



Program Portfolio  
Bachelor of Science in  
Dental Hygiene

# *San Joaquin Valley College*

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## Course Descriptions

### **DH 401: Teaching Dental Hygiene in Theory and Practice**

#### **4.0 Units**

This course provides practical, evidence-based teaching strategies for dental hygienists wishing to develop their skills as clinical educators. Dental hygienists will learn strategies for instruction, assessment, evaluation, and coaching for both novice and experienced students. Special topics include teaching of mixed-level groups, balancing teaching with the provision of patient care, engaging patients, and motivating students.

### **DH 420: Community Oral Health Assessment and Program Planning**

#### **4.0 Units**

This course is designed to provide students with the framework necessary to identify a target population and assess, plan, implement and evaluate a community oral health program. Topics include assessment methods; diagnosis of community needs; program planning, budgeting and community resources; program implementation; program evaluation and documentation.

### **DH 441: Dental Practice Management**

#### **5.0 Units**

This course provides professionals a foundation in practice management of dental teams by addressing the skills required to effective team leadership, staff management, establishing goals, appointment management, use of financial systems and patient needs assessments. Topics include: Marketing; professional standards; risk management; legal and ethical issues; business office technology; office design and equipment placement; dental office documents and the storage of business records; and business office systems.

### **HC 352: Critical Thinking for Health Professionals**

#### **4.0 Units**

This course presents concepts and principles of thinking and decision making including the Wonder, Investigate, Speculate, Evaluate (W.I.S.E) approach. Through application and evaluation, students practice problem solving and investigative, research, and persuasive skills. Emphasis is placed on applying critical thinking skills to practical issues applicable to health care administration, and the evaluation and development of solutions.

### **HC 403: Health Care Law and Ethics**

#### **3.0 Units**

This course presents an overview of legal and ethical issues facing health care managers. Students will be introduced to legal and policy issues in the dynamic health care environment and explore ethical dilemmas faced by health care managers. Emphasis is placed on developing the skillset to evaluate legal and ethical situations and assess the potential consequences choices have on key stakeholders.

### **HC 430: Establishing Best Practices in Quality Improvement of Healthcare**

#### **4.0 Units**

The focus of this course is the techniques and strategies used to effectively measure quality for high-level performance, including the following components: Strategic planning, marketing tools, policy process and team building.

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## **HC 440: Research and Evidence-Based Practice in Healthcare**

### **5.0 Units**

This course focuses on the importance of utilizing accepted research methodologies to gather and interpret statistics and other data. Topics also include communicating research findings in evidence-based practice.

## **HC 470: Research Capstone**

### **5.0 Units**

This course will provide students the opportunity to integrate their field of study with their selected area of specialty to research an issue and propose a solution. The student will compose a formal paper that will include a literature review to compare and contrast differing perspectives related to a chosen problem or process in a healthcare facility or department. The student will then compose and deliver a presentation suitable for an interprofessional audience.

## **ENG 321: Writing for Research**

### **4.0 Units**

This course is designed to provide students with the framework necessary for research writing; the course will provide guidance in creating a literary review, allowing students to focus on research pertaining to their discipline of study. The course will outline the research process, APA formatting for research writing, and the literary review process. Students will utilize peer-reviewed journals to synthesize data pertaining to their studies in preparation for their Senior Capstone Project.

## **STS 301: Introduction to Statistics**

### **4.0 Units**

This course will provide a practical foundation in statistical concepts and practice with emphasis on acquiring the skills necessary to collect, interpret, describe and present sample data in a clear and focused manner. This course will cover how to obtain and interpret basic descriptive statistics, and how to calculate commonly used statistics.

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**DRAFT**

<b>Course Name and Number:</b>	DH 401 Teaching Dental Hygiene in Theory and Practice		
<b>Total Semester Units:</b>	4.0		
<b>Textbook(s):</b>	<b>Title:</b>	How to Teach in Clinical Settings	
	<b>Author(s):</b>	Mary Seabrook	
	<b>Edition:</b>	1st	
	<b>ISBN:</b>	9781118629022	
<b>Course Description:</b>			
<p>This course provides practical, evidence-based teaching strategies for dental hygienists wishing to develop their skills as clinical educators. Dental hygienists will learn strategies for instruction, assessment, evaluation, and coaching for both novice and experienced students. Special topics include teaching of mixed-level groups, balancing teaching with the provision of patient care, engaging patients, and motivating students.</p>			
<b>Prerequisites:</b> n/a			
<b>Course Learning Outcomes (CLOs)</b>			
<b>Upon completion of this course, the successful student will be able to:</b>			
<ol style="list-style-type: none"> <li><b>1. Demonstrate evidence-based teaching strategies for adult learners</b></li> <li><b>2. Discuss special considerations in teaching students in clinical settings</b></li> <li><b>3. Develop methods and instruments for assessment and evaluation</b></li> </ol>			

## **Unit 1 Outcome: Create an effective learning environment**

1.1 Discuss practical ways to create an environment conducive to teaching

1.2 Explain the continuity between learners, teachers, and patients

1.3 State the principles of effective clinical teaching

1.4 Describe useful strategies for clinical teaching

1.5 Identify teaching and learning resources

### **Unit 1 At a Glance**

<b>Introductions</b>	Meet your Instructor and classmates
<b>Reading Assignment</b>	
<b>Presentation for Points</b>	The Unit 1 graded, interactive Presentation will cover

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<b>Reading Companion</b>	Interactive quiz covering
<b>Discussion</b>	
<b>Homework</b>	
<b>Exam</b>	The Unit 1 Exam will cover
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.

### **Unit 2 Outcome: Discuss considerations for teaching in clinical contexts**

2.1 Describe the challenges of teaching in clinics

2.2 State the general principles and strategies of clinical teaching

2.3 Describe effective questioning techniques to help students develop case presentation skills

2.4 Explain how to teach students to interpret assessments to determine patient needs

2.5 Identify techniques to teach clinical skills

### **Unit 2 At a Glance**

<b>Reading Assignment</b>	
<b>Presentation for Points</b>	The Unit 2 graded, interactive Presentation will cover
<b>Reading Companion</b>	Interactive quiz covering
<b>Discussion</b>	
<b>Homework</b>	
<b>Exam</b>	The Unit 2 Exam will cover
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.

### **Unit 3 Outcome: Develop methods and instruments for assessment and evaluation**

3.1 Describe clinic-based assessments and supervised learning events

3.2 Explain how to stimulate a case-based discussion

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3.3 Describe methods to effectively observe procedural skills

3.4 Explain the use of multi-source feedback

3.5 Describe available teaching observation tools

3.6 Discuss feedback models and structures useful in clinical teaching

### **Unit 3 At a Glance**

**Reading Assignment**

**Presentation for Points**

The Unit 3 graded, interactive Presentation will cover

**Reading Companion**

Interactive quiz covering

**Discussion**

**Homework**

**Exam**

The Unit 3 Exam will cover

**Professionalism**

You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.

### **Unit 4 Outcome: Discuss common problems in teaching dental hygiene**

4.1 Describe how to balance and prioritize teaching with service demands

4.2 Explain how to deal with complaints and clinical incidents

4.3 Describe techniques to teach students and different skill or knowledge levels

4.4 State the difference in teaching methods for older or more experienced colleagues or students

4.5 Explain the methods used to engage quiet or reluctant learners

### **Unit 4 At a Glance**

**Reading Assignment**

**Presentation for Points**

The Unit 4 graded, interactive Presentation will cover

**Reading Companion**

Interactive quiz covering

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<b>Discussion</b>	
<b>Homework</b>	
<b>Exam</b>	The Unit 4 Exam will cover
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.
<b>Unit 5 Outcome: Plan for continued development of teaching skills</b>	
5.1 Describe evaluation tools to self-assess teaching skills	
5.2 Find and evaluate resources for development of teaching skills	
5.3 List available assessment tools for teachers	
<b>Unit 5 At a Glance</b>	
<b>Reading Assignment</b>	
<b>Presentation for Points</b>	The Unit 5 graded, interactive Presentation will cover
<b>Reading Companion</b>	Interactive quiz covering
<b>Discussion</b>	
<b>Homework</b>	
<b>Exam</b>	The Unit 5 Exam will cover
<b>Professionalism</b>	You will showcase professionalism by taking the course survey and with the timely submission of your assignments.



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**DRAFT**

<b>Course Name and Number:</b>	DH 420 Community Oral Health Assessment and Program Planning
<b>Total Semester Units:</b>	4.0
<b>Textbook(s):</b>	<b>Title:</b> Concepts in Dental Public Health
	<b>Author(s):</b> Jill Mason MPH, RDH
	<b>Edition:</b> 1st
	<b>ISBN:</b> 9781451105216
<b>Course Description:</b> This course is designed to provide students with the framework necessary to identify a target population and assess, plan, implement and evaluate a community oral health program. Topics include: assessment methods; diagnosis of community needs; program planning, budgeting and community resources; program implementation; program evaluation and documentation.	
<b>Prerequisites:</b> n/a	
<b>Course Learning Outcomes (CLOs)</b> <b>Upon completion of this course, the successful student will be able to:</b>	
<ol style="list-style-type: none"> <li><b>1. Identify a target population</b></li> <li><b>2. Thoroughly assess the need for an oral health program</b></li> <li><b>3. Plan, implement, and evaluate a community oral health program based on a community needs assessment and dental hygiene diagnosis.</b></li> </ol>	

<b>Unit 1 Outcome: Community Program Development</b>	
1.1 Explain the important of program development in community oral health	
1.2 Compare community program development to the dental hygiene process of care for individual patients	
1.3 List the criteria for effective community program development	
1.4 Describe the role of community partners in program development	
<b>Unit 1 At a Glance</b>	
<b>Introductions</b>	Meet your Instructor and classmates
<b>Reading Assignment</b>	

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<b>Presentation for Points</b>	The Unit 1 graded, interactive Presentation will cover
<b>Reading Companion</b>	Interactive quiz covering
<b>Discussion</b>	
<b>Homework</b>	
<b>Exam</b>	The Unit 1 Exam will cover
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.

