EASTERN ARIZONA COLLEGE
Basic Health Care Concepts and Skills
Course Design
2016-2017

Course Information
Division: Allied Health
Course Number: HCE 100
Title: Basic Health Care Concepts and Skills
Credits: 4
Developed by: Shalay Haynie/Revised by Diane Knapp
Lecture/Lab Ratio: 4 Lecture/0 Lab
Transfer Status: ASU NAU UA
Activity Course: No
CIP Code: 51.0800
Assessment Mode: Pre/Post Test (100 Questions/100 Points)
Semester Taught: Fall and Spring
GE Category: None
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No

Prerequisites
None

Educational Value
This course is one of the Health Care Education Core Requirements. It is intended for students and community members interested in exploring the health occupations.

Description
Introductory course for the students who are interested in health occupations. Student learning will focus on health care systems, careers in health care, personal qualities of a health care worker, legal responsibilities, and basic knowledge and skills required in the health profession. This course is designed to prepare the student to enter the world of health occupations.

Supplies
Wrist watch with second hand
Clinical thermometer, blood pressure kit, stethoscope
Other medical equipment and supplies
Competencies and Performance Standards

1. **Discuss health care systems.**
   
   **Learning objectives**
   
   *What you will learn as you master the competency:*
   
   a. Describe the types of health care facilities.
   
   b. Compare the basic principles of the different health insurance plans.
   
   c. Explain the purpose of organizational structures in health care facilities.
   
   **Performance Standards**
   
   *Competence will be demonstrated:*
   
   o in completion of the assignment sheet
   
   *Performance will be satisfactory when:*
   
   o learner participates in class discussions and activities

2. **Identify careers in health care.**
   
   **Learning objectives**
   
   *What you will learn as you master the competency:*
   
   a. Compare the educational requirements for associate’s, bachelor’s, and master’s degrees.
   
   b. Contrast certification, registration, and licensure.
   
   c. Describe health careers by including a definition of the career, duties, educational requirements, and employment opportunities.
   
   d. Interpret at least ten abbreviations used to identify health occupations workers.
   
   **Performance Standards**
   
   *Competence will be demonstrated:*
   
   o in completion of the assignment sheet
   
   *Performance will be satisfactory when:*
   
   o learner participates in class discussions and activities on careers in health care
   
   o learner provides acceptable, verbal responses to questions and situations about careers in health care

3. **Acquaint self with personal qualities of a health care worker.**
   
   **Learning objectives**
   
   *What you will learn as you master the competency:*
   
   a. Create a characteristic profile of a health care worker that includes professional traits (professionalism).
   
   b. Explain how diet, rest, exercise, good posture, and avoiding tobacco, alcohol, and drugs contribute to good health.
   
   c. Demonstrate the standards of a professional appearance.
   
   **Performance Standards**
   
   *Competence will be demonstrated:*
   
   o in completion of the assignment sheet
   
   *Performance will be satisfactory when:*
   
   o learner has passed all quizzes on the subject
4. Describe legal responsibilities of individuals in health care.

**Learning objectives**

*What you will learn as you master the competency:*

- a. Provide one example of a situation that might result in legal action for each of the following: malpractice, negligence, assault and battery, invasion of privacy, false imprisonment, abuse, and defamation.
- b. Describe how contract law affects health care.
- c. State the legal regulations that apply to health care records.
- d. List basic rules of ethics for health care personnel.
- e. List rights of the patient who is receiving health care.
- f. Observe regulations established by the Omnibus Budget Reconciliation Act (OBRA).
- g. Justify professional standards by explaining how they help meet legal/ethical requirements.

**Performance Standards**

*Competence will be demonstrated:*

- in completion of the assignment sheet

*Performance will be satisfactory when:*

- learner has passed all quizzes on the subject

5. Identify basic anatomy and physiology of the human body.

**Learning objectives**

*What you will learn as you master the competency:*

- a. Apply the appropriate terminology to major organs and systems of the human body.
- b. Identify the major functions of body systems.
- c. Compare interrelationships of body systems.
- d. Describe basic diseases affecting each body system.
- e. Define, spell, and pronounce all the key terms.

