Faculty Development Committee.

Table 3: Instructional Delivery and Design							
	Instructional Delivery			Overall Delivery Average	Instructional Design			Overall Design Average
3 Year Trend	2021	2022	2023	2022-24	2021	2022	2023	2021-23
Full-Time	2.79	2.84	2.84	2.81	2.85	2.90	2.90	2.88
Part-Time	2.82	2.88	2.76	2.83	2.89	2.95	2.90	2.91

2.   Indicate the academic credentials required for adjunct/part-time faculty teaching major/program courses.

The Med Pro Ed program does employ adjunct faculty. The program hires individuals working in the community with appropriate credentials as adjunct instructors. Any adjunct faculty hired must meet the Higher Learning Commission (HLC) Faculty Qualification Standards.   Faculty teaching courses must have a minimum of a degree higher than the filed in which they teach in an allied health related field. Often when we offer the corrections or application courses, we hire people who hold a bachelors but have extensive experience in the field.

3.   Describe the orientation and evaluation processes for faculty, including adjunct and part-time faculty.

PCCUA conducts an orientation program for all new employees at the beginning of their employment. The purpose of the orientation is to welcome the employees and introduce them to the college environment. Each employee and employee supervisor is given a new employee checklist, which must be completed in two to three weeks after the hire date. Resources for PCCUA employees are the PCCUA Policy Manual, which outlines written procedures and policies and is available in Web Advisor and the Faculty Handbook. Responsibilities of faculty members regarding teaching loads, office hours, evaluation, and other academic issues are also included in the policy manual. The PCCUA Faculty Evaluation system provides feedback from students, peers, and dean for the faculty member to use in improving performance. Faculty members are evaluated each semester by students through a student evaluation and annually by peers and dean through a teaching portfolio, which documents teaching effectiveness, college service, professional growth, and community service. During the annual faculty evaluation conferences, the dean and faculty members review student evaluations and portfolio evaluation findings to identify ways to improve teaching effectiveness and methodologies. (**See Appendix E: New Faculty Checklist and Orientation, Pp. 56-57.**)

An orientation is held for adjunct instructors that includes a technology introduction so that the instructors can access email, class rosters and grading information. At that time, the instructors are given an employee handbook that includes attendance policies, security information and syllabi templates. After their first semester of instruction, they take part in the student evaluation process and are monitored by division chairs.

4. **Provide average number of courses and number of credit hours taught for full-time**

Faculty teaching full-time in the secondary center are required to teach four classes or 12 credit hours per semester. However, most of the faculty teach an additional course which means they teach 15 credit hours. Part-time faculty are allowed to teach two courses per semester; however, most part-time instructors elect to teach one course each term. **(See Appendix F: Administrative Procedure 364: Faculty Work Schedule and F2: Administrative Procedure 364.01: faculty Teaching Load, Pp. 58-60.)**

IV.   PROGRAM RESOURCES

1. **Describe the institutional support available for faculty development in teaching, research, and service.** Research/Not Applicable
PCCUA provides a wide range of support for students and faculty. See responses in IV-2.

2. **Describe the professional development of full-time program faculty over the past two years including the institutional financial support provided to faculty for the activities.**

Institutional Support for Faculty Development

Faculty are encouraged to attend professional meetings, workshops, conferences, and other events that promote professional growth as funding is available. Each department has a limited budget for faculty travel. These funds are used for meetings and other activities within driving distance of our campuses. If a department has spent its allotted budget or if additional money is needed, a request may be made to the division dean.

Professional Development

As shown in Table 4, PCCUA Secondary Center instructors have opportunities for professional activities. However, it is sometimes difficult for Secondary Center faculty to attend some of these activities scheduled during the regular day because the high school schedules are slightly different from the college academic schedules.

Table 4: Faculty Professional Development	
Faculty	**Professional Development**
Branham, Kim (FT)	12 CEU to fulfill a requirement for RT license (**2019**) **2021** Blackboard training Respondus Assessment training – Spring/Fall 2021 Workday training Workday Fundamentals Building Supportive Communities: Clery Act and Title IX| Mandatory reporting –

	2022 Assessment training – Spring/Fall 2022 **2023** Building Supportive Communities: Cleary Act and Title IX Building Supportive Communities: Clergy Act and Title IX- Follow up **2024** Artificial Intelligence and ChatGPT Near Pod Student Educational and Engagement Interface
Jessica Hindsley	**2024** Stop the Bleed Training Workday Student Training **2023** Workday Training Blackboard Training Mandatory Reporter Training 2023, 2024 Building Supportive Communities Training **2022** AHA BLS updates 2022
Amanda West	**2024** AI and Chat GPT Near pod student education and engagement
Carlee Currie	**2024** AI and Chat GPT Near pod student education and engagement

3. **Provide the annual library budget for the program or describe how library resources are provided for the program.**

Funds budgeted for the library are not specifically allocated by academic discipline. Requests for material purchases from all disciplines are approved as funds permit. The library budget for 2023-2024 is included below in Table 5. This budget does not include personnel costs.

Table 5: 2023-24 Library Budget				
Campus	**Supplies/Services**	**Holdings**	**Travel**	**Total**
Helena	$34,000.00	$30,000.00	$1,400.00	$65,400.00
DeWitt	$14,000.00	$20,000.00	$960.00	$34,960.00
Stuttgart	$14,000.00	$20,000.00	$960.00	$34,960.00
Total by Account	$62,000.00	$70,000.00	$3,320.00	$135,320.00

The library is always willing to assist with securing books and other much needed materials. However, the Secondary Center supplies a lot of the resource material needed.

4. **Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).**

Each campus has classroom and labs needed to provide quality instruction. Each campus has a program director and a high school relations coordinator who serves as the student advisor. Students have access to campus resources and activities.

5. **Provide a list of program equipment purchases for the past three years.**
   None

V.   ISTRUCTION VIA DISTANCE TECHNOLOGY

This section should be completed if at least 50% of any program/major course is delivered electronically. **NOT APPLICABLE-NO DISTANCE LEARNING COURSES IN THE PROGRAM (1-7 NOT APPLICABLE)**

1. Summarize institutional policies on the establishment, organization, funding, and management of distance courses/degrees.
2. Summarize the policies and procedures to keep the technology infrastructure current.
3. Summarize the procedures that assure the security of personal information.
4. **Describe the support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities:**
   - Advising
   - Course registration
   - Financial aid
   - Course withdrawal
   - E-mail account
   - Access to library resources
   - Help Desk
5. Describe technology support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities.
6. Describe the orientation for students enrolled in distance technology courses/programs.
7. Summarize the institutional policy for faculty course load and number of credit hours taught, compensation, and ownership of intellectual property.

VI.   MAJORS/DECLARED STUDENTS
1. **State the number of undergraduate/graduate majors/declared students in each degree program under review for the past three years.**

The Med Pro Ed CP was approved April 28, 2006 and implemented September 1, 2006. The CIP code is 51.000. The average completion was poor during and right after Covid but is improving each year.

Table 6: Medical Profession Education Completers							
Year	2024	2023	2022	2021	2020	2019	Avg.2021-23
Completers	41	19	14	13	31	34	15

2. Describe strategies to recruit, retain, and graduate students.

All concurrent programs have a difficult time recruiting high school students. Many students take Med Pro Ed so that they can identify an interest in medical occupations. This year was the highest CP completion year the college has had.

VII.   PROGRAM ASSESSMENT
1. Describe the program assessment process and provide outcomes data (standardized entrance/placement test results, exit test results, etc.).

REVIEW

SLO Review Date: <u>April 4, 2024</u>

Division: <u>Secondary Center</u>

Program Name: Medical Professions Education
Course CIP Code: ACTS _____   Non ACTS __X__

Instructor(s): Jessica Hindsley, Amanda West, Carlee Currie, Kim Branham

Program Description:
The Medical Professions Education program is designed to provide students with basic information and skills needed for a career in the health care field. In this comprehensive program, emphasis is given to the development of competencies related to Career and Technical Education Student Organizations (CTSOs), medical history and events, health care systems, health care careers, qualities of a successful health care worker, medical ethics and legal responsibilities, introduction to the study of the human body, and nutrition and health. This program also allows students to develop specific skills needed in the health professions. Emphasis is given to the development of competencies related to the following areas: safety, infection control, vital signs, CPR and first aid, medical math, abbreviations, and charting.

Program Student Learning Outcomes (SLOs)
Students enrolled in the Medical Professions Education program will perform the following tasks.

- Introduce students to a diverse range of healthcare professions and educational pathways to gain insight into the many career opportunities in the healthcare industry.
- Students will gain understanding of the critical importance of healthcare worker and patient safety.

- Students will learn medical terminology and the proper use in the professional setting.
- The students will receive a comprehensive Introduction to Anatomy and Physiology, providing them with an in-depth understanding of the body's organization system and how all the systems work together.
- In a diverse range of hands-on simulated patient care activities and assessments students will have a realistic understanding of the health care environment.

- <u>Review of Program SLOs:</u>

Instructors have reviewed the SLO's and determined these do not need to be modified.   X
Instructors have reviewed the SLOs and determined these need to be modified.   _____

List additions and modifications which need to be made if any are needed.

Faculty Use the Arkansas Career Education Frameworks for assessing students**. (See Appendix G: Medical Procedures Curriculum Frameworks, Pp. 61-105)**

2. **Describe program/major exit or capstone requirements.**
   Not Applicable

3. **Provide information on how teaching is evaluated, the use of student evaluations, and how the results have affected the curriculum.**

A student questionnaire is administered to two classes taught each fall and each spring semester. If either class selected has fewer than ten students enrolled, an additional class is selected until at least twenty students are asked to complete the student questionnaire. The student questionnaire is administered during the seventh or eighth week of each semester on a class day selected by the instructor. This questionnaire is anonymous and students have an opportunity to evaluate specific aspects of instruction and to write comments concerning instruction.

Instructional delivery is assessed by students enrolled in courses taught by faculty. All students enrolled in a course are provided with an opportunity to evaluate the instructor. The evaluation tool provides a ranked response and also includes open ended response questions providing the student with an opportunity to identify strengths and weaknesses of an instructor.
Two classes are identified by each faculty member for the evaluation. Typically, evaluations begin at the mid semester and the process continues for two weeks. Independent evaluators enter the classroom and administer the tool.   It is administered near the end of a class session and the faculty member leaves the room and does not see the student evaluations. This ensures that the assessment is anonymous and allows each student to respond or comment without any fear of retribution from the instructor.

4. **Provide transfer information for major/declared students including the receiving institutions for transfer and programs of study.**

Med Pro Ed is a Secondary Center Program and it is probable that students would only transfer to PCCUA.

5. **Provide information for program graduates continuing their education by entering graduate school or by performing volunteer service.**
Not Applicable

6. **Provide aggregate results of student/alumni/employer satisfaction surveys.**

Not Applicable

7. **Describe how the program is aligned with the current job market needs of the state or local communities.**

The purpose of Med Pro Ed is to introduce the medical professions and help students with specific medical professional choices, advise the direction and the curriculum pathway needed to enter those professions.

8. **Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study.**
Not Applicable

For undergraduate career and technical education programs only, provide the following: Not Applicable to the Med Pro Ed major. It is a skill building medical professions orientation program not a skill to work program.

- **Names and location of companies hiring program graduates.**
- **Average hourly rate for program graduates.**
- **Names of companies requiring the certificate/degree for initial or continued employment.**

VIII. PROGRAM EFFECTIVENESS (strengths, opportunities)
1. **List the strengths of the program.**

   1. The program provides and in-depth look at various medical professions.
   2. It is a valuable curriculum for students desiring to enter a medical profession.
   3. Skilled faculty teaching.
   4. Skills USA participation encourages students enrolled in the program to enroll in courses.

2. **List the areas of the program most in need of improvement.**

    1. Use the program as a recruiting tool.
    2. Offer all courses and re-examine the field experience course.
    3. The schools tend to place in the courses based on their need not our enrollment minimum need.
    4. All students need reading scores every term they are enrolled but often these are difficult to get.
    5. Fall registration is often late.

3. List program improvements accomplished over the past two years.

Over the past two years two new instructors were hired within the Medical Profession Program who possess a hirer degree and more clinical experience than the instructor they replaced. The program has integrated the use of ICEV online curriculum to help maintain current trends and technology being introduced within health science field of study. Fall 2023 a Virtual Reality pilot program was introduced using TransFR. With TransFR we are able to build career pathways for current and future healthcare professionals through immersive virtual reality (VR) training. VR simulations provide learners with the skills needed to secure a job or up-skill into a new role in the healthcare industry. This year students were introduced to the career field of flight nurse. A flight nurse is a trained health care professional who delivers pre-hospital patient care aboard an aircraft. For both Spring of 2023 and 2024, medical profession students from Phillips Community College won silver and gold at the Arkansas SkillsUSA competition. SkillsUSA is a workforce development organization for students, that empower students to become skilled professions, and career-ready workers and leaders.

4. **Describe planned program improvements, including a timetable and the estimated costs. Identify program improvement priorities.**

The VR Pilot program with TransFr is in its second year with PCCUA and has been 100% funded by Office of Skills development (OSD). With increased usage we will receive an additional 15 VR headsets Fall 2024, again 100% funded by Office of Skills Development.

XI.   INSTITUTIONAL REVIEW TEAM
List the names/departments of the self-study committee chair and committee members.

Arthur Gentry, Director of the Secondary Area Technical Center
Hester Branscomb, Administrative Assistant, SATC
Jessica Hindsley, Med Pro Ed Instructor
Dr. Debby King, VC for Instruction
Shanna Pryor, Dean Allied Health Health

Appendices

Appendix A: Letter of Approval from the Department of Workforce Education

Appendix B: Syllabi

Appendix C: Curriculum Change

Appendix D: Administrative Procedure 420.02: Procedures for Adding or Deleting Courses

Appendix E: New Faculty Checklist and Orientation

Appendix F1: Board Policy 364: Faculty Work Schedule

Appendix F2: Administrative Procedure 364:01: Faculty Teaching Load

Appendix G: Medical Professions Curriculum Frameworks

Appendix A:

STATE OF ARKANSAS

Department
of Workforce Education

Mike Beebe
Governor

John C. Wyvill
Director

February 27, 2007

Dr. Steven Murray, Chancellor
Phillips Community College - UA
PO Box 785
Helena, AR 72342

Dear Dr. Murray:

Thank you for your interest in providing additional career and technical offerings to your students by submission of your new program application. Based on the recommendation of our program manager for that area, I am approving the Medical Professions Education program of study for Phillips Community College Career & Tech Center-Helena for the 2007-2008 year.

The program is approved providing that it meets all requirements as outlined in the secondary program policies.

- The teacher must be certified according to program requirements.
- All minimum equipment must be in place. Equipment lists can be found on the DWE website (http://dwe.arkansas.gov). Go to Career and Technical Education, Secondary Career and Technical Education, Operational Guide (look in appropriate program area).