### **Unit 2 Outcome: Community Needs Assessment and Dental Hygiene Diagnosis**

2.1 Explain the purpose and components of the community needs assessment

2.2 Compare and contrast methods of collecting primary and secondary data

2.3 Analyze data to determine and prioritize the needs of the community

### **Unit 2 At a Glance**

<b>Reading Assignment</b>	
<b>Presentation for Points</b>	The Unit 2 graded, interactive Presentation will cover
<b>Reading Companion</b>	Interactive quiz covering
<b>Discussion</b>	
<b>Homework</b>	
<b>Exam</b>	The Unit 2 Exam will cover
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.

### **Unit 3 Outcome: Program Planning**

3.1 Differentiate between program goals, objectives, interventions, activities, and mission statements

3.2 Create an action plan

3.3 Describe the critical components of the program organization: personnel/job

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descriptions, organizational chart, client/patient flow chart, program budget.

### **Unit 3 At a Glance**

**Reading Assignment**

**Presentation for Points**

The Unit 3 graded, interactive Presentation will cover

**Reading Companion**

Interactive quiz covering

**Discussion**

**Homework**

**Exam**

The Unit 3 Exam will cover

**Professionalism**

You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.

### **Unit 4 Outcome: Implementation**

4.1 Describe the implementation phase

4.2 Define formative assessment and its role in the implementation phase

### **Unit 4 At a Glance**

**Reading Assignment**

**Presentation for Points**

The Unit 4 graded, interactive Presentation will cover

**Reading Companion**

Interactive quiz covering

**Discussion**

**Homework**

**Exam**

The Unit 4 Exam will cover

**Professionalism**

You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.

### **Unit 5 Outcome: Program Evaluation and Documentation**

5.1 Explain the purpose of program evaluation

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5.2 Identify and describe the types of program evaluation

5.3 Explain the importance of documentation and reporting to stakeholders

## **Unit 5 At a Glance**

<b>Reading Assignment</b>	
<b>Presentation for Points</b>	The Unit 5 graded, interactive Presentation will cover
<b>Reading Companion</b>	Interactive quiz covering
<b>Discussion</b>	
<b>Homework</b>	
<b>Exam</b>	The Unit 5 Exam will cover
<b>Professionalism</b>	You will showcase professionalism by taking the course survey and with the timely submission of your assignments.

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**DRAFT**

<b>Course Name and Number:</b>	DH 441 Dental Practice Management
<b>Total Semester Units:</b>	5.0
<b>Textbook(s):</b>	<b>Title:</b> Practice Management for the Dental Team
	<b>Author(s):</b> Betty and Charles Finkbeiner
	<b>Edition:</b> 8 <sup>th</sup>
	<b>ISBN:</b> 9780323171434
<b>Course Description:</b> This course provides professionals a foundation in practice management of dental teams by addressing the skills required to effective team leadership, staff management, establishing goals, appointment management, use of financial systems and patient needs assessments. Topics include: Marketing; professional standards; risk management; legal and ethical issues; business office technology; office design and equipment placement; dental office documents and the storage of business records; and business office systems.	
<b>Prerequisites:</b> n/a	
<b>Course Learning Outcomes (CLOs)</b> <b>Upon completion of this course, the successful student will be able to:</b>	
<ol style="list-style-type: none"> <li><b>1. Develop the skills to effectively manage a team, establish appropriate business office etiquette, and create office policy</b></li> <li><b>2. Describe legal and ethical issues affecting the dental business office</b></li> <li><b>3. Demonstrate appropriate document management and use of electronic filing systems</b></li> <li><b>4. Explain ways to establish an office workflow by using appointment management, recall systems, inventory, and supply ordering</b></li> <li><b>5. Assess types of bookkeeping systems and methods of establishing financial arrangements</b></li> </ol>	

<b>Unit 1 Outcome: The Business of Dentistry</b>
1.1 Describe organizational cultures that can be applied to a dental practice
1.2 Differentiate between leadership and management, and how this is applied in dental practice management
1.3 Explain factors that motivate employees and the importance of business office etiquette
1.4 Describe the importance of staff management

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1.5 Illustrate the usefulness in effective communication in patient service

## **Unit 1 At a Glance**

<b>Introductions</b>	Meet your Instructor and classmates
<b>Reading Assignment</b>	
<b>Presentation for Points</b>	The Unit 1 graded, interactive Presentation will cover
<b>Reading Companion</b>	Interactive quiz covering
<b>Discussion</b>	
<b>Homework</b>	
<b>Exam</b>	The Unit 1 Exam will cover
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.

## **Unit 2 Outcome: Practice Management**

2.1 Illustrate the importance of understanding and meeting patient needs

2.2 Describe marketing techniques used in the dental industry

2.3 Summarize the legal responsibilities of a dental practice

2.4 Explain classifications of law in regards to dentistry

2.5 Identify the barriers to patient communication

## **Unit 2 At a Glance**

<b>Reading Assignment</b>	
<b>Presentation for Points</b>	The Unit 2 graded, interactive Presentation will cover
<b>Reading Companion</b>	Interactive quiz covering
<b>Discussion</b>	
<b>Homework</b>	

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<b>Exam</b>	The Unit 2 Exam will cover
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.
<b>Unit 3 Outcome: Communication Management</b>	
3.1 Describe the importance of maintaining accurate clinical records	
3.2 Describe effective ways to store and care for electronic files	
3.3 Explain the steps of preparing an effective written communication	
3.4 Identify the various forms of communication in a dentist office	
3.5 Summarize the applications of electronic and telecommunication in a dental office	
<b>Unit 3 At a Glance</b>	
<b>Reading Assignment</b>	
<b>Presentation for Points</b>	The Unit 3 graded, interactive Presentation will cover
<b>Reading Companion</b>	Interactive quiz covering
<b>Discussion</b>	
<b>Homework</b>	
<b>Exam</b>	The Unit 3 Exam will cover
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.
<b>Unit 4 Outcome: Electronic Management Systems</b>	
4.1 Demonstrate knowledge of appointment management, the advantages of an electronic appointment book, and basic scheduling concepts	
4.2 Identify the important factors in scheduling appointments and effective time allocation	
4.3 Describe how to establish an inventory system	
4.4 Explain how to establish a recall system	
4.5 Describe the components of an appointment matrix	
<b>Unit 4 At a Glance</b>	

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<b>Reading Assignment</b>	
<b>Presentation for Points</b>	The Unit 4 graded, interactive Presentation will cover
<b>Reading Companion</b>	Interactive quiz covering
<b>Discussion</b>	
<b>Homework</b>	
<b>Exam</b>	The Unit 4 Exam will cover
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.

### **Unit 5 Outcome: Financial Systems**

5.1 Explain the advantages of using a financial management system software

5.2 Identify the function of a budget and its affects on the dental practice

5.3 Describe common bookkeeping systems in dentistry

5.4 Summarize the process of establishing financial arrangements

5.5 Illustrate special bookkeeping situations that can occur in a dental practice

### **Unit 5 At a Glance**

<b>Reading Assignment</b>	
<b>Presentation for Points</b>	The Unit 5 graded, interactive Presentation will cover
<b>Reading Companion</b>	Interactive quiz covering
<b>Discussion</b>	
<b>Homework</b>	
<b>Exam</b>	The Unit 5 Exam will cover
<b>Professionalism</b>	You will showcase professionalism by taking the course survey and with the timely submission of your assignments.

