



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
CSH100	College Success for Health Professions	2
Hours: Lecture/Lab/Other 1/1/0	Co- or Pre-requisite None	Implementation Semester & Year Spring 2022

Catalog description:

A complete orientation to the college experience providing academic, interpersonal, and wellness strategies geared toward students in pursuit of a health professions related degree. Topics include study skills, soft skills development, and investigation of health professions related careers. Students also apply strategies to promote optimal physical and emotional wellness.

General Education Category:
Not GenEd

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Required texts & Other materials:

OER

College Success: <https://open.lib.umn.edu/collegesuccess/>

Health and Wellness:

https://docs.google.com/document/d/1g4OYMjgg7ISQeITbqjoWIAAd_f5PoXZB_JAlsoQxKfyg/edit#

Course Student Learning Outcomes (SLO):

Upon successful completion of the course, the student will be able to...

1. Connect to and execute proficiency in Mercer County Community College student learning management systems and applications **(ILG 4, PLO 1)**
2. Connect with college wide academic and student support services **(ILG 10, PLO 1)**
3. Identify various health professions careers and create SMART educational and career goals **(ILG 10, PLO4)**
4. Apply general learning, writing, study, and financial skills strategies **(ILG 1,11, PLO 3)**

5. Identify and apply optimal soft skills which pertain to college success and health professions success **(ILG 1,8, PLO 1)**
6. Determine appropriate health and wellness choices for academic success **(ILG 11, PLO 3)**
7. Discuss the 9 aspects of wellness and how they are interrelated **(ILG 8, 11, PLO 3)**
8. Discuss the various ways to boost mental health as well as help others who may be struggling emotionally **(ILG 8, 11, PLO 3)**
9. Describe basic program design as it relates to optimal muscular strength, muscular endurance, cardiovascular, flexibility, and body composition development and analyze, and recommend appropriate nutrient requirements for optimal physical and emotional well-being **(ILG 3, PLO 1,2,3,4)**
10. Identify Title IX regulations, describe warning signs of unhealthy relationships, and become familiar with campus resources **(ILG 9, 11, PLO 1)**

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 3. Science: Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Health Science A.A.S. (PLO)

1. Develop the knowledge, skills, and professional requirements of an allied health professional;
2. Demonstrate the ability to apply the scientific method to gather and use information;
3. Integrate critical thinking and problem solving appropriate for student's allied health discipline;
4. Exhibit proficiency in the scientific area of student's licensure/certification.

Units of study in detail – Unit Student Learning Outcomes:

Unit 1: Introduction (SLO: 1,2)

- Connect with Blackboard
- Use Mercer portal
- Recognize Office 365
- Name his/her advisor (if applicable, 1st semester students usually do not have an assigned advisor until they declare a major)
- Understand how to read a class schedule
- Understand how to read and use a course syllabus

Unit 2: Time Management (SLO: 4)

- Illustrate the importance of time management in one's day-to-day life and for college success
- Develop strategies to improve time management. Assess current use of time and evaluate changes that need to be made for college success.

Unit 3: Goal Setting and Academic Success Plan (SLO: 3)

- Identify obstacles to academic success
- Generate potential solutions for overcoming the obstacles
- Commit to workable and achievable solutions
- Develop a plan of action
- Identify specific study skill needs
- Identify how he/she learns most effectively
- Identify and discuss motivation factors
- Discuss steps to reduce factors interfering with learning
- Set goals short, intermediate, and long range academic goals

Unit 4: Plagiarism and Library Resources and Citations (SLO: 4)

- Identify when to cite resources
- Identify the difference between quotes and paraphrasing
- Identify the two most used citation formats at MCCC: APA and MLA
- Demonstrate ability to use library databases to create citations
- MCCC plagiarism addressing how to quote and how to paraphrase.
- Professional and academic integrity

Unit 5: Technology Basics (SLO: 1)

- Use Basic Microsoft Excel tools
- Use PowerPoint basics, optional: try using Prezi [prezi.com]
- Use MercerMail to send, receive, and open email messages
- Use Office 365 for creating and submitting assignments and communicating with faculty and other students
 - NOTE: The Mid-Semester Presentation due week 7 will require you to demonstrate your ability to use PowerPoint.