Unfortunately, we were unable to provide startup funding for your program, due to the large number of program requests submitted. I would encourage you to resubmit your request for funding next year. This should be done by updating information and submitting prior to October 1, 2007. By offering the program during the 2007-2008 school term, your application will have a higher priority for funding.

We certainly look forward to working with you in the development of your program. For technical assistance, please contact the appropriate program manager for your program area.

Sincerely,

John L. Davidson, Deputy Director
Career and Technical Education
(john.davidson@arkansas.gov)

(501/682-1040)

c: Ms. Julie Lane, Director, PCCC Career and Technical Center - Helena
    Mr. John C. Wyvill, Director, DWE
    Mr. Dick Burchett, Program Manager, DWE

06/JLD/bw/170

Appendix B: Syllabi

Course Name: Introduction to
           Medical Professions

Course Number: MPE113
Academic Year: Fall 2022
Meeting Time & Place: MTWTh
T&I 104
Credit Hours: 3

INSTRUCTOR INFORMATION:

Instructor: Jessica Hindsley, BS
Office Location: T&I 104
Office Phone# :(870)-338-6474 ext 1023
    Email Address: jhindsley@pccua.edu
Office Hours: 8:00am-3:00pm

COURSE DESCRIPTION

Experiences in the Introduction to Medical Professions course are designed to provide students with basic information and skills needed for a career in the health care field. In this comprehensive semester course, emphasis is given to the development of competencies related to Career and Technical Education Student Organizations (CTSOs), medical history and events, health care systems, health care careers, qualities of a successful health care worker, medical ethics and legal responsibilities, and nutrition and health.

EXPECTED LEARNING OUTCOMES

The course will provide a general overview of the many health-related occupations and the special concerns of the health care worker. The course sequence focuses on duties and tasks performed by professionals in the medical field as well as pre-employment and employment skills.

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES

Upon successful completion of MPE 113, Introduction to Medical Professions, students should be able to:

11. Define terminology related to safety in medical professions.
12. Identify major events in medical history.
13. Identify and discuss the different departments and divisions in the health care system.
14. Define and discuss different health careers and their responsibilities.
15. Identify and discuss the qualities of a successful healthcare worker.
16. Identify and discuss issues having to do with the ethics of medical professionals.
17. Identify the legal responsibilities of medical professionals.
18. Define terminology related to nutrition in the body.
19. Identify the fundamentals of nutrition.
20. Identify basics of maintaining good nutrition.

PCCUA CORE COMPETENCIES
The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1) **Social and Civic Responsibility**
2) **Technology Utilization**
3) **Analytical and Critical Thinking**
4) **Communication**
5) **Cultural Awareness**

TEXT AND READING MATERIALS:
Diversified Health Occupations Seventh Edition
Publisher: Delmar Cengage Learning

TEXT AND READING ASSIGNMENTS
All students are expected to read each chapter being covered and become familiar with the material and vocabulary words.

GRADING POLICY
Assessment of student competency is evaluated by a variety of methods throughout this course including written work and unit exams.

The **mid-term grade** will be determined by averaging all graded assignments and exams taken by midterm.
The **final grade** will be determined by the following method:

Quizzes/Tests 50%
 Assignments/Class Participation 40%
 Attendance 10%

Grading Scale
A   90-100
B   80-89
C   70-79
D   60-69
F   Below 59

ATTENDANCE POLICY
You are expected to be in class each time it is scheduled to meet. Your school attendance policy will be enforced in this class.

CENTRAL HIGH SCHOOL is allowed 10 absences. This includes all absences except for absences for school sanctioned events.

MARVELL and BARTON are allowed 10 absences according to your school policy. Tardiness is unacceptable. Being tardy 3 times will constitute an absence.

PARTICIPATION
Students are encouraged to participate in some situations as deemed necessary by the instructor.

COURSE EVALUATION & ASSESSMENT

Please refer to the grading policy and participation policy above.

EARLY ASSESSMENT OF LEARNING MEASURE

Students learning assessment will be determined by a number of assignments. These assignments will include, but may not be limited to, participation activities, in-class assignments such as chapter questions & worksheets, quizzes, exams, and special projects.

Students will be assessed by the fourth week of class to evaluate possible need for intervention for successful progression in coursework. Assessment will be based upon current course grades and attendance record. Grades will be discussed with at risk students and a written plan with individualized interventions will be developed with the student and placed in student's file.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME

Interventions for any student determined to be at risk for failure may include, but are not limited to:

- Meeting with HS Relations staff; formal notice to HS Counselors
- Discussing study skills and grading policy
- Participation in class discussions

In an effort to meet individual learning styles, a variety of teaching methods will be used throughout the course. There are three main types of learning styles: auditory, visual, and kinesthetic (tactile).
Auditory Learners: Hear
Auditory learners would rather listen to things being explained than read about them. Reciting information out loud and having music in the background may be a common study method. Other noises may become a distraction resulting in a need for a relatively quiet place.
Visual Learners: See
Visual learners learn best by looking at graphics, watching a demonstration, or reading. For them, it's easy to look at charts and graphs, but they may have difficulty focusing while listening to an explanation.
Kinesthetic Learners: Touch
Kinesthetic learners process information best through a "hands-on" experience. Actually doing an activity can be the easiest way for them to learn. Sitting still while studying may be difficult, but writing things down makes it easier to understand.

Most people learn best through a combination of the three types of learning styles, but everybody is different. A well-balanced individual is able to develop all three types of learning styles. Just because an individual has a dominant learning style doesn't mean that the other types can't be improved. Having just one dominant learning style, and relying on that style only, can debilitate an individual's true potential. There are many different ways to train the different types of learning styles, but it ultimately comes down to training the cognitive skills. Cognitive skills are the foundational building blocks of each learning style. Without properly trained cognitive skills, an individual isn't able to use or take advantage of the other learning styles effectively.

MISSED OR LATE ASSIGNMENTS AND EXAMS
ANY ASSIGNMENTS OR TESTS MISSED WILL BE MADE UP ON A SCHEDULED MAKE UP DAY. The date will be determined and announced to all students. If you miss the make-up day, you will receive a zero for the missed assignment or test.

STUDENT RESPONSIBILITIES
Students are expected to follow all rules.
1) **Be in seat prepared and ready to work when class begins.**
2) **Keep all hands, feet and objects to yourself.**
3) **No cell phones or MP3 players allowed in class.**
4) **Rude or disruptive behavior will not be tolerated.**

SUPPORT FOR LEARNING
Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material. See above sections *Early Assessment of Learning Measure* and *Intervention Based On Early Assessment Outcome*

ACADEMIC HONESTY POLICY
Plagiarism, cheating and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person's writing or ideas as though they are one's own. Plagiarism includes, but is not limited to, copying another individual's work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one's own words with those of another author without attribution, and buying or downloading a paper from the internet.

CAMPUS SUPPORT SERVICES
Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY:
Dr. Kimberly Johnson is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. If you have a disability please contact the Student Disabilities Coordinator for your campus.

DeWitt-Shawanna Wansley (870) 946-3506 ext. 1610

Helena-Deborah Gentry (870) 338-6474 ext. 1214
Stuttgart-Terry Simpson (870) 673-4201 ext. 1809
The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.

FERPA POLICY

Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records.

INSURANCE

Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted United Healthcare Student Resources. Forms for this insurance are available in the Registrar's office.

ACTS

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.
   http://www.adhe.edu/divisions/academicaffairs/Pages/aa_acts.aspx

 The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.

CLASSROOM POLICIES

- I understand the grading policy and grade scale explained in the syllabus.

- I am aware that I am responsible for making up assignments and learning the material missed during my absences. An absence does not release me from submitting my assignments on the due date.

- I understand that talking and disruptive behavior will not be tolerated by the instructor. Eating and drinking in the classroom is strictly prohibited.

- I also understand that my attitude and attendance could affect my grade in this class.

- I have read the syllabus.

Name _____Date _____

*Sign and turn in this page before leaving class today.

TENTATIVE SCHEDULE Fall	
Week 1	**Introduction, Syllabus, Student Questions, Student Contracts**
Week 2	**Chapter 1 History and Trends of Healthcare, Assignments, Discussion, Chapter 1 test**
Week 3	**Chapter 2 Health Care Systems, Assignments**
Week 4	**Chapter 2 Assignments, Review & Test**
Week 5	**Chapter 3 Careers in Health Care, Assignments, Discussion**
Week 6	**Guest Speakers from various health professions**
Week 7	**Chapter 3 Assignments, Review, & Test**
Week 8	**Chapter 4 Personal and Professional Qualities of a Health Care Worker & Discussion and Assignments**
Week 9	**Chapter 4 Assignments**
Week 10	**Chapter 5 Legal and Ethical Responsibilities Discussion and Assignments**
Week 11	**Chapter 4 & 5 Review & Test**
Week 12	**Chapter 6- Medical Terminology**
Week 13	**Chapter 6 Assignments, Review & Test**
Week 14	**Chapter 8 Human Growth & Development Assignments and Discussion** **Thanksgiving Holiday**
Week 15	**Chapter 8 Review and Test**
Week 16	**Chapter 11 Nutrition Assignments and Discussion**
Week 17	**Chapter 11 Review & Test**
Week 18	**Review for Final** **Final Exams**

PHILLIPS

Division:

Remote or Online Instructions for this course

PCCUA is committed to student success and providing quality courses in a variety of delivery formats. In order to maintain a safe and healthy learning environment for students and employees, the College may need to make adjustments during the semester.

Students should follow the course syllabus and refer to this handout for guidelines and instructions in the event the College transitions to online or remote instruction. Students should follow the instructions below for this course. Some areas may apply to the classroom or in a remote/online situation.

Course Name:	
Course Number and Section:	
Class Day and Time:	
Instructions to be followed should the College close due to COVID-19.	
Communication and Email	College email should be checked regularly. The instructor will send emails on updates and important class/college information. If the College closes and no email is received before the next regularly scheduled class meeting, contact the instructor immediately. Refer to syllabus for instructor contact information. A weekly email will be sent to the class about assignments that are due, what is available in Cengage, and a Zoom link for the weekly class meeting.
Zoom	If this class moves online, a Zoom class meeting will be held for this course every Wednesday at 8:00 am. Students will receive an email each week with a Zoom link to access the class. The class will be recorded and posted in Blackboard for review at a later time. **Alternate Traditional Class Meeting**: if a student is not able to attend class and needs to connect through Zoom, contact the instructor for a link. This should be done before class starts for that day. Otherwise, the instructor will record the lecture and post in Blackboard.
Blackboard	Blackboard will be used for all course assignments and posting chapter handouts. These handouts will include teaching examples, workbook pages, and demonstration examples to explain accounting steps in each chapter. These handouts will be used for teaching and problem demonstration during the Zoom class. Course updates and weekly reminders will be posted to keep students on track with due dates.
Cengage	All assignments, including quizzes and tests, will continue to be submitted in Cengage. Use the same link (www.cengage.com) with the username and password that was originally set up at the beginning of this course.
Missed Assignments	If an assignment or other class information is missed, contact the instructor immediately to discuss make-up options.
Internet	Having a reliable Internet connection and device will be very important to student success. Using a cell phone is only good for email or basic communication. Zoom classes can also be accessed with a cell phone. To complete Cengage assignments, students will need a reliable Internet connection with a reliable electronic device, such as a laptop or desktop computer. Using a tablet is optional, but it is difficult for larger Accounting problems.
Computer Labs	Students will have access to a computer lab on the Helena campus (A107) and free WiFi access from the parking lot in front of the Administration Building. Printers are available in the labs for printing course handouts, PowerPoints (3-slide layout only), or any other class/college information.
Students MUST wear a mask and be screened when entering the building.	

Course Name: Introduction to Medical Procedures

ACTS Name: N/A

Course Number: MPE 123
ACTS Course Number:

Academic Year: Spring 2024

Meeting Time & Place: MTWThF
T&I 104
Prerequisites: None
Required Laboratories: None
Credit Hours: 3

INSTRUCTOR INFORMATION:
Instructor: Jessica Hindsley
Office Location: T&I 104
Office Phone #:870-338-6474 ext. 1023
Email Address: jhindsley@pccua.edu
Office Hours: 8:30am-3:00pm

COURSE DESCRIPTION
This course allows students to develop specific skills needed in the health professions. Emphasis is given to the development of competencies
related to the following areas: safety, infection control, vital signs, CPR and first aid, medical math, abbreviations, and charting.

TEXT AND READING MATERIALS:
Diversified Health Occupations Seventh Edition
Publisher: Delmar Cengage Learning Provided

COURSE STUDENT LEARNING OUTCOMES
The Medical Professions Education Program prepares students for careers in the health care industry. The course sequence focuses on duties and tasks performed by professionals in the medical field as well as pre-employment and employment skills.

INSTRUCTIONAL OBJECTIVES & MEASURES (related to SLOs)
Upon successful completion of MPE 123, Introduction to Medical Procedures, students should be able to:
1. Define terminology related to safety in medical procedures.
2. Outline the basic rules of good body mechanics.

3. Identify safety regulations used for equipment and solutions in healthcare.
4. Discuss regulations for patient safety when performing procedures in the laboratory or clinical setting.
5. Discuss regulations to observe for personal safety.
6. Outline fire safety and evacuation guidelines.
7. Perform First Aid & CPR proficiently
8. Discuss classification of microorganisms.
9. Discuss elements in the chain of infection.
10. Distinguish between antisepsis, disinfection and sterilization.
11. Describe how pathogens affect the body.
12. Outline the correct procedure for washing hands.
13. Outline universal blood and body fluid precautions.
14. Discuss methods of infection control.
15. Differentiate between sterile and contaminated.

PCCUA CORE COMPETENCIES
The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

Students graduating from PCCUA will demonstrate the following core competencies:
1. **Social and community responsibility**
2. **Technology Utilization**
3. **Analytical and Critical Thinking and Reasoning**
4. **Communication**
5. **Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding**

GRADING POLICY
Skill Assessment 40%
Quizzes/Tests 30%
Class Participation 30%

Grades will be determined by the following scale:
A = 90 – 100% B = 80 – 89% C = 70 – 79% D = 60 – 69% F = Below 60%

ATTENDANCE POLICY
You are expected to be in class each time it is scheduled to meet. The Central High School attendance policy will be enforced in this class. If you are absent from class, it is your responsibility to find out what you have missed from class and to make arrangements to make this work up in a timely manner. Tardiness is unacceptable. Being tardy 3 times will constitute an absence.
Courses are being offered in face to face and virtually. You MUST login to BLACKBOARD to see and complete your assignments and tests

PARTICIPATION
Participation is imperative to this course. Students are required to participate in some situations as deemed necessary by the instructor.

COURSE EVALUATION & ASSESSMENT
EARLY ASSESSMENT OF LEARNING MEASURE
Students will be given a written exam before the 4th week of class as a means of early assessment.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME
Students failing the early assessment measure will be given study guides and offered tutoring services.

