IRAO OFFICE USE ONLY	
Received	
In Banner	
MTVCOMP/Codeset	
Master Curriculum	
CIP Code	
Program Code	
Program Description	

University of Hawaiʻi
Code Request Form for Academic Programs for

NEW OR MODIFY PROGRAM CODE

Reset Form

[✓] **New Program Code**   [ ] **Modify Program Code**   Date: 24 February 2016

REQUESTOR CONTACT INFORMATION

Name	Louise Pagotto *(signature)*	Campus	Kapiolani CC
Title	Vice Chancellor for Academic Affairs	Email	pagotto@hawaii.edu
Office/Dept	Academic Affairs	Phone	808-734-9519

NEW PROGRAM CODE TO CREATE

Institution	KAP - Kapiolani CC
Level	UG - Undergraduate

Campus	KAP - Kapiolani CC
Effective Term	fall 2016

	Code (Max. Characters)		Description	Check if requesting new code:
College	(2)	HE	*Health Education*	[ ] See Banner form STVCOLL
Department	(4)	HS	*Health Science*	[ ] See Banner form STVDEPT
Degree/Certificate	(6)	CO	*Certificate of Competence*	[ ] See Banner form STVDEGC
Major	(4)	SHA	School Health Aide	[✓] See Banner form STVMAJR
Concentration	(4)			[ ] See Banner form STVMAJR
Minor	(4)			[ ] See Banner form STVMAJR

If a similar major/concentration code exists in Banner, please list the code: _____

Justification to warrant a new major/concentration code similar to an existing major/concentration code:
_____

Is this major/concentration code being used the same way at the other UH campuses?	[✓] Yes	[ ] No
Should this program be available for applicants to select as their planned course of study on the online application? *If yes, student may select the code as their only program of study*	[✓] Yes	[ ] No

RULES PERTAINING TO FINANCIAL AID AND 150% DIRECT SUBSIDIZED LOAN LIMIT LEGISLATION

Is 50% or greater of the classes in this program offered at a location other than the Home Campus?	[ ] Yes	[✓] No
Is this program/major/certificate financial aid eligible?	[ ] Yes	[✓] No
Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)? *See http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html*	[ ] Yes	[✓] No

Program Length.
In academic years; decimals are acceptable. The length of the program should match what is published by the campus in any online and/or written publication.   1.0

Special Program Designations
See Special Program Designations Code Definitions on IRAO Program Code Request webpage
[ ] A   [ ] B   [✓] N   [ ] P   [ ] T   [ ] U

Required Terms of Enrollment: [✓] Fall   [✓] Spring   [ ] Summer   [ ] Extended

NEW OR MODIFY PROGRAM CODE

ADDITIONAL COMMENTS

ATTACHMENTS

BOR Approved: Associate, Bachelor and Graduate Degrees, and sole credential certificates

☐ BOR Meeting Minutes & Supporting Documents   ☐ Curriculum

Chancellor Approved: Certificates related to authorized BOR program & Associate in Technical Studies (ATS) Degree

☑ Memo from Chancellor to notify VPAA about new program   ☑ Curriculum

For new certificates approved by the Chancellor, the related BOR authorized academic program is:

CO - SHA

VERIFICATIONS

By signing below, I verify that I have reviewed and confirm the above information that is pertinent to my position.

Registrar:

Jerilynn L. Enokawa
Registrar
Print Name   Signature   3/1/16   Date

Financial Aid Officer:

Jennifer Bradley
Print Name   Signature   2/25/2016   Date

For Community Colleges, verification of consultation with OVPCC Academic Affairs:

Suzette Robinson
Print Name   Signature   8/31/16   Date

UNIVERSITY of HAWAI'I
KAPI'OLANI
COMMUNITY COLLEGE

February 17, 2016

TO: Risa Dickson
Vice President for Academic Affairs

FROM: Leon Richards
Chancellor, Kapi'olani Community College

SUBJECT: Request Codes for New Certificates at Kapi'olani Community College

---

Effective fall 2016, Kapi'olani Community College has created three (3) new certificates; a Certificate of Achievement in CyberSecurity, a Certificate of Competence in CyberSecurity, and a Certificate of Competence in School Health Aide. Links to the Program Action Requests and Action Request Memoranda were emailed to you on Wednesday, January 20, 2016.

Kapi'olani Community College is submitting code requests for CA-IT-ISA, CO-IT-ISA, and CO-SHA.

4303 Diamond Head Road
Honolulu, Hawai'i 96816-4421
Telephone: (808)734-9565
Facsimile: (808)734-9162
Website: www.kcc.hawaii.edu
An Equal Opportunity/Affirmative Action Institution

Proposed School Health Aide Program Curriculum

CERTIFICATE OF COMPETENCE, SCHOOL HEALTH AIDE (11 CREDITS)			
Course	Title	Credits	Suggested Semester
NURS 23	School Health Aide Level I *Didactic Sim, Class*	5	1
NURS 25	School Health Aide Level II	5	2
HLTH 125	Survey of Medical Terminology	1	2
		TOTAL	11	

(handwritten note above Credits column: 2 + 3)

The issuance of a Certificate of Competence requires that the student earn a cumulative grade point average (GPA) of 2.0 or higher for all courses.

RECOMMENDED EFFECTIVE DATE: Fall 2016

2. PURPOSE:

The purpose of the program is to provide workforce training for employees of the Department of Education. It is also an opportunity to increase the educational capital of the state by introducing entry-level students to career paths offered by the college; thereby encouraging participation in higher learning and degree completion.

3. SPECIFIED ISSUES:

The training of school health aides (SHAs) transitioned from Department of Health (DOH) to Department of Education (DOE) in 2007. Since that time, the DOH public health nurses served as consultants to the school health aides. The DOE staff and DOH nurses partnered with Kapi'olani Community College faculty and administration to develop formal training for the 255 DOE's school health aides. Awards from the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants, round three and four, provides the means for the team, staff and faculty from DOH, DOE and KCC, to develop the course competencies, content and school room assessment rubrics. Skill Level I course is planned to be required as entry level for 255 School Health Aide positions as well as the substitute SHA positions. Round four TAACCCT grant provides the means for the curriculum to be shared with Kauai, Maui and Windward Community Colleges, partners in the grant. SHA Level I curriculum includes 75 hours of didactic, lab and evaluation of school health room practices. SHA Level II curriculum includes 75 hours of didactic, lab, and community practicum. Round four also includes the development and sharing of the curriculum with the above named colleges.

Students who complete NURS 23 will be prepared to take NURS 25 as part of the pathway into the Medical Assisting Program and the Community Health Worker Program. Skill II will be implemented as an experimental course in Fall 2015 and approved as a regular credit course for Fall 2016.

4. BACKGROUND AND CONSEQUENCES:

Failure to approve the School Health Aide courses will mean the current working SHAs and new applicants to the position would not receive formal standardized training or have an identified career pathway to Skill Level II and the Health Academic Programs. In addition, development of a credit course for SHA is an outcome for the federally funded TAACCCT grant round 3 and 4, without the approval this outcome will not be fulfilled.
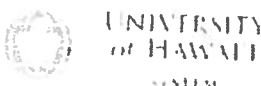
5. ACTION RECOMMENDED:

Approval of a School Health Aide Program with Certificates of Competence in School Health Aide Level I and Level II at Kapi'olani Community College effective Fall 2016.

Richard 1/6/16

Chancellor Leon Richards

___ Approved   ___ Not Approved

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SYSTEM

Nora Matsubara <noram@hawaii.edu>

Re: Chancellor Richards' Out-of-State Travel Notification
1 message

Nora Matsubara <noram@hawaii.edu>   Mon, Feb 8, 2016 at 4:26 PM
To: John Morton <jmorton@hawaii.edu>, CC Chancellors -i <cc-chanc-l@lists.hawaii.edu>, cac-l@lists.hawaii.edu, cacspt-l@lists.hawaii.edu, hic-l@lists.hawaii.edu, Mary Inouye <meinouye@hawaii.edu>, "Hoang, Linh" <Linh.Hoang@uhfoundation.org>

All~

Chancellor Richards will be out of state from Monday, February 15-19, 2016 doing follow-up visits and having discussions with the EIKEN and Hawaii Exchange Center (HEC) leadership teams in Tokyo, Japan. He will be returning to the office on Monday, Feb 22.

During his absence, Vice Chancellor for Academic Affairs Louise Pagotto will be acting on his behalf.

Thank you,
Nora

································

Nora Matsubara
Secretary to the Chancellor
Kapiʻolani Community College
4303 Diamond Head Road, Ilima 213
Honolulu, HI 96816

Phone: (808) 734-9565
Fax: (808) 734-9162
································

📎 **Memo to J Morton_Japan Feb 15-20 2016.pdf**
301K

UNIVERSITY of HAWAI'I

KAPI'OLANI
COMMUNITY COLLEGE

February 17, 2016

TO: Risa Dickson
             Vice President for Academic Affairs

FROM: Leon Richards
             Chancellor, Kapi'olani Community College

SUBJECT: Request Codes for New Certificates at Kapi'olani Community College

---

Effective fall 2016, Kapi'olani Community College has created three (3) new certificates; a Certificate of Achievement in CyberSecurity, a Certificate of Competence in CyberSecurity, and a Certificate of Competence in School Health Aide. Links to the Program Action Requests and Action Request Memoranda were emailed to you on Wednesday, January 20, 2016.

Kapi'olani Community College is submitting code requests for CA-IT-ISA, CO-IT-ISA, and CO-SHA.

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Website: www.kcc.hawaii.edu
An Equal Opportunity/Affirmative Action Institution

Kapi'olani Community College
Action Request Memorandum
September 17, 2015

TO: Leon Richards, Chancellor, Kapi'olani Community College

VIA: Louise Pagotto, Vice Chancellor for Academic Affairs
Veronica Ogata, Faculty Senate Chair
Patricia O'Hagan, Health Unit Dean

FROM: Paulette Williams, Nursing Department Programs Director and School Health Aide
Coordinator

SUBJECT: Proposed Certificate of Competency in School Health Aide Program

1. SPECIFIC ACTION REQUESTED

Approval is requested for the following:
- A new 5-credit course, Certificate of Competency, NURS 23 School Health Aide Level I
- A new 5-credit course, Certificate of Competency, NURS 25 School Health Aide Level II

Proposed Program Description:
The School Health Aide Certificate of Competence program consistes of three (3) courses: School Health Aide Level I, School Level II and Survey of Medical Terminology. School Health Aide I prepares students to manage health issues of school-aged children in a school health environment; School Health Aide Level II prepares students to function at an advanced level addressing the health needs of students and staff, assisting in implementing school health programs and providing care within their scope of training within the Hawai'i Department of Education (DOE) schools across the state.
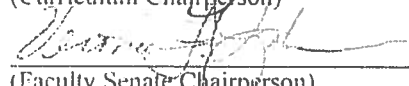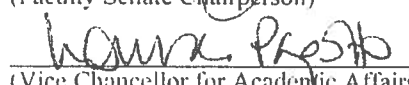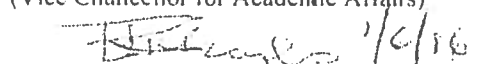
Proposed Program Learning Outcomes: Upon successful completion of the Certificate of Competence in School Health Aide Level I and II, the student should be able to:

- Make effective decisions with integrity to solve health problems encountered by school health aides.
- Recognize and render first aide to elementary, middle and high school-aged students with health conditions or injuries.
- Perform within the legal limits of the school health aide in identifying, referring, facilitating and reporting student health issues.
- Perform selected therapeutic skills and procedures safety.
- Communicate effectively with students, parents, school staff, and health care professionals.
- Maintain privacy and confidentiality of student health records.

