AUSTIN COMMUNITY COLLEGE  
Student Success for Health Professionals  
Course Syllabus  HPRS 1171

Professor:  
Phone Contact:  
Email address: (preferred method of communication)  
Office Hours:  
Office Location:  
Course Time:  
Section Number: 

Additional staff contact information:  
Students with questions about the course should contact their instructor. For other questions regarding the Allied Health Science Department (ALHS), students may contact:  
Nancy DeLeon, Administrative Assistant for ALHS  
Phone: 512-223-5870  
Email: ndeleon@austincc.edu

Course Description:  
Assists students with the development of effective learning strategies for achieving academic and career success in the health science profession. Course Skill: E  Course Type: W

Course Goals:  
Meet the college’s requirement for a required student success course for new students (those with 12 credit hours or less). This course is organized through Blackboard.

Prerequisites:  
College ready in reading and writing.

Required Text and Course Materials:  
Suggested Textbook:  
Student Success for Health Professionals Made Incredibly Easy, Lippincott, Williams, & Wilkins; ISBN 971609137847; estimated cost $44 +/-

Course Rationale:  
A vibrant student success course that meets the objectives set forth by the college, in a way that effectively addresses the unique needs of students in the health sciences. Our students have already determined their desire to enter a health science field by either declaring a major in one of the health sciences, and/or by applying to a specific health science program; therefore, a student success course that is designed specifically for the health sciences will provide them with more relevant information that will assist them in achieving greater academic success as they move toward their professional goals.

Course Learning Outcomes:  
On completion of the course, the student will have the ability to:  
1. Determine student learning styles.  
2. Identify skills that are important for effective note taking, studying, critical thinking, and test taking relative to health science students.  
3. Describe behavioral and communication skills.  
4. Identify technological resources, and networking tools utilized by healthcare professionals.  
5. Demonstrate effective self-regulation skills related to time management, school-life balance, self-esteem, and goal setting.
SCANS Competencies:
The U.S. department of Labor established the Secretary’s Commission of Achieving Necessary Skills (SCANS) to examine the demands of the workplace and whether the nation’s students are capable of meeting those demands. These competencies are based on the following three foundations which are applied in this course:

**Basic Skills:**
The basic skills or reading, writing, listening and speaking are used in learning and applying medical terminology in clinical situations.

**Thinking Skills:**
Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

**Personal qualities**
Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

How SCANS Competencies are incorporated into a student success course:

1. **Resources**
   Acquires and uses appropriate resources to complete required tasks and assignments.
   Uses library, testing center, student services as valuable resources
   Identifies, organizes and manages those resources to complete assignments and exams in a timely manner

2. **Interpersonal:**
   Communicates among a potentially geographically dispersed group for the purpose of learning and sharing experiences
   Teach other students in groups or via internet

3. **Information:**
   Identifies the need for information
   Obtains information from appropriate resources including text and on-line sources
   Evaluates the usefulness of the information
   Organizes and maintains the information in forms best suited to learning
   Effectively and appropriately communicates information to the instructor and other students
   Uses computers to obtain, process, store and communicate information

4. **Systems:**
   Uses foundational information for problem solving when presented with real-life scenarios in exercises or testing
   Applies critical thinking to interpret and solve questions related to clinical situations

5. **Technology:**
   Selects the appropriate technology to achieve the desired results
   Understands the overall functioning of computers including the ability to use a CD-ROM, the internet, and on-line resources
   Effectively uses Blackboard to progress through the course requirements
   Effectively communicates via e-mail and other telecommunication devices

Course Methodology:
This course will be offered both in an in-class and a distance learning format. For both, information is presented in lectures and by textbook readings. Lectures for in-class courses will be held at the weekly scheduled class time and location; lectures for distance learning courses are presented as PowerPoints on Blackboard. The material is organized into units and each unit may have quizzes, assignments and a unit exam designed to evaluate the student's mastery of the information. There are designated deadline dates for all assignments and tests so students must be self-motivated enough to meet those deadlines. Supplemental learning activities may include such things as games, CD-ROM exercises, web links and learning guides.
Course Evaluation and Grading:
Students may again points in the course through exams, quizzes, assignments and class participation (where applicable).

There will be mid-term and final exam based on lecture material, class exercises, and readings from the text. The student is responsible for the material in the text even though that material may not be covered in lecture. Exams may consist of questions in the form of matching, multiple choice, short answer, true/false.

All exams are administered either during class or through Blackboard for distance learning courses. In-class exams are about 55 minutes in length and will start according to the time on the course schedule. The exams must be taken on the specified date; a grade of “zero” will be awarded if the exam is not taken by the specified date. No exam re-takes are allowed. No late testing after the specific date and/or time-frame is allowed.

If the mid-term exam is missed, the final exam percentage grade will be used for both the mid-term and final exam grade. For example, if a student earned a grade of 80% on the final exam, the final exam points recorded would be (80% X 150) = 120 points earned/150 possible points. The recorded mid-term points would be (80% X 125) = 100 points earned/125 total possible points. If a student missed the final exam, the student will receive a score of zero for that exam. The final exam is comprehensive.