MISSED OR LATE ASSIGNMENTS AND EXAMS
Absent Work – Students who were absent have the same number of days they were absent to make up their work. Label the top of the paper "Absent" when turning in. I will not remind you that your work is due, this is your responsibility.
Late Work – Students may turn in late work at any time during the term, but will be penalized at least 50%. Late work is **always** better than having a zero on the grade book, so make sure to turn in any and all late work.
Quizzes – Students will **not** be able to make-up quizzes if they are absent the day a quiz was given. Quiz points are a reward for being in class.
Tests- Students may make up tests on a scheduled make-up day. The date will be determined and announced to all students. If the student misses the make-up day, they will receive a zero for the missed test.

STUDENT RESPONSIBILITIES
Be On Time
Students are on time when they are in their assigned seat within five minutes of their arrival on the PCCUA campus, otherwise they are marked tardy. Students can earn five points daily just by being on time, having your materials and positively participating in class. Loss of points will occur when students are tardy, forget materials, or when they are sent outside of the classroom for disciplinary issues.

Be Respectful
- When the teacher or other students are speaking, you are not to interrupt
- Raise your hand and wait to be recognized before speaking
- Do not use crude or vulgar language
- No eating or drinking in class
- Do not bring distracting items to class
- Cell Phone / Electronic Device Policy – If a student is seen using a cell phone or electronic device during school hours, the student's phone or device will be confiscated. The device will be turned into the main office, securely labeled, and stored until the end of the day.

Dress Code Policy – Restrictions on the dress code will be enforced

Be Prepared To Learn
The following materials are due the second week of class: 3 Ring Binder, Paper, 2 Writing
Utensils to include one blue or black ink pen and a pencil.

Be a Positive Participant / Be an Active Listener
Students will be assigned a seat by the first week of class. Students will remain in their seats
unless given permission to move. The teacher will dismiss students at the end of the period from
their assigned seats.

SUPPORT FOR LEARNING
Students will be assessed for learning outcomes by the fourth week of classes. In this course
students have several options to assist with learning course material. Explain how this will be
accomplished.

ACADEMIC HONESTY POLICY
Plagiarism, cheating and other forms of academic dishonesty are prohibited. Plagiarism can be
defined as unintentionally or deliberately using another person's writing or ideas as though they
are one's own. Plagiarism includes, but is not limited to, copying another individual's work and
taking credit for it, paraphrasing information from a source without proper documentation,
mixing one's own words with those of another author without attribution, and buying or
downloading a paper from the internet.

CAMPUS SUPPORT SERVICES
Phillips Community College of the University of Arkansas provides student support services that
assist students in achieving their educational objective. Those services include advising,
financial aid, counseling and guidance, and safety and security.

ADA POLICY:
Dr. Kimberly Johnson is the Vice Chancellor for Student Services and serves as the ADA
Compliance Officer. As an open enrollment college, PCCUA strives to meet the needs of
students with self-disclosed disabilities who wish to advance their education. A student with a
disability must meet with the campus Disabilities Coordinator to obtain reasonable
accommodations. Students who have met with the coordinator are more likely to experience
success in a positive learning environment. If you have a disability, please contact the Student
Disabilities Coordinator for your campus. *(Insert the name and contact information for the
Disabilities Coordinator for the student's campus.)*

DeWitt-Shawanna Wansley (870) 946-3506, ext. 1628

Helena-West Helena Deborah Gentry (870) 338-6474, ext. 1214

Stuttgart-Sylvia Boyd (870) 673-4201, ext. 1809

The process of student referral under the Americans with Disabilities Act can be found in the
Student Handbook or on the College Web site at www.pccua.edu/disability-services/.

FERPA POLICY

Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records without the student's permission, with very limited exceptions. For more information contact the Registrar's Office.

INSURANCE

Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted an insurance agency to assist any student with individual student insurance coverage. Forms for this insurance are available in the Registrar's office.

ACTS

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.
https://www.adhe.edu/students-parents/colleges-universites/transfer-info.-for-students/

COLLEGE DELAY OR CLOSURE

Weather, natural disasters, health, or emergencies may require PCCUA administrators and staff to delay or close individual campuses or the college. We monitor weather, health, and other emergency situations carefully. In the event that there is a College closure, communications regarding the situation will be shared. Just because the K-12 district makes the decision to close, does not mean the college will close. If the roads are passable, and we are able to offer our classes, we will remain open. Just because one campus is closed does not mean all three campuses are closed.

If the College closes for one or two days, faculty will not hold students responsible for any missed classes and each faculty member will ensure that missed work due to the closure or delay is completed within the context of the course assignments and class time.

If for some reason there is an extended school closure, the student is responsible for following the instructions for assignments posted on **BlackBoard**.

All courses that are currently delivered via a distance (online or synchronized interactive) video) will continue to be delivered by that format in the event of a school closure.

Students who are currently delivered classes through synchronous interactive video courses will be able to join those conferences from home by accessing a user link provided by the instructor. The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.

CLASSROOM POLICIES

- **I understand the grading policy and grade scale explained in the syllabus.**

- **I am aware that I am responsible for making up assignments and learning the material missed during my absences. An absence does not release me from submitting my assignments on the due date.**

- **I understand that talking and disruptive behavior will not be tolerated by the instructor. Eating and drinking in the classroom is strictly prohibited.**

- **I also understand that my attitude and attendance could affect my grade in this class.**

I have read the syllabus.

Name _____**Date** _____

Sign and turn in this page before leaving class today.

Course Name: Intro to Anatomy

Course Number: BY-103-H1

Semester and Year: Spring 2024
Meeting Time & Place: N-147
Prerequisites: None
Required Laboratories: None
Credit Hours: 3 Hours
Clock Hours:
Revision Date: 01-04-2024

INSTRUCTOR INFORMATION:
Instructor: Lisa M. Scaife
Office Location: N-127 Faculty Offices
Cell Phone #: (870) 995-1540
Email Address: lscaife@pccua.edu
Office Hours: TBA

COURSE DESCRIPTION

BY-103 (Intro to Anatomy) is a lecture course designed to introduce and familiarize the student with the structures and basic functions of the systems of the human body. This course explores the mechanisms of the body's components under ideal conditions, and their dysfunction under adverse conditions. Included in this exploration are the trends in medical research and clinical applications of this research.
At the end of this course, students will have a basic knowledge of anatomy and physiology to enter their selected health science field and will have introductory knowledge of the discipline to decide to enter their chosen health care professions.

COURSE INSTRUCTIONAL OBJECTIVES & MEASURES

The purpose of Introduction to Anatomy is to introduce students to the chemical & physical composition of cells, and to the basic structures and primary functions of human cells and tissues. Upon completion of this course, students will:

- Demonstrate and enhance the basic principles and concepts of cellular and chemical composition.
- Differentiate and appreciate the diversity of different cells and tissues in the human body.
- Receive an introduction necessary to demonstrate and perform well in basic courses in biological science.
- Identify the structures of the human body through examination of pictures and models.
- Relate the functions of the human body through the introduction of the physiology of different body systems.
- Identify the impact of biological processes on humans.
- Explain the relationship of various systems to each other and how they work in concert.
- Engage in critical thinking to develop their abilities to interpret and evaluate the kinds of biological information that appear frequently in the news media and in popular periodicals in both written and oral form

- Develop the appreciation and excitement about the biological sciences resulting in more students majoring in science related areas

PCCUA CORE COMPETENCIES
The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

Students graduating from PCCUA will demonstrate the following core competencies:

1. **Social and community responsibility**
2. **Technology Utilization**
3. **Analytical and Critical Thinking and Reasoning**
4. **Communication**
5. **Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding**

TEXT AND READING MATERIALS: Sylvia S. Mader. Understanding Human Anatomy and Physiology. 9th Edition, McGraw-Hill 2006.

REQUIRED MATERIALS
In addition to the textbook named above, students may find the purchase and use of the following items to be beneficial: highlighters, index cards, and a standard dictionary. Also, students are required to access their e-mail accounts periodically for additional class information. Therefore, computer access would be ideal.

GRADING POLICY: There will be a number of grading opportunities in this class, including: Chapter Quizzes, Papers, Assignments, Unit Tests, a Mid-Term Exam and a Final Exam.

Star/STEM Center Requirement: *Students are required for this class to attend the Star Center two (2) hours per week during the whole semester. For each hour, you will receive 3.125 points that will accumulate for a total test grade at the end of the semester.* ***Again, this is REQUIRED, not optional.***

GRADING SCALE 90-100% A
80-89% B
70-79% C
60-69% D
BELOW 60% F

ATTENDANCE POLICY
Students are expected to attend all scheduled classes punctually. Students will be referred upon their first tardy or absence. This is a Three (3) hour class therefore missing more than 3 hours of class time is excessive. **Being tardy, absent or leaving early** from class counts toward these 3 hours.
Students who become "excessively absent" may be dropped from the class and awarded a grade of "EW". Two tardies count as (1) absent. Students missing more than 3 hours of class will become "excessively absent" and may be dropped from the class and awarded a grade of "EW". If the tardiness of students become a habit, the door will be locked at the beginning of class.

MISSED OR LATE ASSIGNMENTS AND EXAMS

It is the sole responsibility of the student to make arrangements with the instructor for completing missed work. There will be NO MAKEUP EXAMS unless arrangements are previously made with the instructor. If you miss a scheduled exam it will be recorded as a "0". You MUST make arrangements with the instructor <u>prior</u> to the exam to be granted <u>consideration</u> for a makeup.

COURSE EVALUATION AND ASSESSMENT

TENTATIVE LECTURE SCHEDULE
- **UNIT I – Body Orientation and Chemical Composition**
  This unit examines the different planes and orientations from which the body is observed. Also, students will explore the chemical composition of the cells and tissues of the body.

- **UNIT II – Cytology and Histology**
  This unit compares and contrasts the cells and tissues of the human body. Students will be able to recognize identifying structures associated with various types of cells and tissues.

- **UNIT III – Musculoskeletal System**
  This unit explores the joints of the body, the formation of bone and muscle, and the basic gross anatomy and physiology of bone and muscle of the human body.

- **UNIT IV – Nervous System**
  This unit covers a basic overview of the Nervous System of the human body. Students will also be able to recognize the basic units of the nervous system and its effects on the other systems of the body.

- **UNIT V – Special Senses and Integumentary System**
  This unit will introduce the student to the basic structures and functions of organs for our various senses (seeing, hearing, smelling, touching, etc.). Students will also discuss the basic composition of skin. Students will be able to identify these organs and their functions.

- **UNIT VI – Blood and Cardiovascular System**
  This unit examines the various components of blood and the structures and basic functions of the cardiovascular system. Various disorders and diseases of the blood and cardiovascular system will also be discussed. Students will be able to distinguish between these structures and their various functions.

- **UNIT VII – Respiratory System**
  This unit explores the structures and basic functions of the respiratory system. Various disorders and diseases of the system will also be discussed. Students will be able to distinguish between these structures and their various functions.

- **UNIT VIII – Digestive, Urinary, and Excretory Systems**
  This unit explores the structures and basic functions of the digestive, urinary and excretory systems. Various disorders and diseases of the systems will also be discussed. Students will be able to distinguish between these structures and their various functions.

- **UNIT IX – Reproduction & Endocrine Systems**
  This unit explores the structures and basic functions of the reproduction and endocrine systems. Various disorders and diseases of the systems will also be discussed. Students will be able to distinguish between these structures and their various functions.

EARLY ASSESSMENT MEASURE

Within the first three weeks of this class, there will be a test to assess the material (notes, handouts) that has been covered within this time frame.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME

Any student that does not pass the early assessment measure with a C, will set up an appointment with me to discuss their outcome. At this point, we will discuss setting up a tutor session for them either with student services or in the star center.

**IN CASE OF MOVING TO REMOTE DELIVERY: SEE ATTACHED HANDOUT

ACADEMIC HONESTY POLICY
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person's writing or ideas as though they are one's own. Plagiarism includes, but is not limited to, copying another individual's work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one's own words with those of another author without attribution, and buying or downloading a paper from the Internet. ***The penalty for academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of the Biological Science Department, to the advisor of the student in question and to the Vice-Chancellor for Student Services. Based on the circumstances surrounding the infraction, academic dishonesty CAN result in a failing grade for the course with IMMEDIATE DISMISSAL of the student from the class and may also result in disciplinary sanctions including PROBATION OR SUSPENSION from the college.***

CAMPUS SUPPORT SERVICES
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DeWitt-Shawanna Wansley (870) 946-3506 ext. 1628
Helena-Deborah Gentry (870) 338-6474 ext. 1214

Stuttgart-Sylvia Boyd (870) 673-4201 ext. 1809

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 http://www.adhe.edu/divisions/academicaffairs/Pages/aa_acts.aspx

CLASSROOM BEHAVIOR
Electronic devices, such as cell phones and pagers, **are not** permitted and must be turned **OFF** during class. There will be no caps, hats, do rags, sunglasses, or blue tooth accessories for cellular phones worn into class. **Violation of these policies will result in the student being dismissed from the class. I WILL ask you to gather your books and excuse yourself from the class.**   Additionally, students are not permitted to bring food or drink into classrooms or to bring children to class.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.
Disclaimer: This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) may arise that may make the subjects covered on certain dates change.

COLLEGE DELAY OR CLOSURE
Weather, natural disasters, health, or emergencies may require PCCUA administrators and staff to delay or close individual campuses or the college. We monitor weather, health, and other emergency situations carefully. In the event that there is a College closure, communications regarding the situation will be shared. Just because the K-12 district makes the decision to close,

does not mean the college will close. If the roads are passable, and we are able to offer our classes, we will remain open. Just because one campus is closed does not mean all three campuses are closed.

If the College closes for one or two days, faculty will not hold students responsible for any missed classes and each faculty member will ensure that missed work due to the closure or delay is completed within the context of the course assignments and class time.

If for some reason there is an extended school closure, the student is responsible for following the instructions for assignments posted on **BlackBoard**.
All courses that are currently delivered via a distance (online or synchronized interactive) video) will continue to be delivered by that format in the event of a school closure.

Students who are currently delivered classes through synchronous interactive video courses will be able to join those conferences from home by accessing a user link provided by the instructor.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.

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FACULTY SURVEY OF Fall 2022 COURSE DELIVERY AND REMOTE DELIVERY PLAN IF NEEDED
This is a planning tool to help you decide how your course is best delivered for the class. Some of you do not have high enrollment in courses. If that is the case, the plan is to teach as primarily identified in the schedule without concern for space because you are able to socially distance. However, for high enrollment courses we are working on class assignments and reassigning rooms for some courses even labs.

