Appendix C

CURRICULUM COMMITTEE CHECKLIST

NAME OF PROGRAM: Health Unit Coordinator  Date: 3-13-12

Step 1  Reviewed change at division meeting.  YES  NO

Step 2  Presented as informational item at Division Chair Meeting(s) and checked if it affects other departments. Like programs must meet with Division Chairs on all affected campuses (North Mankato and Faribault).

Division Chair's signature

Step 3  Instructional Dean reviewed and indicated need for Curriculum Committee approval.  YES  NO

Instructional Dean's signature

Step 4  Advisory Committee approval indicated in meeting minutes if necessary. Minutes provided to Curriculum Committee.  YES  NO

Step 5  Curriculum Committee made recommendations (changes, additional approvals, etc.). If no, skip to Step 7.  YES  NO

Step 6  Committee's recommendations completed. (Skip if not applicable.)  YES  NO

Step 7  Curriculum Committee approved.

Curriculum Committee Chair's signature

Step 8  Minutes and necessary materials provided to VP of Academic Affairs.  YES  NO

Step 9  Vice President of Academic Affairs approved.  YES  NO

Vice President of Academic Affairs' signature

Step 10  President's approval for all changes requiring MnSCU approval.  YES  NO

President's signature
Appendix B

**New Course or Course Change Proposal Form**

**Date of Proposal:** 3-12-2012

**Author:** Lisa Lamor

**Proposal Type:** *New Course x* | Modify Course | Delete Course

**Contact for the Course:** Lisa Lamor

**Course Designator, Number and Title (i.e.: ACCT 1800, Business Law):**
HC 1500 – Healthcare Foundation: Introduction to Health Careers

**Number of Credits:** 1-3

**Prerequisites:**
none

**Course Description:** This course will focus on the requirements needed by healthcare workers to effectively work in a variety of healthcare settings with a diverse population of clients. Students will explore workplace skills such as accountability and responsibility, standard of dress, workplace behavior, approaches to assist clients, and expectations of teams and team members. Also included is discussion about how healthcare workers can impact the quality of health care and balance their work and personal life to maintain personal wellness. In addition, students will examine the emotional, spiritual, and social needs of clients as well as the type of care needed by different populations. The course also provides a framework for healthcare workers to interact with diverse clients and staff. Included are belief systems, cultural practices, and respect and sensitivity to cultural, gender, and age issues. Awareness and use of effective strategies to appropriately deal with client and staff diversity. *(Variable credits 1-3)*

**Grading Method:** Grade x | Pass/Fail

**Scheduling:** Fall x | Spring x | Summer | Alternate Years | Variable | On Demand

**Instructional Type:** Lecture x | Lab | Lecture/Lab | Internship | Seminar

*Class Maximum: (For New Courses Only) / All Unlimited faculty members of a program or discipline must sign.*

**Faculty Name** | **Faculty Signature** | **Class Max** | **Date**
--- | --- | --- | ---
Lisa Lamor | Lisa Lamor | 4-18-12

**Dean's Name** | **Dean's Signature** | **Date**
--- | --- | ---
WC Sanders | WC Sanders | 4/10

If there is not enough space provided, please use the back of this form for additional signatures or click on a row with the right button of the mouse, select insert and then select insert rows below to add rows to the table.

**Is this Course Proposed as a Liberal Arts Course:** Yes | No

If Yes, Which MnTC Area/Areas Will it Fulfill (http://www.mntc-transfer.org)?
<table>
<thead>
<tr>
<th>Is This Course a Requirement/Elective for a Specific Program or Programs?</th>
<th>Yes</th>
<th>x</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If Yes, Which Program(s)? HUC/CHW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe What is Changing/Being Added, and the Rationale:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course will address aspects of the core health curriculum designed for MnSCU that are not addressed elsewhere in the program, including orientation, behaviors for success in healthcare, sensitivity to client needs, respecting diversity, and teamwork/communications with healthcare clients and coworkers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What Impact Will This New Course or Change Have on Other Programs or Areas?</td>
<td>It could be used by other health care programs as it was established as a variable course so that students could receive 1 – 3 credits from taking the course.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

➤ Attach Common Course Outline to this Form.