**DRAFT**



## *San Joaquin Valley College*

<b>Course Name and Number:</b>	HC352 Critical Thinking for Health Professionals
<b>Total Semester Units:</b>	4.0
<b>Textbook(s):</b>	<b>Title:</b> Becoming a Critical Thinker
	<b>Author(s):</b> L. Fleming Fallon, Jr., J. Begun, & W. Riley
	<b>Edition:</b> 8th Edition
	<b>ISBN:</b> 9781284180848
<b>Course Description:</b> This course presents concepts and principles of thinking and decision making including the W.I.S.E approach. Through application and evaluation, students practice problem solving, investigative, research, and persuasive skills. Emphasis is placed on applying critical thinking skills to practical issues applicable to health care administration, and the evaluation and development of solutions.	
<b>Prerequisites:</b> n/a	
<b>Course Learning Outcomes (CLOs)</b> <b>Upon completion of this course, the successful student will be able to:</b>	
<ol style="list-style-type: none"> <li>1. Demonstrate the ability to solve a problem by applying the WISE approach (Chapters 1, 2)</li> <li>2. Effectively investigate claims and perform best practices for conducting research (Chapter 3)</li> <li>3. Describe errors in thinking and evaluation (Chapters 4, 5)</li> <li>4. Build a sound, persuasive argument (Chapter 6)</li> <li>5. Evaluate information that is received (Chapter 7).</li> </ol>	

<b>Unit 1 Outcome:</b> Demonstrate the ability to solve a problem by applying the WISE approach	
Provide examples of the six key principles of thinking	
Differentiate between a fact and an opinion	
Summarize the W.I.S.E. approach	
Explain how bias can impede critical thinking	
<b>Unit 1 At a Glance</b>	
<b>Introductions</b>	Meet your Instructor and classmates
<b>Reading Assignment</b>	
<b>Presentation for Points</b>	The Unit 1 graded, interactive Presentation will cover

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<b>Reading Companion</b>	Interactive quiz covering
<b>Discussion</b>	
<b>Homework</b>	
<b>Exam</b>	The Unit 1 Exam will cover
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.
<b>Unit 2 Outcome:</b> Effectively investigate claims and perform best practices for conducting research.	
Identify three key approaches to investigation (fundamentals)	
Summarize key resources that are useful when conducting a library search	
Describe strategies that increase the effectiveness of an internet search	
<b>Unit 2 At a Glance</b>	
<b>Reading Assignment</b>	
<b>Presentation for Points</b>	The Unit 2 graded, interactive Presentation will cover
<b>Reading Companion</b>	Interactive quiz covering
<b>Discussion</b>	
<b>Homework</b>	
<b>Exam</b>	The Unit 2 Exam will cover
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.
<b>Unit 3 Outcome:</b> Describe the impact of influences and attitudes on errors in thinking and evaluation.	
Describe the relationship between intellectual independence and the W.I.S.E. approach	
Identify powerful influences on thoughts and attitudes	
Provide examples of strategies for developing individuality	
Give examples of four types of errors in thinking	

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<b>Unit 3 At a Glance</b>	
<b>Reading Assignment</b>	
<b>Presentation for Points</b>	The Unit 3 graded, interactive Presentation will cover
<b>Reading Companion</b>	Interactive quiz covering
<b>Discussion</b>	
<b>Homework</b>	
<b>Exam</b>	The Unit 3 Exam will cover
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.
<b>Unit 4 Outcome:</b> Build a sound, persuasive argument.	
Summarize factors that make communication persuasive	
Identify the steps needed for persuasive writing	
Describe the steps required for persuasive speaking	
Explain how to become a productive participant in a group discussion	
<b>Unit 4 At a Glance</b>	
<b>Reading Assignment</b>	
<b>Presentation for Points</b>	The Unit 4 graded, interactive Presentation will cover
<b>Reading Companion</b>	Interactive quiz covering
<b>Discussion</b>	
<b>Homework</b>	
<b>Exam</b>	The Unit 4 Exam will cover
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.
<b>Unit 5 Outcome:</b> Evaluate information that is received.	

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Describe a sound approach for thinking critically about career choices

Explain the relationship between critical thinking and ethical judgments

Provide strategies for thinking critically about media

## **Unit 5 At a Glance**

<b>Reading Assignment</b>	
<b>Presentation for Points</b>	The Unit 5 graded, interactive Presentation will cover
<b>Reading Companion</b>	Interactive quiz covering
<b>Discussion</b>	
<b>Homework</b>	
<b>Exam</b>	The Unit 5 Exam will cover
<b>Professionalism</b>	You will showcase professionalism by taking the course survey and with the timely submission of your assignments.

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**DRAFT**

<b>Course Name and Number:</b>	HC403 Health Care Law and Ethics
<b>Total Semester Units:</b>	3.0
<b>Textbook(s):</b>	<b>Title:</b> Legal Aspects of Healthcare Administration
	<b>Author(s):</b> George D. Pozgar
	<b>Edition:</b> 13 <sup>th</sup>
	<b>ISBN:</b> 9781284166828
<b>Course Description:</b> This course presents an overview of legal and ethical issues facing health care managers. Students will be introduced to legal and policy issues in the dynamic health care environment and explore ethical dilemmas faced by health care managers. Emphasis is placed on developing the skillset to evaluate legal and ethical situations and assess the potential consequences choices have on key stakeholders.	
<b>Prerequisites:</b> n/a	
<b>Course Learning Outcomes (CLOs)</b>	
<b>Upon completion of this course, the successful student will be able to:</b>	
<ol style="list-style-type: none"> <li>1. Apply an ethical decision-making process to contemporary and complex health care issues</li> <li>2. Analyze a variety of legal issues encountered by managers in health care settings</li> <li>3. Summarize the rights and responsibilities of employees</li> <li>4. Explain the rights and responsibilities of health care organizations               <ol style="list-style-type: none"> <li>1.</li> </ol> </li> </ol>	

<b>Unit 1 Outcome:</b>
<b>CLO 2 Analyze a variety of legal issues encountered by managers in health care settings</b>
Objective 2.1 Explain the development and sources of law
Objective 2.2 Compare and contrast the difference between negligence and malpractice
Objective 2.3 Illustrate the forms of negligence
Objective 2.4 Identify the difference between intentional torts and negligence
<b>Unit 1 At a Glance</b>

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<b>Introductions</b>	Meet your Instructor and classmates
<b>Reading Assignment</b>	Chapters 2, 3, 4, and 9 of <i>Legal Aspects of Healthcare Administration; 13<sup>th</sup> Edition.</i>
<b>Presentation for Points</b>	The Unit 1 graded, interactive Presentation will cover Chapters 2, 3, 4, and 9 of <i>Legal Aspects of Healthcare Administration; 13<sup>th</sup> Edition.</i>
<b>Reading Companion</b>	Interactive quiz covering Chapters 2, 3, 4, and 9 of <i>Legal Aspects of Healthcare Administration; 13<sup>th</sup> Edition.</i>
<b>Discussion</b>	
<b>Homework</b>	
<b>Exam</b>	The Unit 1 Exam will cover Chapters 2, 3, 4, and 9 of <i>Legal Aspects of Healthcare Administration; 13<sup>th</sup> Edition.</i>
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.

### **Unit 2 Outcome:**

#### **CLO 1 Apply an ethical decision-making process to contemporary and complex health care issues.**

Objective 1.1 Discuss approaches a provider can employ to practice defensive medicine

Objective 1.2 Identify actions constituting health care fraud and kickbacks

Objective 1.3 Assess health care providers' actions to identify patient abuse

Objective 1.4 Assess a hospital's liability for the acts of a physician under contract.

Objective 1.5 Explain the possible defenses and remedies for nonperformance of a contract

### **Unit 2 At a Glance**

<b>Reading Assignment</b>	Chapters 5, 6, and 7 of <i>Legal Aspects of Healthcare Administration; 13<sup>th</sup> Edition.</i>
<b>Presentation for Points</b>	The Unit 2 graded, interactive Presentation will cover Chapters 5, 6, and 7 of <i>Legal Aspects of Healthcare Administration; 13<sup>th</sup> Edition.</i>
<b>Reading Companion</b>	Interactive quiz covering Chapters 5, 6, and 7 of <i>Legal Aspects of Healthcare Administration; 13<sup>th</sup> Edition.</i>
<b>Discussion</b>	
<b>Homework</b>	

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<b>Exam</b>	The Unit 2 Exam will cover Chapters 5, 6, and 7 of <i>Legal Aspects of Healthcare Administration; 13<sup>th</sup> Edition</i> .
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.
<b>Unit 3 Outcome:</b>	
<b>CLO 4 Explain the rights and responsibilities of health care organizations.</b>	
Objective 4.1 Evaluate the effect of EMTALA on health care organizations.	
Objective 4.2 Assess key legal issues arising in patient care settings.	
Objective 4.3 Illustrate the significance of accurate and complete medical records.	
Objective 4.4 Identify actions resulting in falsified medical records and the consequences.	
Objective 4.5 Explain the effect of the Privacy Act of 1974 and Health Insurance Portability and Accountability Act of 1996 on hospital and physician practices.	
<b>Unit 3 At a Glance</b>	
<b>Reading Assignment</b>	Chapters 12 and 13 of <i>Legal Aspects of Healthcare Administration; 13<sup>th</sup> Edition</i> .
<b>Presentation for Points</b>	The Unit 3 graded, interactive Presentation will cover Chapters 12 and 13 of <i>Legal Aspects of Healthcare Administration; 13<sup>th</sup> Edition</i> .
<b>Reading Companion</b>	Interactive quiz covering Chapters 12 and 13 of <i>Legal Aspects of Healthcare Administration; 13<sup>th</sup> Edition</i> .
<b>Discussion</b>	
<b>Homework</b>	
<b>Exam</b>	The Unit 3 Exam will cover Chapters 12 and 13 of <i>Legal Aspects of Healthcare Administration; 13<sup>th</sup> Edition</i> .
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.
<b>Unit 4 Outcome:</b>	
<b>CLO 1 Apply an ethical decision-making process to contemporary and complex health care issues.</b>	
Objective 1.5 Illustrate approaches to resolving ethical dilemmas.	
Objective 1.6 Appraise the role of an ethics committee within a health care organization.	

