

**Contra Costa Community College District
PROPOSED NEW COURSE**

Date: 18-Mar-13 **College:** Contra Costa College

Course: MEDIC 223

Course Title: Life Skills for the Healthcare Student

Units 2 **Lecture** 54 **Lab** _____
Hours:
 By Arrangement _____ **Activity** _____

Grade Code: LG **Top Code:** 1208.00 **SAM#** D

Pre-requisites: _____

Co-requisites: _____

Advisories _____

Course description: This course offers medical assisting and other allied health students processes for developing their highest potential for success in all areas of life and work. Topics include but are not limited to: self-exploration and wholeness; time, stress, and money management; effective communication and interpersonal skills; critical thinking and problem solving skills; physical health and self-care; and study skills.

Reason for change: New course proposal - program major change

Recommended by:		
Curriculum Committee	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To be offered as:		
18-week course	<input checked="" type="checkbox"/>	
Other (specify)	Short-term course	<input type="checkbox"/>

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q street
Sacramento, Ca 95811-6549
(916) 445-8752
<http://www.cccco.edu>



05/09/2013

Admin, CONTRA COSTA
CI Reader
CONTRA COSTA
2600 Mission Bell Dr., San Pablo CA 94806

Dear Colleague:

The California Community Colleges Chancellor's Office Academic Affairs Division has reviewed and approved the following course:

CURRICULUM INVENTORY RECORD

College: 311
Credit Status: Credit
Course Title: Life Skills for the Healthcare Student
Department Number: MEDIC-223
Course Control Number: CCC000543737
TOP Code: 120800

This action was taken in compliance with California Education Code section 70901 and California Code of Regulations, Title 5, Subchapter 2. Approval by the Chancellor.

For questions regarding this letter, please submit your written inquiry to curriculum@ccco.edu.

Sincerely,

Academic Affairs Division
California Community Colleges Chancellor's Office



CCC CURRICULUM INVENTORY
Program or Course Proposal
SIGNATURE PAGE
Substantial Change

CURRICULUM & INSTRUCTIONAL ADMINISTRATION:

The program(s) and/or course(s) has/have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of the California Code of Regulations, Title 5.

3/18/13 Kenyetta Tribble *Kenyetta Tribble*
 Date Name Signature, Curriculum Committee Chair

3/18/13 Donna Floyd *Donna Floyd*
 Date Name Signature, Vice President of Instruction

3/18/13 Dr. Denise Noldon *Denise F. Noldon*
 Date Name Signature, President

DISTRICT (check one):

On 4/24/13 (date), the governing board of the Contra Costa Community College District approved the program and/or course proposal(s) attached to this request.

The governing board has delegated to me the authority to approve program and/or course proposal(s), and I have approved the proposal(s) attached to this request.

4/24/13 Helen Benjamin *Helen Benjamin*
 Date Name Signature, Superintendent/Chancellor

CAREER TECHNICAL EDUCATION (CTE) PROGRAMS ONLY:

The program(s) fulfill(s) the requirements of employers in the occupation, provide students with appropriate occupational competencies, and meet any relevant professional or licensing standards.

 Date Name Signature, Regional Consortium Chair



CCC PROPOSAL FOR NEW COURSE FORM

Date: 11/27/12

Discipline: Health Care Ancillaries

Dept. & Course number: Medic 223

Course Title: Life Skills for the Healthcare Student

Course Description: *(limit to 39 characters)*

This course aids medical assisting and other allied health students in the completion of their educational goals. Discussions include, but are not limited to: self-exploration in the context of personal development and vocational goals in the healthcare field; time, stress, and money management as healthcare students; and the practice of holistic health that will inform the provision of healthcare and patient education as professionals working in the field.