Unit 6: College Resources and Services and Transfer (SLO: 2,5)

- Identify key student and academic service offices
- Navigate MCCC website to locate key college service and support departments
- Discuss Academic and Student Support Services
- Discuss College Terminology and Vocabulary

Unit 7: Career Planning and Advisement (SLO: 2,3)

- Create a career plan
- Seek advisement for program and course direction
- Identify various health professions related careers

Unit 8: Focus and Concentration (SLO: 4)

- Recognize and identify distractors
- Understand and discuss how the concentration cycle works

Unit 9: Memorization, Note Taking, & Test Taking (SLO: 4)

- Utilize memorization techniques: Mnemonics, Rule of 7, Association, Categorization
- Demonstrate various notetaking methods including Cornell, Outline, and Block styles

- Demonstrate textbook marking, highlighting, and notetaking
- Create visual/audio study guides
- Review and summarize textbook notes
- Identify various types of tests
- Apply test-taking strategies to sample tests

Unit 10: Critical Reading & Critical Thinking (SLO: 4)

- Scan a reading
- Apply SQ3R to a reading assignment
- Take textbook/reading notes
- List and define the six core critical thinking skills: interpretation, analysis, inference, evaluation, explanation, self-regulation

Unit 11: Financial Literacy (SLO 4)

- Create a budget
- Understand basic financial terminology
- Create a basic financial plan

Unit 12: Student Presentations – Current Health Issues (SLO 1,5)

- Participate in a group to create the presentation about a Current Health Issue
- Speak before the class
- Produce college level work while constructing complete sentences
- Demonstrate ability to use PPT, or other presentation software
- Include a references list with the presentation

Unit 13: Introduction to Health and Wellness (SLO 7)

- Identify and describe the dimensions of health and wellness.
- Describe how the various aspects of wellness are interrelated
- Discuss strategies to promote optimal wellness in each of the 9 dimensions
- Identify lifestyle decisions that lead to premature death
- Discuss and identify the steps of the Trans-theoretical model
- Understand cultural wellness, the way you interact with others who are different than you; understanding and celebrating our differences

Unit 14: Health Information Literacy (SLO 6)

- Identify sources of misinformation in the health industry
- Identify types of website information most likely to be accurate
- Evaluate various health resources and websites
- Assess fitness products and supplements

Unit 15: The Physiological and Psychological Impacts of Stress (SLO 7)

- Discuss the physiological impacts of stress and how they vary for each individual
- Define stress and explain how the autonomic nervous system responds to it.
- Discuss the impact of stress on mental and emotional wellness
- Learn the effects of stress on one's immune system
- Describe the effects of stress on the endocrine system
- Describe and identify the difference between distress and eustress

Unit 16: Stress Management and Sleep (SLO 7, 8)

- Distinguish the difference between problem and emotion focused stress management techniques

- Describe the relationship between physical activity and stress management
- Identify various negative coping strategies
- Learn strategies to express emotion appropriately
- Recognize the impact of sleep deprivation on one's endocrine system.

Unit 17: Emotional and Mental Health (SLO 8)

- Define mental health
- Define mental illness
- Understand modifiable and non-modifiable factors that influence mental health
- Identify warning signs of mental illness
- Discuss the continuum of mental health
- Discuss and debunk the stigma of mental illness

Unit 18: Boosting Mental Health/Suicide Prevention (SLO 8)

- Identify strategies to maintain or improve mental health.
- Identify ways to help others with mental health conditions.
- Identify foods and nutrients that boost mental health and those that negatively impact mental health
- Identify suicide warning signs and risk factors
- Recognize various campus and off-campus resources that can assist with mental health and mental illness.

Unit 19: Tobacco, Vaping & Alcohol Abuse (SLO 6)

- Recognize the dangers of tobacco use.
- Discuss the dangers of "vaping" and "e-cigarettes"
- Describe the dangers of smokeless tobacco
- Illustrate the threats of alcohol abuse and binge drinking.
- Describe how drug abuse has harmful effects on the human body.
- Identify risk factors for alcoholism

Unit 20: Medical and Recreational Marijuana (SLO 6)

- Describe medical Marijuana and its uses
- Describe the effects of medical Marijuana on patient outcomes
- Discuss the legalities of medical Marijuana
- Research the current rules and regulations pertaining to recreational Marijuana
- Identify the health effects of recreational Marijuana

Unit 21: Opioids and other Drug addictions (SLO 6)

- Describe how Opioid addiction can begin
- Identify the signs of "enabling"
- Discuss various protective measures and resources
- Identify various protective resources on campus and in the community

