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STUDENT COURSE INFORMATION

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FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
HEALTH SCIENCES

JANUARY 2010

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**HLTH-1032 -- SUCCESS STRATEGIES IN HEALTH PROFESSIONS**

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**Duration:** 45 total course hours

**Credit Units:** 3.00

\*NOTE: The hours may vary.

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**This course is a prerequisite for:**

PHYS-1009	PHYSICAL SCIENCES II
CHEM-1006	CHEMISTRY II
ANAT-1009	HUMAN ANATOMY II
MATH-1028	MATHEMATICS
BIOL-1008	BIOLOGICAL SCIENCES II

**Prerequisite(s) for this course:**

NO COURSES

**Co-requisite(s) for this course:**

NO COURSES

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**Course Description:**

The course will enable the learner the ability to increase their knowledge and skills in areas such as study techniques, note taking, time management, research and test taking. The learner will be provided the opportunity to explore personal perceptions and attitudes; determine their own learning style; and develop personal and academic goals. Health care professions are researched through various media including the Internet, professional journal articles and interviews with both health care program students and professionals. In addition, the learner will identify prefixes, suffixes, roots and medical terms frequently used in health care today.

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**Vocational Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

1. Develop study skills, note taking skills and test taking strategies to ensure academic success.
2. Identify personal goals and develop a plan to achieve these goals.
3. Identify and evaluate personal perceptions and attitudes. Understand how personal characteristics differ and therefore impact relationships with others.
4. Communicate ethical health care issues in a professional manner.
5. Identify the components of a research paper. Review journal articles.
6. Engage in reflective practice to improve reasoning skills by keeping a journal.
7. Improve and utilize appropriate medial language with respect to health care.

**Essential Employability Skills Learning Outcomes:**

Essential Employability Skills Learning Outcomes		Taught	Reinforced	Assessed or evaluated
1.	Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Respond to written, spoken or visual messages in a manner that ensures effective communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.	Execute mathematical operations accurately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Apply a systematic approach to solving problems.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Use a variety of thinking skills to anticipate and solve problems.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Locate, select, organize and document information using appropriate technology and information systems.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7.	Analyze, evaluate and apply relevant information from a variety of sources.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8.	Show respect for the diverse opinions, values, belief systems and contributions of others.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9.	Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Manage the use of time and other resources to complete projects.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11.	Take responsibility for one's own actions, decisions and consequences.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Detailed Content:

#### Part 1 Keys to Success: How to achieve your goals.

##### Unit 1 Self Awareness

1. Describe how post secondary education can assist individuals in reaching one's goals.
2. Discuss the impact that education has on success and future income.
3. Identify challenges that post secondary education poses.
4. Define successful intelligence and how it assists in one's success.
5. Define motivation and determine motivators that assist one in being successful.
6. Describe the impact of lifelong learning on one's health career.

##### Unit 2 Academic Success

1. Identify the two parts to a learning style.
2. Describe Gardner's Multiple Intelligences and Bishop's Personality Spectrum
3. Identify one's learning style and personality type.
4. Describe how learning style and personality type affect one learns.
5. Identify reading challenges and describe how to set the stage for effective reading.
6. Determine solutions to reading distractions and apply those strategies,
7. Describe SQ3R process: Survey, question, read, recite and review.
8. Identify the Multiple Intelligence reading strategy for one's own learning style.
9. Discuss how preparation can improve their test taking scores.

10. Detail technique to employ to reduce test taking anxiety.
11. Describe general strategies to increase one's success on tests.
12. Explain how they can learn from test mistakes
13. Identify which of the Multiple Intelligence test prep strategies work best for their learning style
14. List the stages of listening; describe barriers to effective listening and detail the qualities of an active listener.
15. Discuss the importance of effective note taking.
16. Describe and apply the Cornell Note Taking system.
17. Identify the Multiple Intelligence note taking strategy that works best for them.
18. Identify the components of successfully intelligent thinking.
19. Describe the three thinking skills of successfully intelligent thinking.
20. List the steps involved in analytical thinking.
21. Describe strategies for improving creative thinking skills and practical thinking skills.
22. Describe the steps in the problem solving process and decision-making process.
23. Search and utilize resources available in the college library.
24. Conduct an information search in the library and on the Internet.
25. Evaluate the validity and usefulness of research sources
26. Identify the elements of effective writing
27. List the steps in the writing process
28. Explain the importance of not plagiarizing.