**Performance Standards**

*Competence will be demonstrated:*

- in completion of the assignment sheet

*Performance will be satisfactory when:*

- learner has passed all quizzes on the subject


**Learning objectives**

*What you will learn as you master the competency:*

- a. Identify the different life stages of psychosocial development.
- b. Recognize the physical, mental, emotional, and social development that occurs during these life stages.
- c. Recognize the ways these life stages affect an individual's needs.
- d. Describe the stages of grieving that occur in the dying patient and the role of the health care worker in each stage.
e. Explain Maslow's hierarchy of needs and explain methods used to meet these needs.
f. Describe the defense mechanisms of the ego.
g. Identify factors that deal with effective communication.

**Performance Standards**

*Competence will be demonstrated:*
- in completion of the assignment sheet

*Performance will be satisfactory when:*
- learner provides acceptable responses to questions and situations about human growth and development

7. Describe geriatric care.

**Learning objectives**

*What you will learn as you master the competency:*

a. Differentiate between myths and facts of aging.
b. Identify body changes secondary to aging.
c. List factors that cause psychosocial changes of aging.
d. Recognize causes and effects of confusion and disorientation in the elderly.
e. Explain the role of ombudsman.

**Performance Standards**

*Competence will be demonstrated:*
- in completion of the assignment sheet

*Performance will be satisfactory when:*
- learner has passed all quizzes on the subject

8. Identify basic concepts of nutrition and diets.

**Learning objectives**

*What you will learn as you master the competency:*

a. Define the word nutrition and list some effects of good and bad nutrition.
b. Name the groups of essential nutrients and their functions and sources.
c. Differentiate between the processes of digestion, absorption, and metabolism.
d. Describe some therapeutic diets.

**Performance Standards**

*Competence will be demonstrated:*
- in completion of the assignment sheet

*Performance will be satisfactory when:*
- learner passes all quizzes on the subject
9. **Promote safety and follow regulations established by OSHA.**

   **Learning objectives**
   
   *What you will learn as you master the competency:*
   
   a. Define the term body mechanics as it is used.
   
   b. Use correct body mechanics while working.
   
   c. Follow safety regulations for patient safety while performing procedures.
   
   d. Simulate the operation of a fire extinguisher.
   
   e. Describe in detail the evacuation plan according to established school policy.
   
   f. Follow regulations established by the Occupational Safety and Health Administration (OSHA).

   **Performance Standards**
   
   *Competence will be demonstrated:*
   
   o in completion of the assignment sheet
   
   *Performance will be satisfactory when:*
   
   o learner participates in class activities and assignments

10. **Demonstrate effective practices of infection control.**

   **Learning objectives**
   
   *What you will learn as you master the competency:*
   
   a. Explain the principles of infection control.
   
   b. Differentiate between antisepsis, disinfection, and sterilization.
   
   c. Wash hands according to recommended aseptic technique.
   
   d. Observe universal precautions while working.
   
   e. Follow regulations established by the Occupational Safety and Health Administration (OSHA).

   **Performance Standards**
   
   *Competence will be demonstrated:*
   
   o in correct techniques for hand washing, universal blood/body fluid precautions, and various types of sterilization
   
   o in passing the written exams
   
   *Performance will be satisfactory when:*
   
   o learner participates in class presentation and activities
   
   o learner practices hand washing and other infection control procedures

11. **Perform vital signs check.**

   **Learning objectives**
   
   *What you will learn as you master the competency:*
   
   a. List the four main vital signs.
   
   b. Read a clinical thermometer to the nearest two-tenths of a degree.
   
   c. Measure and record oral temperature accurately.
   
   d. Measure and record radial pulse to an accuracy within 2 beats per minute.
   
   e. Measure and record blood pressure to an accuracy within 2 mm of actual mercury
reading.

f. Count and record respirations to an accuracy within 1 respiration per minute.

Performance Standards

Competence will be demonstrated:
- in the completion of the assignment sheet
- in performance of measuring and recording vital signs

Performance will be satisfactory when:
- learner participates in class discussions and activities on vital signs check


Learning objectives

What you will learn as you master the competency:

a. Describe first aid for bleeding and wounds, shock, poisoning, burns, and sudden illness including heart attack, fainting, and diabetic reactions.

b. Apply simple dressing and bandages.

Performance Standards

Competence will be demonstrated:
- in performance of basic first aid

Performance will be satisfactory when:
- learner participates in class activities on first aid

Types of Instruction

Classroom presentation & activities
Practice procedure

Grading Information

Grading Rationale

A pretest may be administered at the beginning of the course, which will not count as part of the final grade. The final written exam (post-test) will count as 25% of the final grade. The chapter tests will count as 50% of the final course grade. Participation, activities, and assignments will count as 25% of the final grade.

Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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