1. **Type of Program Action: Addition**

2. **Program Type:** CERTIFICATE OF COMPETENCE

3. **Program Name and Program Description:** The School Health Aide Certificate of Competence program consists of three (3) courses: NURS 23, School Health Aide Level I; NURS 25, School Level II; and HLTH 125, Survey of Medical Terminology. NURS 23 prepares students to manage health issues of school-aged children in an entry level position as a school health aide in Hawaii's Department of Education (DOE) schools. NURS 25 prepares school health aides who have completed NURS 23 and have at least 1 year of experience as a school health aide, to function at an advanced level within the school health environment addressing the health needs of students and DOE staff, assisting in implementing school health programs, and providing services within their scope of training.

4. **Effective Term:** Fall 2016

5. **Justification:** These courses meet an identified workforce need (see MOA). It is an opportunity to increase the educational capital of the state by introducing entry-level students to career paths offered by the college; thereby encouraging participation in higher learning and degree completion. NURS 25 aligns with Just In Time assessments for career pathway into the Medical Assisting program for those wanting to work in physician offices or the Community Health Worker program for those wanting to work in the community on healthcare issues. Kapi'olani CC partnered with the Department of Education and Department of Health (DOH) in the development of these courses.

   The program supports the College's mission, "Provide open access, and promote student progress, learning and success..." Without this program the School Health Aides have no formal training for their work nor a pathway into the Healthcare Sector Programs offered at Kapi'olani Community College

Requested by: <u>Paulette Williams</u>   <u>NURSING</u>   <u>10/13/2014</u>
       (Name)   (Department)   (Date)

                                                      10/7/2014
(Department Chairperson)   (Date of Department Vote)

Approved by: _____
     (Dean of Health Academic Unit III)   (Date)

         Kapulani Landgraf   11/30/15
       (Curriculum Chairperson)   (Date)

                                              12/7/15
(Faculty Senate Chairperson)   (Date)

                    1/4/16
(Vice Chancellor for Academic Affairs)   (Date)

                      1/6/16
(Chancellor)   (Date)

UNIVERSITY
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Susan Pope <spope@hawaii.edu>

Code Request from Kapiolani Community College - Academic Affairs
11 messages

KCC_AcademicAffairs@hawaii.edu <KCC_AcademicAffairs@hawaii.edu>

Tue, Mar 1, 2016 at 2:12 PM

Reply-To: KCC_AcademicAffairs@hawaii.edu
To: "suzetter@hawaii.edu" <suzetter@hawaii.edu>, "pfrederi@hawaii.edu" <pfrederi@hawaii.edu>
Cc: "pagotto@hawaii.edu" <pagotto@hawaii.edu>, "spope@hawaii.edu" <spope@hawaii.edu>,
"jilorenz@hawaii.edu" <jilorenz@hawaii.edu>, "jbradley@hawaii.edu" <jbradley@hawaii.edu>,
"amo3111@hawaii.edu" <amo3111@hawaii.edu>

Please open the attached document. It was scanned and sent to you using a Xerox Multifunction Printer.

Attachment File Type: pdf, Multi-Page

Multifunction Printer Location: KCC Vice Chancellors Office RM207
Device Name: XeroxWC3655

*** Please DO NOT reply to this email address. It is NOT monitored. ***

📄 **Code Request from Kapiolani Community College - Academic Affairs.pdf**
604K

KCC_AcademicAffairs@hawaii.edu <KCC_AcademicAffairs@hawaii.edu>

Tue, Mar 1, 2016 at 2:13 PM

Reply-To: KCC_AcademicAffairs@hawaii.edu
To: "suzetter@hawaii.edu" <suzetter@hawaii.edu>, "pfrederi@hawaii.edu" <pfrederi@hawaii.edu>
Cc: "pagotto@hawaii.edu" <pagotto@hawaii.edu>, "spope@hawaii.edu" <spope@hawaii.edu>,
"jilorenz@hawaii.edu" <jilorenz@hawaii.edu>, "jbradley@hawaii.edu" <jbradley@hawaii.edu>,
"amo3111@hawaii.edu" <amo3111@hawaii.edu>

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📄 **Code Request from Kapiolani Community College - Academic Affairs.pdf**
378K

KCC_AcademicAffairs@hawaii.edu <KCC_AcademicAffairs@hawaii.edu>

Tue, Mar 1, 2016 at 2:13

PM

Reply-To: KCC_AcademicAffairs@hawaii.edu
To: "suzetter@hawaii.edu" <suzetter@hawaii.edu>, "pfrederi@hawaii.edu" <pfrederi@hawaii.edu>
Cc: "pagotto@hawaii.edu" <pagotto@hawaii.edu>, "spope@hawaii.edu" <spope@hawaii.edu>,
"jilorenz@hawaii.edu" <jilorenz@hawaii.edu>, "jbradley@hawaii.edu" <jbradley@hawaii.edu>,
"amo3111@hawaii.edu" <amo3111@hawaii.edu>

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📄 **Code Request from Kapiolani Community College - Academic Affairs.pdf**
404K

Susan Pope <spope@hawaii.edu>   Tue, Mar 1, 2016 at 2:17 PM
To: "pfrederi@hawaii.edu" <pfrederi@hawaii.edu>
Cc: "suzetter@hawaii.edu" <suzetter@hawaii.edu>, "pagotto@hawaii.edu" <pagotto@hawaii.edu>,
"amo3111@hawaii.edu" <amo3111@hawaii.edu>
Bcc: "iso.muliebrity" <iso.muliebrity@gmail.com>, "cc.muliebrity" <cc.muliebrity@gmail.com>

CA-IT-ISA
CO-IT-ISA
CO-SHA
Hard copies of the three (3) code requests will be sent via campus mail.

Aloha,
Susan

On Tue, Mar 1, 2016 at 2:13 PM, <KCC_AcademicAffairs@hawaii.edu> wrote:

Please open the attached document. It was scanned and sent to you using a Xerox Multifunction Printer.

Attachment File Type: pdf, Multi-Page

Multifunction Printer Location: KCC Vice Chancellors Office RM207
Device Name: XeroxWC3655

*** Please DO NOT reply to this email address. It is NOT monitored. ***

Princess Soares <pfrederi@hawaii.edu>   Wed, Mar 2, 2016 at 12:43 PM
To: Susan Pope <spope@hawaii.edu>

Hi Susan,

I will acknowledge receipt of this code request when Suzette's office sends it to me after she verifies the forms. Let me know if there are any questions.

Mahalo,
Princess

On Tue, Mar 1, 2016 at 2:17 PM, Susan Pope <spope@hawaii.edu> wrote:
 CA-IT-ISA
 CO-IT-ISA
 CO-SHA
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 --
 Princess Soares
 Institutional Research Analyst
 Institutional Research and Analysis
 University of Hawai'i System
 Sinclair Annex 1, Room 1
 1633 Bachman Place
 Honolulu, HI 96822
 Phone: 808-956-5464
 Fax: 808-956-9870

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Susan Pope <spope@hawaii.edu>   Wed, Mar 2, 2016 at 12:58 PM
To: Princess Soares <pfrederi@hawaii.edu>
Bcc: "iso.muliebrity" <iso.muliebrity@gmail.com>, "cc.muliebrity" <cc.muliebrity@gmail.com>

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Princess Soares <pfrederi@hawaii.edu>   Wed, Mar 2, 2016 at 3:09 PM
To: Susan Pope <spope@hawaii.edu>

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Phone: 808-956-5464
Fax: 808-956-9870

Susan Pope <spope@hawaii.edu>   Wed, Mar 2, 2016 at 3:38 PM
To: Princess Soares <pfrederi@hawaii.edu>
Bcc: "iso.muliebrity" <iso.muliebrity@gmail.com>, "cc.muliebrity" <cc.muliebrity@gmail.com>

I think she has to sign again because the Feb 8th signatures above Suzette did not have an authorization to sign memo?

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e-mail and destroy all copies of the original message.

Princess Soares <pfrederi@hawaii.edu>   Thu, Mar 3, 2016 at 8:42 AM
To: Susan Pope <spope@hawaii.edu>, "suzetter@hawaii.edu" <suzetter@hawaii.edu>

Susan,

As mentioned previously, please complete all fields (codes and descriptions) under the "new program code to create" section. This is required to confirm that the codes matches the description. Also, special program designations on all the forms were not answered. The financial aid officer should be consulted that the information is answered correctly. For more information about special program designations, please refer to the code reference sheet on BWIKI (https://www.hawaii.edu/bwiki/download/attachments/339771462/Code%20Reference% 20Sheet.docx?version=1&modificationDate=1426530481000&api=v2). Form will not be accepted until fields are completed. Please let me know if there are any questions.

Suzette,

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On Tue, Mar 1, 2016 at 2:17 PM, Susan Pope <spope@hawaii.edu> wrote:
CA-IT-ISA
CO-IT-ISA
CO-SHA
Hard copies of the three (3) code requests will be sent via campus mail.

Aloha,
Susan

On Tue, Mar 1, 2016 at 2:13 PM, <KCC_AcademicAffairs@hawaii.edu> wrote:

Please open the attached document. It was scanned and sent to you using a Xerox Multifunction Printer.