Instructor's Name: Lisa M. Scaife
Division/Department: Arts and Science
Campus: Helena

Course Prefix	Course Title	Primary Delivery	Remote Delivery Plans
BY 103-H1	Intro to Anatomy	If enrollment is > 10, F2F one day/wk(first half of class with second half of class reporting other day) Notes and assignment on Blackboard/Blended	Move totally to Blackboard
BY 103-l1	Intro to Anatomy	If enrollment is > 10, F2F one day/wk (first half of class with second half of class reporting the other day)	Move totally to blackboard

		Notes and assignment on Blackboard/Blended	
BY 114 –H1	Biology I	If enrollment is > 10, F2F one day/wk (first half of class with second half of class reporting the other day) Notes and assignment on Blackboard/Blended	Move totally to Blackboard
BY 114-H2	Biology I	If enrollment is > 10, F2F one day/wk (first half of class with second half reporting the other day) Notes and assignment on Blackboard/Blended	Move totally to Blackboard
BY 1140-H1	Biology I lab	If enrollment is >10, first half of class will meet from 2pm-3:30; second half of class will meet from 3:30-5 pm	Move totally to Blackboard

*place and asterisk next to a night class

UofA PHILLIPS COMMUNITY COLLEGE

DEWITT | HELENA-WEST HELENA | STUTTGART

Course Name: Medical Terminology I
ACTS Name: NA

Course Number: OT 113
ACTS Course Number: NA

Academic Year: 2023-2024
Semester: Spring 2024
Meeting Time & Place: MW 12:30-1:50
Helena A110, Stuttgart B100
Prerequisites: None
Required Laboratories: NA
A110 and A107 are also available for make-up work or homework.

Credit Hours: 3 hours
Clock Hours: 3 hours/week

Revision Date: January 4, 2024

INSTRUCTOR INFORMATION:
Instructor: Kayla Holland
Office Location: A128
Office Phone #: (870) 338-6474 ext. 1397
Email Address: kholland@pccua.edu
Office Hours: Posted outside office door. Let me know if you are having problems with any class assignments. I will be available before and after class to discuss your concerns or you can make an appointment to see me in my office.

COURSE DESCRIPTION

The student will study and demonstrate the use of medical word stems, suffixes, and prefixes as related to the body systems and associated diseases. Proficiency in the pronunciation, spelling, and definitions of medical terms, the use of the medical dictionary and related reference materials will be emphasized.

TEXT AND READING MATERIALS:

Once enrolled in the class, students will be charged a fee (billed via your student account) that will cover the cost of the Dean Vaughn Access Code. Mrs. Holland will set up your account and walk you through logging into Dean Vaughn to complete lessons.

CLASS SUPPLIES: Index cards and a day planner/calendar.

EXPECTED LEARNING OUTCOMES:

6. Students will use the Dean Vaughn Learning System to learn Greek and Latin medical word elements.
7. Students will learn how to build medical words using the medical word elements.
8. Students will understand the basic structure of the body.
9. Students will learn about pharmacology as related to medical terminology.
10. Students will understand the integumentary system, and the structure of skin, hair, and nails.

DEAN VAUGHN MEDICAL TERMINOLOGY BY BODY SYSTEM, MODULE/INSTRUCTIONAL SYSTEMS. The purpose of this course is to teach the student the meanings of Latin and Greek elements, or word parts related to the medical language. The knowledge of the word elements in this course will enable the student to interpret and understand more than ten thousand complex medical terms.

The audio-visual portion of this program teaches a simplified meaning for each of the elements. The text includes an expansion of these meanings and demonstrates the various forms in which they may appear in medical terms.

STUDENTS FOR WHOM THIS COURSE IS INTENDED:

1. Students enrolled in the Department of Business and Technology as a requirement for an Associate in Applied Science Degree in Office Technology (Medical Option).
2. Students who desire to enhance their comprehension and understanding of the medical language.

PCCUA CORE COMPETENCIES
The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

6) Social and Civic Responsibility
7) Technology Utilization
8) Analytical and Critical Thinking
9) Communication
10) Cultural Awareness

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES		
Upon completion of this course, students will be able to demonstrate basic knowledge of medical terminology by completing a test over all medical terms learned during the semester. Student will also demonstrate knowledge of creating a research paper and developing/presenting a presentation based on a diagnosis from a chapter covered during the semester.		
Division Of Business and Information Systems **Core Competencies**		
As a result of the study of courses in the Division of Business and Information Systems, the students will be able to demonstrate the following:		
Social and Civic Responsibility	Demonstrate a legal/ethical behavior that is appropriate for the business professional in today's society.	
Technology Utilization	Demonstrate the ability to use computer technology.	
Analytical and Critical Thinking	Analyze, interpret and evaluate data necessary to solve problems and support business decisions.	
Communication	Communicate effectively in a written or oral manner in the business environment.	
Cultural Awareness	Acknowledge diverse groups of individuals possessing different beliefs, values, attitudes, and customs.	
PCCUA Core Competency	**Student Learning Outcome**	**Assessment Method/Measurement and Criteria**
Technology Utilization	Students will demonstrate the ability to utilize the Internet to conduct research.	**Topic Paper and Presentation Rubric** 80% of the students will score 75% or higher

Analytical and Critical Thinking	Students will identify 350 Latin and Greek word elements and meanings.	Post Test – 350 Word Elements 80% of the students will score 80% or higher
Communication	Students will communicate effectively in a written manner by typing and submitting clear and concise business professional documents.	Topic Paper and Presentation Rubric 80% of the students will score 75% or higher

GRADING POLICY AND COURSE ACTIVITIES

Tests and Topic Paper and Presentation	55%
All Other Assignments and Pop Quizzes	20%
Word Element Test	25%

All tests during the semester will carry equal weight. The date of these tests can be determined by referring to the class calendar. The final exam over ALL Word Elements will count 25% in the final average.

Grading Scale:

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
Below 60	F

ATTENDANCE POLICY

This class attendance policy is in effect for all courses taught by Kayla Holland. Please read the following information carefully because students are expected to attend all classes regularly and promptly. It is the student's responsibility to know and comply with the instructor's policy and to contact the instructor to make up missed work.

*COURSES MEETING ONCE PER WEEK:

Students are permitted two (2) absences.

*COURSES MEETING TWICE PER WEEK:

Students are permitted four (4) absences.

Regular class attendance and punctuality are expected. When you know you will miss class ahead of time, let the instructor know and make arrangements to make up any missed work. Assignments missed must be made up on your own time by the second-class session. **It is the student's responsibility to initiate and complete missed assignments.**

The instructor may warn a student in danger of becoming excessively absent by sending a warning notice to the Advisement Center so that the student can be contacted by an advisor either by phone or in writing. If the student is absent more than allowed, the instructor may: **drop the student from the class roll with a grade of "EW" by notifying the Office of Admissions and Records in writing or deduct 5 points from the student's final grade for each absence over the permitted number.** The final decision or exception to this policy may be made at the instructor's discretion, depending on the situation and circumstances.

If a student is unable to adhere to this attendance policy, the student should withdraw from this class and receive a <u>W</u>.

*THERE ARE NO EXCUSED ABSENCES. However, students who miss class while engaged in approved college activities will be excused and it is their responsibility to make up their work.

TARDINESS POLICY
STUDENTS MUST ATTEND CLASS ON TIME AND MUST STAY FOR THE ENTIRE CLASS.
Students should be on time to class. If a student is tardy three times, one absence will be recorded in the instructor's roll book. If a student is unable to attend a class regularly, <u>regardless of the reason or circumstances</u>, he/she <u>should withdraw from that class BEFORE an EW is assigned</u>.

*Exceptions to this attendance rule may be based on individual circumstances and the instructor's assessment of the student's ability to finish course requirements.

 *The final decision concerning absences is left to the instructor's discretion. A student's attendance could affect their grade in this course.

COLLEGE DELAY OR CLOSURE
Weather, natural disasters, health, or emergencies may require PCCUA administrators and staff to delay or close individual campuses or the college. We monitor weather, health, and other emergency situations carefully. In the event that there is a College closure, communications regarding the situation will be shared. Just because the K-12 district makes the decision to close, does not mean the college will close. If the roads are passable, and we are able to offer our classes, we will remain open. Just because one campus is closed does not mean all three campuses are closed.

If the College closes for one or two days, faculty will not hold students responsible for any missed classes and each faculty member will ensure that missed work due to the closure or delay is completed within the context of the course assignments and class time.

If for some reason there is an extended school closure, the student is responsible for following the instructions for assignments posted on **Blackboard**.

All courses that are currently delivered via a distance (online or synchronized interactive) video) will continue to be delivered by that format in the event of a school closure.

Students who are currently delivered classes through synchronous interactive video courses will be able to join those conferences from home by accessing a user link provided by the instructor.

PARTICIPATION
Class participation is important. You will be required to log into your online course and watch the videos as indicated on your course outline. In video one, you are given in depth instructions

related to how use the Dean Vaughn Learning System. Much of your retention will come from repeating the terminology aloud when asked to repeat.

COURSE EVALUATION & ASSESSMENT
DAILY/WEEKLY ASSIGNMENTS: Daily/weekly assignments will include reading and studying the text and turning in assignments. These MUST be turned in on time. Exams cannot be made up, unless approved by the instructor. Assignments will include: Module/chapter worksheets, exercises from the end of the chapters, Quizlet practice tests to help prepare for exams, etc.

PAPER/ORAL PRESENTATION: Students will be expected required to create a brief paper and presentation related to a diagnosis or medical procedure. More instructions will be given at a later date.

EXAMINATIONS: The Dean Vaughn system is broken down into 14 modules; therefore, you will take several exams throughout the semester that covers all 14 modules.

EARLY ASSESSMENT OF LEARNING MEASURE: Four weeks into the semester students will have completed two tests, Dean Vaughn Modules 1-2 and Dean Vaughn Modules 1-4. Those tests will be averaged together to determine the student's current grade in the course. Each student will meet with the instructor to determine what actions need to be taken, if any, to succeed in the course.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME: Students will meet with the instructor to discuss their current grade. If the student does not have at least a "C" in the course at that time, additional reviews will be assigned.

MISSED OR LATE ASSIGNMENTS AND EXAMS
It is the student's responsibility to contact the instructor and make up missed daily/weekly assignments. However, quizzes and exams cannot be made up unless the student notifies the instructor ahead of time to let the instructor know that they will not be able to attend class.
STUDENT RESPONSIBILITIES
It is the student's responsibility to read all assigned material for this course. It is also the student's responsibility to ask questions if there is something in the course that they do not understand. You are responsible for making up assignments and learning material missed during your absences. This DOES NOT release you from submitting your assignments on the due date.

SUPPORT FOR LEARNING
Students will be assessed for learning outcomes by the fourth week of classes. In this course, students have several options to assist with learning course material as noted in the "Early Assessment of Learning Measure" and "Intervention Based on Early Assessment Outcome" sections.

PCCUA STUDENT DISCIPLINE POLICY - This instructor will adhere to this discipline policy. A copy of the policy is available both online at the PCCUA website and in the student handbook. It is the student's responsibility to read and abide by this policy. Included in this policy is the Acceptable Use Policy for computer use on campus.

COMPUTER & ELECTRONIC COMMUNICATIONS ACCEPTABLE USE POLICY

See the Student Handbook page 9 (hard copy or online) for the policy regarding acceptable use of computers, email, internet, and other forms of electronic communications on campus.

ACADEMIC HONESTY POLICY

Cheating Policy: Students are expected to uphold the school's standard of conduct relating to academic honesty. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that a student's submitted work, examinations, reports, and projects must be that of the student's own work. Students shall be guilty of violating the honor code if they:

1. Represent the work of others as their own.
2. Use or obtain unauthorized assistance in any academic work.
3. Give unauthorized assistance to other students.
4. Modify, without instructor approval, an examination, paper, record, or report for the purpose of obtaining additional credit.
5. Misrepresent the content of submitted work.

Administrative Procedure Number: 404.05

Cheating in any form (including using unauthorized materials, information, or study aids in any academic exercise; plagiarism; falsification of records; unauthorized possession of examinations; any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement; and assisting others in any such act) is forbidden. An instructor who has proof that a student is guilty of cheating may take appropriate action up to and including assigning the student a grade of "F" for the course and suspending the student from class. A description of the incident and the action taken will be reported through the dean to the Vice Chancellor for Instruction and placed in the student's file in the Office of Admissions and Records. The student may appeal either the finding of cheating or the penalty, or both, as described in Administrative Procedure No. 404.06, Academic Appeal Procedure.

CHEATING: **Will not be tolerated**. If you have used a storage device or papers that belong to another student, both students will receive an "F" for the whole chapter's work (not limited to that one assignment). See the Cheating Policy in the Student Handbook. A Discipline form will be filled out and submitted to the Registrar.

If found cheating on a **second** occasion, you will receive an "F" for the class.

All work must be on your flash drive unless the instructor directs you to erase it. **Flash drives will be turned in to the instructor at random intervals for grading.**

CLASSROOM POLICIES:

1. Punctuality – Be on time and be prepared for class
2. Respect the instructor and peers: No Talking or Disruptive Behavior
3. No Food or Drinks in the Classroom
4. **Turn off Cell Phones and any other electronic devices– Do Not leave on desk or use during class.**
5. No Text Messaging, online chats, or listening to music during class
6. Remove Bluetooth devices during class

Note: A student discipline form will be submitted as necessary.

CELL PHONE POLICY

No use of cell phones, pagers, MP3 players, or similar electronic devices during scheduled class. Cell phones may not be answered or utilized for text messages, instant messages, games, social media, and

other uses in the classroom, unless specified by the instructor. Both ear buds and/or ear phones must be removed from ears during class.

If you decide to ignore the policy, you will be asked to leave class and may be counted absent.

During testing, use of cell phones or similar communication devices may lead also to a charge of academic dishonesty.

STUDENT SUCCESS CENTER: Faculty and staff are available in Lab A110 if you need help or have questions about your computer class work; or if you need assistance with email, the Internet, Web Advisor, etc.

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that reason, the college has contacted an insurance agency to assist any student with individual student insurance coverage. Forms for this insurance are available in the Registrar's office.

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Appendix C: Curriculum Change

RECOMMENDED CURRICULUM CHANGE

FROM: _____ **DATE:** _____

DEPARTMENT: _____

SUBJECT: _____ **ADD** _____ **DELETE** ____ **MODIFY**____

Course	**Title of**	**Credit**	**Weekly Schedule**
Number	Course	Hours	Lecture_____Lab____

Course Description (A)

_____

Modify Course Description to Read (B)

_____

When a description is to be modified, please type the existing description in (A), and the new description in (B)

Approved: _____
　　　　　Curriculum Committee Chair

Approved: _____
VC,　Dean, Chair, Director
Date: _____
Sign before sending to the Curriculum Committee

ACTION OF CURRICULUM COMMITTEE:

Date: _____ Approved _____ Not Approved

Comments:
Chairman, Curriculum Committee (Prepare three (3)copies for the Committee
　　(1) Vice President
　　(2) Secretary, Curriculum Committee
　　(3) Chairman, Curriculum Committee

Appendix D: Administrative Procedure 420.02 Procedures for Adding or Deleting Courses

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE
Administrative Procedure: 420.02
Subject: Procedures for Adding and Deleting Courses
Applicable Board Policy: 420
Date Adopted: 6/86 Revised: 7/89, 6/04, 10/05   Reviewed: 5/13; 6/19

A course is an organized, composite unit of instruction, which constitutes a part of a program or curriculum. The concept or origination of a new or revised course may occur from a variety of sources; faculty, administration, professional groups, four-year institutions, or others. Courses may originate and be instituted at any time as long as appropriate review and implementation procedures are followed. These procedures are outlined below for credit courses.