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Objective 1.7 Analyze ethical dilemmas from procreation to end of life.

**CLO 3 Summarize the rights and responsibilities of employees.**

Objective 3.1 Analyze the importance of incident reporting, sentinel events, and the purpose of root cause analyses.

Objective Describe the importance of reporting communicable diseases, adverse drug reactions, and infectious diseases.

**Unit 4 At a Glance**

<b>Reading Assignment</b>	Chapters 15, 16, 17, and 18 of <i>Legal Aspects of Healthcare Administration; 13<sup>th</sup> Edition</i> .
<b>Presentation for Points</b>	The Unit 4 graded, interactive Presentation will cover Chapters 15, 16, 17, and 18 of <i>Legal Aspects of Healthcare Administration; 13<sup>th</sup> Edition</i> .
<b>Reading Companion</b>	Interactive quiz covering Chapters 15, 16, 17, and 18 of <i>Legal Aspects of Healthcare Administration; 13<sup>th</sup> Edition</i> .
<b>Discussion</b>	
<b>Homework</b>	
<b>Exam</b>	The Unit 4 Exam will cover Chapters 15, 16, 17, and 18 of <i>Legal Aspects of Healthcare Administration; 13<sup>th</sup> Edition</i> .
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.

**Unit 5 Outcome:**

**CLO 4 Explain the rights and responsibilities of health care organizations.**

Objective 4.6 Describe employment-at-will.

Objective 4.7 Differentiate between lawful and unlawful discharge of an employee.

Objective 4.8 Appraise the rights of employees.

Objective 4.9 Distinguish the rights and responsibilities of unions and management.

Objective 4.10 Explain the rights of a patient during labor disputes.

Objective 4.11 Describe the purpose of a malpractice insurance policy, including risk categories, and the importance to professionals of carrying professional liability insurance.

**Unit 5 At a Glance**



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<b>Reading Assignment</b>	Chapters 19, 20, and 21 of <i>Legal Aspects of Healthcare Administration; 13<sup>th</sup> Edition</i> .
<b>Presentation for Points</b>	The Unit 5 graded, interactive Presentation will cover Chapters 19, 20, and 21 of <i>Legal Aspects of Healthcare Administration; 13<sup>th</sup> Edition</i> .
<b>Reading Companion</b>	Interactive quiz covering Chapters 19, 20, and 21 of <i>Legal Aspects of Healthcare Administration; 13<sup>th</sup> Edition</i> .
<b>Discussion</b>	
<b>Homework</b>	
<b>Exam</b>	The Unit 5 Exam will cover Chapters 19, 20, and 21 of <i>Legal Aspects of Healthcare Administration; 13<sup>th</sup> Edition</i> .
<b>Professionalism</b>	You will showcase professionalism by taking the course survey and with the timely submission of your assignments.

## *San Joaquin Valley College*

<b>Course Name and Number:</b>	HC430 Establishing Best Practices in Quality Improvement of Healthcare																														
<b>Total Semester Units:</b>	4.0																														
<b>Textbook(s):</b>	<b>Title:</b>	Managing Health Organizations for Quality and Performance																													
	<b>Author(s):</b>	L. Fleming Fallon, Jr., J. Begun, & W. Riley																													
	<b>Edition:</b>	9 <sup>th</sup> Edition (eBook)																													
	<b>ISBN:</b>	9781284179590																													
<b>Course Description:</b>	The focus of this course is the techniques and strategies used to effectively measure quality for high-level performance, including the following components: Strategic planning, marketing tools, policy process and team building.																														
<b>Prerequisites:</b>	n/a																														
<b>Course Learning Outcomes (CLOs)</b>	<p><b>Upon completion of this course, the successful student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Recognize techniques to identify areas in need of improvement.</li> <li>2. Demonstrate how implementation &amp; adherence to policies and procedures are essential in the quality improvement process.</li> <li>3. Explain the importance of team building through collaboration and using conflict resolution with other stakeholders within and outside the organization to be successful in the development of best practices.</li> <li>4. Demonstrate various methods to create a cultural change.</li> <li>5. Describe how to analyze the effectiveness of measuring techniques to assist in the development of best practices.</li> <li>6. Manipulate traditional concepts of marketing tools and techniques highlighting the benefits of quality improvement to assist in change management.</li> </ol>																														
<b>Grade Item Weighting</b>	<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Item</th> <th style="width: 15%;">Percentage</th> <th style="width: 40%;">Unit Points</th> <th style="width: 20%;">Total Points</th> </tr> </thead> <tbody> <tr> <td>Presentation for Points</td> <td>9%</td> <td>10</td> <td>50</td> </tr> <tr> <td>Reading Companion</td> <td>15%</td> <td>15</td> <td>75</td> </tr> <tr> <td>Discussion</td> <td>18%</td> <td>5 (Unit 1 Introductions) 20 (Units 1-5 Discussion)</td> <td>105</td> </tr> <tr> <td>Homework/Project</td> <td>27%</td> <td>30</td> <td>150</td> </tr> <tr> <td>Exams</td> <td>23%</td> <td>25</td> <td>125</td> </tr> <tr> <td>Professionalism</td> <td>10%</td> <td>10</td> <td>50</td> </tr> </tbody> </table>			Item	Percentage	Unit Points	Total Points	Presentation for Points	9%	10	50	Reading Companion	15%	15	75	Discussion	18%	5 (Unit 1 Introductions) 20 (Units 1-5 Discussion)	105	Homework/Project	27%	30	150	Exams	23%	25	125	Professionalism	10%	10	50
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# *San Joaquin Valley College*

## **Unit Objectives and At a Glance**

### **Unit 1 Outcomes:**

Recognize management techniques used to improve performance

Discuss benchmarking for quality improvement

Identify a company's strengths, weaknesses, opportunities, and threats

Explain the importance of managing human resources in the quality improvement process

### **Unit 1 At a Glance**

<b>Introductions</b>	Meet your Instructor and classmates
<b>Reading Assignment</b>	Chapters 1, 3, and 8 of <i>Managing Health Organizations for Quality and Performance, 9<sup>th</sup> Edition (eBook)</i>
<b>Presentation</b>	The Unit 1 Presentation will cover Chapters 1, 3, and 8 of <i>Managing Health Organizations for Quality and Performance, 9<sup>th</sup> Edition (eBook)</i>
<b>Reading Companion</b>	Interactive quiz covering Chapters 1, 3, and 8 of <i>Managing Health Organizations for Quality and Performance, 9<sup>th</sup> Edition (eBook)</i> .
<b>Discussion</b>	Discuss different ways benchmarking is used for quality or process improvement in respiratory therapy
<b>Homework</b>	Create a SWOT analysis
<b>Exam</b>	The Unit 1 Exam will cover the Unit 1 Presentation and Chapters 1, 3, and 8 of <i>Managing Health Organizations for Quality and Performance, 9<sup>th</sup> Edition (eBook)</i> .
<b>Professionalism</b>	You will showcase professionalism with the timely submission of your assignments.

### **Unit 2 Outcomes:**

Discuss how policies and procedures impact change

Identify differentiation techniques used by healthcare organizations

Describe how organizational structure contributes to performance and/or process improvement

# *San Joaquin Valley College*

Compare key features of high versus low levels of hierarchy

## **Unit 2 At a Glance**

<b>Reading Assignment</b>	Chapters 6 and 7 of <i>Managing Health Organizations for Quality and Performance, 9<sup>th</sup> Edition (eBook)</i>
<b>Presentation</b>	The Unit 2 Presentation will cover Chapters 6 and 7 of <i>Managing Health Organizations for Quality and Performance, 9<sup>th</sup> Edition (eBook)</i>
<b>Reading Companion</b>	Interactive quiz covering Chapters 6 and 7 of <i>Managing Health Organizations for Quality and Performance, 9<sup>th</sup> Edition (eBook)</i>
<b>Discussion</b>	Discuss policies and procedures that are important drivers of change and quality improvement
<b>Homework</b>	Signature Assignment, Phase 1
<b>Exam</b>	The Unit 2 Exam will cover the Unit 2 Presentation and Chapters 6 and 7 of <i>Managing Health Organizations for Quality and Performance, 9<sup>th</sup> Edition (eBook)</i>
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.