Attachment File Type: pdf, Multi-Page

Multifunction Printer Location: KCC Vice Chancellors Office RM207
Device Name: XeroxWC3655

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--
Princess Soares
Institutional Research Analyst
Institutional Research and Analysis
University of Hawai'i System
Sinclair Annex 1, Room 1
1633 Bachman Place
Honolulu, HI 96822
Phone: 808-956-5464

Fax: 808-956-9870

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Susan Pope <spope@hawaii.edu>   Thu, Mar 3, 2016 at 11:30 AM
To: Princess Soares <pfrederi@hawaii.edu>
Cc: "suzetter@hawaii.edu" <suzetter@hawaii.edu>
Bcc: "iso.muliebrity" <iso.muliebrity@gmail.com>, "cc.muliebrity" <cc.muliebrity@gmail.com>, "banner.muliebrity" <banner.muliebrity@gmail.com>

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Susan Pope <spope@hawaii.edu>   Wed, Aug 10, 2016 at 11:12 AM
Draft To: Susan Kazama <Smurata@hawaii.edu>
Bcc: "iso.muliebrity" <iso.muliebrity@gmail.com>, "banner.muliebrity" <banner.muliebrity@gmail.com>

---------- Forwarded message ----------
From: **Susan Pope** <spope@hawaii.edu>
Date: Thu, Mar 3, 2016 at 11:30 AM
Subject: Re: Code Request from Kapiolani Community College - Academic Affairs
To: Princess Soares <pfrederi@hawaii.edu>
Cc: "suzetter@hawaii.edu" <suzetter@hawaii.edu>

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Proposed School Health Aide Program Curriculum

CERTIFICATE OF COMPETENCE, SCHOOL HEALTH AIDE (11 CREDITS)				
Course	**Title**	**Credits**	**Suggested Semester**	
NURS 23	School Health Aide Level I	5	1	
NURS 25	School Health Aide Level II	5		2
HLTH 125	Survey of Medical Terminology	1		2
	TOTAL	11		
The issuance of a Certificate of Competence requires that the student earn a cumulative grade point average (GPA) of 2.0 or higher for all courses.				

RECOMMENDED EFFECTIVE DATE: Fall 2016

2. PURPOSE:

The purpose of the program is to provide workforce training for employees of the Department of Education. It is also an opportunity to increase the educational capital of the state by introducing entry-level students to career paths offered by the college; thereby encouraging participation in higher learning and degree completion.

3. SPECIFIED ISSUES:

The training of school health aides (SHAs) transitioned from Department of Health (DOH) to Department of Education (DOE) in 2007. Since that time, the DOH public health nurses served as consultants to the school health aides. The DOE staff and DOH nurses partnered with Kapi'olani Community College faculty and administration to develop formal training for the 255 DOE's school health aides. Awards from the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants, round three and four, provides the means for the team, staff and faculty from DOH, DOE and KCC, to develop the course competencies, content and school room assessment rubrics. Skill Level I course is planned to be required as entry level for 255 School Health Aide positions as well as the substitute SHA positions. Round four TAACCCT grant provides the means for the curriculum to be shared with Kauai, Maui and Windward Community Colleges, partners in the grant. SHA Level I curriculum includes 75 hours of didactic, lab and evaluation of school health room practices. SHA Level II curriculum includes 75 hours of didactic, lab, and community practicum. Round four also includes the development and sharing of the curriculum with the above named colleges.

Students who complete NURS 23 will be prepared to take NURS 25 as part of the pathway into the Medical Assisting Program and the Community Health Worker Program. Skill II will be implemented as an experimental course in Fall 2015 and approved as a regular credit course for Fall 2016.

4. BACKGROUND AND CONSEQUENCES:

Failure to approve the School Health Aide courses will mean the current working SHAs and new applicants to the position would not receive formal standardized training or have an identified career pathway to Skill Level II and the Health Academic Programs. In addition, development of a credit course for SHA is an outcome for the federally funded TAACCCT grant round 3 and 4, without the approval this outcome will not be fulfilled.

5. ACTION RECOMMENDED:

Approval of a School Health Aide Program with Certificates of Competence in School Health Aide Level 1 and Level II at Kapi'olani Community College effective Fall 2016.

Richards 1/6/16

Chancellor Leon Richards

___ Approved   ___ Not Approved

Kapiolani Community College
NURS 23 - School Health Aide Level I

1. **Course Alpha [required field]**

   NURS

2. **Course Number [required field]**

   23

3. **Addition? Deletion? Modification? If this is a modification, what actions are proposed? Is this course applying for or renewing a Diversification designation? A Foundations designation?**

   Addition
   NURS 23 is being added as a new course replacing NURS 97T. NURS 97T was first taught, Summer 2014 with 26 students successfully passing the course. The second class was taught Fall, 2014 with 22 students.

   Program Action Request and Action Request Memorandum are pending approval for the School Health Aide program. Once the program is approved, it will be offered by Kaua'i, Maui and Windward Community Colleges.

4. **Full Course Title for the Catalog [required field]**

   School Health Aide Level I

5. **Date of this Course Outline [required field]**

   01/02/2016

6. **Prerequisite(s) for catalog text and linking to courses (click yellow prereq button to access linking level)**

   Prerequisite(s): High school diploma or equivalent; completion of a First Aid course; current CPR for health care provider certificate.

7. **Corequisite(s) for catalog text and for linking (click yellow coreq button to access linking level)**

8. **Recommended preparation for catalog text and for linking (click yellow Rec Prep button to access linking level)**

9. **Credits [required field]**

   5

10. **Repeatable for additional credits?**

    NO

11. **Maximum number of credits for student transcript**

    5

12. **Cross-listed**

    NO

13. **Contact Hours (type) [required field]**

    - LEC (lecture)
    - LEL (lecture/lab)

14. **Contact Hours (quantity) How many hours will the student spend per week in lectures, laboratories, lecture/labs, clinical, etc.? [required field]**

    5 hours of lecture per week.

15. **Course Description [required field]**

    NURS 23 focuses on the role of the school health aide within the Department of Education school environment. The course covers the management of health issues of school-age children from elementary to high school. To promote the well-being of school-age children, the students will learn how to screen ill or injured children, perform first aid and basic procedures, complete health room documents, and communicate effectively with school administration, parents and health care professionals.

16. Suggested Methods of Evaluation - Measures of Student Achievement [temporary, for AY2014-15, no longer a required field]

- Exam(s)
- Field experience supervisor evaluation
- Poster Presentation
- Skills testing

Method of Evaluation
Exam(s)
Field experience supervisor evaluation
Poster Presentation
Skills testing

17. Suggested Methods of Instruction [required field]

- Case Scenarios
- Class Discussion
- Collaborative Learning
- Demonstrations
- Field Experience
- Guest Speaker(s)
- Hands-on Learning
- Laboratory
- Lectures
- PowerPoint(s)
- Role Play
- Small Group Activities
- Student Participation
- Student Reports and Projects
- Video(s)
- WWW Research

Simulations

18. General Education Student Learning Outcomes

☑	**Thinking/Inquiry** - Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.
	☑ Preparatory Level

☑	**Communication** - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication. ☑ Preparatory Level
	Self and Community/Diversity of Human Experience - Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional and global communities.
	Aesthetic Engagement - Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.
☑	**Integrative Learning** - Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities. ☑ Preparatory Level

GenED SLO
Thinking/Inquiry - Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.
Communication - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.
Integrative Learning - Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

19. Program Student Learning Outcomes Addressed

Program SLO
Make effective decisions with integrity to solve health problems encountered by school health aide (CC in School Health Aide 1).
Recognize and render first aid to elementary, middle and high school-age students with health conditions or injuries (CC in School Health Aide Level 1).
Perform within the legal limits of the school health aide in identifying, referring, facilitating and reporting student health issues (CC in School Health Aide Level I).
Perform selected therapeutic skills and procedures safely (CC in Health Aide Level I).
Communicate effectively with students, parents, school staff, and health care professionals (CC in School Health Aide I).

> Maintain privacy and confidentiality of student health records (CC in School Health Aide Level I).

20. Specific course level Student Learning Outcomes [not currently used at KapCC unless required by external accreditation]

21. Course Competencies with links [required field] (click yellow Competencies button to enter individual competencies), (to link with grading and Program SLOs use chain link icon in the upper right corner)

Upon completion of NURS 23, the student should be able to:

Competency/Content	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
Recognize common health problems of elementary, middle and high school-age students.																			
Screen ill or injured children; perform first aid skills and basic procedures.																			
Report suspected child abuse, serious illness/injuries and/or disease outbreaks to appropriate authorities.																			
Manage medications kept in the school health office and distribute medications to students according to the prescription and recording medications distributed. Notify parent when addition medication is needed.																			
Review and monitor student health records for age-specific immunizations, TB testing, physical exam, and chronic illnesses; alert parents of missing information; and maintain communication until records are complete. Report required information to DOH according to DOH protocol.																			
Maintain confidentiality and privacy of health records according to Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPPA).																			
Maintain school health room by identifying the supplies and equipment needed; assure equipment and supplies are appropriately stocked; and clean equipment and school health room according to protocol.																			
Communicate effectively with students, parents, school staff, and health care professionals.																			

LEGEND

    A. Day 1: Role of School Health Aide (SHA) within DOE

B. Day 2: Health Room Environment
C. Day 3: Universal Precaution
D. Day 4: Management Student Visit to Health Room
E. Day 5: Care of students with incontinence, fever, vomiting
F. Day 6: Health Requirement for School Entry
G. Day 7: Documentation associated with Student's Health Record
H. Day 8: Outbreak Surveillance Protocol
I. Day 9: Pediculosis and Bed bug screening
J. Day 10: Procedure in Case of Accident
K. Day 11: Care of student with allergies: latex, bee stings, food
L. Day 12: Medication Management
M. Day 13: Care of diabetic and asthma student
N. Day 14: Protection of Confidentiality; Suspected Child Abuse
O. Day 15: Care of student with head injury, seizure, poisoning, mouth, and jaw injuries
P. Day 16: Required Health Room Documentation
Q. Day 17: Care of student with stabbing/gunshot, drug intoxication, heat stroke
R. Day 18: Care of student with menstrual difficulties, pregnancy, STI
S. Day 19: Field experience supervisor evaluation

Competency/MethodEval	A	B	C	D
Recognize common health problems of elementary, middle and high school-age students.	☑	☑	☑	
Screen ill or injured children; perform first aid skills and basic procedures.		☑		☑
Report suspected child abuse, serious illness/injuries and/or disease outbreaks to appropriate authorities.	☑			
Manage medications kept in the school health office and distribute medications to students according to the prescription and recording medications distributed. Notify parent when addition medication is needed.		☑		
Review and monitor student health records for age-specific immunizations, TB testing, physical exam, and chronic illnesses; alert parents of missing information; and maintain communication until records are complete. Report required information to DOH according to DOH protocol.	☑	☑		☑
Maintain confidentiality and privacy of health records according to Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPPA).	☑	☑		
Maintain school health room by identifying the supplies and equipment needed; assure equipment and supplies are appropriately stocked; and clean equipment and school health room according to protocol.		☑		
Communicate effectively with students, parents, school staff, and health care professionals.		☑		☑

LEGEND

A. Exam(s)
B. Field experience supervisor evaluation
C. Poster Presentation
D. Skills testing

Competency/PSLO	A	B	C	D	E	F
Recognize common health problems of elementary, middle and high school-age students.	☑	☑				

Screen ill or injured children; perform first aid skills and basic procedures.	☑	☑	☑	☑	☑	☑
Report suspected child abuse, serious illness/injuries and/or disease outbreaks to appropriate authorities.	☑		☑	☑		☑
Manage medications kept in the school health office and distribute medications to students according to the prescription and recording medications distributed. Notify parent when addition medication is needed.	☑			☑	☑	
Review and monitor student health records for age-specific immunizations, TB testing, physical exam, and chronic illnesses; alert parents of missing information; and maintain communication until records are complete. Report required information to DOH according to DOH protocol.	☑	☑			☑	☑
Maintain confidentiality and privacy of health records according to Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPPA).	☑					☑
Maintain school health room by identifying the supplies and equipment needed; assure equipment and supplies are appropriately stocked; and clean equipment and school health room according to protocol.	☑					
Communicate effectively with students, parents, school staff, and health care professionals.	☑			☑		

LEGEND

- A. Make effective decisions with integrity to solve health problems encountered by school health aide (CC in School Health Aide 1).
- B. Recognize and render first aid to elementary, middle and high school-age students with health conditions or injuries (CC in School Health Aide Level 1).
- C. Perform within the legal limits of the school health aide in identifying, referring, facilitating and reporting student health issues (CC in School Health Aide Level I).
- D. Perform selected therapeutic skills and procedures safely (CC in Health Aide Level I).
- E. Communicate effectively with students, parents, school staff, and health care professionals (CC in School Health Aide I).
- F. Maintain privacy and confidentiality of student health records (CC in School Health Aide Level I).