1. The dean or department chair, after preliminary discussion with the Vice Chancellor for Instruction, will file a Curriculum Change form with the Faculty Senate for recommendation (approval or disapproval). The form includes:

   a. Documentation of need for the course.

   b. The level of the course, (i.e., developmental, introductory, college level, etc.) and its applicability to degree or certificate programs.

   c. The transferability of the course to four-year institutions.

   d. The availability of resources (i.e., qualified instructor(s), equipment, special space requirements, etc.).

   e. The syllabus for the course.

   f. Scheduling and frequency.

2. Recommendations made by the Curriculum Committee will be documented on the Curriculum Change form and forwarded to the Instruction and Curriculum Team for discussion and recommendations made considering the resource implications, possible duplications, college-wide or divisional applications, instructor qualifications, etc.

3. The dean or department chair or the originator will answer questions related to information provided on the Curriculum Change form or other issues related to the addition, modification, or deletion of a course.

    NOTE--The Curriculum Change form must be submitted to the Vice Chancellor for Instruction prior to the scheduled meeting date.

4. The Instruction and Curriculum Team submits its recommendations and comments to the Vice Chancellor for Instruction.

5. The Vice Chancellor for Instruction takes appropriate action.

6. The following procedures will be followed in considering courses for deletion:

 a. The dean or department chair, after preliminary discussion with the Vice Chancellor for Instruction, will file a Curriculum Change form with the Curriculum Committee of the Faculty Senate concerning the planned deletion. Recommendations will be submitted to the Instruction and Curriculum Team. The Office of Assessment will refer courses which have not been taught for three years to the Vice Chancellor for Instruction before recommending deletion.

 b. After Instruction and Curriculum Team deliberation and recommendation, the Vice Chancellor for Instruction will decide whether to proceed with the recommendation for deletion. The Vice Chancellor for Instruction will confer with the Chancellor and take action as necessary based on the Chancellor's decision.

Appendix E: New Faculty Checklist and Orientation

APPENDIX E: NEW FACULTY ORIENTATION CHECKLIST

NEW EMPLOYEE ORIENTATION
SUPERVISOR CHECKLIST

SUPERVISOR: _____   NEW EMPLOYEE: _____

DATE ISSUED: _____   Office # _____ Phone ext. _____

To be completed by immediate Supervisor (within first week of hire)
The following is a checklist of information necessary to orient your new employee. Please check off each point you discussed with the employee and *return to the Human Resources office*.

	√	NOTES
Review Job Description		
Review Employee Evaluation process		
Discuss the department's function at the college, and the importance of customer service		
Introduce EE to co-workers & their work responsibilities		
Tour the department and campus. Include bathrooms, break rooms and parking areas		
Ensure that the new employee's working area, equipment, tools and supplies are available		
Explain levels of supervision within the department		
Provide new EE with necessary or required training		
Explain use of telephone (personal/college calls), copy machine, copy, mail, & purchasing procedures.		Demonstration
Request access to necessary accounts		Submit requests Demonstrate process
Explain procedures for time off –sick & vacation leave		Demonstrate intranet use.
Explain dress codes to include uniforms if applicable and "casual days"		College logo apparel is available. Contact R. St. Columbia
Ensure employee receives keys to office, building, etc.		Submit on-campus request to maintenance
Discuss work hours, lunch and break times		
Discuss overtime pay (see College policy 330/330.01)		If applicable
Obtain emergency contact phone numbers		
Discuss safety and security/emergency conditions and response such as: fire, bomb threat procedures, accident injury procedures, inclement weather policy		Emergency procedures are available on each campus
Follow up on: Email account, Telephone Access/codes Intranet Access, Web Advisor Access		Requests are made initially by The Human Resources department.
Smoking Policies		Buildings and grounds are smoke-free
Paycheck distribution (15th & end of each month)		Direct deposit or mail option
Request name badge, business cards, name plate, etc.		Submit on-campus request to St. Columbia
Photo ID and Parking Decal		Schedule visit w/ Registrar's Office
Assign Mentor (indicate name)		

_____   _____   _____
Employee Signature   *Date*   *Supervisor Signature*   *Date*

Return to Human Resources Office _____ _____

HUMAN RESOURCES OFFICE USE ONLY   *Place in personnel file*

Date received: _____   by: _____

Appendix F1:
BP: 364: FACULTY WORK SCHEDULE
PHILLIPS COMMUNITY COLLEGE
BOARD POLICY

Policy: 364

Subject: Faculty Work Schedule

Date Adopted: 6/68   Revised: 8/88, 9/06, 9/10, 4/18
Reviewed: 6/19

Instructors teach specific courses at a time designated by the dean/chair. Instructors will take turns within their department in teaching evening classes or other kinds of off-schedule classes needed for student access.

In addition to their teaching duties, instructors keep scheduled office hours in order to be available to students. The faculty schedule is thirty (30) hours per week for full-time faculty. However, faculty are required to be available and participate in departments, division, and institutional meetings and activities which exceed thirty hours. Faculty are expected to keep office hours to ensure student contact. However, faculty teaching clinical labs and labs may not need as many office hours as other faculty. Deans, department chairs, and instructors will work together to determine office hours, and each semester's office hours will be posted on the office door.

Faculty working a nontraditional schedule must have approval for their schedule by the dean/chair and Vice Chancellor for Instruction. The time taken for a meal break should be approved by the dean/chair, campus vice chancellor, and the Vice Chancellor for Instruction, and posted on the faculty Work Schedule which is filed in the Office of the Vice Chancellor for Instruction.

The College Chancellor is authorized to establish specific procedures related to work schedules and compensation for faculty and professional staff. The UA Board of Trustees establishes compensation levels.

APPENDIX F2: AP 364.01: FACULTY TEACHING LOAD

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 364.01

Subject: Teaching Load

Applicable Board Policy: 364

Date Adopted: 11/88   Revised: 1/92, 12/93, 8/99, 11/02, 7/06, 12/06, 3/18 Reviewed:
6/19

Course Load Determination Policy

Teaching loads at Phillips Community College are determined by considering both credit hours
and student contact hours. Overload pay is awarded where regular teaching loads have been
fulfilled and additional class offerings are necessary.

A point system is utilized to determine the point at which teaching loads have been met and
overload compensation begins. A full instructional load for all faculty is 30 points per regular
semester based upon the following formula:

Total Points = (#credit hrs. taught) + (#contact hrs. taught)

Points are awarded as follows:

    a.   One point for each contact hour in the classroom (non-lab courses)
    b.   One point for each credit hour taught
    c.   Six points per semester for student advising
    D.   two-thirds point for each laboratory hour
    e.   Eight points per semester for each Secondary Center or high school credit class
            taught five days a week (credit points do not affect the points awarded for
            instructing high school classes)

Overload compensation is $275 per point above 30 points in a regular semester. No overloads
will be awarded in a given discipline until all faculty within that discipline have a full teaching
load. The same class taught both during the day and evening will be assigned the same number
of points for load/overload determination. Work hours required to prepare for and teach
overload classes will be in addition to the normal working week (see policy on Faculty Work
Schedule).

Criteria for assigning overloads are as follows:

a.Once full teaching loads have been made for all faculty in a given discipline, the opportunity to

teach overload classes will first be extended to full-time instructors based on seniority in teaching within that specific

Discipline. In the event of two equally qualified instructors with the same length of service at PCCUA, the opportunity to teach overload classes will be made on a rotating basis.

b.An instructor is not required to accept an overload; consequently, the offer to teach the class will continue to be extended to qualified faculty within the discipline until the class is staffed.

c.Overloads for full-time instructors will take precedence over the employment of part-time instructors. Part-time instructors will, however, be employed when full-time staff are not available. The same formula as described above will be used to calculate pay for part-time instructors.

d.Double overloads will be assigned only in unavoidable situations.

e.An instructor will normally be required to average at least 45 student contact hours (the number of students x the number of contact hours per week) per class to receive overload pay. In some instances (e.g., to meet students' needs or if lower student/teacher ratios are required by regulatory groups), the college Chancellor may authorize overload pay to an instructor with less than an average of 45 student contact hours per class.

f.Faculty teaching via synchronous interactive video will receive one point for each remote site and one point ($250) for the first ten students enrolled at each remote site. In addition, they will receive $25 per student above the first ten students (25 per student starting at the 11th student). This rule does not apply to instructors who team teach courses. It does not apply to instructors who teach courses designed for high school students meeting five days a week if those instructors are receiving compensation of eight points for the high school Secondary Center course(s).

Appendix G: Med Pro Ed Curriculum Content Frameworks

Medical Procedures
Curriculum Content Frameworks

Please note: All assessment questions will be taken from the knowledge portion of these frameworks.

Prepared by
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Disseminated by
Career and Technical Education
Office of Skilled and Technical Sciences / Technical and Professional Education
Arkansas Department of Workforce Education

Curriculum Content Frameworks

Medical Procedures

Grade Levels: 9-12	Prerequisite: None
Course Code: 495330	
Course Description: Medical Procedures is a one-half unit course that helps students develop specific and general skills needed by the health care professional.	

Table of Contents

Medical Procedures

62

Unit 1: Safety

Hours: 6.5

Terminology: Antisepsis, Bacteria, Body mechanics, Class A fire extinguisher, Class B fire extinguisher, Class C fire extinguisher, Disinfection, Ergonomics, Flagella, Fungi, Microorganism, OSHA, Pathogens, RACE, Sterilization, Virus

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
	Knowledge	Application	Skill Group	Skill	Description
1.1	Define terminology related to safety in medical procedures	1.1.1 Prepare a written list of terms and definitions related to safety	Foundation	Reading	Applies/Understands technical words that pertain to medical procedures [1.3.6]
				Writing	Applies/Uses technical words and concepts [1.6.4]
					Uses words appropriately [1.6.21]
1.2	Outline the basic rules of good body mechanics	1.2.1 Demonstrate correct body mechanics	Foundation	Listening	Listens to follow directions [1.2.6]
				Reading	Applies information and concepts derived from printed materials [1.3.3]
				Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
				Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Personal Management	Responsibility	Pays close attention to details [3.4.8]
			Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]

63

| CAREER and TECHNICAL SKILLS | | | ACADEMIC and WORKPLACE SKILLS | | |
| What the Student Should be Able to Do | | | What the Instruction Should Reinforce | | |
Knowledge		Application	Skill Group	Skill	Description
1.3	Identify safety regulations for equipment and solutions used in health care	1.3.1 List and define sections of the MSDS 1.3.2 Demonstrate proper usage of medical equipment	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
				Reading	Applies information and concepts derived from printed materials [1.3.3]
				Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
				Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Personal Management	Responsibility	Pays close attention to details [3.4.8]
			Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]
1.4	Discuss regulations for patient safety when performing procedures in the laboratory or clinical area	1.4.1 Demonstrate proper patient safety procedures 1.4.2 List consequences of not following proper safety procedures	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
				Reading	Applies information and concepts derived from printed materials [1.3.3]
				Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
				Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Personal Management	Responsibility	Pays close attention to details [3.4.8]
			Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]

| CAREER and TECHNICAL SKILLS | | | ACADEMIC and WORKPLACE SKILLS | | |
| What the Student Should be Able to Do | | | What the Instruction Should Reinforce | | |
Knowledge		Application	Skill Group	Skill	Description
1.5	Discuss regulations to observe for personal safety	1.5.1 Create posters promoting safety regulations	Foundation	Reading	Uses written resources [books, dictionaries, directories] to obtain factual information [1.3.23]
		1.5.2 Formulate specific safety regulations for the classroom		Science	Describes/Explains scientific principles related to human medical procedures [1.4.13]
				Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
			Thinking	Knowing how to learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
1.6	Identify three elements needed to start a fire	1.6.1 List the three elements needed to start a fire	Foundation	Listening	Listens for content [1.2.3]
				Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
1.7	Describe the main classes of fire extinguishers	1.7.1 List and describe the main classes of fire extinguishers	Foundation	Listening	Listens for content [1.2.3]
				Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
1.8	Outline fire safety and evacuation guidelines	1.8.1 Simulate the operation of a fire extinguisher	Foundation	Listening	Listens for content [1.2.3]
				Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
		1.8.2 Illustrate a fire evacuation plan/route for the classroom	Thinking	Seeing Things in the Mind's Eye	Organizes and processes images – symbols, pictures, graphs, objects, etc. [4.6.2]