Repeatability Yes No **How many times?**

Title V credit status: Degree credit Non-degree credit

Weeks: 18 **Hours per term:** Lect. 54 Lab Arranged Activity **Units** 3

**Calculate ALL courses as if for full 18 week semester.

Open entry/open exit: Yes No **Grade Option:** LG SC P/NP

Materials Fee:

Prerequisite(s) None
Challenge: None

Corequisite(s): None
Challenge: None

Advisory None

AA /AS DEGREE REQUIREMENTS

General Education

- A. Language & Rationality 1. English Composition 2. Oral Communication & Critical Thinking
- B. Natural Science w/ Lab
- C. Arts and Humanities
- D. Social Sciences
- E. Intentionally Left Blank
- F. American Institutions
- G. Health Education
- H. Physical Education Activity
- I. Mathematics Proficiency
- J. Cultural Pluralism
- K. Information Competency
- L. Program Major
- M. Elective Only

Recommend Transfer to a 4-year institution. Yes: Continue with Transfer Information
No: Continue with Course Expectation Information

TRANSFER INFORMATION

Recommend transfer to CSU system as an elective only: TCSU No.

Recommend for Major In:

Recommend for CSU General Education Breadth Requirements

- | | |
|--|--|
| Area A: Communication & Critical Thinking | Area D: Social & Behavioral Sciences |
| <input type="checkbox"/> A1. Oral Communication | <input type="checkbox"/> D1. Anthropology & Archeology |
| <input type="checkbox"/> A2. Written Communication | <input type="checkbox"/> D2. Economics |
| <input type="checkbox"/> A3. Critical Thinking | <input type="checkbox"/> D3. Ethnic Studies |
| | <input type="checkbox"/> D4. Gender Studies |
| Area B: Natural Science | <input type="checkbox"/> D5. Geography |
| <input type="checkbox"/> B1. Physical Science | <input type="checkbox"/> D6. History |
| <input type="checkbox"/> B2. Life Science | <input type="checkbox"/> D7. Inter-discipline & Social/Behavioral Scienc |
| <input type="checkbox"/> B3. Lab Activity | <input type="checkbox"/> D8. Political Science & Government |
| <input type="checkbox"/> B4. Math/Quantitative Reasoning | <input type="checkbox"/> D9. Psychology |
| | <input type="checkbox"/> D10. Sociology & Administration of Justice |

- | | |
|---|--|
| Area C: Arts & Humanities | Area E: Life-Long Understanding & Self-Development |
| <input type="checkbox"/> C1. Applied Arts | <input type="checkbox"/> U. S. History, Constitution & American Ideals |
| <input type="checkbox"/> C2. Humanities | |

Recommend transfer to UC state-wide system

Recommend for Major In:

Recommend transfer to UC Berkeley

Recommend for Major In:

Recommend for UC Letters & Sciences:

Area 1:	<input type="checkbox"/> Essential Skills
Area 2:	<input type="checkbox"/> Course Breadth

Recommend transfer to UC Davis

Recommend for Major In:

Recommend for IGETC

Area 1A:	<input type="checkbox"/> English Composition
Area 1B:	<input type="checkbox"/> Critical Thinking - English Composition
Area 1C:	<input type="checkbox"/> Oral Communication
Area 2:	<input type="checkbox"/> Mathematical Concepts & Quantitative Reasoning
Area 3:	<input type="checkbox"/> Arts & Humanities
Area 4:	<input type="checkbox"/> Social & Behavioral Sciences
Area 5:	<input type="checkbox"/> Physical & Biological Sciences
Area 6:	<input type="checkbox"/> Language other than English (UC only)
Area 7:	<input type="checkbox"/> U.S. History, Constitution & American Ideals
Area 8:	<input type="checkbox"/> Critical Thinking-English Composition Interim Courses (CSU GE Cert List/UC Transfer Core Curriculum)

Request CAN articulation

COURSE EXPECTATIONS INFORMATION

Textbook reading level: 13.1 (attach readability analysis)

Assignments: List estimated average number of hours per week (2 hrs. of work outside of class per unit of lecture)

Weekly reading assignments:	3
Weekly writing assignments:	3
Weekly math problems:	
Weekly lab or software application assignments:	
Other performance assignments:	

Student assessment: Course must require use of critical thinking, college-level concepts & college-level learning skills. It must also require 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. If Degree Credit, at least ONE of the first three items must be included. If Essay is not included, explain.