22. Course Content with links [required field] (click on the blue help icon in the upper right corner for details on how to fill out this field)

Content/Competency	A	B	C	D	E	F	G	H
Day 1: Role of School Health Aide (SHA) within DOE	☑	☑	☑	☑	☑	☑	☑	☑
Day 2: Health Room Environment							☑	
Day 3: Universal Precaution		☑		☑			☑	
Day 4: Management Student Visit to Health Room		☑		☑		☑		☑
Day 5: Care of students with incontinence, fever, vomiting	☑	☑				☑		☑

	A	B	C	D	E	F	G	H
Day 6: Health Requirement for School Entry	✓				✓			✓
Day 7: Documentation associated with Student's Health Record					✓	✓	✓	
Day 8: Outbreak Surveillance Protocol	✓	✓			✓			✓
Day 9: Pediculosis and Bed bug screening	✓	✓					✓	✓
Day 10: Procedure in Case of Accident	✓	✓	✓				✓	✓
Day 11: Care of student with allergies: latex, bee stings, food	✓	✓		✓			✓	✓
Day 12: Medication Management				✓				
Day 13: Care of diabetic and asthma student	✓	✓		✓		✓	✓	✓
Day 14: Protection of Confidentiality; Suspected Child Abuse	✓	✓	✓				✓	✓
Day 15: Care of student with head injury, seizure, poisoning, mouth, and jaw injuries	✓	✓					✓	✓
Day 16: Required Health Room Documentation							✓	
Day 17: Care of student with stabbing/gunshot, drug intoxication, heat stroke	✓	✓	✓				✓	✓
Day 18: Care of student with menstrual difficulties, pregnancy, STI	✓		✓				✓	✓
Day 19: Field experience supervisor evaluation	✓	✓	✓				✓	✓

LEGEND

    A. Recognize common health problems of elementary, middle and high school-age students.
    B. Screen ill or injured children; perform first aid skills and basic procedures.
    C. Report suspected child abuse, serious illness/injuries and/or disease outbreaks to appropriate authorities.
    D. Manage medications kept in the school health office and distribute medications to students according to the prescription and recording medications distributed. Notify parent when addition medication is needed.
    E. Review and monitor student health records for age-specific immunizations, TB testing, physical exam, and chronic illnesses; alert parents of missing information; and maintain communication until records are complete. Report required information to DOH according to DOH protocol.
    F. Maintain confidentiality and privacy of health records according to Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPPA).
    G. Maintain school health room by identifying the supplies and equipment needed; assure equipment and supplies are appropriately stocked; and clean equipment and school health room according to protocol.
    H. Communicate effectively with students, parents, school staff, and health care professionals.

23. Text and materials

School Health Aide Manual, Current Edition

Emergency Guidelines for Hawaii Public School

24. Auxiliary Materials and Content

25. Reference Materials

Websites relevant to the role of a school health aide, i.e. health.hawaii.gov, cdc.gov, schoolhealth.com

26. Semester information

- FALL
- SPRING
- SUMMER

27. Effective Term [required field]

Fall 2016

28. Suggested Methods of Delivery

- Laboratory
- Lecture
- Fieldwork

29. Grading Options [required field]

- Letter grade

A = 90 - 100%

B = 80 - 89%

C = 70-79%

D = 60 - 69%

F = below 60%

30. Grading Scale and Weighting Suggestions (reflect suggested selections from #16) [temporary, for AY 2014-2015, no longer a required field]

Grading Scale:
A = 90 - 100%
B = 89 - 89%
C = 70 - 79%
D = 60 - 69%
F = below 60%

Weighted Suggestion:

Skill Testing: 20%

Poster Presentaton: 10%

Exam (4): 60%

Field Experience Supevisor Evaluation: 10%

Whatever method of evaluation is used, it is understood that the instructor reserves the right to make necessay and reasonable adjustments to the evaluatin policies outlined.

31. Is the course required or an elective in a degree or certificate program? If yes, name the degree or certificate where the course is required.

Yes. NURS 23 is a course requirement for a Certificate of Competence in School Health Aide Program

32. For what degree or certificate program(s) was the course designed? Will the course lengthen the time for the students to complete the program? Will it replace another course?

Certificate of Competence in School Health Aide Program.

No

Yes, NURS 97T

33. Will this course proposal increase or decrease the number of required hours needed for a certificate or degree? Yes/No If yes, provide justification.

No

34. Will this proposal require a change in staff, equipment, facilities, or other resources?

Yes. Funding from a C3T grant will pay for equipment and supplies and pay the salary of the faculty.

35. Do we have a full-time faculty member who meets the requirements to teach this course? If not, who will teach the course?

Yes

36. Is this an experimental course seeking regular status? Yes/No If "Yes", what was the experimental number and when (what semesters/years) were the experimental classes offered?

Yes, NURS 97T

Summer 2014, Fall 2014

37. How is this course related to the educational needs and goals of the division, college, and community as reflected in the Strategic Plan? How is it related to courses and programs?

The program meets an identified need of the community. It is an opportunity to increase the educational capital of the state by introducing entry-level students to career paths offered by the college; thereby encouraging participation and degree completion.

NURS 20 supports the College's mission of "Provides open access, and promote student progress, learning and success with low tuition and high quality instrucional programs, student development, and support service, and selective areas of excellence and emphasis."

Kapi'olani Community College competencies (from COL item 3) are:

Quality of life as affected by technology and science

Awareness of the dynamics in contemporary issues

Problem-solving and decision-making abilities

Career choices and life-long learning

38. Basic skills (reading, writing and analytical) needed for success in the course. The concern here is with the skill levels required of students rather than the level of material in the class.

39. Amount (quantity) and level of reading, writing or other independent work required. As a rule of thumb, much of the reading material for a freshman level course should be at 12th or 13th grade level.

40. **Amount (quantity) and level of quantitative and logical reasoning required. Where the course involves use of mathematics, a minimum of one year of high school algebra, or its equivalent, as background for the course would be required for transfer courses.**

41. **Background knowledge in related subject matter expected of students entering the course. Is a course based on the expectation that students will have completed normal high school courses in related areas?**

42. **Expectations for student participation outside of class. Students are expected to spend at least three hours outside of class for every hour in class by means of the following activities:**

   - Individual Project(s)
   - Practice Lab Time
   - Reading Assigned Text(s)

43. **Justify the level of proposed course: 100 level, 200 level, 300 level, or lower than 100 level.**

44. **Identify similar courses at other UH colleges: list college, alpha, number, title, and credits for each. If it differs in important ways, explain how.**

   None

45. **Is a similar course taught on the upper-division level by a four year UH college? If so, explain why this course is appropriate at the lower division, or how it differs from its upper-division counterpart.**

   No

46. **Is this course appropriate for articulation with the UH Manoa General Education Core Requirements? Yes/No**

   No

47. **Is the course currently articulated with any two or four-year program at another UH institution? If so, give details and dates of agreement(s) and explain any impact the proposed change may have upon articulation. (Please note that this is NOT a reference to UHM Gen Ed articulation.)**

   No

48. Maximum enrollment per class section? (and justification if maximum enrollment is not standard) [required field]

30. Due to the number of skills required for the course, a smaller class size is required.

49. Number of class sections? (Indicate whether per semester or per year)

1 to 2 sections per semester

50. Exclude from catalog? Yes/No

NO

51. Justification (explain why this curriculum action is proposed). If applicable, list explanations of how this course meets Diversification or Foundations Hallmarks.

NURS 23 is being added as a new course replacing NURS 97T. NURS 97T was first taught, Summer 2014 with 26 students successfully passing the course. The second class was taught Fall, 2014 with 22 students.

Program Action Request and Action Request Memorandum are pending approval for the School Health Aide program. Once the program is approved it will be offered by Kaua`i, Mau`i, Leeward and Windward Community Colleges.

The School Health Aide program was created in partnership with Department of Education and Department of Health in which a community need was identified for training school health aides in the Department of Education system. KCC training of school health aides is replacing a short training course once offered by Department of Health. There are 255 schools in Hawaii requiring school health aides. Once the program is approved, it will be offered by all UH community colleges. The turnover rate among school health aides is fairly high in some school districts.

52. Special Comments for Catalog

Comment: Letter grade only. NURS 23 may not be audited. NURS 23 may not be taken as credit/no credit.

53. Status (active/inactive)

Active

54. Restricted to Specific Semester(s)

55. Explain the reason for and purpose of prerequisites, corequisites, and recommended preparation [Kap CC Faculty Senate requirement if have prereqs/coreqs/rec preps]

High school diploma, First Aid certificate and Health Care Provider CPR provides basic skills required by the Department of Education for school health aide.

56. AA General Education Area (contact the Faculty Senate for directions on completing documentation for Foundations categories FS, FW, FGA, FGB, FGC)

57. AA General Education Extra

58. AS General Education Area

59. AS General Education Extra

60. Banner title (30 characters or fewer) [required field]

School Health Aide Level I

Kapiolani Community College
NURS 25 - School Health Aide Level II

1. **Course Alpha [required field]**

   NURS

2. **Course Number [required field]**

   25

3. **Addition? Deletion? Modification? If this is a modification, what actions are proposed? Is this course applying for or renewing a Diversification designation? A Foundations designation?**

   Addition
   NURS 25, School Health Aide Level II, is a new course in the School Health Aide Program.

4. **Full Course Title for the Catalog [required field]**

   School Health Aide Level II

5. **Date of this Course Outline [required field]**

   01/02/2016

6. **Prerequisite(s) for catalog text and linking to courses (click yellow prereq button to access linking level)**

   NURS 23   School Health Aide Level I (A grade "C" or higher
)

   Prerequisite(s): NURS 23 with a grade of "C" or higher.