There may be announced and/or unannounced quizzes given throughout the semester. The purpose of quizzes is to make sure that the student is adequately preparing for class and/or has mastery of the content for that topic. There will be no make-ups on quizzes. Attending class will assure that you do not miss a quiz. Regular and punctual class and laboratory attendance is expected of all students.

There may be assignments or homework activities which are to be submitted by a specified date. The specific criteria for these assignments are posted on the course Blackboard site. Any assignment which is not submitted by the due date may have a points deducted (10% per day) or be awarded a “zero” for that assignment. Assignments will not be accepted after one week passed their due date.

For classes with a classroom format, attendance, participation in class discussion and in group activities may also earn points.

Grading Scale
Students earn points from unit exams, quizzes, assignments and class participation as applicable.

<table>
<thead>
<tr>
<th>Unit I</th>
<th>Grade points scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 quizzes</td>
<td>– 30 pts. each</td>
</tr>
<tr>
<td>assignments/activities</td>
<td>– 20 pts.</td>
</tr>
<tr>
<td>Mid-term</td>
<td>– 60 pts</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 quizzes</td>
<td>–30 pts. each</td>
</tr>
<tr>
<td>assignments/activities</td>
<td>– 20 pts.</td>
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</tbody>
</table>

| Final Exam                   | –100 pts            |

A minimum grade of “C” will be accepted by Health Science Programs at ACC.

Examples of Assignments/Activities
- Learning style inventory
- Interactive exploration of the steps needed to apply to a specific program by visiting a Health Science program website
- Treasure hunt of resources available at ACC
Course Policies:

Discipline Policies
Students are expected to participate appropriately in the class room. This includes (but is not limited to) helping with exercises, demonstrations, and asking clarifying questions. Inappropriate participation, which includes (but is not limited to) talking during lecture, use of cell phones/pagers, and interrupting others, may disrupt the learning process and is subject to disciplinary action.

Disciplinary action may include a discussion with the instructor for the first offense, a discipline referral to the Dean of Student Services for a repeated offense, a meeting with the Department Head of Allied Health Sciences, and possible removal from the course. Please refer http://www.austincc.edu/handbook for additional information.

If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class.

Withdrawals and Incompletes
Students are responsible for withdrawing themselves from class. Students who do not progress satisfactorily, and do not keep up with the deadlines, are responsible for initiating their withdrawal. If the student is failing and does not withdraw, the student will be assigned an F. No retroactive withdrawals are given. The withdrawal deadline date is published in the Academic Calendar for each semester. A copy can be found at: http://www.austincc.edu/calendars/academic-calendar

Incompletes are given at the discretion of the instructor and only if the student has completed the first three lecture exams with a passing average.

Students who enroll for the third or subsequent time in a course taken since Fall 2002 may be charged a higher tuition rate for that course. State law permits students to withdraw from no more than six courses during their entire undergraduate career at Texas public colleges or universities. With certain exceptions, all course withdrawals automatically count towards this limit. Details regarding this policy can be found in the ACC college catalog.

Academic Dishonesty
Acts prohibited by the college for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations, and homework.

The penalty for academic dishonesty is an automatic failing grade of “F” in the course. If the student withdraws from the course after the offense, the instructor will re-instate and the failing grade given as stated.

All electronic devices must be turned off (not to vibrate or silent mode) during all examinations. If this directive is not followed, a charge of academic dishonesty could result.

Students with Disabilities
Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Student Accessibility Services department on the campus where they expect to take the majority of their classes. Students are encouraged to do this at least three weeks before the start of the semester. Please make an appointment with the instructor to discuss accommodations during the first week of class. More information can be found at: http://www.austincc.edu/support-and-services/services-for-students/disability-services-and-assistive-technology
Students Rights & Responsibilities
Students at the college have the rights accorded by the U.S. Constitution to freedom of speech, peaceful assembly, petition, and association. These rights carry with them the responsibility to accord the same rights to others in the college community and not to interfere with or disrupt the educational process. Opportunity for students to examine and question pertinent data and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This concept is accompanied by an equally demanding concept of responsibility on the part of the student. As willing partners in learning, students must comply with college rules and procedures.

Safety Statement
Austin Community College is committed to providing a safe and healthy environment for study and work. You are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Additional information on these can be found at http://www.austincc.edu/ehs.

Because some health and safety circumstances are beyond our control, we ask that you become familiar with the Emergency Procedures poster and Campus Safety Plan map in each classroom. Additional information about emergency procedures and how to sign up for ACC Emergency Alerts to be notified in the event of a serious emergency can be found at http://www.austincc.edu/emergency/.

