

LUNA COMMUNITY COLLEGE
Allied Health
Associates Degree of Applied Science
Curriculum Profile
2015-2018

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Program Goals

The Associates degree in Allied Health provides students with an educational background to facilitate possible admission into a health profession such as Nursing or seek employment opportunities in healthcare fields of their choosing, such as nursing assistant (CNA) or community health worker (CHW). The most important goal of the certificate is to provide foundational knowledge in the Allied Health Profession so that students can pursue the career pathway that best suits their ultimate career goal.

Program Outcomes

Graduates of the program will:

Describe and demonstrate effective soft and hard skills needed in the health care workplace.

Use critical thinking and problem solving skills, while exercising independent thinking when exploring solutions to specific workplace concerns and contemporary healthcare issues.

Demonstrate and utilize effective written and oral communication skills and terminology when interacting with clients and other members of the health care team while working in a professional office environment.

Describe the purposes and intents of key federal, state and local healthcare policies.

Demonstrate ethical and professional behavior, while practicing within the scope of the health care profession.

Demonstrate knowledge of basic human anatomy and physiology, demonstrating the ability to identify anatomic structures and basic pathologic findings.

Provide proper client care. This will include knowledge of body mechanics, basic life support techniques, and nutrition, client education for examinations, and overall client care and comfort.

Communicate orally or in writing to an academic advisor their goals to transfer into an allied health career program or to a pre-professional program at a four year college if they wish to continue their education.

Allied Health

Associate of Applied Science Degree

Minimum of 60 Credit Hours

The Allied Health program establishes an excellent foundation for many allied health careers and education programs. The purpose of this degree is to get students ready to either transfer into an allied health career program or to a pre-professional program at a four year college. The degree is highly flexible in order to accommodate the various pre-requisite requirements for the many programs students may enter. Possible professions include but are not limited to: athletic training, laboratory scientist, occupational therapy, pharmacy, physical therapy, physician assistant and nursing (BSN).

Degree Requirements	Credit Hours 60
General Education Core	(33 hours)
Area I. Communications	(9 hours)
ENG111 Freshman Composition I	3
ENG115 Freshman Composition II	3
SPCH111 Public Speaking -or-	3
SPCH112 Interpersonal Communication	3
Area II. Mathematics*	(4 hours)
Area III. Laboratory Science*	(8 hours)
Area IV Social and Behavioral Sciences	(6 hours)
PSYC101 Introduction to Psychology	3
Area V. Humanities and Fine Arts	(6 hours)
Program Requirements	(8 hours)
AH205 Allied Health Seminar	2
AH210 Nutrition	3
PSYC242 Developmental Lifespan -or-	3
PSYC258 Abnormal Psychology	3
Approved Electives	(19 hours)
AH105 Nursing Assistant Training	4
AH113 Medical Terminology	3

AH244 Pathophysiology	4
AH120 CPR for Health Professionals	1
AH215 Introduction to Athletic Training	4
AH225 Athletic Training Clinical Practicum	3
MGMT207 Principles of Management	3
SPAN212 Spanish for Health Professionals	3
EMT150 Emergency Medical Technician Basic	8
EMT150L Emergency Medical Technician Basic Lab	2
EMT180 Emergency Medical Technician Basic Field/Clinical	1

Note: * It is essential that students see an advisor to ensure the proper classes are being taken

**Additional courses may be used as approved electives. 69 ACCOUNTING Associate of Applied Science

Course Descriptions

AH113 Medical Terminology 3;(3,0)

This course offers a systematic study of medical terms for health professionals who need to acquire a medical vocabulary for their professional training. The student becomes proficient with prefixes, suffixes, and key words that formulate medical terms and the pronunciation of medical terms. A basic review of the major anatomical systems and common medical abbreviations is included.

