**CONTRA COSTA COLLEGE**

**PRE/CO-REQUISITE/ADVISORY VALIDATION FORM**

**[Use one validation form per pre/co-requisite, advisory except when Pre/Co-requisites are linked by “or” statements]**

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| Course Number and Title: | **MEDIC 232: Patient Navigator and Health Coach I** | |
| Pre/Co-requisite/Advisory to be validated: | | MEDIC 150: Medical Terminology I |

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| ***Content review*** is required for any prerequisite, co-requisite, or advisory to determine whether students who do not meet the specified standard are highly unlikely to receive a satisfactory grade in the course [Title 5, Section 55201 (b) (1]. This validation is separate from course approval. Additional scrutiny may be required, depending on the type of pre/co-requisite. |

**Directions:** Circle, *or highlight* one of the following and attach required justification AND content review documentation.

1. This course has no course pre/co-requisites or advisories.
2. The listed pre/co-requisite is advisory only.
3. This is a lab course. The primary course, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, will have the validation evidence.
4. This pre/co-requisite is required in order to make the course acceptable for transfer by the UC or CSU systems. Attach documentation (catalog descriptions) from three or more UC/CSU campuses.

1. This course is part of a sequence of courses within and/or across disciplines. Attach a copy of the course outline that includes a list of the specific skills and knowledge that the student must possess to be ready to take the course.
2. The prerequisite is required for enrollment in a program.

Program name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program prerequisite(s) must be approved as provided for at least one required course in the program, of which this is one. Attach copy of course outline specifying skills and/or knowledge that student must possess.

1. This prerequisite is required for the health or safety of the students in the course; students who lack this prerequisite might endanger themselves or other students. Attach a copy of the course outline that specifically lists what the student must possess before entering the course.

1. This pre/co-requisite is required by law or government regulation. Attach a copy of pertinent law or regulation.

1. This pre/co-requisite is one of recency or another measure of readiness. Attach both a copy of the course outline listing the specific skills student must possess AND data gathered as directed by the District Model Policy.

1. This prerequisite involves a limitation on enrollment. This includes auditions for performance courses, honors courses or sections, and blocks of courses or sections created to set up a cohort of students (such as PACE). Attach documentation as directed by pertinent sections of the District Model Policy.

\*\*\* **NOTE:** *In addition to rigorous content review,* an instructor may request a study of the empirical relationship between a prerequisite course (or placement tool) and subsequent student performance in the targeted course. The rigor of content review will be established on a college-wide basis in conjunction with District research requirements.

**CONTENT REVIEW MATRIX**

**FOR EVALUATING PRE/CO-REQUISITES/ADVISORIES**

***Pre/Co-requisites must have established challenge policies***

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| Course Number: | MEDIC 232 |
| Course Title: | Patient Navigator and Health Coach I |
| Pre-requisite: |  |
| Co-requisite: | MEDIC 150 |
| Advisory: |  |

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| Pre/Co-requisite Challenge Policy: | Completion of an equivalent course or challenge exam and receiving a C or better for at least one of these options. |

List skills/body of knowledge developed of course being reviewed: (APPLICABLE Course CONTENT)

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| 1. | An introduction to public health. |
| 2. | Health care and health care policy in the United States. |
| 3. | Cultural diversity in health care. |
| 4. | Principles for working with individuals and their health care. |
| 5. | Initial interviews with clients for health care. |

List exit skills of proposed pre/co-requisite: (APPLICABLE Course OBJECTIVES of pre/co-req./advisory)

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| --- | --- |
| 1. | 1. Build thousands of medical words from Greek and Latin prefixes, suffixes, word roots, and combining forms |
| 2. | 2. Recognize medical words from the Greek and Latin parts |
| 3. | 3. Spell medical words correctly |
| 4. | 4. Use a medical dictionary |
| 5. | 5. Pronounce medical terms correctly |
| 6. | 6. Recall acceptable medical abbreviations and their meanings for medical terms and phrases |

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| Exit skills of proposed pre/co-req./advisory | | | | | | | | | | | |
| Skills/body of knowledge of course being reviewed |  | 1. | 2. | 3. | 4. | 5. | 6. |  |  |  |  |
| 1. | x | x | x | x | x | x |  |  |  |  |
| 2. |  |  |  |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |  |  |  |
| 4. | x | x | x | x | x | x |  |  |  |  |
| 5. | x | x | x | x | x | x |  |  |  |  |

**Or, list conclusions below regarding the necessity and appropriateness of the proposed pre-requisite, co-requisite, or advisory.**

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*Revised form 01/14*

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| **Contra Costa College** |

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| **Course Outline** |

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| **Department & Number** | Health and Human Services / MEDIC 150 | **Number of Weeks** | 18 |
| **Course Title** | Medical Terminology I | **Lecture Hours By Term** | 54 |
| **Prerequisite** |  | **Lab Hours By Term** |  |
| **Challenge Policy** |  | **\*Hours By Arrangement** |  |
| **Co-requisite** |  | **Units** | 3 |
| **Challenge Policy** |  |  |  |
| **Advisory** |  |