## **Unit 3 Outcome:**

Compare differences in constructive conflict

Discuss techniques used to resolve employee conflict

Identify strengths and opportunities for improvement in peer review

Explain the meaning of organizational culture in health care

## **Unit 3 At a Glance**

<b>Reading Assignment</b>	Chapters 7 and 9 of <i>Managing Health Organizations for Quality and Performance, 9<sup>th</sup> Edition (eBook)</i>
<b>Presentation</b>	The Unit 3 Presentation will cover Chapters 7 and 9 of <i>Managing Health Organizations for Quality and Performance, 9<sup>th</sup> Edition (eBook)</i>
<b>Reading Companion</b>	Interactive quiz covering Chapters 7 and 9 of <i>Managing Health Organizations for Quality and Performance, 9<sup>th</sup> Edition (eBook)</i>

## *San Joaquin Valley College*

<b>Discussion</b>	Discuss employee conflict resolution
<b>Homework</b>	Signature Assignment, Phase 2
<b>Exam</b>	The Unit 3 Exam will cover the Unit 3 Presentation and Chapters 7 and 9 of <i>Managing Health Organizations for Quality and Performance, 9<sup>th</sup> Edition (eBook)</i>
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.
<b>Unit 4 Outcome:</b>	
Discuss the application of STEEEP for effecting cultural change in an organization	
Describe the Plan Do Check Act (PDCA) change process	
Explain performance standards used in the Turning Point Model	
Identify methods used to measure performance and outcomes	
<b>Unit 4 At a Glance</b>	
<b>Reading Assignment</b>	Chapter 14 of <i>Managing Health Organizations for Quality and Performance, 9<sup>th</sup> Edition (eBook)</i>
<b>Presentation</b>	The Unit 4 Presentation will cover Chapter 14 of <i>Managing Health Organizations for Quality and Performance, 9<sup>th</sup> Edition (eBook)</i>
<b>Reading Companion</b>	Interactive quiz covering Chapter 14 of <i>Managing Health Organizations for Quality and Performance, 9<sup>th</sup> Edition (eBook)</i>
<b>Discussion</b>	Discuss the six aims of health services delivery system (STEEEP)
<b>Homework</b>	Signature Assignment, Phase 3
<b>Exam</b>	The Unit 4 Exam will cover the Unit 4 Presentation and Chapter 14 of <i>Managing Health Organizations for Quality and Performance, 9<sup>th</sup> Edition (eBook)</i>
<b>Professionalism</b>	You will showcase professionalism by submitting the student survey and with the timely submission of your assignments.
<b>Unit 5</b>	
Describe marketing techniques used in healthcare	
Identify the elements of a marketing strategy	

# San Joaquin Valley College

Discuss quality assurance measures and how they improve or contribute to marketing efforts

Explain how social media is used to overcome marketing challenges

## Unit 5 At a Glance

### Reading Assignment

Chapter 4 of *Managing Health Organizations for Quality and Performance, 9<sup>th</sup> Edition (eBook)*

### Presentation

The Unit 5 Presentation will cover Chapter 4 of *Managing Health Organizations for Quality and Performance, 9<sup>th</sup> Edition (eBook)*

### Reading Companion

Interactive quiz covering Chapter 4 of *Managing Health Organizations for Quality and Performance, 9<sup>th</sup> Edition (eBook)*

### Discussion

Discuss social media marketing and quality assurance measures in healthcare

### Homework

Design a hospital marketing poster

### Exam

The Unit 5 Exam will cover the Unit 5 Presentation and Chapter 15 of *Managing Health Organizations for Quality and Performance, 9<sup>th</sup> Edition (eBook)*

### Professionalism

You will showcase professionalism with the timely submission of your assignments.

## *San Joaquin Valley College*

<b>Course Name and Number:</b>	HC 440 Research and Evidence-Based Practice in Healthcare																														
<b>Total Semester Units:</b>	5.0																														
<b>Textbook(s):</b>	<b>Title:</b>	Understanding Research and Evidence Based Practice																													
	<b>Author(s):</b>	Rebar, C. and Gersch, C.																													
	<b>Edition:</b>	4 <sup>th</sup> ed.																													
	<b>ISBN:</b>	978145119107																													
<b>Course Description:</b>	<p>This course focuses on the importance of utilizing accepted research methodologies to gather and interpret statistics and other data. Topics also include communicating research findings in evidence-based practice.</p>																														
<b>Prerequisites:</b>																															
<b>Course Learning Outcomes (CLOs)</b>	<p><b>Upon completion of this course, the successful student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Describe all components of evidence-based practice and research methodologies.</li> <li>2. Outline key concepts relating to communication processes</li> <li>3. Perform data collection activities pertinent to chosen research methodology</li> <li>4. Identify criteria for locating relevant evidence.</li> <li>5. Compare and contrast descriptive and inferential statistics.</li> <li>6. Describe how evidence-based research-based practices are applied across the healthcare continuum.</li> <li>7. Summarize key attributes in evidence-based practices in treatment, harm and prevention.</li> <li>8. Apply concepts related to implementation and evaluation of best practices.</li> </ol>																														
<b>Grade Item Weighting</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 35%;">Item</th> <th style="width: 15%;">Percentage</th> <th style="width: 30%;">Unit Points</th> <th style="width: 20%;">Total Points</th> </tr> </thead> <tbody> <tr> <td>Reading Companion</td> <td>13%</td> <td>15</td> <td>75</td> </tr> <tr> <td>Presentation for Points</td> <td>9%</td> <td>10</td> <td>50</td> </tr> <tr> <td>Discussion</td> <td>18%</td> <td>20 (Units 1-5 Discussion) 5 (Unit 1 Introduction)</td> <td>105</td> </tr> <tr> <td>Homework</td> <td>27%</td> <td>30</td> <td>150</td> </tr> <tr> <td>Exams</td> <td>23%</td> <td>25</td> <td>125</td> </tr> <tr> <td>Professionalism</td> <td>10%</td> <td>10</td> <td>50</td> </tr> </tbody> </table>			Item	Percentage	Unit Points	Total Points	Reading Companion	13%	15	75	Presentation for Points	9%	10	50	Discussion	18%	20 (Units 1-5 Discussion) 5 (Unit 1 Introduction)	105	Homework	27%	30	150	Exams	23%	25	125	Professionalism	10%	10	50
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## Unit Outcomes and At a Glance

### Unit 1 Outcome:

Define components of evidence-based practice to include; structural problems, self-awareness, self-correction, active learning and related outcomes.

Compare and contrast quantitative and qualitative research.

Understand the importance of key evidence-based practice skills.

Examine the ten steps relating to the evidence-based process.

Identify the categories of evidence-based process and apply to various case studies.

Examine the styles of quantitative research and qualitative research

Develop a PICOT question to form the basis of the literature review

### Unit 1 At a Glance

<b>Introductions</b>	Meet your instructor and classmates.
<b>Reading Assignment</b>	<b>Chapter 1</b> Evidence-Based Healthcare Using Research in Practice and <b>Chapter 2</b> The Research Process: Components and Language of Research Reports of Understanding Research and Evidence Based Practice, 4 <sup>th</sup> Edition
<b>Presentation for Points</b>	The Unit 1 graded, interactive Presentation will cover <b>Chapter 1</b> Evidence-Based Healthcare Using Research in Practice and <b>Chapter 2</b> The Research Process: Components and Language of Research Reports of Understanding Research and Evidence Based Practice, 4 <sup>th</sup> Edition
<b>Reading Companion</b>	Interactive quiz covering <b>Chapter 1</b> Evidence-Based Healthcare Using Research in Practice and <b>Chapter 2</b> The Research Process: Components and Language of Research Reports of Understanding Research and Evidence Based Practice, 4 <sup>th</sup> Edition
<b>Discussion</b>	Discuss Various Research Methods
<b>Homework</b>	Develop a PICOT Question
<b>Project</b>	Evidence-Based Research
<b>Exam</b>	The Unit 1 Exam will cover the Unit 1 Presentation and <b>Chapter 1</b> Evidence-Based Healthcare Using Research in Practice and <b>Chapter 2</b> The Research Process: Components and Language of Research Reports of Understanding Research and Evidence Based Practice, 4 <sup>th</sup> Edition
<b>Professionalism</b>	You will showcase professionalism with the timely submission of your assignments.



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## **Unit 2 Outcome:**

List the selection criteria pertaining to patient education.

Understand the process of community-centered communication.

Relate health communication process to pertinent case studies.

Develop a PICOT question used to guide research.

Explain various research methods.

## **Unit 2 At a Glance**

### **Reading Assignment**

**Chapter 3** Discussions and Conclusions, **Chapter 4** Descriptive Results, and **Chapter 5** Inferential Results of Understanding Research and Evidence Based Practice, 4<sup>th</sup> Edition

### **Presentation for Points**

The Unit 2 graded, interactive Presentation will cover **Chapter 3** Discussions and Conclusions, **Chapter 4** Descriptive Results, and **Chapter 5** Inferential Results of Understanding Research and Evidence Based Practice, 4<sup>th</sup> Edition

### **Reading Companion**

Interactive quiz covering **Chapter 3** Discussions and Conclusions, **Chapter 4** Descriptive Results, and **Chapter 5** Inferential Results of Understanding Research and Evidence Based Practice, 4<sup>th</sup> Edition

### **Discussion**

Differential and Inferential Statistics

### **Homework**

Phase 1 Signature Assignment: Literature Review

### **Project**

Boolean Logic Handout

### **Exam**

The Unit 2 Exam will cover the Unit 2 Presentation and **Chapter 3** Discussions and Conclusions, **Chapter 4** Descriptive Results, and **Chapter 5** Inferential Results of Understanding Research and Evidence Based Practice, 4<sup>th</sup> Edition

### **Professionalism**

You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.