### **Unit 3 □ Choosing a Career**

1. Define values and identify the different sources of values.
2. Describe how values relate to goals.
3. Discuss the rationale for assigning a time-line to goals.
4. Discuss the importance of prioritizing and how change affects priorities.
5. Create a daily and weekly schedule.
6. Discuss the impact procrastination has and detail strategies to avoid procrastination.
7. Determine one's own personal stress score and discuss strategies to cope with day to day stress.
8. Describe the role that diversity plays in Canada
9. Differentiate between discrimination, prejudice and hate
10. Describe how stereotypes can be harmful
11. Describe practical tools for overcoming communication problems.
12. Discuss tools/skills for maintaining positive relationships and managing relationship conflicts.
13. Discuss strategies for receiving and giving criticism and feedback.
14. Explain why learning to work in a diverse environment is a key employability skill.
15. Identify strategies to assist with maintaining flexibility in the world of change.
16. Discuss the need to re-evaluate and modify one's goals.
17. Discuss the importance of giving back to one's community.
18. Discuss the importance of lifelong learning and one's personal and professional growth.
19. Complete weekly journals that reflect on one's career choice.
20. Research and prepare an academic paper on one's health care career choice(s).

## **Part II Medical Language □ Medical Terminology: The Body Quick Study Guide**

### **Unit 1**

Foundation of Medical Words, The Human Body (C. Planes, D. Positions) and Terms.

Terminology Sets (A. Directional Terms, B. Five rrrh□s, D. Surgical Procedures and F. Pathogens (omit numerical values))

### **Unit 2**

Skeletal System Terms, Nervous System Terms, Male Reproductive System Terms and Urinary System

Terms

### Unit 3

Female Reproductive System Terms, Cardiovascular System Terms, Gastrointestinal System Terms and Blood and Endocrine System Terms

### Unit 4

Integumentary System Terms; Respiratory System Terms, Muscular System Terms, Special Senses Terms and Lymphatic & Immune System Terms

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#### Required Learning Resources:

Classroom response system: Turning Point  
Access to the Internet

#### Required Textbook

Carter, Carol et. al. (2010). Keys to Success: How to achieve your goals. Fifth edition.  
Toronto: Pearson Education Canada.

Linton, C. (2002). Quick Study: Medical Terminology The Body. BarCharts Inc., Boca Raton, FL.

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#### Method Of Evaluation:

The final mark/grade for this course will be determined as follows:

Method	Percentage
Quizzes Online	30%
Participation Activities	10%
Medical Language In-Class Tests	40%
Final Academic Paper	20%
<b>TOTAL</b>	<b>100%</b>

Students who fail to write the quiz on the assigned day for any reason will receive zero. There is no makeup or supplemental for online quizzes.

Assignments must be typed or word processed. Hand written assignments will not be accepted. Students are expected to hand in all assignments on the due date or a mark of zero will be assigned.

#### Missed Evaluations

Students are required to complete all evaluations at/by the scheduled date and time. A mark of zero is recorded for all missed evaluations.

Students cannot make the assumption that any provision will be made by the professor to reschedule missed evaluations. If illness or serious extenuating circumstances prevent attendance, the student must notify the course professor or one of the divisional secretaries at the College, prior to the scheduled/due date and time of the evaluation in question; otherwise, a mark of zero will be automatically assigned.

Rescheduling of a missed evaluation may be granted in exceptional circumstances as specified by Division Policy and after consultation with your professor, and it must be completed within one (1) week of the original test date. A \$35.00 fee is charged for all such rescheduled evaluations regardless of the circumstances. the format of any rescheduled evaluation is at the course professor's discretion and may not follow the original test format.

Examples of invalid excuses which may result in the assignment of zero (0) for missed evaluations include planned or unplanned vacations, transportation problems, job demands, friends' problems, sick family members, and/or lack of preparedness. Faculty reserve the right to request a note from the appropriate professional for a missed evaluation before a rewrite may be granted.

### **Upgrades**

This course is upgradeable under college policy 2-C-04. See program intersession course information posted on FOL.

### **Educational Technology**

this course requires regular computer use. Course information will be available on-line using FOL or similar Web-based programs. There will be no additional costs to the students for the use of FOL or similar programs.

### **Electronic Communication**

This course requires access to FOL email. All students registered in this course must have active FOL accounts. Fanshawe College provides access [www.FanshawOnline.ca](http://www.FanshawOnline.ca) (the student web site portal) and to personal computers at many sites within the College. If you have any concerns about meeting this requirement, contact your professor or the Connect Resource Centre in E2030 NOTE: Test and assignment due dates, etc. will be provided by the professor at the beginning of the course.

Consult the Program Division Policy for additional information on course evaluation and progression.