7. **Corequisite(s) for catalog text and for linking (click yellow coreq button to access linking level)**

   HLTH 125   Survey of Medical Terminology (HLTH 125 Survey of Medical Terminology)

   Corequisite(s): HLTH 125
   YES

8. **Recommended preparation for catalog text and for linking (click yellow Rec Prep button to access linking level)**

9. **Credits [required field]**

   6

10. **Repeatable for additional credits?**

NO

11. Maximum number of credits for student transcript

6

12. Cross-listed

NO

13. Contact Hours (type) [required field]

- LEC (lecture)
- LEL (lecture/lab)

14. Contact Hours (quantity) How many hours will the student spend per week in lectures, laboratories, lecture/labs, clinical, etc.? [required field]

7 hours lecture, 2 hours lab/lecture per week for 11 weeks.

15. Course Description [required field]

NURS 25 prepares students to function at an advanced level in Department of Education school environment. Students learn to manage specific health needs of school-aged students and Department of Education staff, assist in implementing school health programs, and provide care to school-age students within their scope of training.

16. Suggested Methods of Evaluation - Measures of Student Achievement [temporary, for AY2014-15, no longer a required field]

- Exam(s)
- Final Exam
- In-class Activities
- Skills testing

Method of Evaluation
Exam(s)
Final Exam
In-class Activities
Skills testing

17. Suggested Methods of Instruction [required field]

- Case Scenarios
- Class Discussion
- Demonstrations
- Guest Speaker(s)
- Lectures
- PowerPoint(s)
- Role Play
- Small Group Activities

18. General Education Student Learning Outcomes

☑	**Thinking/Inquiry** - Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning. ☑ Preparatory Level
☑	**Communication** - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication. ☑ Preparatory Level
	Self and Community/Diversity of Human Experience - Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional and global communities.
	Aesthetic Engagement - Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.
☑	**Integrative Learning** - Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities. ☑ Preparatory Level

GenED SLO
Thinking/Inquiry - Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.
Communication - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.
Integrative Learning - Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

19. Program Student Learning Outcomes Addressed

Program SLO
Function as a school health aide within the Department of Education school environment under the supervision of a health care professional (CC in School Health Aide Level II).
Provide safe and age-specific care to school aged children within the scope of a school health aide (CC in School Health Aide Level II).
Demonstrate adherence to legal and ethical responsibiliities of a school health aide (CC in School Health Aide Level II).
Communicate effectively with students, parents, school staff, and health care professionals (CC in School Health Aide Level II).

20. Specific course level Student Learning Outcomes [not currently used at KapCC unless required by external accreditation]

21. Course Competencies with links [required field] (click yellow Competencies button to enter individual competencies), (to link with grading and Program SLOs use chain link icon in the upper right corner)

Upon successful completion of NURS 25, the student should be able to:

Competency/Content	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Practice confidently in the role of School Health Aide Level II.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use CDC Wellness Guidelines for Youth, implement a Coordinated School Health (CSH program).	✓												✓					
Perform specialized procedures as delegated by the health professionals.	✓				✓	✓	✓	✓		✓			✓					
Operate an automated health record.	✓								✓									
State responsibilities of the school health aide in an Incident Command System (ICS).	✓										✓							
Implement preventative health programs for school staff.	✓													✓	✓			
Describe career opportunities in the health field.																		✓

| Assist in coordination, organization, and follow-up of students attending school health clinics. | ✓ | ✓ | ✓ | | | | | | | | | | | | | | ✓ | |

LEGEND

  A. Day 1: Expanded Role of School Health Aide; Setting up Health Clinics; Introduction to Medical Terminology
  B. Day 2: Flu Clinic
  C. Day 3: Vision/Hearing/Dental Screening/Medical Terminology
  D. Day 4: Asthma
  E. Day 5: Eating Disorders
  F. Day 6: Obesity & Nutrition; Medical Terminology
  G. Day 7: Mental Health Disorders
  H. Day 8: Social Problems
  I. Days 9 & 10: Electronic Medical Record
  J. Day 11: Brain Injuries: Medical Terminology
  K. Days 12 - 14: Incident Command System; Medical Terminology
  L. Day 15: Community Response Team; Medical Terminology
  M. Day 16: Wellness; Medical Terminology
  N. Day 17: Chronic Illness Screening - Hypertension, Stoke and Coronary Artery Disease
  O. Day 18: Chronic Illness Screening - Cancer, Diabetes, COPD
  P. Day 19: Leadership Skills
  Q. Day 20: Medical Terminology
  R. Day 21: Career Opportunities

Competency/MethodEval	A	B	C	D
Practice confidently in the role of School Health Aide Level II.			✓	✓
Use CDC Wellness Guidelines for Youth, implement a Coordinated School Health (CSH program).	✓	✓	✓	✓
Perform specialized procedures as delegated by the health professionals.			✓	✓
Operate an automated health record.			✓	✓
State responsibilities of the school health aide in an Incident Command System (ICS).	✓	✓	✓	✓
Implement preventative health programs for school staff.		✓	✓	✓
Describe career opportunities in the health field.			✓	
Assist in coordination, organization, and follow-up of students attending school health clinics.	✓	✓	✓	✓

LEGEND

  A. Exam(s)
  B. Final Exam
  C. In-class Activities
  D. Skills testing

Competency/PSLO	A	B	C	D
Practice confidently in the role of School Health Aide Level II.	☑	☑	☑	☑
Use CDC Wellness Guidelines for Youth, implement a Coordinated School Health (CSH program).	☑		☑	☑
Perform specialized procedures as delegated by the health professionals.		☑		
Operate an automated health record.	☑			
State responsibilities of the school health aide in an Incident Command System (ICS).	☑	☑	☑	
Implement preventative health programs for school staff.	☑			
Describe career opportunities in the health field.	☑			
Assist in coordination, organization, and follow-up of students attending school health clinics.	☑	☑	☑	☑

LEGEND

    A. Function as a school health aide within the Department of Education school environment under the supervision of a health care professional (CC in School Health Aide Level II).
    B. Provide safe and age-specific care to school aged children within the scope of a school health aide (CC in School Health Aide Level II).
    C. Demonstrate adherence to legal and ethical responsibiliities of a school health aide (CC in School Health Aide Level II).

    D. Communicate effectively with students, parents, school staff, and health care professionals (CC in School Health Aide Level II).

22. Course Content with links [required field] (click on the blue help icon in the upper right corner for details on how to fill out this field)

Content/Competency	A	B	C	D	E	F	G	H
Day 1: Expanded Role of School Health Aide; Setting up Health Clinics; Introduction to Medical Terminology	☑	☑	☑	☑	☑	☑		☑
Day 2: Flu Clinic	☑							☑
Day 3: Vision/Hearing/Dental Screening/Medical Terminology	☑							☑
Day 4: Asthma	☑		☑					☑
Day 5: Eating Disorders	☑		☑					☑
Day 6: Obesity & Nutrition; Medical Terminology	☑							☑

Topic	A	B	C	D	E	F	G	H
Day 7: Mental Health Disorders	✓		✓					✓
Day 8: Social Problems	✓							✓
Days 9 & 10: Electronic Medical Record	✓			✓				
Day 11: Brain Injuries: Medical Terminology	✓							✓
Days 12 - 14: Incident Command System; Medical Terminology	✓				✓			
Day 15: Community Response Team; Medical Terminology	✓		✓					
Day 16: Wellness; Medical Terminology	✓	✓						
Day 17: Chronic Illness Screening - Hypertension, Stoke and Coronary Artery Disease	✓					✓		
Day 18: Chronic Illness Screening - Cancer, Diabetes, COPD	✓					✓		
Day 19: Leadership Skills	✓							✓
Day 20: Medical Terminology	✓							✓
Day 21: Career Opportunities							✓	

LEGEND

A. Practice confidently in the role of School Health Aide Level II.
B. Use CDC Wellness Guidelines for Youth, implement a Coordinated School Health (CSH program).
C. Perform specialized procedures as delegated by the health professionals.
D. Operate an automated health record.
E. State responsibilities of the school health aide in an Incident Command System (ICS).
F. Implement preventative health programs for school staff.
G. Describe career opportunities in the health field.
H. Assist in coordination, organization, and follow-up of students attending school health clinics.

23. Text and materials

24. Auxiliary Materials and Content

25. Reference Materials

26. Semester information

- FALL
- SPRING
- SUMMER

27. Effective Term [required field]

Fall 2016

28. Suggested Methods of Delivery

- Laboratory
- Lecture
- Traditional Classroom

29. Grading Options [required field]

- Letter grade

30. Grading Scale and Weighting Suggestions (reflect suggested selections from #16) [temporary, for AY 2014-2015, no longer a required field]

31. Is the course required or an elective in a degree or certificate program? If yes, name the degree or certificate where the course is required.

Yes. NURS 25 will become a requirement for a Certificate of Competence in School Health Aide Level II when the PAR and ARM are approved for the School Health Aide program. The PAR and ARM are being submitted for approval with this course.

32. For what degree or certificate program(s) was the course designed? Will the course lengthen the time for the students to complete the program? Will it replace another course?

Certificate of Competence in School Health Aide Program.
No.
No.

33. Will this course proposal increase or decrease the number of required hours needed for a certificate or degree? Yes/No If yes, provide justification.

No

34. Will this proposal require a change in staff, equipment, facilities, or other resources?

Yes. Funding from TAACCCT grant will pay for equipment and supplies and pay the salary of the faculty.

35. Do we have a full-time faculty member who meets the requirements to teach this course? If not, who will teach the course?

Yes.

36. Is this an experimental course seeking regular status? Yes/No If "Yes", what was the experimental number and when (what semesters/years) were the experimental classes offered?

Yes
NURS 98
Fall 2015, Sp 2016, Su 2016

37. How is this course related to the educational needs and goals of the division, college, and community as reflected in the Strategic Plan? How is it related to courses and programs?

38. Basic skills (reading, writing and analytical) needed for success in the course. The concern here is with the skill levels required of students rather than the level of material in the class.

39. Amount (quantity) and level of reading, writing or other independent work required. As a rule of thumb, much of the reading material for a freshman level course should be at 12th or 13th grade level.

40. Amount (quantity) and level of quantitative and logical reasoning required. Where the course involves use of mathematics, a minimum of one year of high school algebra, or its equivalent, as background for the course would be required for transfer courses.

41. Background knowledge in related subject matter expected of students entering the course. Is a course based on the expectation that students will have completed normal high school courses in related areas?

42. Expectations for student participation outside of class. Students are expected to spend at least three hours outside of class for every hour in class by means of the following activities:

43. Justify the level of proposed course: 100 level, 200 level, 300 level, or lower than 100 level.

44. Identify similar courses at other UH colleges: list college, alpha, number, title, and credits for each. If it differs in important ways, explain how.

45. Is a similar course taught on the upper-division level by a four year UH college? If so, explain why this course is appropriate at the lower division, or how it differs from its upper-division counterpart.

46. Is this course appropriate for articulation with the UH Manoa General Education Core Requirements? Yes/No

47. Is the course currently articulated with any two or four-year program at another UH institution? If so, give details and dates of agreement(s) and explain any impact the proposed change may have upon articulation. (Please note that this is NOT a reference to UHM Gen Ed articulation.)