## **Unit 3 Outcome:**

Differentiate between a sample and a population

Compare qualitative and quantitative sampling methods

Identify common errors in reports of samples

Distinguish the strengths and weaknesses of qualitative and quantitative sampling approaches

# *San Joaquin Valley College*

Describe the purpose of the institutional review board

Explain the purpose of informed consent in research

### **Unit 3 At a Glance**

<b>Reading Assignment</b>	Chapter 6 Samples and Chapter 7 Ethics Understanding Research and Evidence Based Practice, 4 <sup>th</sup> Edition
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<b>Presentation for Points</b>	The Unit 3 graded, interactive Presentation will cover Chapter 6 Samples and Chapter 7 Ethics Understanding Research and Evidence Based Practice, 4 <sup>th</sup> Edition
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<b>Reading Companion</b>	Interactive quiz covering Chapter 6 Samples and Chapter 7 Ethics Understanding Research and Evidence Based Practice, 4 <sup>th</sup> Edition
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<b>Discussion</b>	Sampling Methods
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<b>Homework</b>	Signature Assignment Phase 2: Peer Review
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<b>Project</b>	Ethics in Research
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<b>Exam</b>	The Unit 3 Exam will cover the Unit 3 Presentation and <b>Chapter 6</b> Samples and <b>Chapter 7</b> Ethics Understanding Research and Evidence Based Practice, 4 <sup>th</sup> Edition
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<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.
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### **Unit 4 Outcome:**

Identify errors in data collection in qualitative and quantitative research

Describe methods for constructing the meaning of variables in qualitative and quantitative research

Explain common errors that occur in a research report

Evaluate data collection methods to sampling results

Explain principles of qualitative and quantitative research design

Distinguish the differences between rigor and validity

### **Unit 4 At a Glance**

<b>Reading Assignment</b>	Chapter 8: Data Collection Methods and Chapter 9: Research Designs: Planning the Study of Understanding Research and Evidence Based Practice, 4 <sup>th</sup> Edition
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<b>Presentation</b>	The Unit 4 graded, interactive Presentation will cover Chapter 8: Data
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## *San Joaquin Valley College*

<b>for Points</b>	Collection Methods and Chapter 9: Research Designs: Planning the Study of Understanding Research and Evidence Based Practice, 4 <sup>th</sup> Edition
<b>Reading Companion</b>	Interactive quiz covering Chapter 8: Data Collection Methods and Chapter 9: Research Designs: Planning the Study of Understanding Research and Evidence Based Practice, 4 <sup>th</sup> Edition
<b>Discussion</b>	Data Collection Methods
<b>Homework</b>	Signature Assignment Phase 3
<b>Project</b>	Qualitative Research Methods
<b>Exam</b>	The Unit 4 Exam will cover the Unit 4 Presentation and Chapter 8: Data Collection Methods and Chapter 9: Research Designs: Planning the Study of Understanding Research and Evidence Based Practice, 4 <sup>th</sup> Edition
<b>Professionalism</b>	You will showcase professionalism by submitting the student survey and with the timely submission of your assignments.
<b>Unit 5 Outcome:</b>	
Describe sources creating problems in research	
Construct linkages between the literature review to the study design	
Identify common errors of the background and literature review	
Critically evaluate background and literature review sections of a research report for the use in evidence-based practice	
Explain factors affecting the research process	
Analyze and interrupt the results of research	
<b>Unit 5 At a Glance</b>	
<b>Reading Assignment</b>	Chapter 10: Background and the Research Problem and Chapter 11: The Research Process of Understanding Research and Evidence Based Practice, 4 <sup>th</sup> Edition
<b>Presentation for Points</b>	The Unit 5 graded, interactive Presentation will cover Chapter 10: Background and the Research Problem and Chapter 11: The Research Process of Understanding Research and Evidence Based Practice, 4 <sup>th</sup> Edition
<b>Reading Companion</b>	Interactive quiz covering Chapter 10: Background and the Research Problem and Chapter 11: The Research Process of Understanding Research and Evidence Based Practice, 4 <sup>th</sup> Edition
<b>Discussion</b>	Data Analysis

# *San Joaquin Valley College*

<b>Homework</b>	Research Reflection
<b>Project</b>	Presentation of Data
<b>Exam</b>	The Unit 5 Exam will cover the Unit 5 Presentation and Chapter 10: Background and the Research Problem and Chapter 11: The Research Process of Understanding Research and Evidence Based Practice, 4 <sup>th</sup> Edition
<b>Professionalism</b>	You will showcase professionalism with the timely submission of your assignments.

## *San Joaquin Valley College*

<b>Course Name and Number:</b>	Research Capstone HC470
<b>Total Semester Units:</b>	5.0
<b>Textbooks:</b>	
<b>Title:</b>	Understanding Research and Evidence Based Practice
<b>Author(s):</b>	Rebar, C. and Gersch, C.
<b>Edition:</b>	4 <sup>th</sup> ed.
<b>ISBN:</b>	978145119107
<b>Title:</b>	Basic Allied Health Statistics and Analysis
<b>Author(s):</b>	Koch, G.
<b>Edition:</b>	4 <sup>th</sup> ed.
<b>ISBN:</b>	9781133602705
<b>Title:</b>	McGraw-Hill's Concise Guide to Writing Research Papers
<b>Author(s):</b>	Carol Ellison
<b>Edition:</b>	1 <sup>st</sup> Edition
<b>ISBN:</b>	9780071629898
<b>Course Description:</b>	<p>This course will provide students the opportunity to integrate their field of study with their selected area of specialty to research an issue and propose a solution. The student will compose a formal paper that will include a literature review to compare and contrast differing perspectives related to a chosen problem or process in a healthcare facility or department. The student will then compose and deliver a presentation suitable for an interprofessional audience.</p>
<b>Course Learning Outcomes (CLOs)</b>	<p><b>Upon completion of this course, the successful student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Identify a problem or process within a healthcare facility or department that shows a need for improvement.</li> <li>2. Organize research topic that integrates into the selected field of study.</li> <li>3. Use research and report writing skills to incorporate the research conducted for the project into a formal paper.</li> <li>4. Develop and present a comprehensive professional presentation, reflecting their literature review, to an interprofessional audience.</li> </ol>

### Unit Outcomes and At a Glance

#### Unit 1 Outcomes

Analyze performance improvement opportunities

Compose a thesis statement

Evaluate scholarly articles

# *San Joaquin Valley College*

Develop an Annotated Bibliography

## **Unit 1 At a Glance**

<b>Introductions</b>	Meet your Instructor and classmates
<b>Discussion</b>	Develop a thesis statement and synopsis.
<b>Presentation for Points</b>	This graded, interactive Presentation will cover the course structure and outline, resources provided, and the milestones required for the research proposal.
<b>Homework</b>	Develop an Annotated Bibliography
<b>Professionalism</b>	Every employer expects that you will report to work on time, and complete your work according to established schedules. Your professionalism grade will be determined by your timely submission of your assignments, with a 2.5-point deduction for each 10-point assignment posted late. The remaining 5 points will be earned by scheduling a mock interview with your Career Services Advisor and uploading documentation of the appointment.

## **Unit 2 Outcomes**

Select the skills needed to complete your Capstone project

Compete a RAID analysis

Complete a resume

## **Unit 2 At a Glance**

<b>Discussion</b>	Reflect on the skills you have developed in your time at SJVC and analyze the ones you will use to create your Capstone Project.
<b>Homework</b>	Complete a RAID analysis of the problem you are researching
<b>Professionalism</b>	Every employer expects that you will report to work on time, and complete your work according to established schedules. Your professionalism grade will be determined by your timely submission of your assignments, with a 2.5-point deduction for each assignment posted late. The remaining 5 points will be earned by uploading your polished resume to the Optimal Resume website using the link located <a href="#">here</a> to build your

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	resume. The video posted below will provide a tutorial on how to use Optimal Resume. Please also submit a screenshot of your completed resume to the Unit 2 Professionalism dropbox.
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### **Unit 3 Outcomes**

Reflect on the impact of research in business, community organizations, and your own life.

Complete a SWOT Analysis

Complete a mock interview

### **Unit 3 At a Glance**

<b>Discussion</b>	Reflect on the impact of research in business, community organizations, and your own life.
<b>Homework</b>	Complete a SWOT Analysis
<b>Professionalism</b>	Every employer expects that you will report to work on time, and complete your work according to established schedules. Your professionalism grade will be determined by your timely submission of your assignments, with a 2.5-point deduction for each assignment posted late. The remaining 5 points will be awarded when you show documentation that you completed the mock interview scheduled in unit 1. This can be a screenshot of the confirmation from your Career Services Advisor.

### **Unit 4 Outcomes**

Write and revise a research paper.

Reflect on the impact of research and change processes on leadership.

Properly cite research and avoid plagiarism.

### **Unit 4 At a Glance**

<b>Discussion</b>	Reflect on the complexities of research and their impact on leadership and decision making.
<b>Homework</b>	Write and revise your capstone paper.
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a

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	designated badge in the Game Center and with the timely submission of your assignments.
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## **Unit 5 Outcomes**

Create project presentation

Record key findings presentation

Present research key findings

## **Unit 5 At a Glance**

### **Discussion**

Reflect on the challenges of delivering oral presentations.

### **Presentation for Points**

Learn how to create effective audio and visual presentations for a professional audience.

### **Homework**

Final Project Presentation

### **Professionalism**

You will showcase professionalism by submitting a screenshot of your completed student survey and with the timely submission of your assignments.