- | | | | | | | | | | | | | | |
|--|--------------------------------------|----------|--|-----------------------|---|--------------------------------------|--|--|------------------------|---|---------------------------|--|---------------------|
| <table style="border-collapse: collapse;"> <tr><td style="border: 1px solid black; text-align: center; width: 20px;">x</td><td style="padding-left: 5px;">1. Essay</td></tr> <tr><td style="border: 1px solid black; width: 20px;"></td><td style="padding-left: 5px;">2. Computation Skills</td></tr> <tr><td style="border: 1px solid black; text-align: center;">x</td><td style="padding-left: 5px;">3. Non-computational Problem Solving</td></tr> </table> | x | 1. Essay | | 2. Computation Skills | x | 3. Non-computational Problem Solving | <table style="border-collapse: collapse;"> <tr><td style="border: 1px solid black; width: 20px;"></td><td style="padding-left: 5px;">4. Skill Demonstration</td></tr> <tr><td style="border: 1px solid black; text-align: center;">x</td><td style="padding-left: 5px;">5. Objective Examinations</td></tr> <tr><td style="border: 1px solid black; width: 20px;"></td><td style="padding-left: 5px;">6. Other (describe)</td></tr> </table> | | 4. Skill Demonstration | x | 5. Objective Examinations | | 6. Other (describe) |
| x | 1. Essay | | | | | | | | | | | | |
| | 2. Computation Skills | | | | | | | | | | | | |
| x | 3. Non-computational Problem Solving | | | | | | | | | | | | |
| | 4. Skill Demonstration | | | | | | | | | | | | |
| x | 5. Objective Examinations | | | | | | | | | | | | |
| | 6. Other (describe) | | | | | | | | | | | | |

Please attach the following items for new courses:

1. Outline [Follow approved format]
2. Sample syllabus
3. Sample test
4. Sample assignment
5. Course-level SLO
6. Reading Level Analysis Summary (Choose either A or B below)
 - A. A computerized reading analysis.
 - or*
 - B. A reading analysis justification statement that includes the following:
 1. Author name
 2. Title of textbook
 3. Year the book was published
 4. Author's credential and educational background
 5. Universities where the text is currently being used
 6. Statement from publisher verifying the readability as college level.
7. Justification for offering the course
8. Departmental Goals Justification Statement
9. Cultural Pluralism Statement (AA/AS Degree requirement/ CSU/UC transfer courses only)
10. Pre/Co-requisite/Advisory Validation Form, if applicable.
11. Justification and Documentation if deviation from Carnegie Guidelines
12. **PRE/CO-REQUISITE CHALLENGE PROCESS**
13. Data disk containing a copy of the course outline, or by email attachment.

CONTRA COSTA COLLEGE

Course-Level

Student Learning Outcomes with Assessment Methods and Criteria

Department/Course Number: Medic 223

Date: 11/26/12

Course Title: Life Skills for the Healthcare Student

Is this course required for completion of a degree, major(s), or certificate program(s)? Yes No

If yes, which degree/major(s)/certificate program(s)?

Degree: AA AS

Major(s):

Medical Assisting and Office Technician

Certificate of Achievement? Yes No

Certificate of Achievement? Yes No

Certificate of Achievement? Yes No

Certificate(s) of Accomplishment:

Does this course satisfy a GE requirement(s)? Yes No

If yes, which requirement(s)?

- | | | |
|--|---|---|
| <input type="checkbox"/> A. Language & Rationality | <input type="checkbox"/> English Composition | <input type="checkbox"/> Oral Communication & Critical Thinking |
| <input type="checkbox"/> B. Natural Science w/ Lab | <input type="checkbox"/> H. Physical Education Activity | |
| <input type="checkbox"/> C. Arts and Humanities | <input type="checkbox"/> I. Mathematics Proficiency | |
| <input type="checkbox"/> D. Social Sciences | <input type="checkbox"/> J. Computer Literacy | |
| <input type="checkbox"/> F. American Institutions | <input type="checkbox"/> K. Cultural Pluralism | |
| <input type="checkbox"/> G. Health Education | <input type="checkbox"/> L. Information Competency | |

	Intended Outcome	Assessment Method	Assessment Criteria
1.	Students will be able to identify the personal/professional qualities and skills of the successful healthcare student/employee.	Students will answer embedded questions in written quizzes.	At least 75% of the students will answer correctly at least 70% of the relevant questions.
2.	Students will demonstrate the ability to apply techniques for managing life, work and school responsibilities as a healthcare student.	Students will complete a pre-and post-survey.	At least 75% of the students will score at least a "Greater than Average Success" rating on at least 50% of the post-survey questions that had lower ratings on the pre-survey.