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| **\*HOURS BY ARRANGEMENT:** | |  | Hours per term. |
| **ACTIVITIES:** (Please provide a list of the activities students will perform in order to satisfy the HBA requirement): | | | | |
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| **COURSE/CATALOG DESCRIPTION** |

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| This course studies the basic structure of medical words, including prefixes, suffixes, roots, combining forms, and plurals; pronunciation, spelling and definitions of medical terms; and emphasizes building a professional vocabulary required for working in the field. |

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| **COURSE OBJECTIVES:** | |
| At the completion of the course the student will be able to: | |

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| 1. Build thousands of medical words from Greek and Latin prefixes, suffixes, word roots, and combining forms |
| 2. Recognize medical words from the Greek and Latin parts |
| 3. Spell medical words correctly |
| 4. Use a medical dictionary |
| 5. Pronounce medical terms correctly |
| 6. Recall acceptable medical abbreviations and their meanings for medical terms and phrases |

**INTENDED STUDENT LEARNING OUTCOMES:**

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| Students will exhibit understanding and knowledge of legal issues regarding medical records and informed consent for health care practitioners. |
| Students will demonstrate understanding and knowledge of legal issues regarding professional liability and medical malpractice. |

**COURSE CONTENT (Lecture):**

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| Introduction to word parts: word roots, suffixes, prefixes, parts of speech and plural formation |
| Introduction to medical terminology: dermatology, hematology, diagnostic imaging, and surgical suffixes |
| Introduction to medical terminology: oncology and the central nervous system |
| Introduction to medical terminology: orthopedics, osteopathy, and body regions |
| Introduction to medical terminology: pathology, otorhinolaryngology, and prefixes |
| Introduction to medical terminology: urology and gynecology |
| Introduction to medical terminology: gastroenterology |
| Introduction to medical terminology: neurology, psychology, anesthesiology, and vascular terminology |
| Introduction to medical terminology: anatomic terms |
| Introduction to medical terminology: surgery, diabetes, immunology, lesions, and prefixes of numbers and direction |
| Introduction to medical terminology: descriptive prefixes, asepsis, and pharmacology |
| Introduction to medical terminology: prefixes of location and medication administration |

**COURSE CONTENT (Lab):**

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| **METHODS OF INSTRUCTION:** | |
| Lecture | |
| Class / Group Discussion | |
| Audio / Visual aids | |

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| **INSTRUCTIONAL MATERIALS:** |

**NOTE:** To be UC/CSU transferable, the text must be dated within the last 7 years OR a statement of justification for a text beyond the last 7 years must be included.

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| --- | --- |
| Textbook Title: | Medical Terminology: A Programmed Systems Approach |
| Author: | Smith, Davis, Dennerll |
| Publisher: | Delmar |
| Edition/Date: | 10th ed., 2010 |
| Textbook Reading Level: |  |
| Justification Statement: | *(For textbook beyond 7 years)* |
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| Lab Manual Title | (*if applicable*): |
| Author: |  |
| Publisher: |  |
| Edition/Date: |  |

**OUTSIDE OF CLASS WEEKLY ASSIGNMENTS:**

Title 5, section 55002.5 establishes that a range of 48 -54hours of lecture, study, or lab work is required for one unit of credit. For each hour of lecture, students should be required to spend an additional two hours of study outside of class to earn one unit of credit.

* State mandates that sample assignments must be included on the Course Outline of Record.

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| **Outside of Class Weekly Assignments** | **Hours per week** |

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| Weekly Reading Assignments *(Include detailed assignment below, if applicable)* | 3 |

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| Textbook chapter readings |

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| Weekly Writing Assignments *(Include detailed assignment below, if applicable)* | 3 |

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| Textbook chapter outlines and/or homework assignments |

**STUDENT EVALUATION**: **(Show percentage breakdown for evaluation instruments)**

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| * Course must require use of critical thinking, college-level concepts & college-level learning skills. * For degree credit, course requires essay writing unless that requirement would be inappropriate to the course objectives. If writing is inappropriate, there must be a requirement of problem-solving or skills demonstration. |

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|  | **%** | Essay (If essay is not included in assessment, explain below.) |
| Essay is inappropriate because the objectives of the course are to learn medical words and word parts. |
| 30 | **%** | Computation or Non-computational Problem Solving Skills |
|  | **%** | Skills Demonstration |
| 70 | **%** | Objective Examinations |
|  |  | Other (describe) |
|  | **%** |  |
|  | **%** |  |
|  | **%** |  |

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| **GRADING POLICY: (Choose LG, P/NP, or SC)** | | | | | |
| **x** | **Letter Grade** | |  | **Pass / No Pass** | | |  | **Student Choice** |
| 90% - 100% = A | | | 70% and above = Pass | | | | 90% - 100% = A |
| 80% - 89% = B | | | Below 70% = No Pass | | | | 80% - 89% = B |
| 70% - 79% = C | | |  | | | | 70% - 79% = C |
| 60% - 69% = D | | |  | | | | 60% - 69% = D |
| Below 60% = F | | |  | | | | Below 60% = F |
| *or* |
| 70% and above = Pass |
| Below 70% = No Pass |
| **Prepared by:** | | | | Julie Shieh-Cook | | | |

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| **Date:** | 3/18/14 |

*Revised form 01/14*