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<b>Course Name and Number:</b>	ENG 321 Writing for Research																														
<b>Total Semester Units:</b>	4																														
<b>Textbook(s):</b>	<b>Title:</b>	McGraw-Hill's Concise Guide to Writing Research Papers																													
	<b>Author(s):</b>	Carol Ellison																													
	<b>Edition:</b>	1 <sup>st</sup> Edition																													
	<b>ISBN:</b>	9780071629898																													
<b>Course Description:</b>	<p>This course is designed to provide students with the framework necessary for research writing; the course will provide guidance in creating a literary review, allowing students to focus on research pertaining to their discipline of study. The course will outline the research process, APA formatting for research writing, and the literary review process. Students will utilize peer-reviewed journals to synthesize data pertaining to their studies in preparation for their Senior Capstone Project.</p>																														
<b>Prerequisites:</b>	ENG 122																														
<b>Course Learning Outcomes (CLOs)</b>	<p><b>Upon completion of this course, the successful student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Identify peer reviewed, scholastic publications</li> <li>2. Master APA formatting for research writing</li> <li>3. Demonstrate understanding of peer reviewed publications by proper summarization and analyses of information presented</li> <li>4. Discuss through analysis the importance of peer reviewed publications as it pertains to the discipline in question</li> <li>5. Identify needs for further research in a subject or discipline as presented through a literary review</li> <li>6. Demonstrate synthesis of peer reviewed information as it pertains to a single subject, career, or technique by composing a literary review</li> <li>7. Use persuasive arguments with appropriate research to justify a proposed research project in chosen area of specialty</li> </ol>																														
<b>Grade Item Weighting</b>	<p style="text-align: center;"><b>An overall grade of 70% or better is required to pass this course.</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Item</th> <th style="width: 15%;">Percentage</th> <th style="width: 35%;">Unit Points</th> <th style="width: 20%;">Total Points</th> </tr> </thead> <tbody> <tr> <td>Reading Companion</td> <td>13%</td> <td>15</td> <td>75</td> </tr> <tr> <td>Presentation for Points</td> <td>9%</td> <td>10</td> <td>50</td> </tr> <tr> <td>Discussion</td> <td>18%</td> <td>5 (Unit 1 Introductions) 20 (Units 1-5 Discussion)</td> <td>105</td> </tr> <tr> <td>Homework/Project</td> <td>27%</td> <td>30</td> <td>150</td> </tr> <tr> <td>Exams</td> <td>23%</td> <td>25</td> <td>125</td> </tr> <tr> <td>Professionalism</td> <td>10%</td> <td>10</td> <td>50</td> </tr> </tbody> </table>			Item	Percentage	Unit Points	Total Points	Reading Companion	13%	15	75	Presentation for Points	9%	10	50	Discussion	18%	5 (Unit 1 Introductions) 20 (Units 1-5 Discussion)	105	Homework/Project	27%	30	150	Exams	23%	25	125	Professionalism	10%	10	50
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# *San Joaquin Valley College*

## **Unit Outcomes at a Glance**

**Unit 1 Outcome:** Identify the first steps in writing a college-level research paper

Interpret an assignment's directions.

Identify types of assignments.

Describe how to choose a research topic.

Describe how to develop a working thesis.

Discuss analyzing your audience.

Demonstrate how to write a proposal.

Identify appropriate sources.

Identify reputable online sources.

Identify reputable print sources.

Describe how to choose a documentation style.

## **Unit 1 At a Glance**

<b>Introductions</b>	Meet your Instructor and classmates
<b>Reading Assignment</b>	Chapters 1, 2 (Pages 38-44) and 5 (Pages 124-129) of <i>Writing Research Papers</i> .
<b>Presentation for Points</b>	The Unit 1 graded, interactive Presentation will cover Chapters 1, 2 (Pages 38-44) and 5 (Pages 124-129) of <i>Writing Research Papers</i> .
<b>Reading Companion</b>	Interactive quiz covering Chapters 1, 2 (Pages 38-44) and 5 (Pages 124-129) of <i>Writing Research Papers</i> .
<b>Discussion</b>	Find and evaluate a peer-reviewed source
<b>Homework</b>	Creative work based on a peer-reviewed publication
<b>Exam</b>	The Unit 1 Exam will cover the Unit 1 Presentation and Chapters 1, 2 (Pages 38-44) and 5 (Pages 124-129) of <i>Writing Research Papers</i>
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.

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**Unit 2 Outcome:** Organize your research into a properly formatted annotated bibliography and create an outline for your research.

Identify how to document your research.

Demonstrate how to write an annotated bibliography.

## **Unit 2 At a Glance**

<b>Reading Assignment</b>	Chapter 2 (Pages 49-53 and 55-57) of <i>Writing Research Papers</i> .
<b>Presentation for Points</b>	The Unit 2 graded, interactive Presentation will cover Chapter 2 (Pages 49-53 and 55-57) of <i>Writing Research Papers</i>
<b>Reading Companion</b>	Interactive quiz covering Chapter 2 (Pages 49-53 and 55-57) of <i>Writing Research Papers</i> .
<b>Discussion</b>	Describe your thesis and topic statements.
<b>Homework</b>	Develop an annotated bibliography.
<b>Exam</b>	The Unit 2 Exam will cover the Unit 2 Presentation and Chapter 2 (Pages 49-53 and 55-57) of <i>Writing Research Papers</i> .
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.

**Unit 3 Outcome:** Design the foundation of your research paper

Develop an outline.

Plan a research paper.

Use transitions in writing.

Use visuals to illustrate research.

Employ basic grammar in writing research.

## **Unit 3 At a Glance**

<b>Reading Assignment</b>	Composing (Pages 11-18) and Basic Grammar (Pages 69-85) in <i>About Writing: A Guide</i> .
<b>Presentation for Points</b>	The Unit 3 graded, interactive Presentation will cover Composing (Pages 11-18) and Basic Grammar (Pages 69-85) in <i>About Writing: A Guide</i> .

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<b>Reading Companion</b>	Interactive quiz covering Composing (Pages 11-18) and Basic Grammar (Pages 69-85) in <i>About Writing: A Guide</i> .
<b>Discussion</b>	Outlining a source.
<b>Homework</b>	Research paper outline.
<b>Exam</b>	The Unit 3 Exam will cover the Unit 3 Presentation and Composing (Pages 11-18) and Basic Grammar (Pages 69-85) in <i>About Writing: A Guide</i> .
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.

**Unit 4 Outcome:** Develop a polished rough draft of your research paper

Structure a paper and paragraphs to communicate key points.

Draft an introduction to a research paper.

Draft the major sections of a research paper.

Support arguments and conclusions with evidence.

Avoid oversimplification in research writing.

### **Unit 4 At a Glance**

<b>Reading Assignment</b>	Revising (Pages 117-127) in <i>About Writing: A Guide</i> .
<b>Presentation for Points</b>	The Unit 4 graded, interactive Presentation will cover Revising (Pages 117-127) in <i>About Writing: A Guide</i> .
<b>Reading Companion</b>	Interactive quiz covering Revising (Pages 117-127) in <i>About Writing: A Guide</i> .
<b>Discussion</b>	Identifying and assessing the impact of bias.
<b>Homework</b>	Rough draft of research paper
<b>Exam</b>	The Unit 4 Exam will cover the Unit 4 Presentation and Revising (Pages 117-127) in <i>About Writing: A Guide</i> .
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.

**Unit 5 Outcome:** Assemble a final draft of a research paper

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Explain the difference between revising and editing.

Discuss various strategies for editing.

Explain the impact of vocabulary in writing for research.

Avoid the "I" trap in research writing.

Polish the prose of an essay.

Use a dictionary to identify proper uses for popular words and phrases.

Describe the importance of giving a paper one last look before submitting a research paper.

Include pictures and graphics in a research paper.

Describe the last items to be checked just before submitting a research paper.

### **Unit 5 At a Glance**

#### **Reading Assignment**

Chapters 6 and 7 of *Writing Research Papers*.

#### **Presentation for Points**

The Unit 5 graded, interactive Presentation will cover Chapters 6 and 7 of *Writing Research Papers*.

#### **Reading Companion**

Interactive quiz covering Chapters 6 and 7 of *Writing Research Papers*.

#### **Discussion**

Reflection on the research and writing process.

#### **Homework**

Final draft of research paper.

#### **Exam**

The Unit 5 Exam will cover the Unit 5 Presentation and Chapters 6 and 7 of *Writing Research Papers*.

#### **Professionalism**

You will showcase professionalism by taking the course survey and with the timely submission of your assignments.

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<b>Course Name and Number:</b>	Introduction to Statistics – STS 301																														
<b>Total Semester Units:</b>	4.0																														
<b>Textbook(s):</b>	<b>Title:</b>	Basic Allied Health Statistics and Analysis																													
	<b>Author(s):</b>	Koch, G.																													
	<b>Edition:</b>	4 <sup>th</sup> ed.																													
	<b>ISBN:</b>	9781133602705																													
<b>Course Description:</b>																															
<p>This course will provide a practical foundation in statistical concepts and practice with emphasis on acquiring the skills necessary to collect, interpret, describe and present sample data in a clear and focused manner. This course will cover how to obtain and interpret basic descriptive statistics, and how to calculate commonly used statistics.</p>																															
<b>Prerequisites: None</b>																															
<b>Course Learning Outcomes (CLOs)</b>																															
<b>Upon completion of this course, the successful student will be able to:</b>																															
<ol style="list-style-type: none"> <li>1. Describe the various data sets that are used in the calculation of statistics</li> <li>2. Calculate basic statistics</li> <li>3. Compare and contrast the most common methods of analyzing statistical data</li> <li>4. Utilize quantitative and qualitative methods to interpret basic statistics</li> <li>5. Analyze statistics, vital statistics, descriptive statistics, data validity, and reliability</li> </ol>																															
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## Unit Outcomes and At a Glance

**Unit 1 Outcome:** By the end of this Unit, you will be able to employ statistical terminology, define concepts of health care data, and complete a basic math review.