Use of ACC Email
All College e-mail communication to students will be sent solely to the student’s ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Instructions for activating an ACCmail account can be found at: http://www.austincc.edu/accmail

TESTING CENTER POLICY
In distance learning courses (and in certain situations in classroom courses), students will take all examinations in an approved ACC testing center. Students using the Academic Testing Center must govern themselves according to the Student Guide for Use of ACC Testing Centers and should read the entire guide before going to take the exam. To take an exam, one must have:

- **ACC Photo ID**
- Course Abbreviation (e.g., ENGL)
- Course Number (e.g., 1301)
- Course Synonym (e.g., 10123)
- Course Section (e.g., 005)
- Instructor’s Name

Do NOT bring cell phones to the Testing Center. Having your cell phone in the testing room, **regardless of whether it is on or off**, will revoke your testing privileges for the remainder of the semester. ACC Testing Center policies can be found at: http://www.austincc.edu/support-and-services/services-for-students/testing-services/instructional-testing

STUDENT AND INSTRUCTIONAL SERVICES
ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at: http://www.austincc.edu/s4/

Links to many student services and other information can be found at: http://www.austincc.edu/current/

ACC Learning Labs provide free tutoring services to all ACC students currently enrolled in the course to be tutored. The tutoring schedule for each Learning Lab may be found at:
http://www.austincc.edu/support-and-services/tutoring-and-academic-help/tutoring-services-and-schedules/tutoring-schedules

For help setting up your ACCeID, ACC Gmail, or ACC Blackboard, see a Learning Lab Technician at any ACC Learning Lab.

COURSE CALENDAR:
The course outline/calendar for each individual faculty members’ course can be found in lighthouse or on Blackboard by the first day of class

OTHER MISCELLANEOUS INFORMATION:
Common courtesy dictates that you turn off cell phones and pagers when in class. The student is encouraged to see the Instructor during office hours to go over exams, quizzes or other assignments. Please refer back to your syllabus often for reinforcement of course policies and practices.

DATES TO REMEMBER:

Add/Drop period:
Withdrawal date:
Holiday:
Semester Ends:

Course Topics:

Unit I

I. Managing your time and energy and Study Skills
   • Organization and setting priorities
   • Creating work/life/school balance
   • Techniques for managing stress and maintaining your health
   • Interacting with others and class participation
   • Exploring available resources (learning labs, tutoring, student life, advising, library, computer labs, faculty support, etc.)
   • Developing Study Skills

II. Developing Skills for Effective Note Taking, Studying, and Test Taking
   • Listening, reading, and writing skills
   • Effective note-taking
   • Developing practical skills in the laboratory or simulation environment
   • Developing critical thinking skills
   • Test preparation and test-taking strategies

III. Student Learning Styles and Communication Skills
   • Determine your learning style and making the most of it
   • Keys for building skills and abilities in areas outside of your comfort zone
   • Communicate effectively with patient, peers, and other health professionals
Unit II

IV. Principals of Student Success and Interacting with others/Choosing a Major and Career Path
• Goal setting and overcoming obstacles
• Attitude and motivation
• Academic character and expectations
• Competency-based learning and accepting constructive feedback
• Health science program requirements – CBC, drug screen, immunizations, etc.
• Personal Qualities needed for health care workers aiding to choose a major or career path

V. Preparing for Experiential Training
• Overview of health professions and how they interact in patient care
• Communication and professionalism for health professionals
• The importance integrity and the code of ethics
• There is no "I" in TEAMWORK!
• What to expect in your clinical rotation?

VI. Setting a Course for Success
• Next steps in program progression
• Preparing to meet with department chair or other advisors
• Registration, certification, licensure – what to expect in the real world
• Academic goal setting and career preparation
# HPRS 1171 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Managing Your Time</td>
<td>Read: Chapter 2</td>
</tr>
<tr>
<td>2</td>
<td>Listening, Taking Notes, and Reading</td>
<td>Read: Chapter 6</td>
</tr>
<tr>
<td>3</td>
<td>Study Skills, Part I</td>
<td>Read: Chapter 8</td>
</tr>
<tr>
<td>4</td>
<td>Study Skills, Part II</td>
<td>Read: Chapter 8</td>
</tr>
<tr>
<td>5</td>
<td>Test-Taking Skills</td>
<td>Read: Chapter 9</td>
</tr>
<tr>
<td>6</td>
<td>Making the Most of Your Learning Style</td>
<td>Read: Chapter 5</td>
</tr>
<tr>
<td>7</td>
<td>Communication Skills</td>
<td>Read: Chapter 7</td>
</tr>
<tr>
<td>8</td>
<td>Unit 1 Review/Exam</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Focusing on Success</td>
<td>Read: Chapter 1</td>
</tr>
<tr>
<td>10</td>
<td>Maintaining Your Health and Well-Being</td>
<td>Read: Chapter 3</td>
</tr>
<tr>
<td>11</td>
<td>Interacting with Others</td>
<td>Read: Chapter 4</td>
</tr>
<tr>
<td>12</td>
<td>Choosing a Major and Career Path</td>
<td>Read: Chapter 10</td>
</tr>
<tr>
<td>13</td>
<td>Clinical Rotations</td>
<td>Read: Chapter 11</td>
</tr>
<tr>
<td>14</td>
<td>Succeeding in the Future</td>
<td>Read: Chapter 12</td>
</tr>
<tr>
<td>15</td>
<td>Unit 2 Review</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>