Unit 2: Infection Control
Hours: 7.0

Terminology: Antisepsis, Autoclave, Bacilli, Contaminated, Disinfection, Spore, Sterile, Sterilization Toxins,

| CAREER and TECHNICAL SKILLS | | ACADEMIC and WORKPLACE SKILLS | | |
| What the Student Should be Able to Do | | What the Instruction Should Reinforce | | |
Knowledge	Application	Skill Group	Skill	Description
2.1 Define terminology related to infection control	2.1.1 Prepare a written list of terms and definitions related to infection control	Foundation	Reading	Applies/Understands technical words that pertain to medical procedures [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
				Uses words appropriately [1.6.21]
2.2 Discuss classification of micro-organisms	2.2.1 List different classifications of micro-organisms	Foundation	Listening	Listens for content [1.2.3]
	2.2.2 Give examples for each different classification		Reading	Comprehends written information for main ideas [1.3.7]
	2.2.3 Identify shapes and characteristics of common micro-organisms		Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
	2.2.4 View slides of various micro-organisms		Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Thinking	Problem solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]
2.3 Discuss elements in the chain of infection	2.3.1 Determine ways to break the chain of infection	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human medical procedures [1.4.13]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Thinking	Problem solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]

| | CAREER and TECHNICAL SKILLS | | | ACADEMIC and WORKPLACE SKILLS | | |
| | What the Student Should be Able to Do | | | What the Instruction Should Reinforce | | |
Knowledge		Application	Skill Group	Skill	Description
2.4 Distinguish between antisepsis, disinfection, and sterilization	2.4.1	Define antisepsis, disinfection, and sterilization	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
	2.4.2	Differentiate between antisepsis, disinfection, and sterilization			Draws conclusions from what is read [1.3.12]
2.5 Describe how pathogens affect the body	2.5.1	List effects pathogens have on the body	Foundation	Listening	Listens for content [1.2.3]
				Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
2.6 Outline the correct procedure for washing hands	2.6.1	Demonstrate the correct procedure for washing hands	Foundation	Listening	Listens to follow directions [1.2.6]
				Reading	Applies information and concepts derived from printed materials [1.3.3]
				Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
				Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Personal Management	Responsibility	Pays close attention to details [3.4.8]
			Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]

| CAREER and TECHNICAL SKILLS | | ACADEMIC and WORKPLACE SKILLS | | |
| What the Student Should be Able to Do | | What the Instruction Should Reinforce | | |
Knowledge	Application	Skill Group	Skill	Description
2.7 Outline universal blood and body fluid precautions	2.7.1 Demonstrate universal precautions 2.7.2 Discuss health risks associated with not following precautions	Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5] Participates in conversation, discussion, and group presentations [1.5.8]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]
2.8 Discuss principles of sterilizing with an autoclave	2.8.1 Prepare items for sterilizing in an autoclave	Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]

| CAREER and TECHNICAL SKILLS | | ACADEMIC and WORKPLACE SKILLS | | |
| What the Student Should be Able to Do | | What the Instruction Should Reinforce | | |
Knowledge	Application	Skill Group	Skill	Description
2.9 Discuss methods of infection control	2.9.1 Demonstrate a method of infection control	Foundation	Listening	Listens for content [1.2.3]
				Listens to follow directions [1.2.6]
	2.9.2 List and describe methods of infection control		Reading	Applies information and concepts derived from printed materials [1.3.3]
	2.9.3 Discuss the healthcare worker's role in infection control		Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
				Participates in conversation, discussion, and group presentations [1.5.8]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]
2.10 Differentiate between sterile and contaminated	2.10.1 Identify sterile and contaminated areas of equipment	Foundation	Listening	Listens for content [1.2.3]
				Listens to follow directions [1.2.6]
	2.10.2 List and describe modes of contamination		Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]

CAREER and TECHNICAL SKILLS
What the Student Should be Able to Do

ACADEMIC and WORKPLACE SKILLS
What the Instruction Should Reinforce

Knowledge	Application	Skill Group	Skill	Description
2.11 Explore techniques for removing articles from sterile wraps	2.11.1 Open sterile packages without contaminating the contents 2.11.2 Don sterile gloves without contaminating the gloves 2.11.3 Prepare a sterile dressing tray without contaminating the supplies	Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]
2.12 Outline the purposes of isolation	2.12.1 Explain the purposes of isolation 2.12.2 List and describe consequences of not following isolation procedures 2.12.3 Give examples of when isolation is warranted	Foundation	Listening	Listens for content [1.2.3]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to the medical procedures [1.4.13]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Comprehends ideas and concepts related to medical procedures [4.5.2]

| CAREER and TECHNICAL SKILLS | | | | ACADEMIC and WORKPLACE SKILLS | | |
| What the Student Should be Able to Do | | | | What the Instruction Should Reinforce | | |
Knowledge		Application		Skill Group	Skill	Description
2.13	Distinguish between types of isolation	2.13.1	Properly don an isolation mask, cap, and gown	Foundation	Listening	Listens to follow directions [1.2.6]
		2.13.2	Properly remove an isolation mask, cap, and gown		Reading	Applies information and concepts derived from printed materials [1.3.3]
					Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
					Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
				Personal Management	Responsibility	Pays close attention to details [3.4.8]
				Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]

71

Unit 3: Vital Signs
Hours: 7.0

Terminology: Abnormal respirations, Abnormal temperatures, Abrasion, Afebrile, Apical pulse, Apnea, Brachial pulse, Carotid pulse, Diastolic blood pressure, Dyspnea, Febrile, Hemorrhage, Homeostasis, Hypertension, Incision, Inspiration, Laceration, Popliteal pulse, Pulse, Pulse oximeter, Rales, Shock, Sphygmomanometer, Stethoscope, Systolic blood pressure

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
3.1 Define terminology related to vital signs	3.1.1	Prepare a written list of terms and definitions related to vital signs	Foundation	Reading	Applies/Understands technical words that pertain to medical procedures [1.3.6]
				Writing	Applies/Uses technical words and concepts [1.6.4]
					Uses words appropriately [1.6.21]
3.2 Explore main vital signs	3.2.1	List main vital signs	Foundation	Listening	Listens for content [1.2.3]
	3.2.2	Demonstrate measurement techniques of main vital signs			Listens to follow directions [1.2.6]
	3.2.3	Describe how measurements are used to assess health status		Reading	Applies information and concepts derived from printed materials [1.3.3]
					Comprehends written information for main ideas [1.3.7]
				Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
				Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
				Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
			Personal Management	Responsibility	Pays close attention to details [3.4.8]
			Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]
					Comprehends ideas and concepts related to medical procedures [4.5.2]

| CAREER and TECHNICAL SKILLS | | | ACADEMIC and WORKPLACE SKILLS | | |
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
3.3	Outline factors influencing body temperature	3.3.1 List factors influencing body temperature	Foundation	Listening	Listens for content [1.2.3]
		3.3.2 Describe physiological mechanisms responsible for controlling body temperature		Reading	Comprehends written information for main ideas [1.3.7]
				Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
		3.3.3 List body tissues responsible for maintaining and/or elevating body temperature		Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		3.3.4 Describe consequences of an elevated body temperature	Thinking	Reasoning	Comprehends ideas and concepts related to medical procedures [4.5.2]
3.4	Identify the sites for taking body temperature	3.4.1 Demonstrate ability to take body temperature at different sites	Foundation	Listening	Listens to follow directions [1.2.6]
					Listens for content [1.2.3]
		3.4.2 List and describe the different sites for taking body temperature		Reading	Applies information and concepts derived from printed materials [1.3.3]
				Science	Describes/Explains scientific principles related to medical procedures[1.4.13]
				Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Personal Management	Responsibility	Pays close attention to details [3.4.8]
			Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]
3.5	Describe the normal ranges of body temperature for each body site	3.5.1 Define normal ranges of body temperature for each body site	Foundation	Reading	Draws conclusions from what is read [1.3.12]

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
3.6 Outline the procedure for measuring and recording body temperature	3.6.1	Recognize types of thermometers	Foundation	Listening	Listens to follow directions [1.2.6]
	3.6.2	Demonstrate procedure for measuring and recording and oral, axillary, and rectal temperature accurately		Reading	Applies information and concepts derived from printed materials [1.3.3]
					Comprehends written information for main ideas [1.3.7]
				Science	Describes/Explains scientific principles related to the medical procedures [1.4.13]
				Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
				Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
			Personal Management	Responsibility	Pays close attention to details [3.4.8]
			Thinking	Problem solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]
				Reasoning	Applies rules and principles to a new situation [4.5.1]
3.7 Discuss Fahrenheit and Celsius temperatures	3.7.1	Convert Celsius temperatures to Fahrenheit	Foundation	Arithmetic / Mathematics	Converts different units of measurement [1.1.17]
	3.7.2	Convert Fahrenheit temperatures to Celsius		Listening	Listens for content [1.2.3]
				Science	Describes/Explains scientific principles related to the medical procedures [1.4.13]
				Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Thinking	Problem solving	Comprehends ideas and concepts related to medical procedures [4.4.1]

| CAREER and TECHNICAL SKILLS | | | ACADEMIC and WORKPLACE SKILLS | | |
| What the Student Should be Able to Do | | | What the Instruction Should Reinforce | | |
Knowledge		Application	Skill Group	Skill	Description
3.8	Identify the sites where pulse may be taken	3.8.1 List and describe the sites where pulse may be taken	Foundation	Listening	Listens for content [1.2.3]
		3.8.2 Demonstrate ability to measure pulse at different sites		Listening	Listens to follow directions [1.2.6]
				Reading	Applies information and concepts derived from printed materials [1.3.3]
				Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
				Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Personal Management	Responsibility	Pays close attention to details [3.4.8]
			Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]
3.9	Describe the normal ranges for pulse	3.9.1 Define normal range for pulse rate	Foundation	Reading	Draws conclusions from what is read [1.3.12]
3.10	Describe the factors that influence pulse rate	3.10.1 List factors influencing pulse rate	Foundation	Listening	Listens for content [1.2.3]
		3.10.2 Discuss ways to alleviate an abnormal pulse rate		Science	Describes/Explains scientific principles related to medical procedures[1.4.13]
		3.10.3 Give examples of disease and/or health conditions that can cause high pulse rates		Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
3.11	Outline the procedure for measuring and recording radial pulse	3.11.1 Demonstrate the procedure for measuring and recording radial pulse	Foundation	Listening	Listens to follow directions [1.2.6]
				Reading	Applies information and concepts derived from printed materials [1.3.3]
				Science	Describes/Explains scientific principles related to medical procedures[1.4.13]
				Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Personal Management	Responsibility	Pays close attention to details [3.4.8]
			Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]

75

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.12 Discuss the two parts of respiration	3.12.1 Differentiate between the two parts of respiration	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
3.13 Discuss the factors that should be noted about respirations	3.13.1 List and describe factors worth noting about respirations 3.13.2 Give examples of health conditions that cause abnormal respirations	Foundation	Listening Science Speaking	Listens for content [1.2.3] Describes/Explains scientific principles related to medical procedures [1.4.13] Participates in conversation, discussion, and group presentations [1.5.8]
3.14 Identify the normal ranges for respirations	3.14.1 Define normal ranges for respirations	Foundation	Reading	Draws conclusions from what is read [1.3.12]
3.15 Outline the procedure for measuring and recording respirations	3.15.1 Demonstrate procedure for measuring and recording respirations	Foundation Personal Management Thinking	Listening Reading Science Speaking Responsibility Reasoning	Listens to follow directions [1.2.6] Applies information and concepts derived from printed materials [1.3.3] Describes/Explains scientific principles related to medical procedures [1.4.13] Communicates a thought, idea, or fact in spoken form [1.5.5] Pays close attention to details [3.4.8] Applies rules and principles to a new situation [4.5.1]
3.16 Outline systolic and diastolic blood pressure	3.16.1 Describe how systolic and diastolic pressures are derived with regard to the cardiac cycle	Foundation	Listening Reading Science	Listens for content [1.2.3] Draws conclusions from what is read [1.3.12] Describes/Explains scientific principles related to medical procedures [1.4.13]
3.17 Describe the normal ranges of blood pressure	3.17.1 Define the normal ranges for blood pressure	Foundation	Reading	Draws conclusions from what is read [1.3.12]

CAREER and TECHNICAL SKILLS
What the Student Should be Able to Do

ACADEMIC and WORKPLACE SKILLS
What the Instruction Should Reinforce

Knowledge	Application	Skill Group	Skill	Description
3.18 Discuss the factors that can alter blood pressure	3.18.1 List and describe the factors that can alter blood pressure	Foundation	Listening	Listens for content [1.2.3]
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
	3.18.2 Give examples of health conditions and/or disease that can cause an abnormal blood pressure		Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
	3.18.3 Discuss health risks associated with chronic high blood pressure	Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]
3.19 Outline the procedure for measuring and recording blood pressure	3.19.1 Demonstrate the procedure for measuring and recording blood pressure	Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]

Unit 4: CPR/First Aid
Hours: 6.75

Terminology: ABCs of CPR, Cardiopulmonary resuscitation, Convulsion, Diaphoresis, Dislocation, First degree burn, Fourth degree burn, Fracture, Hypothermia, Pressure bandage, Second degree burn, Sprain, Strain, Third degree burn

| CAREER and TECHNICAL SKILLS | | ACADEMIC and WORKPLACE SKILLS | | |
| What the Student Should be Able to Do | | What the Instruction Should Reinforce | | |
Knowledge	Application	Skill Group	Skill	Description
4.1 Define terminology related to CPR/First Aid	4.1.1 Prepare a written list of terms and definitions related to First Aid/CPR	Foundation	Reading	Applies/Understands technical words that pertain to medical procedures [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]; Uses words appropriately [1.6.21]
4.2 Identify the basic principles of providing first aid	4.2.1 List and describe the basic principles of providing first aid; 4.2.2 Give examples of when first aid principles should be applied	Foundation	Listening	Listens for content [1.2.3]
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
4.3 Outline the procedure for performing cardiopulmonary resuscitation (CPR)	4.3.1 Demonstrate CPR procedures for one-person rescue, two-person rescue, and CPR for infants and children	Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]

| CAREER and TECHNICAL SKILLS | | ACADEMIC and WORKPLACE SKILLS | | |
| What the Student Should be Able to Do | | What the Instruction Should Reinforce | | |
Knowledge	Application	Skill Group	Skill	Description
4.4 Outline the procedure for performing CPR on a victim with an obstructed airway	4.4.1 Demonstrate the procedure for performing CPR on a victim with an obstructed airway	Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]
4.5 Outline the procedure for providing first aid for bleeding wounds	4.5.1 Demonstrate the procedure for providing first aid for bleeding wounds	Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]

| CAREER and TECHNICAL SKILLS | | ACADEMIC and WORKPLACE SKILLS | | |
| What the Student Should be Able to Do | | What the Instruction Should Reinforce | | |
Knowledge	Application	Skill Group	Skill	Description
4.6 Outline the procedure for providing first aid for shock	4.6.1 Demonstrate the procedure for providing first aid for shock	Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]
4.7 Outline the procedure for providing first aid for poisoning	4.7.1 Demonstrate the procedure for providing first aid for poisoning	Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
	4.7.2 Find various poisonous chemicals in the MSDS			Uses written resources [books, dictionaries, directories] to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Knowing how to learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
			Reasoning	Applies rules and principles to a new situation [4.5.1]

| | CAREER and TECHNICAL SKILLS | | ACADEMIC and WORKPLACE SKILLS | |
| | What the Student Should be Able to Do | | What the Instruction Should Reinforce | |
Knowledge	Application	Skill Group	Skill	Description
4.8 Outline the procedure for providing first aid for burns	4.8.1 Demonstrate the procedure for providing first aid for burns 4.8.2 List and differentiate between different degrees of burns	Foundation Personal Management Thinking	Listening Reading Science Speaking Responsibility Reasoning	Listens for content [1.2.3] Listens to follow directions [1.2.6] Applies information and concepts derived from printed materials [1.3.3] Describes/Explains scientific principles related to medical procedures [1.4.13] Communicates a thought, idea, or fact in spoken form [1.5.5] Pays close attention to details [3.4.8] Applies rules and principles to a new situation [4.5.1]
4.9 Outline the procedure for providing first aid for heat and cold exposure	4.9.1 Demonstrate the procedure for providing first aid for heat and cold exposure	Foundation Personal Management Thinking	Listening Reading Science Speaking Responsibility Reasoning	Listens to follow directions [1.2.6] Applies information and concepts derived from printed materials [1.3.3] Describes/Explains scientific principles related to medical procedures [1.4.13] Communicates a thought, idea, or fact in spoken form [1.5.5] Pays close attention to details [3.4.8] Applies rules and principles to a new situation [4.5.1]

| CAREER and TECHNICAL SKILLS | | ACADEMIC and WORKPLACE SKILLS | | |
| What the Student Should be Able to Do | | What the Instruction Should Reinforce | | |
Knowledge	Application	Skill Group	Skill	Description
4.10 Outline the procedure for providing first aid for bone and joint injuries	4.10.1 Demonstrate the procedure for providing first aid for bone and joint injuries	Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]
4.11 Outline the procedure for providing first aid for sudden illness	4.11.1 Demonstrate the procedure for providing first aid for sudden illness	Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]

| CAREER and TECHNICAL SKILLS | | ACADEMIC and WORKPLACE SKILLS | | |
| What the Student Should be Able to Do | | What the Instruction Should Reinforce | | |
Knowledge	Application	Skill Group	Skill	Description
4.12 Outline the procedure for providing first aid for injuries to the eyes, head, nose, ears, chest, abdomen, and genitals	4.12.1 Demonstrate the procedure for providing first aid for injuries to the eyes, head, nose, ears, chest, abdomen, and genitals	Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]

