

NORTH IDAHO COLLEGE DIVISION OF ALLIED HEALTH

SYLLABUS

ALTH 102 01 Introduction to Allied Health Lab Fall, 2003

Instructor: Sue Hill Crowley

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, NIC provided services and accommodations to students who experience barriers in the educational setting due to learning, emotional, physical, mobility, visual or hearing disabilities. For more information please contact Sharon Daniels-Bullock in the Disability Support Services Office in the Colleges Skills Center, Kildow 101. Telephone: 769-7794.

Course Description: ALTH 102 provides the student an opportunity to explore

health careers that may be of interest. It assists the student to develop beginning observation, recording, and reporting skills based on their selected field exploration areas. Students will conduct health care provider interviews and participate in on-the-job shadowing experiences. This is a required course for students interested in applying for the Pharmacy Technology and Physical Therapist Assistant programs. All students who have a sincere interest in exploring health career options are welcome.

Prerequisites: Pre- or co-requisite: ALTH 101

Credit Hours, Location, Time: 1 lab credit (32 hours); Hedlund 149; Wednesdays 8-9:15

Required Text: As per ALTH 101

Course Outcomes and Objectives:

At the end of this course, students should be able to:

1. Demonstrate the ability to collect, compile, evaluate, and report data accurately and in accordance with designated time lines.
 - a. Participate in research, interview &/or job shadowing experiences related to occupations in the allied health field.
 - b. Identify characteristics of the physical and mental work environment of selected local allied health agencies & compare to national occupational data.
 - c. Develop inquiry skills through interview/job shadowing design and implementation.
 - d. Synthesize and summarize information obtained through research and interview/shadowing experiences in a written report.
 - e. Begin to develop informal verbal presentation skills by reporting interview & job shadowing experiences before a group.
 - This course outcome will be measured by a written and verbal report and completion of the portfolio.
 - General Education Competencies: Communication, Ethics, Social Responsibility.
2. Determine whether an occupation in allied health will result in a personally satisfying career path and consequently, whether an NIC Allied Health Program will meet student career education goals.
 - a. Complete at least one individual appraisal tool that provides information about personal interests and aptitudes relative to allied health occupations.
 - b. Describe personal characteristics that are similar and dissimilar to those identified for effective and job satisfied human service workers and team members.
 - c. Prepare a goal statement and educational plan that empowers the student

toward successful completion of their career education goal.

- This course outcome will be measured by a written and verbal report and completion of the portfolio.
 - General Education Competencies: Communication, Ethics, Social Responsibility.
3. Develop a professional portfolio that documents personal assessment data and career research, goals and plans; and that will provide the beginning of an ongoing record that will demonstrate progression toward achieving the outcomes an NIC Allied Health Program.
- a. Create an organized portfolio format that allows for ease of information access and upkeep.
 - b. Maintain accurate and complete documentation of personal & career assessment, goals, career research, experience and professional contacts.
 - This course outcome will be measured by a written and verbal report and completion of the portfolio.
 - General Education Competencies: Communication, Ethics, Social Responsibility.

Course Evaluation:

Class attendance & participation.....	10%
Written Assignment.....	40%
(Interviews and Job Shadowing)	
Verbal reports (See guidelines).....	20%
Portfolio.....	30%
Percentage/points = 100%	

Criteria for Course Evaluation

Lab Attendance & Participation

- This lab meets in varying locations according to the schedule. **Pay attention to the class schedule in this syllabus.**
- Attendance is expected in all classes. You are beginning preparation for a career where dependability, reliability, motivation, and a positive, caring attitude are expected as basic ethical/professional behaviors. Students attending all required classes will receive 3 bonus percentage points toward their final grade total. Students will lose one percentage point for one absence; three percentage points for two absences; six percentage points for 3 absences; etc. Role will be taken at the beginning of each class. Students coming in late have the responsibility of making sure they are marked present on the attendance sheet. Chronic lateness will be a factor in obtaining points for attendance & participation.
- Participation points are achieved by maintaining a courteous and respectful manner in the classroom, participating in discussion without monopolizing, and demonstrating the ability to focus on content under discussion.

Interview & Job Shadowing Guidelines

Purpose: To observe workers in field of interest carrying out job functions. To provide the student with first hand knowledge of the physical and mental work environment of selected or potential career choices.

General Information: You are required to conduct **two interviews** and participate in **16 hours** of job shadowing. *In lieu of 4 hours of job shadowing, you may substitute a verbal report on an alternative health career. To avoid duplication, **your instructor must approve your selection in advance.** See report guidelines for ALTH 101. Refer to your text for additional ideas.*

- The interviews need to be with two different individuals at two different agencies.
- Job shadowing needs to be at **two different** agencies.
- You may interview and job shadow at the same agency with the same health care professional but this is not required. You may want to job shadow individuals different from your interviews. You may job shadow at more than two agencies for a lesser amount of time (e.g. four different agencies/professionals for four hours a piece).
- Scheduling: Based on you own schedule, you are responsible for setting up interviewing/job shadowing s appointments. We will spend lab time developing individual lists of who you might contact and how to set up the interviews/job shadowing. **Contact your instructor if you need additional assistance or run into problems!**
- While you are job shadowing: Project your self into the role you're observing and try to get a sense of how it would be to enact such a role on an ongoing basis. This experience is observational only, it is not designed for you to function in the role. Refer to the Informational Interview Guide from the Career Center (attached).
- Dress Code: A professional appearance is important; think in terms of presenting yourself for a job interview.
 - ✓ Wear socks or nylons.
 - ✓ Use makeup, jewelry, fingernail polish, and perfume or cologne in moderation.
 - ✓ Shoes should be appropriate to the agency and role you are investigating (e.g.. moderate heel height, clean shoes).
 - ✓ Clothing needs to be neat and clean. Skirts should not be shorter than knee length. T-shirts with slogans are not appropriate.
 - ✓ Hair should be neat and clean and appropriate to your specific allied health specialty.
 - ✓ Avoid smoking and gum chewing at the agency.
- Professional Ethics: It is against the law to discuss patients or their medical information outside of the agency and/or the context of your health care role. Keep in mind your purpose in being at the agency and do not break any patient confidentiality.
- Boundaries: This experience is designed for observation. The professional--patient