AH120 CPR for Health Professionals 1;(1,0)

This course teaches one- and two-rescuer CPR, AED, Foreign Body Airway Obstruction and barrier devices for adults, children and infants. This course is recommended for persons working in a health care setting and those who need a health care provider course for employment (Nursing, EMT, Lifeguards)

AH210 Nutrition 3;(3,0)

This course is geared for health occupation majors and provides a basic foundation of nutrition and the application of dietary modifications for clients within various health care settings. The overall goal is to encourage the consumer to take responsibility for his/her nutritional status and to provide ongoing education on nutrition. Prerequisites: ENG095 and READ095 or equivalent COMPASS/ACT scores.

AH244 Pathophysiology 4;(4,0)

This course is designed as an introduction to human pathophysiology. It builds on the knowledge of anatomy and physiology as a basic foundation and provides an overview of disease processes by body systems. Prerequisites: BIO217 Prerequisite or Corequisites BIO218

AH205 **Allied Health Seminar** **2;(1,2)**

This course provides students with an opportunity to both learn about and experience a wide range of Allied Health Professions. Students will also gain knowledge in the U.S. health care system, professional school preparation, and current issues related to the allied health professions.

AH215 **Introduction to Athletic Training** **4;(3,2)**

This course emphasizes the prevention of injury and illness associated with physically active individuals. This course will include content on the history of athletic training, the role of the athletic trainer as a health care professional, the health care team, environmental stress issues, pre-participation screening, protective equipment fitting, nutritional aspects for the physically active and strength and conditioning principles and techniques. Prerequisite or Corequisite: AH113

AH225 **Athletic Training Clinical Practicum** **3;(2,2)**

This Course will introduce students to the profession of athletic training. Concepts include AT program orientation, requirements for acceptance into Athletic Training Programs, visits to clinical practicum sites, hands on experience at practicum sites, discussions on current trends of the athletic training profession, instruction in CPR/AED, First Aid, and basic taping and wrapping techniques. Prerequisite or Corequisite: AH215

BIO201 **Medical Microbiology** **4;(3,2)**

This course is designed to give the student a basic understanding of the microbial world and the role of microbes in human disease. Microbial identification, metabolism, and reproduction will be addressed. Diseases of the organ systems will be identified along with diagnosis and treatment of microbial infections. Prerequisites: ENG095 and READ095 or equivalent COMPASS/ACT scores. NM Common Course Number: BIOL2514.

BIO217 **Human Anatomy and Physiology I** **4;(3,2)**

Course includes the structure and function of the human body at the cellular, tissue, organ, and organ system levels of organization. The integumentary, skeletal, muscular and nervous systems are addressed in detail. Prerequisites: ENG095 and READ095 or equivalent COMPASS/ACT scores. NM Common Course Number: BIOL2414.

BIO218 **Human Anatomy and Physiology II** **4;(3,2)**

This course includes the nervous, endocrine, cardiovascular, lymphatic, immune, respiratory, urinary, reproductive systems with genetics and fetal development. Prerequisites: ENG095 and READ095 or equivalent COMPASS/ACT scores. NM Common Course Number: BIOL2424.

MGMT207 **Principles of Management** **3;(3,0)**

This course is an introduction to management theory and practices with major emphasis on current management trends and issues. Topics of interest include international management, cultural diversity, information technology, ethics, and social responsibility. Throughout this

course, students analyze real life case studies, conduct Internet research, and develop reports to address diverse management issues. NM Common Course Number: MGMT2113.

PSYC242 Developmental Life Span 3;(3,0)

This course is designed to introduce the major theories of growth and development throughout the entire life span. The chronological life stage of the client is regarded as an integral factor that influences the physical, psychological, emotional, cognitive, social, and spiritual characteristics of an individual. Issues of gender, culture, religion, environment, and ethnicity are discussed at length. Prerequisite: PSYC101.

SPAN212 Spanish for Health Professionals 3;(3,0)

This course is designed to acquaint the student with medical terminology in Spanish translations. It also assists the student with basic communication for conversational Spanish with patients and coworkers through the use of scenarios in group activities.

New Mexico Lab Science Competencies

In addition to the learning objectives for each lab science course, all lab science courses must also meet the New Mexico Lab Science Competencies.