48. Maximum enrollment per class section? (and justification if maximum enrollment is not standard) [required field]

20 Due to the number of skills required for the course, a smaller class size is required.

49. Number of class sections? (Indicate whether per semester or per year)

1 to 2 sections per semester.

50. Exclude from catalog? Yes/No

NO

51. Justification (explain why this curriculum action is proposed). If applicable, list explanations of how this course meets Diversification or Foundations Hallmarks.

NURS 25 is a new course in the School Health Aide program. The School Health Aide program was created in partnership with Department of Education and Department of Health to meet an identified community need to train school health aides for the Department of Education. The School Health Aide program replace the 8-hr training course once offered by Department of Health. This program will become the requirement for individuals entering the position of School Health Aide for the Depatment of Education system. NURS 25 builds on the skills and competencies offered in NURS 23 - School Health Aide I, the entry level course, thus expanding the knowledge and skill level of the aides.

52. Special Comments for Catalog

Comment: Letter grade only. NURS 25 may not be audited. NURS 25 may not be taken as credit/non credit.

53. Status (active/inactive)

Active

54. Restricted to Specific Semester(s)

55. Explain the reason for and purpose of prerequisites, corequisites, and recommended preparation [Kap CC Faculty Senate requirement if have prereqs/coreqs/rec preps]

Comment: NURS 23 provides the basic knowledge and skills for the role of a school health aide. HLTH 125 taken as a co-requisite aids in the understanding of the terminology that is expected in the advanced role of the school health aide.

56. AA General Education Area (contact the Faculty Senate for directions on completing documentation for Foundations categories FS, FW, FGA, FGB, FGC)

57. AA General Education Extra

58. AS General Education Area

59. AS General Education Extra

60. Banner title (30 characters or fewer) [required field]

School Health Aide Level II

Kapiolani Community College
HLTH 125 - Survey of Medical Terminology

1. **Course Alpha [required field]**

   HLTH

2. **Course Number [required field]**

   125

3. **Addition? Deletion? Modification? If this is a modification, what actions are proposed? Is this course applying for or renewing a Diversification designation? A Foundations designation?**

   5 year update

   Linking course content to course competencies to evaluation methods

   Linking course competencies to Program SLOs

4. **Full Course Title for the Catalog [required field]**

   Survey of Medical Terminology

5. **Date of this Course Outline [required field]**

   11/14/2015

6. **Prerequisite(s) for catalog text and linking to courses (click yellow prereq button to access linking level)**

7. **Corequisite(s) for catalog text and for linking (click yellow coreq button to access linking level)**

8. **Recommended preparation for catalog text and for linking (click yellow Rec Prep button to access linking level)**

9. **Credits [required field]**

   1

10. **Repeatable for additional credits?**

    NO

11. **Maximum number of credits for student transcript**

    1

12. **Cross-listed**

    NO

13. **Contact Hours (type) [required field]**

    - LEC (lecture)

14. **Contact Hours (quantity) How many hours will the student spend per week in lectures, laboratories, lecture/labs, clinical, etc.? [required field]**

    1 hour lecture per week

15. **Course Description [required field]**

    HLTH 125 builds on knowledge of prefixes, suffixes, and word roots to analyze and build medical terms. It includes definition, spelling, and pronunciation of selected medical words dealing with all human body systems as well as surgical and diagnostic procedures, and disease conditions. Commonly used medical abbreviations and pharmacological terms as well as plural endings are also covered.

16. **Suggested Methods of Evaluation - Measures of Student Achievement [temporary, for AY2014-15, no longer a required field]**

    - Assignment(s)
    - Final Exam
    - Midterm
    - Quiz(zes)

Method of Evaluation
Assignment(s)
Final Exam
Midterm
Quiz(zes)

17. **Suggested Methods of Instruction [required field]**

    - Class Discussion
    - PowerPoint(s)
    - Problem-based Learning (PBL)
    - Video(s)

18. **General Education Student Learning Outcomes**

☑	**Thinking/Inquiry** - Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning. ☑ Preparatory Level
	Communication - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.
	Self and Community/Diversity of Human Experience - Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional and global communities.
	Aesthetic Engagement - Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.
	Integrative Learning - Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

GenED SLO
Thinking/Inquiry - Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.

19. Program Student Learning Outcomes Addressed

Program SLO
Apply and possess the knowledge, skills, and critical thinking necessary for an entry-level Emergency Medical Technician required to ensure scene safety, effectively assess patient(s), make critical decisions, competently treat patient(s), safely extricate and appropriately transport patients in a variety of settings. (CC in Emergency Medical Technician, CA and AS Degree in Mobile Intensive Care Technician)
Effectively communicate, interact and work appropriately with patients, family members, bystanders, fellow emergency workers, EMS partners/colleagues, hospital health care providers, and supervisors. (CC in Emergency Medical Technician, CA and AS Degree in Mobile Intensive Care Technician)
Display proficiency managing emergencies on scene and identifying coping strategies to manage long term stress. (CC in Emergency Medical Technician, CA in Mobile Intensive Care Technician)
Demonstrate professional and ethical behavior as an EMS health care provider. (CC in Emergency Medical Technician, CA in Mobile Intensive Care Technician)
Recognize the value of regularly attending continuing education, and the importance of maintaining mental, emotional and physical well-being as an EMS provider. (CA in Mobile Intensive Care Technician)
Incorporate knowledge of multicultural perspectives to meet the needs of diverse populations. (CC in Emergency Medical Technician, CA in Mobile Intensive Care Technician)
Develop effective treatment plans that ensure consistent high quality patient care, cognizant of EMS' role within a larger continuum of care. (CC in Emergency Medical Technician, CA in Mobile Intensive Care Technician)
Accurately identify street names through map reading, correctly distinguish house numbers or business addresses, and navigate an ambulance to a given address. (AS Degree in Mobile Intensive Care Technician)
Demonstrate safe operation and navigation of an emergency vehicle with due regard to the safety of others while responding to a prehospital crisis situation. (AS Degree in Mobile Intensive Care Technician)
Use critical judgment, prioritize decisions, and act quickly and independently in the best interest of a patient, in a non-structured environment that is constantly changing. (AS Degree in Mobile Intensive Care Technician)
Exercise personal judgment in case of interruption in medical direction caused by communication failure or in cases of immediate life threatening conditions; under these conditions, provide such emergency care as has been specifically authorized by approved standing orders. (AS Degree in Mobile Intensive Care Technician)
Remain calm and focused while working in difficult, stressful and/or adverse circumstances, while assuming the leadership role inherent in carrying out the functions of the position. (AS Degree in Mobile Intensive Care Technician)
Communicate effectively with patients (e.g., develop patient rapport, interview hostile patients) from diverse multicultural groups and ages within those groups) (AS Degree in Mobile Intensive Care Technician)
Communicate verbally and non-verbally with multicultural patients, healthcare professionals and the public; communicate in writing through report writing and completion of the ambulance report forms. (AS Degree in Mobile Intensive Care Technician)
Concisely and accurately describe to a dispatcher and other concerned staff, one's assessment of a patient's condition. (AS Degree in Mobile Intensive Care Technician)
Communicate effectively via the telephone or radio dispatch for coordination of prompt emergency services. (AS Degree in Mobile Intensive Care Technician)
Administer appropriate, life-saving medications at the appropriate time and dosage to mitigate a life threatening situation. (AS Degree in Mobile Intensive Care Technician)
Administer drugs legally, ethically, and responsibly -- using correct precautions and techniques while observing the effects of the drugs. (AS Degree in Mobile Intensive Care Technician)
Provide basic and advanced life support emergency medical services to patients. Safely and accurately (without jeopardizing health and safety) perform all basic and advanced life support procedures as listed in Board of Medical Examiners rules for Emergency Ambulance Personnel. (AS Degree in Mobile Intensive Care Technician)
Document precisely and accurately the treatments and effects of drugs. (AS Degree in Mobile Intensive Care Technician)
Report all relevant patient data, including, as needed, a detailed narrative on extenuating circumstances or conditions following federal guidelines for patient privacy. (AS Degree in Mobile Intensive Care Technician)
Enter data on a computer from a laptop in the ambulance. (AS Degree in Mobile Intensive Care Technician)
Participate in continuing education activities for self-improvement and for the education of others within the field, including following up on selected cases for education and quality assurance. (AS Degree in Mobile Intensive Care Technician)
Initiate and continue emergency medical care under medical control including the recognition of presenting conditions and initiation of appropriate invasive and non-invasive treatments for: surgical, medical, cardiac and psychiatric emergencies; trauma; and airway and respiratory problems. (AS Degree in Mobile Intensive Care Technician)
Take a leadership role with ambulance, first responder, and other personnel to ensure the safety and care of the patient. (AS Degree in Mobile Intensive Care Technician)
Assimilate and relate the foundational content, basic tenets and theoretical perspectives of Occupational Therapy and apply the relevant knowledge to function competently in the profession. (AS Degree in Occupational Therapy Assistant)
Perform technical and clinical skills pertaining to safety, screening, evaluation, intervention, implementation and service delivery and assist with management of Occupational Therapy in order to function competently in the profession. (AS Degree in Occupational Therapy Assistant)
Abide by the professional code of ethics, values, behaviors and responsibilities as required by standards established for Occupational Therapy Assistants. (AS Degree in Occupational Therapy Assistant)
Communicate and interact appropriately and effectively; including explaining the unique nature of Occupational Therapy to consumers, potential employers, colleagues, policymakers and other audiences. (AS Degree in Occupational Therapy Assistant)
Incorporate knowledge of multicultural perspectives into the practice of Occupational Therapy to meet the needs of diverse populations. (AS Degree in Occupational Therapy Assistant)
Use professional literature and recognize its implication for the practice of Occupational Therapy and the provision of services. (AS Degree in Occupational Therapy Assistant)
Demonstrate entry-level competency of all required skills of a PTA for employment in the variety of PT clinical settings applying the knowledge of human anatomy, physiology, pathophysiology, kinesiology and psychosocial, cultural and spiritual principles to the rehabilitation treatment process. (AS Degree in Physical Therapist Assistant)
Competently perform as a PTA adhering to the ethical codes of conduct, APTA core values, and legal and safety standards of the profession. (AS Degree in Physical Therapist Assistant)
Competently implement the plan of care and intervention goals in a safe, effective, efficient and appropriate manner as directed by the physical therapist. (AS Degree in Physical Therapist Assistant)
Competently interact/communicate with patients, families, significant others and other health care providers about the plan of care required in the rehabilitation process. (AS Degree in Physical Therapist Assistant)
Report and record client data, which effectively communicates the need and rationale for physical therapy intervention using appropriate medical terminology. (AS Degree in Physical Therapist Assistant)