Begin basic math review.  
 Define statistics and data.  
 Define variables and demography.  
 Distinguish between primary and secondary data.  
 Distinguish between populations and samples.  
 Define descriptive and inferential statistics.  
 Apply levels of measurement to data sets [nominal, ordinal, interval, ratio].

### Unit 1 At a Glance

<b>Introductions</b>	Meet your Instructor and classmates
<b>Reading Assignment</b>	Chapters 1 and 4 [Pages 66-70] of <i>Basic Allied Health Statistics and Analysis</i> , 4 <sup>th</sup> ed.
<b>Study Guide</b>	Chapters 1 and 4 [Pages 66-70] of <i>Basic Allied Health Statistics and Analysis</i> , 4 <sup>th</sup> ed.
<b>Presentation for Points</b>	The Unit 1 Presentation will cover Chapter 1 & Chapter 4 of <i>Basic Allied Health Statistics and Analysis</i> , 4 <sup>th</sup> ed.
<b>Reading Companion</b>	Interactive quiz covering Chapter 1 of <i>Basic Allied Health Statistics and Analysis</i> , 4 <sup>th</sup> ed.
<b>Discussion</b>	Evaluate information from news sources to check for its validity and reliability.
<b>Homework</b>	Apply It: Completing basic math review questions.
<b>Exam</b>	The Unit 1 Exam is based on an article entitled "National Surveillance of Asthma: United States, 2001–2010." This article will be used in each part of the exam process. The Unit 1 Exam begins with reviewing tables/figures in the provided article.
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.

**Unit 2 Outcome:** By the end of this Unit, you will be able to demonstrate how data is presented and complete a basic math review.

Complete basic math review.  
 Distinguish between frequency and cumulative frequency.

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Define and apply range, class limits, frequency, and cumulative frequency.  
 Compare / contrast the advantages and weakness of percentiles.  
 Determine the percentile rank for a given score.  
 Critique and apply data from tables.

## **Unit 2 At a Glance**

<b>Reading Assignment</b>	Chapters 2 and 4 [Pages 70-85] of <i>Basic Allied Health Statistics and Analysis</i> , 4 <sup>th</sup> ed.
<b>Study Guide</b>	Chapters 2 and 4 [Pages 70-85] of <i>Basic Allied Health Statistics and Analysis</i> , 4 <sup>th</sup> ed.
<b>Presentation for Points</b>	The Unit 2 Presentation will cover Chapter 2 and Chapter 4 of <i>Basic Allied Health Statistics and Analysis</i> , 4 <sup>th</sup> ed.
<b>Reading Companion</b>	Interactive quiz covering Chapter 2 of <i>Basic Allied Health Statistics and Analysis</i> , 4 <sup>th</sup> ed.
<b>Discussion</b>	Practice reading data in pictorial form, which includes pie charts, bar graphs, and other visual aids.
<b>Homework</b>	Apply It: Completing basic math review questions.
<b>Exam</b>	The Unit 2 Exam is based on an article entitled "National Surveillance of Asthma: United States, 2001–2010." This article will be used in each part of the exam process. The Unit 2 Exam involves comparisons and contrasts with selected variables/statistics.
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.

**Unit 3 Outcome:** By the end of this Unit, you will be able to apply statistics to specific data sets and also provide an overview of the types of data used in health care and how that data is presented.

Identify the major vital statistics and governmental agencies that track this data.  
 Define morbidity, mortality, epidemic, prevalence, and incidence.  
 Computer rates for prevalence and incidence of disease.  
 Computer population mortality rates and cause specific morbidity rates.  
 Determine the type of chart or graph appropriate for presenting different types of data.  
 Interpret statistical graphs.  
 Construct base charts/graphs.



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<b>Unit 3 At a Glance</b>	
<b>Reading Assignment</b>	Chapters 12 and 14 of <i>Basic Allied Health Statistics and Analysis</i> , 4 <sup>th</sup> ed.
<b>Study Guide</b>	Chapters 12 and 14 of <i>Basic Allied Health Statistics and Analysis</i> , 4 <sup>th</sup> ed.
<b>Presentation for Points</b>	The Unit 3 Presentation will cover Chapters 12 and 14 of <i>Basic Allied Health Statistics and Analysis</i> , 4 <sup>th</sup> ed.
<b>Reading Companion</b>	Interactive quiz covering Chapters 12 and 14 of <i>Basic Allied Health Statistics and Analysis</i> , 4 <sup>th</sup> ed.
<b>Discussion</b>	Explore the application of epidemiology to a population.
<b>Homework</b>	Apply It: Examining specific types of vital statistics-Visiting the CDC National Center for Health Statistics website to explore national vital statistic results with a focus on birth rates, death rates, or drug death rates.
<b>Exam</b>	The Unit 3 Exam is based on an article entitled "National Surveillance of Asthma: United States, 2001–2010." The Unit 3 Exam involves the analysis of the variables/statistics.
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a Graduate Readiness badge and with the timely submission of your assignments.

**Unit 4 Outcome:** By the end of this Unit, you will be able to illustrate measures of central tendency and dispersion, including how these statistics are calculated and how they are used to calculate and present data.

- Distinguish between the measures of central tendency.
- Distinguish normal [bell] curve from an asymmetrical skewed curve.
- Describe positive and negative skewness.
- Describe the effects of skewness on measures of central tendency.
- Define and identify the measures of dispersion [range, variance, and standard deviation].
- Compute range, median, mode, mean from grouped and ungrouped data, variance, and standard deviation.
- Identify the empirical rule; the relationship of standard deviation to the area under the normal curve.

## **Unit 4 At a Glance**

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<b>Reading Assignment</b>	Chapter 13 of <i>Basic Allied Health Statistics and Analysis</i> , 4 <sup>th</sup> ed.
<b>Study Guide</b>	Chapter 13 of <i>Basic Allied Health Statistics and Analysis</i> , 4 <sup>th</sup> ed.
<b>Presentation for Points</b>	The Unit 4 Presentation will cover Chapter 13 of <i>Basic Allied Health Statistics and Analysis</i> , 4 <sup>th</sup> ed.
<b>Reading Companion</b>	Interactive quiz covering Chapter 13 of <i>Basic Allied Health Statistics and Analysis</i> , 4 <sup>th</sup> ed.
<b>Discussion</b>	Using statistics to compute wait times at a hospital and to evaluate the wait time.
<b>Homework</b>	Apply It: Six [6] questions using basic statistical techniques.
<b>Exam</b>	The Unit 4 Exam is based on an article entitled "National Surveillance of Asthma: United States, 2001–2010." The Unit 4 Exam involves constructing and presenting your findings, in your own graph, with details about what your findings indicate.
<b>Professionalism</b>	You will showcase professionalism by earning and submitting a badge and with the timely submission of your assignments.

**Unit 5 Outcome:** By the end of this Unit, you will be able to demonstrate the fundamentals of research, through an exploration of basic research types, the research process, and explain how to present one's research.

Distinguish between basic and applied research.  
 Compare and contrast quantitative and qualitative approaches to research.  
 Discuss inductive and deductive reasoning.  
 Describe and apply factors in common research designs.  
 Explain random sampling techniques.  
 Distinguish between validity and reliability.  
 Distinguish between correlation, significant, confidence, null hypotheses, and alternative hypothesis.

### **Unit 5 At a Glance**

<b>Reading Assignment</b>	Chapter 15 of <i>Basic Allied Health Statistics and Analysis</i> , 4 <sup>th</sup> ed.
<b>Study Guide</b>	Chapter 15 of <i>Basic Allied Health Statistics and Analysis</i> , 4 <sup>th</sup> ed.
<b>Presentation for Points</b>	The Unit 5 Presentation will cover Chapter 15 of <i>Basic Allied Health Statistics and Analysis</i> , 4 <sup>th</sup> ed.

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<b>Reading Companion</b>	Interactive quiz covering Chapter 15 of <i>Basic Allied Health Statistics and Analysis</i> , 4 <sup>th</sup> ed.
<b>Discussion</b>	Examine published research and determine if it is good research [valid/reliable], qualitative, quantitative, or both, and whether or not the research can be replicated.
<b>Homework</b>	<p>Interactive Homework Covering topics from the Unit 5 Reading Assignment.</p> <p>You may take this Homework as many times as you like. Your gradebook will record your most recent grade.</p>
<b>Exam</b>	The Unit 5 Exam is based on an article entitled "National Surveillance of Asthma: United States, 2001–2010." For the Unit 5 Exam, you will critique the article, as a whole.
<b>Professionalism</b>	You will showcase professionalism by submitting a screenshot of your completed student survey and with the timely submission of your assignments.