Unit 5: Medical Math
Hours: 7.0

Terminology: Apothecary, Centi, Deca, Kilo, Milli, Micro

| CAREER and TECHNICAL SKILLS | | ACADEMIC and WORKPLACE SKILLS | | |
| What the Student Should be Able to Do | | What the Instruction Should Reinforce | | |
Knowledge	Application	Skill Group	Skill	Description
5.1 Define terminology related to medical math	5.1.1 Prepare a written list of terms and definitions related to medical math	Foundation	Reading	Applies/Understands technical words that pertain to medical procedures [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
				Uses words appropriately [1.6.21]
5.2 Explore the systems of measurement used in the health care profession	5.2.1 List and define measurement systems	Foundation	Arithmetic / Mathematics	Converts different units of measurement [1.1.17]
	5.2.2 Provide examples of each system used in health care professions		Listening	Listens for content [1.2.3]
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
5.3 Identify metric units of measure used to determine length, weight, and volume	5.3.1 Match different metric units to their appropriate measurement	Foundation	Reading	Draws conclusions from what is read [1.3.12]
5.4 Identify standard (English) units of measure used to determine length, weight, and volume	5.4.1 List standard units of measurement used to describe length, weight, and volume	Foundation	Listening	Listens for content [1.2.3]
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
5.5 Identify metric abbreviations and their units of measurement	5.5.1 Match metric abbreviations to the correct unit of measurement	Foundation	Reading	Draws conclusions from what is read [1.3.12]
5.6 Identify standard abbreviations and their units of measurement	5.6.1 Match standard abbreviations to the correct unit of measurement	Foundation	Reading	Draws conclusions from what is read [1.3.12]
5.7 Identify apothecary abbreviations and their units of measurement	5.7.1 Match apothecary abbreviations to the correct unit of measurement	Foundation	Reading	Draws conclusions from what is read [1.3.12]

| CAREER and TECHNICAL SKILLS | | | ACADEMIC and WORKPLACE SKILLS | | |
| What the Student Should be Able to Do | | | What the Instruction Should Reinforce | | |
Knowledge	Application	Skill Group	Skill	Description
5.8 Describe metric, standard, and apothecaries' approximate equivalents	5.8.1 Discuss metric, standard, and apothecaries' approximate equivalents	Foundation	Arithmetic / Mathematics	Converts different units of measurement [1.1.17]
	5.8.2 Solve problems using approximate equivalents		Listening	Listens for content [1.2.3]
			Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to the medical procedures [1.4.13]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
		Thinking	Problem solving	Comprehends ideas and concepts related to [fill in the correct course area]. [4.4.1]
5.9 Outline the process of converting from one unit to another within the same system of measurement	5.9.1 Solve conversion problems within the same system of measurement	Foundation	Arithmetic / Mathematics	Converts different units of measurement [1.1.17]
	5.9.2 Demonstrate the process of converting from one unit to another within the same system of measurement		Listening	Listens for content [1.2.3]
				Listens to follow directions [1.2.6]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
				Participates in conversation, discussion, and group presentations [1.5.8]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Problem solving	Comprehends ideas and concepts related to medical procedures [4.4.1]
			Reasoning	Applies rules and principles to a new situation [4.5.1]

CAREER and TECHNICAL SKILLS — What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS — What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.10 Outline the process of converting units of measure from one system of measurement to another system of measurement	5.10.1 Solve conversion problems from one system of measurement to another system of measurement 5.10.2 Interpret medication orders accurately	Foundation	Arithmetic / Mathematics	Converts different units of measurement [1.1.17]
			Listening	Listens for content [1.2.3]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human medical procedures [1.4.13]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Problem solving	Comprehends ideas and concepts related to medical procedures [4.4.1]
			Reasoning	Applies rules and principles to a new situation [4.5.1]
5.11 Describe the Roman numeric system	5.11.1 Write correct Roman numerals for given numbers	Foundation	Arithmetic / Mathematics	Converts different units of measurement [1.1.17]
			Listening	Listens for content [1.2.3]
			Science	Describes/Explains scientific principles related to the medical procedures [1.4.13]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
		Thinking	Problem solving	Comprehends ideas and concepts related to medical procedures [4.4.1]

Unit 6: Medical Charting & Abbreviations
Hours: 7.0

Terminology: S.O.A.P. (Subjective, Objective, Assessment, Prognosis) Notes

CAREER and TECHNICAL SKILLS — What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS — What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.1 Define terminology related to medical charting and abbreviations	6.1.1 Prepare a written list of terms and definitions related to medical charting and abbreviations	Foundation	Reading	Applies/Understands technical words that pertain to medical procedures [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
				Uses words appropriately [1.6.21]
6.2 Describe sections of a medical chart	6.2.1 List the different sections of a medical chart	Foundation	Listening	Listens for content [1.2.3]
			Reading	Draws conclusions from what is read [1.3.12]
	6.2.2 Explain the purposes of each section of a medical chart		Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
	6.2.3 Match specific patient medical information to the appropriate section of a medical chart	Thinking	Problem solving	Comprehends ideas and concepts related to medical procedures [4.4.1]
			Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]
				Extracts rules or principles from written information [4.5.4]

CAREER and TECHNICAL SKILLS — What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS — What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
6.3 Describe procedures for creating and correcting medical chart notes	6.3.1	List parts of a S.O.A.P. note	Foundation	Listening	Listens for content [1.2.3]
	6.3.2	Write examples of a S.O.A.P. note		Reading	Draws conclusions from what is read [1.3.12]
	6.3.3	Explain procedures used to make corrections to medical chart notes			Uses written resources [books, dictionaries, directories] to obtain factual information [1.3.23]
	6.3.4	Match specific patient information to the appropriate section of a chart note		Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
				Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
			Thinking	Reasoning	Comprehends ideas and concepts related to medical procedures [4.5.2]
					Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]
6.4 Discuss legal and ethical concerns regarding medical charts	6.4.1	List legal "do's and don'ts" involving medical charts	Foundation	Listening	Listens for content [1.2.3]
	6.4.2	Discuss current laws regarding inappropriate disclosure of patient information located in medical charts		Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
				Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
	6.4.3	Role-play various scenarios involving both appropriate and inappropriate disclosure of patient information		Writing	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]
			Thinking	Reasoning	Comprehends ideas and concepts related to medical procedures [4.5.2]
					Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]

Unit 7: Medical Abbreviations

Hours: 6.75

Terminology: ABG, ac, ad lib, ADL, ASAP, b.i.d., BP, CBC, CCs, CHF, C/O, COPD, CVA, CXR, D/C, Dx, gtt, HS (hours of sleep), I & O, IDDM, MI, Milliliters, NKA, NPO, pc, PO, PRN, q, qd (everyday), q.i.d., RTC, s, SOB, STAT, t.i.d., v.s., WBC

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
7.1	Define terminology related to medical abbreviations	7.1.1 Prepare a written list of medical abbreviations	Foundation	Reading	Applies/Understands technical words that pertain to medical procedures [1.3.6]
				Writing	Applies/Uses technical words and concepts [1.6.4]
					Uses words appropriately [1.6.21]
7.2	Discuss proper usage of medical abbreviations when charting	7.2.1 Create a medical chart note using several common abbreviations	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
		7.2.2 Interpret sample medical chart notes			Uses written resources [books, dictionaries, directories] to obtain factual information [1.3.23]
		7.2.3 Discuss possible implications of incorrectly used abbreviations		Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
				Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
				Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
			Thinking	Knowing how to learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
			Thinking	Reasoning	Comprehends ideas and concepts related to medical abbreviations-medical procedures [4.5.2]

Unit 8: Career and Technical Student Organizations (SkillsUSA / HOSA)
Hours: 12

Terminology: Assess, Assessment, Behavior, Business Meeting, Career, Competency, Critique, Cultural diversity, Customers, Equity issues, Expectation, Government, Image, Interview, Job application, Journal, Management, Mentor, Organizational chart, Parliamentary procedure, Portfolio, Presentation, Professional organizations, Résumé, Self-motivation, Short-term goals, Stress, Task, Trade unions

CAREER and TECHNICAL SKILLS — What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS — What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.1 Define terminology related to student organizations	8.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to student organizations [1.3.6]
			Writing	Applies/Uses technical words and concepts
				Uses words appropriately [1.6.21]
8.2 Outline a self-assessment and identify individual learning styles	8.2.1 Show individual strengths	Interpersonal	Leadership	Conveys attitudes and values of group to others [2.4.3]
	8.2.2 Show areas in need of improvement	Thinking	Problem Solving	Identifies possible reasons for problem [4.4.6]
8.3 Describe self-motivation techniques and establish short-term goals	8.3.1 Prepare a list of short-term goals	Personal Management	Self-Esteem	Develops/Initiates a plan for self-improvement [3.5.4]
	8.3.2 Discuss ways to change or improve lifestyle appearance and behavior	Thinking	Creative Thinking	Identifies new goals and objectives [4.1.8]
8.4 Give examples of individual time management skills	8.4.1 Prepare and maintain a time journal	Foundation	Writing	Prepares a complex document in a concise manner [1.6.12]
	8.4.2 Outline ways to improve time management skills	Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]
				Recognizes/Defines problem [4.4.8]
8.5 Predict future occupations	8.5.1 Research the Internet to explore for career opportunities within specified fields of study	Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Summarizes written information [1.6.17]
	8.5.2 Prepare a presentation on a specified career area	Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]
		Thinking	Creative Thinking	Prepares presentation based on subject research, interviews, surveys [4.1.10]

| CAREER and TECHNICAL SKILLS | | ACADEMIC and WORKPLACE SKILLS | | |
| What the Student Should be Able to Do | | What the Instruction Should Reinforce | | |
Knowledge	Application	Skill Group	Skill	Description
8.6 Identify the customer	8.6.1 Differentiate between External and Internal customers	Interpersonal	Customer Service	Recognizes effects of positive/negative attitudes on customers [2.3.7]
	8.6.2 Identify factors which contribute to poor customer relationships			Shows initiative and courtesy in meeting and working with customers [2.3.8]
		Thinking	Decision Making	Evaluates information/data to make best decision
8.7 Identify the benefits of doing a community service project	8.7.1 Outline ways to become involved in the community	Foundation	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
	8.7.2 Develop a community service project	Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
8.8 Describe effective communication with others	8.8.1 Note personal barriers to listening	Thinking	Problem Solving	Recognizes/Defines problem [4.4.8]
	8.8.2 Relate a personal plan to overcome barriers to listening			Revises plan of action indicated by findings [4.4.9]
8.9 Give locations for a shadowing activity	8.9.1 Summarize and relate an experience of job shadowing activity	Interpersonal	Leadership	Encourages/Motivates members of a group or team [2.4.6]
8.10 Identify the components of an employment portfolio	8.10.1 Present parts of a portfolio	Foundation	Writing	Completes form accurately [1.6.7]
	8.10.2 Compile a personal employment portfolio for an interview			Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
8.11 List proficiency in program competencies	8.11.1 Construct an interpersonal competency assessment	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
8.12 Describe how to measure / modify short-term goals	8.12.1 Discuss how to pursue short-term goal(s)	Thinking	Creative Thinking	Identifies new goals and objectives [4.1.8]
8.13 Identify stress sources	8.13.1 Prepare a list of personal sources of stress	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
	8.13.2 Outline techniques to cope with individual sources of stress	Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]

| CAREER and TECHNICAL SKILLS | | ACADEMIC and WORKPLACE SKILLS | | |
| What the Student Should be Able to Do | | What the Instruction Should Reinforce | | |
Knowledge	Application	Skill Group	Skill	Description
8.14 Identify characteristics of a positive image	8.14.1 List behaviors and traits that lead to a positive image	Foundation	Reading	Determines what information is needed [1.3.10]
	8.14.2 Note behaviors and traits that lead to a negative image	Personal Management	Self-Esteem	Comprehends the importance of a positive self-concept [3.5.1]
				Develops/Initiates a plan for self-improvement [3.5.4]
		Thinking	Decision Making	Identifies pros and cons to assist in decision-making process [4.2.7]
			Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
8.15 Describe how team skills can be applied to a group project	8.15.1 Form a team to develop a class project	Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
8.16 Outline how to observe and critique a meeting	8.16.1 Attend a formal meeting held with in the community	Foundation	Writing	Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
	8.16.2 Prepare a critique of the meeting attended	Interpersonal	Customer Service	Shows initiative and courtesy in meeting and working with customers [2.3.8]
8.17 List business meeting skills	8.17.1 Relate the basic rules required to ensure an orderly and business-like meeting	Foundation	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
	8.17.2 Demonstrate with role-playing to illustrate appropriate meeting skills	Interpersonal	Leadership	Conveys attitudes and values of group to others [2.4.3]
				Influences group behavior [2.4.8]
8.18 Outline a survey for employment opportunities	8.18.1 Compile information on a particular employment opportunity of interest	Foundation	Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
	8.18.2 Perform an Internet search of a specific career area	Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
8.19 Select a professional journal for review and develop a three to five minute presentation	8.19.1 Prepare a presentation on the content, purpose, and distribution of a particular professional journal	Foundation	Writing	Prepares a complex document in a concise manner [1.6.12]

| CAREER and TECHNICAL SKILLS | | ACADEMIC and WORKPLACE SKILLS | | |
| What the Student Should be Able to Do | | What the Instruction Should Reinforce | | |
Knowledge	Application	Skill Group	Skill	Description
8.20 Identify customer expectations	8.20.1 List customer expectations 8.20.2 Discover the consequences of unmet customer expectations	Interpersonal	Customer Service	Applies human relations skills in real-life situations [2.3.1] Recognizes effects of positive/negative attitudes on customers [2.3.7] Works with customers to satisfy their expectations [2.3.9]
8.21 List parts of a job application	8.21.1 Prepare a job application from various businesses in the community 8.21.2 Demonstrate a mock job interview	Foundation	Reading Speaking Writing	Determines what information is needed [1.3.10] Communicates a thought, idea, or fact in spoken form [1.5.5] Uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the . . . . . . Completes form accurately [1.6.7]
8.22 Outline your employment portfolio	8.22.1 Construct a personal employment portfolio	Foundation	Writing	Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] Produces neat, legible document from typewriter or computer [1.6.15] Summarizes written information [1.6.17] Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]
8.23 Identify supervisory and management roles in an organization	8.23.1 Prepare an organizational chart 8.23.2 Outline the responsibilities of managers and supervisors	Foundation Interpersonal Thinking	Writing Leadership Creative Thinking	Produces neat, legible document from typewriter or computer [1.6.15] Helps an individual or group challenge existing procedures, policies, or authority [2.4.7] Develops visual aids to create audience interest [4.1.4]