**Appendix C**

**New Program or Program Change Proposal Form**

<table>
<thead>
<tr>
<th>Date of Proposal:</th>
<th>3-12-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Anne Willaert</td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>New Program</td>
</tr>
<tr>
<td>Contact for the Program:</td>
<td>Anne Willaert</td>
</tr>
<tr>
<td>Program Name:</td>
<td>Community Health Worker</td>
</tr>
<tr>
<td>CIP Code:</td>
<td>51.1504 (02)</td>
</tr>
<tr>
<td>Division in Which Program is Currently or Will Be Held:</td>
<td>Health</td>
</tr>
<tr>
<td>Proposal Start (Term/Year):</td>
<td>Summer - 20131</td>
</tr>
<tr>
<td>Program Description:</td>
<td>There are six courses that reflect Core Competencies of the role of a CHW and one course that reflect Health Promotion Competencies within the program. There is also a 2 credit Student Field internship that is done at a community agency. The content, activities and learning resources found in the courses are designed to provide faculty with the materials needed for students to achieve the objectives related to the role of a CHW. Once a student receives a certificate it allows CHWs to opportunity to become enrolled providers in the Medicaid reimbursement process. SCC added the HC 1500 course as a pathway course for students who wish to explore other health programs and it makes the certificate financial aid eligible.</td>
</tr>
</tbody>
</table>
Healthcare Foundation: Introduction to Health Careers
Course Outcome Summary

Course Information
Organization: South Central College
Developers: Lisa Lamor
Development Date: 3/1/2012
Course Number: HC 1500
Department: Health Services
Potential Hours of Instruction: 48
Total Credits: 1-3 Variable Credits

Description
This course was designed as a foundational course to many of the healthcare programs offered at SCC. It was created with variable credits so that different programs can choose the competencies and modules that best support their program plans. The first credit is a module on Healthcare Orientation and Behaviors for Success. 2 credits would cover the first module plus a module on Sensitivity and Diversity and if a student takes all three credits the third module encompasses Communication in Healthcare settings.

This course will focus on the requirements needed by healthcare workers to effectively work in a variety of healthcare settings with a diverse population of clients. Students will explore workplace skills such as accountability and responsibility, standard of dress, workplace behavior, approaches to assist clients, and expectations of teams and team members. Also included is discussion about how healthcare workers can impact the quality of health care and balance their work and personal life to maintain personal wellness. In addition, students will examine the emotional, spiritual, and social needs of clients as well as the type of care needed by different populations. The course also provides a framework for healthcare workers to interact with diverse clients and staff. Included are belief systems, cultural practices, and respect and sensitivity to cultural, gender, and age issues. (1-3 Variable credits)

Types of Instruction
<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Contact Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>48</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisites
None

Exit Learning Outcomes
Core Abilities
A. Intercultural Knowledge & Competence
B. Foundations and Skills for Lifelong Learning
C. Teamwork and Problem Solving
D. Written and Oral Communication

Competencies
1. Acquire knowledge of resources to help enhance connections and support educational success in healthcare fields. (Module I)
   Learning Objectives
   a. Obtain connections that will provide a link to resources in health care facilities and enable networking opportunities with healthcare providers.
   b. Identify faculty that will teach courses in their educational program and understand the role each faculty may play in their studies and goals.

2. Demonstrate understanding of behaviors needed to effectively work in a variety of healthcare settings. (Module I)
   Learning Objectives
   a. Describe expectations employers have of healthcare workers in terms of responsibility, standards of dress, and workplace conduct.
   b. Using a problem solving process applied to healthcare situations, describe how to establish positive behaviors for success in healthcare.

3. Explain process of preparing application materials and engaging in the job search process. (Module I)
   Learning Objectives
   a. Prepare a resume and cover letter specific to healthcare occupations
   b. Conduct a job search in chosen healthcare field.
   c. Discuss steps to develop good interviewing skills and presentation.

4. Evaluate and understand how healthcare workers affect the quality of health care. (Module I)
   Learning Objectives
   a. Identify quality issues in healthcare facilities and the impact on healthcare workers and delivery of care.
   b. Discuss ways healthcare workers can balance their work and personal life to maintain personal wellness and be most productive in healthcare positions.

5. Identify how basic health needs and challenges influence the relationship between healthcare workers and clients. (Module II)
   Learning Objectives
   a. Describe the major stages of human development and the basic health needs of humans.
   b. Explain how different diseases can influence the functioning, behaviors, and attitudes of individuals.