Advocate for the profession and client as well as provide service to the professional organization's activities, and identify career development and lifelong learning opportunities. (AS Degree in Physical Therapist Assistant)
Qualify to take the National Physical Therapist Assistant licensing Examination. (AS Degree in Physical Therapist Assistant)
Take diagnostically acceptable radiographs of any or all parts of the body. (AS Degree in Radiologic Technology)
Practice appropriate radiation safety measures. (AS Degree in Radiologic Technology)
Communicate and interact appropriately and effectively with patients, patients' family and friends, peers, staff, and supervisors. (AS Degree in Radiologic Technology)
Work effectively as a team member with students, staff, and radiologists. (AS Degree in Radiologic Technology)
Maintain professional and ethical behavior as a healthcare provider. (AS Degree in Radiologic Technology)
Adapt patient positioning, projections, and technical factors based on patient condition. (AS Degree in Radiologic Technology)
Discuss the value of life-long learning and being an active member of a professional society. (AS Degree in Radiologic Technology)
Perform the advanced-level job description of a respiratory therapist. (AS Degree in Respiratory Care)
Assimilate and apply relevant knowledge necessary to function competently as an advanced-level therapist. (AS Degree in Respiratory Care)
Perform technical and clinical skills necessary to function competently as an advanced-level therapist. (AS Degree in Respiratory Care)
Demonstrate professional behavior skills necessary to function competently as an advanced-level therapist. (AS Degree in Respiratory Care)

20. Specific course level Student Learning Outcomes [not currently used at KapCC unless required by external accreditation]

21. Course Competencies with links [required field] (click yellow Competencies button to enter individual competencies), (to link with grading and Program SLOs use chain link icon in the upper right corner)

Upon successful completion of HLTH 125, the student should be able to:

Competency/Content	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Define, give examples of, and use correctly the following word parts used in building and analyzing medical terms: prefixes, suffixes, word roots, and combining forms.															
Correctly use plural endings for medical terms.															
Correctly define, spell, and correlate selected medical terms dealing with: a. Body structure b. Anatomical planes and regions c. Blood and the immune system d. Cardiovascular and lymphatic systems e. Respiratory, digestive, urinary, and reproductive systems f. Musculoskeletal system g. Nervous system and psychological disorders h. Integumentary and endocrine systems															
Define and give examples of terminology used for surgical and diagnostic procedures and pathology.															
Build medical terms by correctly putting word parts together.															
Analyze the components of medical words and derive the meaning of the words.															
State the meaning of common medical abbreviations and pharmacological terms.															
Analyze and define terms dealing with various medical and dental specialties.															

LEGEND

- A. Week 1: Introduction and Course Overview, Chapter 1 - Tools for Building Medical Terms
- B. Week 2: Chapter 2 - Building on Familiar Terms
- C. Week 3: Chapter 3 - Diagnostic, Therapeutic, and Surgical Terms and Chapter 4 - Disease and Disorders
- D. Week 4: Chapter 5 - Prefixes
- E. Week 5: Chapter 6 - Organization of the Body
- F. Week 6: Chapter 7 - Body Fluids and Immunity
- G. Week 7: Chapter 8 - Circulatory System
- H. Week 8: Chapter 9 - Respiratory System
- I. Week 9: Chapter 10 - Digestive System
- J. Week 10: Chapter 11 - Urinary System
- K. Week 11: Chapter 12 - Reproductive System and Chapter 13 - Reproduction and Sexually Transmitted Diseases
- L. Week 12: Chapter 14 - Musculoskeletal System
- M. Week 13: Chapter 15 - Nervous System and Psychological Disorders
- N. Week 14: Chapter 16 - Integumentary System
- O. Week 15: Chapter 17 - Endocrine System

Competency/MethodEval	A	B	C	D
Define, give examples of, and use correctly the following word parts used in building and analyzing medical terms: prefixes, suffixes, word roots, and combining forms.	☑		☑	☑
Correctly use plural endings for medical terms.	☑	☑	☑	☑
Correctly define, spell, and correlate selected medical terms dealing with: a. Body structure b. Anatomical planes and regions c. Blood and the immune system d. Cardiovascular and lymphatic systems e. Respiratory, digestive, urinary, and reproductive systems f. Musculoskeletal system g. Nervous system and psychological disorders h. Integumentary and endocrine systems	☑	☑	☑	☑
Define and give examples of terminology used for surgical and diagnostic procedures and pathology.	☑	☑	☑	☑
Build medical terms by correctly putting word parts together.	☑	☑	☑	☑
Analyze the components of medical words and derive the meaning of the words.	☑	☑	☑	☑

	A	B	C	D
State the meaning of common medical abbreviations and pharmacological terms.	☑	☑	☑	☑
Analyze and define terms dealing with various medical and dental specialties.	☑		☑	☑

LEGEND

   A. Assignment(s)
   B. Final Exam
   C. Midterm
   D. Quiz(zes)

Competency/PSLO	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AW
Define, give examples of, and use correctly the following word parts used in building and analyzing medical terms: prefixes, suffixes, word roots, and combining forms.	☑	☑	☑	☑	☑	☑	☑			☑	☑	☑	☑	☑	☑	☑	☑		☑	☑	☑	☑	☑	☑		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Correctly use plural endings for medical terms.	☑	☑	☑	☑	☑	☑	☑		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Correctly define, spell, and correlate selected medical terms dealing with: a. Body structure b. Anatomical planes and regions c. Blood and the immune system d. Cardiovascular and lymphatic systems e. Respiratory, digestive, urinary, and reproductive systems f. Musculoskeletal system g. Nervous system and psychological disorders h. Integumentary and endocrine systems	☑	☑	☑	☑	☑	☑	☑		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Define and give examples of terminology used for surgical and diagnostic procedures and pathology.	☑	☑	☑	☑	☑	☑	☑		☑	☑	☑	☑	☑	☑	☑	☑		☑	☑	☑	☑	☑	☑			☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Build medical terms by correctly putting word parts together.	☑	☑	☑	☑	☑	☑	☑		☑	☑	☑	☑	☑	☑	☑	☑	☑		☑	☑	☑	☑	☑			☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Analyze the components of medical words and derive the meaning of the words.	☑	☑	☑	☑	☑	☑	☑		☑	☑	☑	☑	☑	☑	☑	☑		☑		☑	☑	☑	☑			☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
State the meaning of common medical abbreviations and pharmacological terms.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑			☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Analyze and define terms dealing with various medical and dental specialties.	☑	☑	☑	☑	☑	☑	☑		☑	☑	☑	☑	☑	☑	☑	☑		☑		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑

LEGEND

A. Apply and possess the knowledge, skills, and critical thinking necessary for an entry-level Emergency Medical Technician required to ensure scene safety, effectively assess patient(s), make critical decisions, competently treat patient(s), safely extricate and appropriately transport patients in a variety of settings. (CC in Emergency Medical Technician, CA in Mobile Intensive Care Technician)

B. Effectively communicate, interact and work appropriately with patients, family members, bystanders, fellow emergency workers, EMS partners/colleagues, hospital health care providers, and supervisors. (CC in Emergency Medical Technician, CA in Mobile Intensive Care Technician)

C. Display proficiency managing emergencies on scene and identifying coping strategies to manage long term stress. (CC in Emergency Medical Technician, CA in Mobile Intensive Care Technician)

D. Demonstrate professional and ethical behavior as an EMS health care provider. (CC in Emergency Medical Technician, CA in Mobile Intensive Care Technician)

E. Recognize the value of regularly attending continuing education, and the importance of maintaining mental, emotional and physical well-being as an EMS provider. (CA in Mobile Intensive Care Technician)

F. Incorporate knowledge of multicultural perspectives to meet the needs of diverse populations. (CC in Emergency Medical Technician, CA in Mobile Intensive Care Technician)

G. Develop effective treatment plans that ensure consistent high quality patient care, cognizant of EMS' role within a larger continuum of care. (CC in Emergency Medical Technician, CA in Mobile Intensive Care Technician)

H. Accurately identify street names through map reading, correctly distinguish house numbers or business addresses, and navigate an ambulance to a given address. (AS Degree in Mobile Intensive Care Technician)

I. Demonstrate safe operation and navigation of an emergency vehicle with due regard to the safety of others while responding to a prehospital crisis situation. (AS Degree in Mobile Intensive Care Technician)

J. Use critical judgment, prioritize decisions, and act quickly and independently in the best interest of a patient, in a non-structured environment that is constantly changing. (AS Degree in Mobile Intensive Care Technician)

K. Exercise personal judgment in case of interruption in medical direction caused by communication failure or in cases of immediate life threatening conditions; under these conditions, provide such emergency care as has been specifically authorized by approved standing orders. (AS Degree in Mobile Intensive Care Technician)

L. Remain calm and focused while working in difficult, stressful and/or adverse circumstances, while assuming the leadership role inherent in carrying out the functions of the position. (AS Degree in Mobile Intensive Care Technician)

M. Communicate effectively with patients (e.g., develop patient rapport, interview hostile patients) from diverse multicultural groups and ages within those groups) (AS Degree in Mobile Intensive Care Technician)

N. Communicate verbally and non-verbally with multicultural patients, healthcare professionals and the public; communicate in writing through report writing and completion of the ambulance report forms. (AS Degree in Mobile Intensive Care Technician)

O. Concisely and accurately describe to a dispatcher and other concerned staff, one's assessment of a patient's condition. (AS Degree in Mobile Intensive Care Technician)

P. Communicate effectively via the telephone or radio dispatch for coordination of prompt emergency services. (AS Degree in Mobile Intensive Care Technician)

Q. Administer appropriate, life-saving medications at the appropriate time and dosage to mitigate a life threatening situation. (AS Degree in Mobile Intensive Care Technician)

R. Administer drugs legally, ethically, and responsibly -- using correct precautions and techniques while observing the effects of the drugs. (AS Degree in Mobile Intensive Care Technician)

S. Provide basic and advanced life support emergency medical services to patients. Safely and accurately (without jeopardizing health and safety) perform all basic and advanced life support procedures as listed in Board of Medical Examiners rules for Emergency Ambulance Personnel. (AS Degree in Mobile Intensive Care Technician)

T. Document precisely and accurately the treatments and effects of drugs. (AS Degree in Mobile Intensive Care Technician)

U. Report all relevant patient data, including, as needed, a detailed narrative on extenuating circumstances or conditions following federal guidelines for patient privacy. (AS Degree in Mobile Intensive Care Technician)

V. Enter data on a computer from a laptop in the ambulance. (AS Degree in Mobile Intensive Care Technician)

W. Participate in continuing education activities for self-improvement and for the education of others within the field, including following up on selected cases for education and quality assurance. (AS Degree in Mobile Intensive Care Technician)

X. Initiate and continue emergency medical care under medical control including the recognition of presenting conditions and initiation of appropriate invasive and non-invasive treatments for: surgical, medical, cardiac and psychiatric emergencies; trauma; and airway and respiratory problems. (AS Degree in Mobile Intensive Care Technician)

Y. Take a leadership role with ambulance, first responder, and other personnel to ensure the safety and care of the patient. (AS Degree in Mobile Intensive Care Technician)