Unit 22: Resistance Training and Flexibility (SLO 9)

- Describe the various facilities and wellness classes on our campus
- Distinguish between muscular strength, endurance, and hypertrophy and how to properly and safely train for each of them.
- Describe the concept of "periodization" and how it applies to resistance training.
- Discuss the metabolic benefits of resistance training
- Identify the endocrine response to various training models
- Conceptualize the FITT principle as it applies to resistance and flexibility training

- Describe the differences between static, dynamic, and ballistic stretching
- Determine which flexibility training methods to use and when to use them
- Recognize the relationship between flexibility and posture/performance.
- List causes of poor flexibility and explain the principle of overload used to improve flexibility.

Unit 23: Cardiovascular Fitness (SLO 9)

- Identify and define terms related to cardiovascular diseases and corresponding risk factors. Describe the basic anatomy and physiology of the heart and vascular system
- Describe the relationship between CV fitness and heart disease
- Count pulse accurately and determining target heart rates
- Discuss the threshold of training and target zones, and FIT formula for cardiovascular fitness
- Explain how training target zone changes as fitness improves.

Unit 24: Nutrition (SLO 9)

- List and describe the role of the different nutrients in the diet.
- Distinguish between simple and complex carbohydrates, saturated and unsaturated fat and between complete and incomplete proteins
- Discuss the recommended amount of vitamins and minerals in one's diet
- Discuss the importance of soluble and insoluble fiber in the diet
- Discuss the dietary needs of active people and athletes compared to sedentary people
- Identify the components of a well-rounded dietary plan
- Assess the quality of one's own diet

Unit 25: Sexual Health/Immune System/Infectious Disease Prevention (SLO 6)

- List the methods of transmission, symptoms and treatment of each of following sexually transmitted infections: chlamydia, gonorrhea, herpes, syphilis, human papilloma virus, AIDS, hepatitis B
- Distinguish the differences between viral and bacterial STI's
- Discuss various methods of contraception and their effectiveness
- Describe the HPV vaccine
- Understand the components of the immune system and their specialized roles
- Describe the signs, symptoms, complications, transmission, risk factors, vaccines and treatment of common viral respiratory conditions.

Unit 26: Healthy Relationships/Title IX (SLO 10)

- Recognize signs of an unhealthy relationship
- Describe the three skills for effective communication
- Learn how to utilize "I" Statements instead of "You" statements
- Discuss the terms sex, gender, and sexuality
- Recognize sexual rights and responsibilities.
- Describe the meaning of sexual consent.
- Identify our campus Title IX office and officers.
- Describe how and when to report a Title IX Violation on campus.

Unit 27: Health Care Legal Issues (SLO 5)

- Describe the importance of professional behavior within the healthcare setting
- HIPPA & Data Breaches
- Discuss the process used in making an ethical decision
- Professional relationships within the healthcare setting
- Privacy laws within the healthcare industry

Unit 28: Health Professions Soft Skills & Culmination (SLO 2,3,4 & 5)

- Students will create a cover letter and resume geared toward their desired Health Professions Job or Internship
- Professional hand shaking and attire
- Making eye contact and small talk
- Giving and receiving feedback in a professional manner
- Understanding and celebrating diversity and teamwork in the workplace
- Develop an understanding of citizenship and cultural competence
- Self-assessment
- Consult with Career Center

Evaluation of Student Learning

Achievement of the course objectives will be evaluated through the use of the following tools:

- Students will be required to participate in individual and group discussions/activities that will promote evaluation, identification, description, interpretation, discovery, and/or justification of their beliefs/findings relevant to college success, career exploration, and personal health and wellness.
- Students will be responsible for accomplishing assignments and case studies relative to the course objectives.
- Quizzes will be an objective and subjective assessment of student learning which will include classification, definition, identification, listing, naming, contrasting, and/or discussion of course appropriate material.
- The mid-semester presentation will allow the students to present on the health topic that they wish to research more about in an eye-catching & professional manner.
- Upon completion of this class, students will design their personal Health Professions Resume geared toward an occupation of their choice using a provided template.

Attendance and Classroom Engagement	30 Pts
BlackBoard Assignments	370 pts
Current Health Issue Mid-Term Presentation	50 pts
Health Professions Resume	50 pts

TOTAL POSSIBLE POINTS	500 pts