6. Explore and describe how various personal factors of clients and their families impact healthcare. (Module II)
   Learning Objectives
   a. Describe the types of emotional, spiritual, and social needs of clients and their families.
   b. Describe the needs of clients of different age groups and how those needs can affect behaviors and attitudes.

7. Explain ways to enhance sensitivity in healthcare the effect on quality of care. (Module II)
   Learning Objectives
   a. Using a problem-solving process applied to healthcare situations, describe how healthcare workers can be aware and sensitive to their clients' needs.
   b. Describe selected client service strategies and their impact on quality client care.
   c. Correlate sensitivity and strategies, identifying the influence of sensitivity on quality of care.

8. Illustrate the process of death and dying and how it affects clients and their families. (Module II)
Learning Objectives
a. Define the stages and process of death and dying.
b. Identify the influence the stages of death and dying have on clients and their families.
c. Using a problem-solving process applied to healthcare situations, determine ways to be sensitive to the death and dying process and its effect on clients and their families.

9. Demonstrate knowledge of strategies for effectively working with diverse clients and staff in healthcare settings. (Module II)

Learning Objectives
a. Explain the belief systems and practices of diverse cultures.
b. Describe one’s personal belief system to draw comparison to other belief systems.
c. Identify the benefits of diversity and how awareness creates a positive healthcare environment and experience.
d. Using a problem-solving process applied to healthcare situations, create a framework for how healthcare workers can proactively work to respect client and staff diversity.

10. Explain healthcare workplace expectations in terms of respecting client and staff diversity. (Module II)

Learning Objectives
a. Explore personal responsibility as a healthcare worker to treat each person as an individual.
b. Discuss appropriate behavior skills healthcare workers need to interact with team members and clients of diverse culture, nationality, race, gender, and/or physical ability.

11. Identify the elements of effective communication between and among healthcare workers and their clients. (Module III)

Learning Objectives
a. Describe the components of verbal and non-verbal communication.
b. Identify healthcare situations in which both verbal and non-verbal communication skills can be effectively used.
c. Explain how listening skills can improve client and team communication.

12. Develop effective communication skills to support quality client care in healthcare facilities. (Module III)

Learning Objectives
a. Explain the components of accurate and appropriate written communication.
b. Practice written communication specific to a healthcare setting to develop skills.
c. Use a variety of communication techniques to achieve effective interpersonal and team communication.

13. Demonstrate understanding of utilization of effective communication during challenging situations. (Module III)

Learning Objectives
a. Describe how communication influences healthcare interactions both negatively and positively.
b. Identify what communication skills are especially important when managing conflict.
c. Discuss how communication skills factor into any problem-solving process.
respecting diversity, and teamwork/communications with healthcare clients and coworkers.

What Impact Will This New Course or Change Have on Other Programs or Areas? It could be used by other health care programs as it was established as a variable course so that students could receive 1 - 3 credits from taking the course.

> Attach Common Course Outline to this Form.

### Appendix B (2/3)

**New Course or Course Change Proposal Form**

<table>
<thead>
<tr>
<th>Date of Proposal:</th>
<th>3-12-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Lisa Lamor</td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>*New Course x Modify Course Delete Course</td>
</tr>
<tr>
<td>Contact for the Course:</td>
<td>Lisa Lamor</td>
</tr>
<tr>
<td>Course Designator, Number and Title (i.e.: ACCT 1800, Business Law):</td>
<td>HUC 1201 – Health Unit Coordinator Procedures</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>none</td>
</tr>
<tr>
<td>Course Description:</td>
<td>This course expands on the role and job duties of the Health Unit Coordinator. Students will work with medical terminology and information necessary to comprehend and process a variety of orders within a health care setting. Examples of various kinds of orders are studied and many opportunities for practicing procedures is provided. Interaction with the patient chart and the Electronic Health Record continue to be explored, and multiple types of entries are practiced by students. Also, an overview of basic anatomy as well as disease and disorders will be covered to enhance understanding of orders and other elements of working in a health care setting. This course will focus on preparing students for certification through the National Association of Health Unit Coordinators.</td>
</tr>
<tr>
<td>Grading Method:</td>
<td>Grade x Pass/Fail</td>
</tr>
<tr>
<td>Scheduling:</td>
<td>Fall x Spring x Summer Alternate Years Variable On Demand</td>
</tr>
<tr>
<td>Instructional Type:</td>
<td>Lecture x Lab Lecture/Lab Internship Seminar</td>
</tr>
</tbody>
</table>