<u>Grade</u>	<u>Range</u>	<u>Comment</u>	<u>Grade Point</u>
A+	90-100	Distinguished	4.2
A	80-89		4.0
B+	75-79		3.5
B	70-74		3.0
C+	65-69		2.5
C	60-64		2.0
D+	55-59		1.5
D	50-54	Marginal	1.0
F	0-49	Unsatisfactory	0
P	greater than 50	Pass	N/A
I	N/A	Incomplete	N/A
N	N/A	No Credit Achieved	N/A
W	N/A	Withdrawn	N/A
X	N/A	Audit	N/A

**CHEATING** - All forms of cheating are considered an academic offence and the College has a clear policy on cheating. Please refer to Policy 2-G-04 on Fanshawe Online or in the Student Handbook.

**PLAGIARISM** - Plagiarism is cheating and an appropriate penalty will be applied and a report will be placed in the student's file in conformance with College Policy 2-G-04 on cheating. Plagiarism (the intellectual dishonesty resulting from a student's failure to acknowledge indebtedness to sources used) is a serious academic offence that shall result in appropriate penalties, to be determined at the discretion of the course professor in consultation with the Divisional Chair. Plagiarism includes, but is not limited to,

submitting the same work to more than one professor for credit in different courses without prior written permission from the professors. Penalties shall range from failure of an assignment to possible failure of the course.

REWRITES - Students cannot make the assumption that any provision will be made by the professor to permit a student to rewrite failed assignments or tests.

### **Turnitin.com**

As part of Fanshawe College's commitment to fostering excellence in student assignments, this course may require students to submit their papers to Turnitin.com. This Web service is designed to help students understand the importance of identifying borrowed work in their essays, and how to correctly cite research sources. Instructions for how to use Turnitin.com will be provided by the professor, and additional information is available at [www.Turnitin.com](http://www.Turnitin.com).

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### **Additional Information:**

Consult your Program Outline for information concerning the minimum passing grade needed for this course.

This course is a pre-requisite for progression to second semester of the Pre-Health Science program. The student must pass this course in order to proceed to second semester of the Pre-Health Science program.

This course requires regular computer use, access to electronic resources and the internet. Students will be expected to log into the course on a regular basis (several times per week) and to participate regularly in online discussion groups, online quizzes and use E-mail. Portions of this course are delivered entirely online using Fanshawe Online. Fanshawe College provides access to personal computers at many sites within the building and these computers are available on a 24 hour basis.

### **Prepared By:**

Tara Lawrence, BSc, MEd, Bobbi Thomas-Bailey, CPhT, B.Ed.

The following applies for course offerings consistent with the Standard Academic Calendar:

### **Internal/External Course Credit Application Deadline**

Applications for Internal/External Course Credit are available from the Office of the Registrar. Check college calendar for deadlines.

### **Course Add/Drop Deadline**

You may withdraw from a course without academic penalty during the first 70% of the course duration. Application is made through the Office of the Registrar.

### **Academic Assistance**

The primary resource for students experiencing difficulty with course material is the course professor. In addition, students who wish to attend study skills workshops or who require further assistance, can contact the Learning Centre in A2019 (519 452 4265) for one-to-one tutoring from staff in math, physics, chemistry and english, or they can contact Counselling and Student Life in F2010 (519 452 4282) for information about receiving peer tutoring.

Student Success Advisors are available to assist students with academic concerns or other problems they may face while at Fanshawe. They can either assist you directly, or refer you to the appropriate resource on campus to get the help you need. Contact information for your Student Success Advisor can be found on the Web at <http://www.fanshawec.ca/EN/ssa/14317/advisors.asp>.

Students who have been identified as having (or who wish to be assessed for) a specific learning disability, should contact Disability Services F2010 (519 452 4282) in Counselling and Student Life for

information about available support services.

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**Re-taking a Course:**

Subject to meeting any pre-requisite or co-requisite requirements, a student may retake a course. The second re-take must be approved by the Academic Manager or designate and will be granted based on extenuating circumstances and with recommended interventions such as counselling or a learning contract. Subsequent re-take opportunities will only be available as part of an overall success strategy developed in consultation with the student, program co-ordinator and the Academic Manager. The best grade achieved will be used in calculating the cumulative GPA.

**Related Policies**

Course Grade System - See College Policy 2-C-04

Prior Learning Assessment and Recognition - See College Policy 2-A-10

Evaluations - See College Policy 2-C-02

Academic Standing - See College Policy 2-C-05

Student Appeal of a Grade or Other Academic Decision - See College Policy 2-G-02

Academic Withdrawal and Termination - See College Policy 2-C-06

Academic Offences - See College Policy 2-G-04

Student Code of Conduct Policy - See College Policy 2-G-01

Respectful College Community Policy - See College Policy 1-B-46

Authorized By:



Date:

JANUARY 2010