Maximum Class Size:

College Vice-President Signature:

Date:

Medic 229

(Signature must be received before the course approval process begins)

For Administrative Purposes Only:

This course can be offered:
Semester/Year

This course should be published in: (Check one and note Fiscal Year/Year)

Summer/Fall Catalog Spring Catalog Addendum
Fiscal Year Year

Credit Credit Degree Applicable (DA) Credit Non-Degree (NDA)
(If Non-Credit desired, contact Dean)
Repeatability 0
 1
 2
 3

Transfer to: CSU UC IGETC Not applicable

Dept. Code/Name: T.O.P. Code: Crossover course 1/2:

ESL Class: Yes No DSPS: Yes No Coop Work Experience: Yes No

Class Code	SAM Code	Remediation Level
<input type="checkbox"/> A Liberal Arts & Sciences	<input type="checkbox"/> A Apprenticeship	<input type="checkbox"/> ES Elementary and Secondary Basic Skills
<input type="checkbox"/> B Developmental Preparatory	<input type="checkbox"/> B Advanced Occupational	<input type="checkbox"/> P Pre-collegiate Basic Skills
<input checked="" type="checkbox"/> C Adult/Secondary Basic Education	<input type="checkbox"/> C Clearly Occupational	<input type="checkbox"/> B Basic Skills
<input type="checkbox"/> D Personal Development/Survival	<input checked="" type="checkbox"/> D Possibly Occupational	<input checked="" type="checkbox"/> NBS Not Basic Skills
<input type="checkbox"/> E For Substantially Handicapped	<input type="checkbox"/> E* Non-Occupational	
<input type="checkbox"/> F Parenting/Family Support	<input type="checkbox"/> F Transfer, Non-Occupational	
<input type="checkbox"/> G Community/Civic Development	<input type="checkbox"/> *Additional criteria needed	
<input type="checkbox"/> H General and Cultural	<input type="checkbox"/> 1 One level below transfer	
<input checked="" type="checkbox"/> I Occupational Educational	<input type="checkbox"/> 2 Two levels below transfer	
	<input type="checkbox"/> 3 Three levels below transfer	
	<input type="checkbox"/> 3+ Four levels below transfer	

SIGNATURES

Faculty originator: Date:

Library Services: Date:

Department Chair: Date:

DIC Chair: Date:

Division Dean: Admin. Info. complete Date:

CIC Chair: Date:

Sr. Dean of Instruction: Date:

Distribution: Instruction Office (original), Articulation Office, Admissions and Records Office, Faculty Originator, Department Chair, and Division Office

Please print this page out as a separate form

Form Revised 10/08

AMJ 11/1/12



Contra Costa College Course Outline

Department & Number	MEDIC 223	Number of Weeks per term	18
Course Title	Life Skills for the Healthcare Student	Lecture Hours per term	54
Prerequisite	None	Lab Hours per term	
Co-requisite	None	*HBA per term	
Prerequisite or concurrently	None	Activity Hours per term	
Challenge Policy	None	Units	3
Advisory	None		

***HOURS BY ARRANGEMENT** Hours per term.

ACTIVITIES: (Please provide a list of the activities students will perform in order to satisfy the HBA requirement):

COURSE DESCRIPTION

This course aids medical assisting and other allied health students in the completion of their educational goals. Discussions include, but are not limited to: self-exploration in the context of personal development and vocational goals in the healthcare field; time, stress, and money management as healthcare students; and the practice of holistic health that will inform the provision of healthcare and patient education as healthcare professionals.