relationship is not a social relationship. You are there to gain information about the role and job duties. It is important that you do not disclose personal information with clients or staff. Focus on the role, the client, and perceptions of the professional shadowed vs. your own personal history.

- **Courtesies:** Please notify the agency if you are going to be late, or for any reason need to cancel your shadowing plans. Send a thank you note.

Interviewing and Job Shadowing Paper Guidelines

- One paper of **5-8 pages** summarizing at least two interviews and two different job-shadowing experiences.
- It must be typed or computer generated.
- Use bold headings to structure your paper & don't leave anything out.
- Make sure it is readable and grammatically correct. The Learning Resource Center is available to help with editing.

Grading Criteria for paper

Content.....	50%
a. Identify individuals/agencies	
b. Key information from interview	
c. Observations of tasks, skills, job responsibilities, clients	
d. Mental/Physical work environment	
e. Salary considerations	
Structure, readability, grammar.....	25%
a. No references needed for this paper.	
b. Find an editor if you have any questions about your writing	
Personal statement of interest and role fit.....	25%
a. What are your specific aptitudes, characteristics, abilities for working in the particular role/s you observed (use data from assessment tools: Career Finder, Team-player style, Learning Style Inventory, etc.)	
b. What aspects of the role do you have questions about with regard to your ability or your specific characteristics and interests?	
c. Based on your interviews and job shadowing, what do you anticipate to be the satisfiers and dissatisfiers of work in this field?	

Presentation guidelines for Interview & Job Shadowing

Purpose: To share your information, observations, and insights about the health care role as demonstrated at a local agency

- Practice informal presentation skills. You will give one informal 5-10 minute presentation (may be given from your seat)--describing both your interviews and your job shadowing.
- In a logical & systematic manner, provide the rest of the class with the highlights of your interviewing and job shadowing. Identify the individuals and agencies. Support your opinions with your observations.
- **Prior to your presentation**, provide the instructor with a brief outline that includes

names, agencies, and dates of interviewing and shadowing.

Grading Criteria -- See attached presentation guidelines/grading sheet.

Portfolio Evaluation Criteria

(see portfolio packet for portfolio structure)

Originality of cover & cover sheet.....	10%
Organization (neatness, ease of access to materials).....	20%
Reflectiveness/self-awareness.....	15%
Completeness.....	55%
Total percentage points	100%

Class Schedule (subject to change)

Week	Date	Topic/Assignment
1	8/27	Course Overview/Expectations Complete Career Finder Assessment
2	9/3	Career Center Tour & Career Finder Results Meet at Career Center in SUB
3	9/10	No On Campus Lab: Prepare a list of at least 3 potential job shadow sites
4	9/17	How to set up interviews and job shadowing
5	9/24	Health Careers Discussion: Pharmacy Technology, Human Services, Nursing, etc.
6	10/1	No On Campus Lab: Release time to arrange or complete job shadowing
7	10/8	Kootenai Medical Center Tour -- 2003 Lincoln Way Meet in main hospital lobby next to Gift Shop at class time
8	10/15	No On Campus Lab: Release time to arrange or complete job shadowing
9	10/22	Portfolio Workshop: Open session to work on Portfolio & ask questions
10	10/29	Student Interview/Job Shadow Reports
11	11/5	Student Interview/Job Shadow Reports
12	11/12	Student Interview/Job Shadow Reports
13	11/19	Student Interview/Job Shadow Reports Course Evaluations
14	11/26	Thanksgiving Holiday
15	12/3	Make Ups: Student Interview/Job Shadow Report If you have given your report you are not required to come to class
16	12/10	Portfolios Due with Written Job Shadowing Report Inserted

Presenter Name _____ Date _____

**Interviewing and Job Shadowing
Presentation Guidelines/Grading**

- | | | | | | |
|----|--|----------|----------|----------|---|
| 1. | Introduction identifies basic who, what, where, when information* | 0 | 1 | 2 | 4 |
| 2. | The main points are organized clearly and presented in a logical manner. | 0 | 1 | 2 | |
| 3. | Content is relevant and informative (quality) | 0 | 1 | 2 | |
| 4. | The conclusion summarizes main points. | 0 | 1 | 2 | |
| 5. | Personal perceptions of the role are included. | 0 | 1 | 2 | |
| 6. | Presenter conveys a professional image).
(eye contact, style, affect, grammar, etc.) | 0 | 1 | 2 | |
| 7. | Presentation conforms to time criteria. | 0 | 1 | 2 | |
| 8. | Brief outline provided to instructor prior to presentation. | <u>0</u> | <u>1</u> | <u>2</u> | |

Total points /18

Rating Scale

- | | | | |
|---|--------------------------------------|--|-----------------------------|
| 0 | Unsatisfactory | | Peer Score <u> </u> /6 |
| 1 | Needs Improvement | | |
| 2 | Satisfactory | | Total Score <u> </u> /24 |
| * | One point for each interview, shadow | | |