Z. Assimilate and relate the foundational content, basic tenets and theoretical perspectives of Occupational Therapy and apply the relevant knowledge to function competently in the profession. (AS Degree in Occupational Therapy Assistant)

AA. Perform technical and clinical skills pertaining to safety, screening, evaluation, intervention, implementation and service delivery and assist with management of Occupational Therapy in order to function competently in the profession. (AS Degree in Occupational Therapy Assistant)

AB. Abide by the professional code of ethics, values, behaviors and responsibilities as required by standards established for Occupational Therapy Assistants. (AS Degree in Occupational Therapy Assistant)

AC. Communicate and interact appropriately and effectively; including explaining the unique nature of Occupational Therapy to consumers, potential employers, colleagues, policymakers and other audiences. (AS Degree in Occupational Therapy Assistant)

AD. Incorporate knowledge of multicultural perspectives into the practice of Occupational Therapy to meet the needs of diverse populations. (AS Degree in Occupational Therapy Assistant)

AE. Use professional literature and recognize its implication for the practice of Occupational Therapy and the provision of services. (AS Degree in Occupational Therapy Assistant)

AF. Demonstrate entry-level competency of all required skills of a PTA for employment in the variety of PT clinical settings applying the knowledge of human anatomy, physiology, pathophysiology, kinesiology and psychosocial, cultural and spiritual principles to the rehabilitation treatment process. (AS Degree in Physical Therapist Assistant)

AG. Competently perform as a PTA adhering to the ethical codes of conduct, APTA core values, and legal and safety standards of the profession. (AS Degree in Physical Therapist Assistant)

AH. Competently implement the plan of care and intervention goals in a safe, effective, efficient and appropriate manner as directed by the physical therapist. (AS Degree in Physical Therapist Assistant)

AI. Competently interact/communicate with patients, families, significant others and other health care providers about the plan of care required in the rehabilitation process. (AS Degree in Physical Therapist Assistant)

AJ. Report and record client data, which effectively communicates the need and rationale for physical therapy intervention using appropriate medical terminology. (AS Degree in Physical Therapist Assistant)

AK. Advocate for the profession and client as well as provide service to the professional organization's activities, and identify career development and lifelong learning opportunities. (AS Degree in Physical Therapist Assistant)

AL. Qualify to take the National Physical Therapist Assistant licensing Examination. (AS Degree in Physical Therapist Assistant)

AM. Take diagnostically acceptable radiographs of any or all parts of the body. (AS Degree in Radiologic Technology)

AN. Practice appropriate radiation safety measures. (AS Degree in Radiologic Technology)

AO. Communicate and interact appropriately and effectively with patients, patients' family and friends, peers, staff, and supervisors. (AS Degree in Radiologic Technology)

AP. Work effectively as a team member with students, staff, and radiologists. (AS Degree in Radiologic Technology)

AQ. Maintain professional and ethical behavior as a healthcare provider. (AS Degree in Radiologic Technology)

AR. Adapt patient positioning, projections, and technical factors based on patient condition. (AS Degree in Radiologic Technology)

AS. Discuss the value of life-long learning and being an active member of a professional society. (AS Degree in Radiologic Technology)

AT. Perform the advanced-level job description of a respiratory therapist. (AS Degree in Respiratory Care)

AU. Assimilate and apply relevant knowledge necessary to function competently as an advanced-level therapist. (AS Degree in Respiratory Care)

AV. Perform technical and clinical skills necessary to function competently as an advanced-level therapist. (AS Degree in Respiratory Care)

AW. Demonstrate professional behavior skills necessary to function competently as an advanced-level therapist. (AS Degree in Respiratory Care)

22. Course Content with links [required field] (click on the blue help icon in the upper right corner for details on how to fill out this field)

Content/Competency	A	B	C	D	E	F	G	H
Week 1: Introduction and Course Overview, Chapter 1 - Tools for Building Medical Terms	☑	☑			☑	☑	☑	☑
Week 2: Chapter 2 - Building on Familiar Terms	☑	☑			☑	☑	☑	☑
Week 3: Chapter 3 - Diagnostic, Therapeutic, and Surgical Terms and Chapter 4 - Disease and Disorders	☑	☑		☑	☑	☑	☑	☑
Week 4: Chapter 5 - Prefixes	☑				☑	☑		
Week 5: Chapter 6 - Organization of the Body	☑	☑	☑		☑	☑	☑	
Week 6: Chapter 7 - Body Fluids and Immunity	☑	☑	☑	☑	☑	☑	☑	☑
Week 7: Chapter 8 - Circulatory System	☑	☑	☑	☑	☑	☑	☑	☑
Week 8: Chapter 9 - Respiratory System	☑	☑	☑	☑	☑	☑	☑	☑
Week 9: Chapter 10 - Digestive System	☑	☑	☑	☑	☑	☑	☑	☑
Week 10: Chapter 11 - Urinary System	☑	☑	☑	☑	☑	☑	☑	☑
Week 11: Chapter 12 - Reproductive System and Chapter 13 - Reproduction and Sexually Transmitted Diseases	☑	☑	☑	☑	☑	☑	☑	☑
Week 12: Chapter 14 - Musculoskeletal System	☑	☑	☑	☑	☑	☑	☑	☑
Week 13: Chapter 15 - Nervous System and Psychological Disorders	☑	☑	☑	☑	☑	☑	☑	☑
Week 14: Chapter 16 - Integumentary System	☑	☑	☑	☑	☑	☑	☑	☑
Week 15: Chapter 17 - Endocrine System	☑	☑	☑	☑	☑	☑	☑	☑

LEGEND

A. Define, give examples of, and use correctly the following word parts used in building and analyzing medical terms: prefixes, suffixes, word roots, and combining forms.

B. Correctly use plural endings for medical terms.

C. Correctly define, spell, and correlate selected medical terms dealing with:
    a. Body structure
    b. Anatomical planes and regions
    c. Blood and the immune system
    d. Cardiovascular and lymphatic systems
    e. Respiratory, digestive, urinary, and reproductive systems
    f. Musculoskeletal system
    g. Nervous system and psychological disorders
    h. Integumentary and endocrine systems

D. Define and give examples of terminology used for surgical and diagnostic procedures and pathology.

E. Build medical terms by correctly putting word parts together.

F. Analyze the components of medical words and derive the meaning of the words.
G. State the meaning of common medical abbreviations and pharmacological terms.
H. Analyze and define terms dealing with various medical and dental specialties.

23. Text and materials

24. Auxiliary Materials and Content

25. Reference Materials

26. Semester information

- FALL
- SPRING
- SUMMER

27. Effective Term [required field]

Fall 2016

28. Suggested Methods of Delivery

- Online
- Other
- Traditional Classroom

Other: Credit by Exam, has been offered in the past where students with acceptable experience in health care can take an exam comparable to the final cumulative exam and receive a credit or no credit grade. Also, we have participated in running start programs which we work with DOE educators to offer high school students the opportunity to earn a credit for HLTH 125 by taking the final cumulative exam.

29. Grading Options [required field]

- Audit
- Credit/NoCredit
- Letter grade

30. Grading Scale and Weighting Suggestions (reflect suggested selections from #16) [temporary, for AY 2014-2015, no longer a required field]

Suggested Weighting:
Assignments	4% of total class grade
Quizzes	36% of total class grade
Midterm Exam	36% of total class grade
Final Exam	24% of total class grade

Suggested Grading Scale:

90 - 100% = A
80 - 89% = B
70 - 79% = C
60 - 69% = D
less than 60% = F

Whatever method of evaluation is used, it is understood that the instructor reserves the right to make necessary and reasonable adjustments to the evaluation policies outlined.

31. Is the course required or an elective in a degree or certificate program? If yes, name the degree or certificate where the course is required.

32. For what degree or certificate program(s) was the course designed? Will the course lengthen the time for the students to complete the program? Will it replace another course?

33. Will this course proposal increase or decrease the number of required hours needed for a certificate or degree? Yes/No If yes, provide justification.

34. Will this proposal require a change in staff, equipment, facilities, or other resources?

35. Do we have a full-time faculty member who meets the requirements to teach this course? If not, who will teach the course?

36. Is this an experimental course seeking regular status? Yes/No If "Yes", what was the experimental number and when (what semesters/years) were the experimental classes offered?

No

37. How is this course related to the educational needs and goals of the division, college, and community as reflected in the Strategic Plan? How is it related to courses and programs?

38. Basic skills (reading, writing and analytical) needed for success in the course. The concern here is with the skill levels required of students rather than the level of material in the class.

39. Amount (quantity) and level of reading, writing or other independent work required. As a rule of thumb, much of the reading material for a freshman level course should be at 12th or 13th grade level.

40. Amount (quantity) and level of quantitative and logical reasoning required. Where the course involves use of mathematics, a minimum of one year of high school algebra, or its equivalent, as background for the course would be required for transfer courses.

41. **Background knowledge in related subject matter expected of students entering the course. Is a course based on the expectation that students will have completed normal high school courses in related areas?**

42. **Expectations for student participation outside of class. Students are expected to spend at least three hours outside of class for every hour in class by means of the following activities:**

43. **Justify the level of proposed course: 100 level, 200 level, 300 level, or lower than 100 level.**

44. **Identify similar courses at other UH colleges: list college, alpha, number, title, and credits for each. If it differs in important ways, explain how.**

45. **Is a similar course taught on the upper-division level by a four year UH college? If so, explain why this course is appropriate at the lower division, or how it differs from its upper-division counterpart.**

46. **Is this course appropriate for articulation with the UH Manoa General Education Core Requirements? Yes/No**

47. **Is the course currently articulated with any two or four-year program at another UH institution? If so, give details and dates of agreement(s) and explain any impact the proposed change may have upon articulation. (Please note that this is NOT a reference to UHM Gen Ed articulation.)**

48. **Maximum enrollment per class section? (and justification if maximum enrollment is not standard) [required field]**

   35 (online and face-to-face)

49. **Number of class sections? (Indicate whether per semester or per year)**

   3 per semester for online; 3 per semester for face-to-face

50. **Exclude from catalog? Yes/No**

   NO

51. **Justification (explain why this curriculum action is proposed). If applicable, list explanations of how this course meets Diversification or Foundations Hallmarks.**

   5 year update

   Linking course content to course competencies to evaluation methods

   Linking course competencies to Program SLOs

52. **Special Comments for Catalog**

53. **Status (active/inactive)**

   Active

54. **Restricted to Specific Semester(s)**

55. **Explain the reason for and purpose of prerequisites, corequisites, and recommended preparation [Kap CC Faculty Senate requirement if have prereqs/coreqs/rec preps]**

56. **AA General Education Area (contact the Faculty Senate for directions on completing documentation for Foundations categories FS, FW, FGA, FGB, FGC)**

57. **AA General Education Extra**

58. **AS General Education Area**

59. **AS General Education Extra**

60. **Banner title (30 characters or fewer) [required field]**

   Survey of Med Term