1. Students will describe the process of scientific inquiry. Students should:

- a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition.
- b. Students should value science as a way to develop reliable knowledge about the world.

2. Students will solve problems scientifically. Students should:

- a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods.
- b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).

3. Students will communicate scientific information.

Students should:

Communicate effectively about science (e.g., write lab reports in standard format and explain basic scientific concepts, procedures, and results using written, oral, and graphic presentation techniques.)

4. Students will apply quantitative analysis to scientific problems. Students should:

- a. Select and perform appropriate quantitative analyses of scientific observations.
 - b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.
5. Students will apply scientific thinking to real world problems. Students should:
- a. Critically evaluate scientific reports or accounts presented in the popular media.
 - b. Understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues.

Assessment

Luna Community College defines assessment as a process that will lead to the improvement of student learning. The process must follow four steps as illustrated below.

LCC Assessment Plan

All course offerings, including degree and certificate programs, at Luna Community College are required to follow the four-step assessment process. They include:

1. A list of expected learning outcomes
2. Assessment tools that directly measure those learning outcomes
3. The results of the data, and
4. How the data will be used to improve student learning

Academic Departments at Luna Community College are required to participate in semester “Improving Student Learning” assessment reporting and Student Learning Outcomes Assessment (SLOA) Committee presentations. Every semester, academic departments focus on specific learning outcomes with a targeted student population. Faculty are selected to participate in SLOA; selected faculty participate in developing assessment methods and procedures for their particular course or courses. The faculty give oral presentations at the end of the semester and information gathered is disseminated among SLOA members, faculty and staff. The purpose is to provide a baseline for future improvements.

Visit our web site at www.luna.edu to review LCC’s Improving Student Learning (ISL) reports. LCC also abides by the New Mexico state competencies for general education.



Appendix "A"

LUNA COMMUNITY COLLEGE Standard "Minimal" Requirements for Course Syllabus

Course	Course title and other course information including meeting times, dates, room number, credits, semester, prerequisites and/or corequisites
Faculty	Information about the instructor and his or her contact information (e.g., phone number and email). List time and day of office hours for full time faculty
Course Description	Use catalog description, 2015-2018
Expectations of Students	What do you expect from your students? For example, description of students' responsibilities in the learning process; how you hope the students will approach the course subject/content; take responsibility for their learning; the amount of study time expected in the course, and suggestions on how to succeed in the course.
Course Learning Outcomes (Competencies)	This section will include a list of skills or techniques students will develop from the course. This list will consist of a minimum of four to six quantifiable statements about what students will be able to do after completing the course.
New Mexico CORE Competencies	If teaching a CORE course, the State HED competencies must be stated (e.g., Communications, Mathematics, Laboratory Science, Social & Behavioral Sciences, Humanities & Fine Arts).
Methods of Measuring Learning Outcomes (Competencies)	What tools are used to measure student success based on the learning outcomes?
Evaluation	Indicate how the student will earn a particular grade, such as information about assignments including types of assignments, nature of exams (e.g., take home, open book, in-class) due dates, grading criteria and so forth.
Course Schedule	Add a tentative schedule indicating the course content that will be covered throughout the course (e.g., eight week or sixteen week schedule).
Policies	Include policies such as attendance, academic responsibilities, late assignments, missed exams, cell phones, etc. Add a statement that indicates: for additional student information, refer to the 2015-2018 Student Handbook

Grading Standard Textbook(s)	Refer to the LCC 2015-2018 Catalog Name of required textbooks(s) and any recommended materials. Include ISBN number(s)
Important Dates	List important dates such as last day to withdraw from the course, holidays, add/drop, midterm, final exam week, spring break and other important dates.
ADA Statement	Add a statement regarding accommodations for students with disabilities. See Academic Policies & Procedures Manual 2017-2018 for additional information.
Academic Integrity	See Academic Policies and Procedures Manual 2017-2018 for additional information.
Syllabus Revisions or Changes	Add a statement that indicates the syllabus is subject to change