		ACADEMIC and WORKPLACE SKILLS		
CAREER and TECHNICAL SKILLS		What the Instruction Should Reinforce		
What the Student Should be Able to Do				
Knowledge	Application	Skill Group	Skill	Description
8.24 Outline safety issues	8.24.1 Research safety issues within a given career area	Foundation	Reading	Identifies relevant details, facts and specifications [1.3.16]
			Science	Follows safety guidelines [1.4.15]
		Personal Management	Integrity/Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]

Glossary
Unit 1: Safety

1. Antisepsis — the process of inhibiting the growth and multiplication of microorganisms

2. Bacteria — a small single celled organisms from the Moneran kingdom; known as prokaryotes, which are classified together because they lack nuclear membranes

3. Body mechanics — the mechanics of the function of the various systems of the human body, especially the skeletal, muscular, circulatory, respiratory and nervous systems

4. Class A fire extinguisher — this extinguisher is used for ordinary combustibles such as cloth, wood, rubber and many plastics; these types of fire usually leave ashes after they burn; Type A extinguishers for ashes

5. Class B fire extinguisher — this extinguisher is used for flammable liquid fires such as oil, gasoline, paints, lacquers, grease, and solvents; these substances often come in barrels; Type B extinguishers for barrels

6. Class C fire extinguisher — this extinguisher is used for electrical fires such as in wiring, fuse boxes, energized electrical equipment and other electrical sources; electricity travels in currents; Type C extinguishers for currents

7. Disinfection — the process of killing harmful and objectionable microorganisms by various agents such as chemicals, heat, ultraviolet light, ultrasonic waves, or radiation

8. Ergonomics — the science that studies the relationship of humans to their working environment and seeks to improve working conditions and increase efficiency

9. Flagella — hair-like projection used for locomotion in some microorganisms

10. Fungi — saprophytic and parasitic organisms that lack chlorophyll and include molds, rusts, mildews, smuts, mushrooms and yeast; singular, fungus

11. Microorganism — an organism that can be seen only through a microscope; include bacteria, protozoa, algae, and fungi; although viruses are not considered living organisms, they are sometimes classified as microorganisms

12. OSHA — Occupational Safety and Health Administration

13. Pathogens — agents, such as bacteria, viruses, parasites, or fungi, that cause disease; some bacteria pathogens are food-borne, such as salmonella

14. RACE — an acronym that stands for: Remove all individuals from the affected area, Activate the pull alarm and dial 911, Close all doors and windows, and Extinguish the fire

15. Sterilization — the removal or destruction of all microorganisms, including pathogenic and other bacteria, vegetative forms and spores

16. Virus — a noncellular biological entity that can reproduce only within a host cell; consist of nucleic acid covered by protein; some animal viruses are also surrounded by membrane; inside the infected cell, the virus uses the synthetic capability of the host to produce progeny virus

Unit 2: Infection Control

1. Antisepsis — destruction for disease-causing microorganism to prevent infection

2. Autoclave — a device to expose items to steam at a high pressure in order to decontaminate the materials or render them sterile

3. Bacilli — long, rod-shaped bacteria

4. Contaminated — refers to air, water, soil, or food that has been polluted by dangerous chemicals or infectious microbes (viruses, bacteria, or parasites) so that it becomes unusable or harmful

5. Disinfection — to cleanse so as to destroy or prevent the growth of disease-carrying microorganisms

6. Spore — a minute reproductive body produced by primitive organisms, such as ferns and fungi

7. Sterile — free of or using methods to keep free of pathological microorganisms

8. Sterilization — the act or procedures of removing live bacteria; the state or condition of being free from microorganisms

9. Toxins — chemical or natural substances that can cause harmful effects on humans; toxins include heavy metals such as cadmium, lead, and mercury, as well as organic compounds like petroleum products, polychlorinated biphenyls (PCBs), and polynuclear aromatic hydrocarbons (PAHs)

Unit 3: Vital Signs

1. Abnormal respiration — an abnormal pattern of breathing characterized by deep, gasping inspiration with a pause at full inspiration followed by a brief, insufficient release; an abnormal pattern of breathing characterized by periods of breathing with gradually increasing and decreasing tidal volume interspersed with periods of apnea; in cases of increasing intracranial pressure, it is often the first abnormal breathing pattern to appear

2. Abnormal temperature — an abnormally high condition of body heat caused by illness; a fever.

3. Abrasion — a type of wound where the top layer of skin is removed, usually with very little bleeding; usually quite painful, and can easily be infected since dirt and germs can become embedded in it

4. Afebrile — absence of fever, normal body temperature

5. Apical pulse — your heart rate when counted with a stethoscope placed over your heart

6. Apnea — temporary absence or cessation of breathing

7. Brachial pulse — located between the biceps and triceps, on the medial side of the elbow cavity

8. Carotid pulse — located in the neck (carotid artery); the carotid artery should be palpated gently; stimulating its baroreceptors with vigorous palpitation can provoke severe bradycardia or even stop the heart in some sensitive persons

9. Diastolic blood pressure — the second or lower number of a blood pressure reading; the diastolic pressure is the lowest pressure (at the resting phase of the cardiac cycle)

10. Dyspnea — difficult or labored breathing; shortness of breath

11. Febrile — high body temperature, fever

12. Hemorrhage — the medical term for bleeding. In common usage, a hemorrhage means particularly severe bleeding; although technically it means escape of blood to extravascular space

13. Homeostasis — a tendency to stability in the normal body states (internal environment) of the organism. It is achieved by a system of control mechanisms activated by negative feedback, for example a high level of carbon dioxide in extracellular fluid triggers increased pulmonary ventilation, which in turn causes a decrease in carbon dioxide concentration

14. Hypertension — high blood pressure

15. Incision — cut made with a sharp instrument through the skin or other tissue

16. Inspiration — the act of inhaling; the drawing in of air (or other gases) as in breathing

17. Laceration — a cut, tear, or ragged opening in the skin caused by an injury or trauma

18. Popliteal pulse — located behind the knee in the popliteal fossa, found by holding the bent knee; patient bends the knee at approximately 120 degrees, and the physician holds it in both hands to find the popliteal artery in the pit behind the knee

19. Pulse — the rate at which the heart beats; usually measured to obtain a quick evaluation of a person's health

20. Pulse oximeter — a device that measures the amount of oxygen in the blood

21. Rales — an abnormal sound heard in the lungs when listening to the chest through a stethoscope; rales can be sibilant (whistling), dry (crackling) or wet (sloshy) depending on the amount and density of fluid moving in the lung's air passages

22. Shock — bodily collapse or near collapse caused by inadequate oxygen delivery to the cells; characterized by reduced cardiac output and rapid heartbeat and circulatory insufficiency and pallor

23. Sphygmomanometer — a device used to measure blood pressure

24. Stethoscope — an instrument used to listen to the heart and other sounds in the body

25. Systolic blood pressure — the first or higher number in a blood-pressure reading; is defined as the peak pressure in the arteries during the cardiac cycle; is the important factor in determining whether a person has hypertension; represents the maximum force exerted by the heart against the blood vessels during the heart's pumping phase; diastolic pressure is the resting pressure during the heart's relaxation phase; the defining systolic number is 140: a higher measurement indicates a need for blood-pressure reduction through drugs or lifestyle change; it is clear that lowering systolic pressure is associated with better outcomes in cardiovascular and renal disease; systolic hypertension interacts with other major risk factors, such as high cholesterol and diabetes, which also increase with age, to amplify the age-related risk of cardiovascular events

Unit 4: CPR/First Aid

1. ABC's of CPR – an acronym used to assist in remembering the steps of CPR; stands for: airway, breathing, chest compressions

2. Cardiopulmonary resuscitation – (CPR) a method of artificial breathing and circulation usually administered by a CPR certified responder, when the natural heart action and breathing have stopped; artificial rescue breaths and chest compressions are used which are only about 1/3 as effective of a normal circulation

3. Convulsion – a sudden attack characterized by a loss of consciousness and severe, sustained, rhythmic contractions of some or all voluntary muscles; are most often a manifestation of a seizure disorder

4. Diaphoresis – excessive sweating commonly associated with shock and other medical emergency conditions

5. Dislocation – condition where bones that usually meet at a joint, have completely lost contact with each other at the joint surface and are displaced; usually results from trauma

6. First degree burn – involves minimal tissue damage and they involve the epidermis (skin surface); these burns affect the outer-layer of skin causing pain, redness and swelling; sunburn is a good example of a first-degree burn

7. Fourth degree burn – a fourth degree burn goes through all the layers of the skin and down into the muscle and the bone; it looks like a third degree burn and does great harm to the body structure; since the nerves are burnt there is little pain in this burn

8. Fracture – breach in continuity of a bone; types of fractures include simple, compound, comminuted, greenstick, incomplete, impacted, longitudinal, oblique, stress or transverse

9. Hypothermia – a decrease in the core body temperature that impairs normal muscular and cerebral functions; it occurs when the body loses heat faster than it is replaced; symptoms begin when the core body temperature drops below 95 degrees F.(35 degrees Celsius)

10. Pressure bandage – is a kind of bandage designed to reduce the flow of blood to a particular area of the body by applying pressure there

11. Second degree burn – a burn that injures the top layers of skin, called the epidermis, and extends down to the deeper layers of skin, called the dermis

12. Sprain – a sudden or violent twist or wrench of a joint causing the stretching or twisting of ligaments and often rupture of blood vessels with hemorrhage to the tissues

13. Strain – injury to a muscle (often caused by overuse); results in swelling and pain

14. Third degree burn – burns that extend into deeper tissues; they cause white or blackened, charred skin that may be numb

Unit 5: Medical Math

1. Apothecary — (from the Latin apothecarius, a keeper of an otheca, a store) is a historical name for a medical practitioner who formulates and dispenses materia medica to physicians, surgeons and patients — a role now served by a pharmacist

2. Centi — 1/100

3. Deca — 10

4. Kilo — (symbol: k) is a prefix in the SI and other systems of units denoting 103 or 1000; for example: kilogram is 1000 grams, kilometre is 1000 metres, kilowatt is 1000 watts, kilojoule is 1000 joules; officially adopted in 1795 (though in common use before that), it comes from the Greek χίλιοι ("khilioi"), meaning thousand; 1/1,000

5. Milli — adopted in 1795, the prefix comes from the Latin mille, meaning one thousand (the plural is milia) 1/1,000

6. Micro — 1/1,000,000

Unit 6: Medical Charting & Abbreviations

1. S.O.A.P. – an acronym used to describe a standardized method of taking notes in a patient's medical chart; that stands for: Subjective, Objective, Assessment, Prognosis

Unit 7: Medical Abbreviations

1. ABG — arterial blood gases

2. ac — before meals (ante cibos)

3. ad lib — as desired

4. ADL — activities of daily living

5. ASAP — as soon as possible

6. b.i.d. — twice per day

7. BP — blood pressure

8. CBC — complete blood count

9. C/O — complaint of

10. CC — cubic centermeter

11. CHF — congestive heart failure

12. COPD — Chronic obstructive pulmonary disease

13. CVA — cerebrovascular accident

14. CXR — chest x-ray

15. D/C — discontinue

16. Dx — diagnosis

17. gtt — drop

18. HS — hours of sleep

19. I & O — intake and output

20. IDDM — insulin dependent diabetes mellitus

21. MI — myocardial infarction

22. Milliliters – a unit of volume equal to one thousandth of a liter

23. NKA – no known allergies

24. NPO – nothing by mouth

25. pc – after meal

26. PRN – as needed

27. PO – by mouth

28. q – every

29. qd – every day

30. q.i.d. – four times daily

31. RTC – return to clinic

32. RVC – routine viral culture

33. s̄ – without

34. SOB – shortness of breath

35. STAT – at once or immediately

36. t.i.d. – three times daily

37. v.s. – vital signs

38. WBC – white blood cell count

Unit 8: Career and Technical Student Organizations (SkillsUSA / HOSA)

1. Assess — to determine the value, significance, or extent; to judge

2. Assessment — a tool used to determine value, significance, or extent

3. Behavior — the actions one takes, how one conducts oneself

4. Business meeting skills — the ability for individuals who share a common ground (occupational, work, trade, or organizational) to conduct a methodical, and systematic meeting

5. Career — a chosen pursuit, the general course of progression of one's working life

6. Competency — the knowledge that enable one to comprehend and complete a task

7. Critique — a critical review or commentary

8. Cultural diversity — integrated existence of ethnic groups based on their values, beliefs, behavior patterns (social, educational, economic, religious, artistic values)

9. Customers — one who buys goods or services

10. Equity issues — a point of matter affecting the justice and fairness for all concerned

11. Expectation — eager anticipation; to look forward to the probable occurrence or appearance of something

12. Government — the agency or apparatus through which a governing individual or body functions and exercises authority

13. Image — the public's opinion or concept of something

14. Interview — a formal, in person meeting in which the assessment of the qualifications of an applicant are demonstrated/determined

15. Job application — a form or document used by an employer when hiring prospective employees

16. Journal — a personal record of occurrences, experiences, reflections kept on a regular basis

17. Management — the person or persons who control or direct a business or other enterprise

18. Mentor — a wise or trusted counselor or teacher

19. Organizational chart — a chart that reflects the structure through which individuals cooperate systematically to conduct business

20. Parliamentary procedure — a body of rules governing a meeting

21. Portfolio — a portable case for holding materials, such as photographs, drawings, or other materials that represent a person's work

22. Presentation — a performance; a formal introduction; the process of offering for consideration or display

23. Professional organization — a service provider utilizing a business relationship that allows outsourcing of human resources tasks, mainly for small to mid-sized business that do not have the need or resources for a dedicated human resources department; the concept is virtually unknown outside of the United States

24. Résumé — a brief account of one's professional or work experience and qualifications often submitted with a job application

25. Self-motivation — to take action, move forward of one's own volition

26. Short-term goals — goals or targets that are reachable with a short or brief period of time

27. Stress — an extreme pressure, strain, or difficulty

28. Task — a function to be performed

29. Trade unions — a labor union, especially one limited in membership to people in the same trade