*Class Maximum: (For New Courses Only) / All Unlimited faculty members of a program or discipline must sign.*

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Signature</th>
<th>Class Max</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Lamor</td>
<td>[Signature]</td>
<td></td>
<td>4-11-12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean's Name</th>
<th>Dean's Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>WC Sanders</td>
<td>[Signature]</td>
<td>11/11/12</td>
</tr>
</tbody>
</table>

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respecting diversity, and teamwork/communications with healthcare clients and coworkers.

What Impact Will This New Course or Change Have on Other Programs or Areas? It could be used by other health care programs as it was established as a variable course so that students could receive 1 – 3 credits from taking the course.

Appendix B (2/3)

New Course or Course Change Proposal Form

Date of Proposal: 3-12-2012

Author: Lisa Lamor

Proposal Type:  New Course  Modify Course  Delete Course

Contact for the Course: Lisa Lamor

Course Designator, Number and Title (i.e.: ACCT 1800, Business Law):
HUC 1201 – Health Unit Coordinator Procedures

Number of Credits: 3

Prerequisites: none

Course Description: This course expands on the role and job duties of the Health Unit Coordinator. Students will work with medical terminology and information necessary to comprehend and process a variety of orders within a health care setting. Examples of various kinds of orders are studied and many opportunities for practicing procedures is provided. Interaction with the patient chart and the Electronic Health Record continue to be explored, and multiple types of entries are practiced by students. Also, an overview of basic anatomy as well as disease and disorders will be covered to enhance understanding of orders and other elements of working in a health care setting. This course will focus on preparing students for certification through the National Association of Health Unit Coordinators.

Grading Method: Grade Pass/Fail

Scheduling: Fall Spring Summer Alternate Years Variable On Demand

Instructional Type: Lecture Lab Lecture/Lab Internship Seminar

*Class Maximum: (For New Courses Only) All Unlimited faculty members of a program or discipline must sign.

Faculty Name: Lisa Lamor  Faculty Signature: Lisa Lamor  Class Max:  Date: 4-11-12

Dean's Name: WC Sanders  Dean's Signature: WC Sanders  Date: 4-11-12

If there is not enough space provided, please use the back of this form for additional signatures or click on a row with the right button of the mouse, select insert and then select insert rows below to add rows to the table.
Is this Course Proposed as a Liberal Arts Course:  Yes  No  
If Yes, Which MnTC Area/Areas Will it Fulfill (http://www.mntc.org)?

Is This Course a Requirement/Elective for a Specific Program or Programs?  Yes  x  No

If Yes, Which Program(s)?  HUC

Describe What is Changing/Being Added, and the Rationale:
The HUC Fundamentals course needed to be expanded to allow for more practice and expansion of the duties of the HUC. It also spends time preparing students for certification.

What Impact Will This New Course or Change Have on Other Programs or Areas?
None.

➤ Attach Common Course Outline to this Form.

Appendix B (3/3)

New Course or Course Change Proposal Form

Date of Proposal:  3-12-2012

Author:  Lisa Lamor

Proposal Type:  *New Course  Modify Course  x  Delete Course

Contact for the Course:  Lisa Lamor

Course Designator, Number and Title  (i.e.:  ACCT 1800, Business Law):
HUC 1200 – Health Unit Coordinator Fundamentals

Number of Credits:  2

Prerequisites:

none

Course Description:  This course includes the study of health care facility office and communication skills for nonclinical functions. Information about working with nursing and medical staff, other department staff, patients and visitors to contribute to the patients'/clients'/residents' care and well being is emphasized. Communication of many kinds, including telephone, written, electronic, and interpersonal is a focus of the course. Students will also learn about clerical support duties such as typing, scheduling, faxing, and using the computer. Chart creation and interaction are also explored, both in paper format and in the Electronic Health Record.

Grading Method:  Grade  x  Pass/Fail

Scheduling:  Fall  x  Spring  x  Summer  Alternate Years  Variable  On Demand

Instructional Type:  Lecture  x  Lab  Lecture/Lab  Internship  Seminar

*Class Maximum:  (For New Courses Only) / All Unlimited faculty members of a program or discipline must sign.

