**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** KINE 4970-001

**Course Title:** Intro to Healthcare Professions (Online Course)

**Term:** Spring 2018

**Day/Time:** N/A

**Instructor:** Cody Thompson, DPT, GCS, CSCS

**Office Address:** n/a

**Contact Information:** **cody.thompson@accs.edu**

**Office Hours: By appointment only**

**Textbook (suggested):**  Stanfield, P. S., Cross, N., & Hui, Y. H. (2012) . *Introduction to health professions* [6th ed.]. Jones & Bartlett Learning, LLC: Burlington, MA.

**COURSE DESCRIPTION:** A survey of the health professions and requirements for educational, job and market demands in selected health careers, including health promotion philosophy, goals, history and development.

**RATIONALE**

The purpose of this course is to become familiar with the many health professions available as career choices, to develop an understanding of the healthcare system in the United States, to recognize the requirements of health professionals in today’s healthcare system, to become informed consumers of healthcare services, and to gain insight into what life may be like if a healthcare career is chosen.

**COURSE OBJECTIVES:**

A. Discuss the changes in healthcare in the United States over the past ten years.

B. Describe major categories of health services and reimbursement.

C. Discuss how specific trends in demographics affect healthcare services.

D. Differentiate between licensure, certification, and registration as they relate to the practice of different health professions.

E. Distinguish between “health” and “health-related” professions.

F. Contrast health professions regarding education, specialties, training, job functions, and other professional parameters.

G. Present information regarding various health careers.

H. Create a career plan for himself/herself as an individual incorporating life goals in the health professions

**COURSE REQUIREMENTS/EVALUATION:**

**A. Textbook readings and presentations**

**B. Discussion Board Forums (4)**

Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided topic for each forum. Each thread must be 200 words in length and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 other classmates’ threads. Each reply must be 100 words in length.

**C. Career Investigation Project (1)**

The student is required to choose a career of interest in the health field to investigate and submit his/her topic to the instructor. The student will then find a working professional in the chosen field to “shadow” and interview. Once the shadowing/interview experience has taken place, the student will design a 10–12-slide PowerPoint presentation documenting their experience and knowledge gained through this investigation. The Career Investigation PowerPoint will also be submitted in Discussion Board Forum 2 and shared with the student’s classmates for comments. Any sources used must be referenced using current APA format as needed.

**D. School Investigation Project (1)**

For this assignment, I want you to use some of the data you may have gotten during this course, or that you have found during this semester that has lead you to various program options. The criteria that could have led you to narrow down your options could be cost, academic criteria, debt load, etc. What I would like for you to do is take your top three program options and state in a brief paper (no longer than a page) how you would need to plan and perform academically to meet the criteria for entrance to each program.

For example, if I know that FL Gulf Coast Univ DPT program has requirements of a minimum GPA of 3.2, specific science pre-reqs, and a science GPA of 3.5, then outline in your paper what courses you would need to take, and what scores you would need to make in order to meet these minimums by the time you apply to this program.

**E. Career Plan Paper (1)**

As a culminating paper, the student will type a 2–3-page summary of his/her career goals and plans incorporating life and spiritual reflections. The purpose of the career plan is to provide the student with a written framework of the necessary steps in the process of reaching their personal, spiritual, and career goals.

**F. Quizzes (1)**

This quiz will cover the material for the assigned modules/weeks. Tests 1–3 will contain 25 multiple-choice, true/false, and/or fill-in-the-blank questions. Each test will be open-book/open-notes and have a time limit of 90 minutes.

**Class requirements and grading:**

Discussion Boards (4) 10%

Quizzes (1) – 10%

School Investigation Project – 10%

Career Investigation Project - 20%

Career Plan Paper - 20%

**Grading Scale**

Final grade total percentage points will translate into the following letter grades:

A 90.00 – 100%

B 80.00 - <90.00%

C 70.00 - <80.00%

D 60.00 - <70.00%

F 0.0 - < 60.00 %

**Overview of Course Schedule & Topics**

**(please note: topics and dates are susceptible to change)**

**Unit 1 Intro to Healthcare (Weeks 1-5)**

Module topics include:

* Introduction & Syllabus Review
* History of Healthcare
* Current Healthcare in the US
* Career Planning/Program Options
* Q & A (mandatory, live/in-person on Tuesday) Quiz 1

**Unit 2 Health Professions & Career Planning, Part A (Weeks 6-10)**

Module topics include:

* Health Professions (MD, DO, RN/NP, PA)
* Allied Health Professions (ATC, PT/PTA, OT/OTA, SLP)
* Careers in Rehab Professions (Quiz 3)
* Academic Planning/Admissions Standards/Program Data
* Q & A (mandatory, live/in-person on Tuesday) and Career Investigation Project Due

**Unit 3 Health Professions & Career Planning, Part B (Weeks 11-16)**

Module topics include:

* Workplace Options for Healthcare Professionals (Quiz 2)
* Creating an Exposure Network
* Career Prep/Cost-Benefit
* Credentialing/Degree “Alphabet Soup”
* Q & A
* Final Survey/Quiz 3/Paper Due

**CLASS POLICY STATEMENTS**

**Late Policy**-- Every day an assignment is late following the due date, it will be deducted 1 point each day until it is submitted. Exceptions can be made for properly authorized excuses only.

**Make-Up Policy -** Arrangement to make up missed assignments due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. The format of the make-up assignment will be as specified by the instructor. If the student fails to follow these instructions the excused absence in question will be calculated as an incomplete assignment.

**Accommodations** – Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Please note that accommodations are not retroactive. Accommodations begin after: (1) a meeting with the Office of Accessibility to determine appropriate accommodations; and (2) a meeting with the Instructor arranged by the student.

**Honesty Code** – All portions of the Auburn University student academic honesty code (Title XII) found in the Auburn University Student Policy eHandbook www.auburn.edu/studentpolicies will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Professionalism** – As faculty, staff, and students interact in educational settings, they are expected to demonstrate professional behaviors as defined in the College of Education’s conceptual framework. There professional commitments or dispositions are as follows: 1) engage in responsible and ethical practices, 2) contribute to collaborative learning communities, 3) demonstrate a commitment to diversity, and 4) model and nurture intellectual vitality.

**Course contingency --**If normal class and/or lab activities are disrupted due to instructor illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original material.