Faculty Name  Faculty Signature  Class Max  Date
Lisa Lamor  

4-11-12
Health Unit Coordinator Procedures
Common Course Outline

Course Information
Organization South Central College
Development Date 11/29/2011
Course Number HUCF 1201
Potential Hours of Instruction 48
Total Credits 3

Description
This course expands on the role and job duties of the Health Unit Coordinator. Students will work with medical terminology and information necessary to comprehend and process a variety of orders within a health care setting. Examples of various kinds of orders are studied and many opportunities for practicing procedures is provided. Interaction with the patient chart and the Electronic Health Record continue to be explored, and multiple types of entries are practiced by students. Also, an overview of basic anatomy as well as disease and disorders will be covered to enhance understanding of orders and other elements of working in a health care setting. This course will focus on preparing students for certification through the National Association of Health Unit Coordinators.

Types of Instruction
Instruction Type Contact Hours Credits
Lecture 48 3

Exit Learning Outcomes
Institutional Core Competencies
A. Critical and Creative Thinking
B. Written and Oral Communication
C. Foundations and Skills for Lifelong Learning

Competencies
1. Describe techniques of a Health Unit Coordinator in a practice setting
   Learning Objectives
   a. Demonstrate how to prepare patient charts, both paper and electronically
   b. Interact with the patient's electronic medical record in a variety of ways
   c. Describe detailed processes of admission, discharge, and transfer scenarios
   d. Identify postmortem procedures and processes
2. Identify documentation and forms necessary to execute HUC job duties
   Learning Objectives
   a. Describe Kardex processing
   b. Demonstrate error correction
   c. Discuss patient consent forms
   d. Identify forms and documentation needed for record keeping, organization of unit, patient leaves, supply maintenance
3. Utilize medical terminology
   Learning Objectives
   a. Define terms and abbreviations associated with job duties
   b. Define lab terms and abbreviations
   c. Define treatment order terms, abbreviations, and symbols
   d. Define medication types, terms, and abbreviations
4. Demonstrate knowledge of patient activity, positioning, and nursing order processing
Learning Objectives
a. Describe the 10 steps of transcription needed to document on paper
b. Identify how electronic processing is different than paper documentation
c. Demonstrate knowledge of other items needed to fulfill orders
d. Discuss ordering components from the Central Supply Department
e. Recognize example orders and supplies involved and practice processing

5. Describe Nutritional Care Order processing
Learning Objectives
a. Explain the categories of diet orders – Standard vs. Therapeutic
b. Discuss how to transcribe orders and communicate with the appropriate department
c. Recognize example nutritional orders

6. Develop knowledge of processing of medication orders
Learning Objectives
a. Describe components of a medication order
b. Understand categories of medications to identify process needed
c. Implement use of the Medication Administration Record, both paper and e-MAR
d. Recognize example medication orders and practice processing

7. Describe steps for processing treatment orders
Learning Objectives
a. Describe aspects of a treatment order
b. Understand elements of treatments to effectively requisition needed supplies
c. Identify many different kinds of treatment machines/supplies and their basic function
d. Recognize example medication orders and practice processing

8. Describe the processing of laboratory orders
Learning Objectives
a. Identify the different types of laboratory orders
b. Explain how lab orders interact with dietary orders
c. Discuss how to obtain laboratory results and transcribe them or add them to the patient chart
d. Recognize example laboratory orders and practice processing

9. Identify process for working with diagnostic imaging orders
Learning Objectives
a. Define a contrast medium, and identify presence in orders
b. Identify the different kinds of imaging orders
c. Discuss the communication necessary between departments when executing a diagnostic imaging order
d. Recognize example diagnostic imaging orders and practice processing

10. Demonstrate understanding of Admission, Discharge, Transfer, Preoperative, and Postoperative procedures
Learning Objectives
a. Describe the processes and orders involved with patient status or location changes
b. Explain the process involved in admissions and discharges, and transfers
c. Identify example orders for admissions, operative procedures, discharges, and transfers

11. Develop understanding basic health, anatomy, disease & disorder conditions
Learning Objectives
a. Define anatomical terms and abbreviations
b. Define disease terms and abbreviations

12. Identify National Association for Health Unit Coordinators
a. List National Association for HUCS
b. Define credential process for HUCS
c. Provide practice for certification examination for NAHUC test