COURSE OBJECTIVE

At the completion of the course the student will be able to:

1. Identify the personal/professional qualities and skills of the successful healthcare student/employee
2. Demonstrate the ability to apply the knowledge and skills that develop potential and enhance success in life, work, and school

COURSE CONTENT (In detail; attach additional information as needed and include percentage breakdown)

31	%	<ol style="list-style-type: none"> 1. Success as a Healthcare Student <ol style="list-style-type: none"> a. Educational/Vocational Goals and Objectives b. Self-Assessments c. Self-Beliefs d. Personal Development and Potential
50	%	<ol style="list-style-type: none"> 2. Skills for the Healthcare Student <ol style="list-style-type: none"> a. Time, Stress, Money Management and Study Skills-managing life, work, and school responsibilities related to the allied health student; work and financial aid/grants related to the healthcare field b. Critical Thinking/Problem Solving- applying techniques to enhance health and wellness as a student and as a healthcare professional c. Effective Communication and Interpersonal Skills-relating skillfully to others as a healthcare student learning to become a healthcare professional
19	%	<ol style="list-style-type: none"> 3. Holistic Health and Wellness-Personal and Professional <ol style="list-style-type: none"> a. Exercise, Sleep, Nutrition b. Focusing, Breathing c. Mental and Emotional Wellness

METHODS OF INSTRUCTION

Lecture, class and group discussions, outside reading assignments, experiential class and home assignments, audio/visual aids

INSTRUCTIONAL MATERIALS

Reader/Syllabus from CCC Bookstore and the following textbook:

Textbook Title:	Reaching Your Potential: Personal and Professional Development
Author:	Throop & Castellucci
Publisher:	Cengage Learning
Edition/Date:	4 th ed, 2011

COURSE EXPECTATIONS (Use applicable expectations)

Outside of Class Weekly Assignments

Hours per week

Weekly Reading Assignments	3
Weekly Writing Assignments	3
Weekly Math Problems	
Lab or Software Application Assignments	
Other Performance Assignments	

STUDENT EVALUATION: (Show percentage breakdown for evaluation instruments)

10	%	Home assignments
10	%	Class Participation
35	%	Exams
45	%	Final Exam/Final Project

GRADING POLICY (Choose LG, CR/NC, or SC)

Letter Grade
 90% - 100% = A
 80% - 89% = B
 70% - 79% = C
 60% - 69% = D
 Below 60% = F

Credit / No Credit
 70% and above = Credit
 Below 70% = No Credit

Student Choice
 90% - 100% = A
 80% - 89% = B
 70% - 79% = C
 60% - 69% = D
 Below 60% = F
 70% and above = Credit
 Below 70% = No Credit

Prepared by:	Julie Shieh-Cook
Date: Semester/Year	Fall 2012

Revised 11/02

SYLLABUS

Medic 223 – Life Skills for the Healthcare Student Letter grade, 3 units, 9:40-12:30 pm; Wed, Room AA145

Instructor: Julie Shieh-Cook
Office Location: LA16
Office Hours: Mon, online at jshieh@contracosta.edu (9am-10am),
Wed (12:30-1:30pm), Thurs (12-1:30pm), Fri (12:30-2:00pm)
Phone: (510) 235-7800, ext. 4415
Email address: jshieh@contracosta.edu

Pre/Co-requisites: None

Course Description:

This course aids medical assisting and other allied health students in the completion of their educational goals. Discussions include, but are not limited to: self-exploration in the context of personal development and vocational goals in the healthcare field; time, stress, and money management as healthcare students; and the practice of holistic health that will inform the provision of healthcare and patient education as professionals working in the field.

Student Learning Outcomes (SLOs):

By the end of this course, students will be able to:

1. Students will be able to identify the personal/ professional qualities and skills of the successful healthcare student/employee.
2. Students will demonstrate the ability to apply techniques for managing life, work and school responsibilities as a healthcare student.

Objectives:

1. Identify the personal/professional qualities and skills of the successful healthcare student/employee
2. Demonstrate the ability to apply the knowledge and skills that develop potential and enhance success in life, work, and school

Required Text: Purchased at CCC bookstore or online

Text: Reaching Your Potential: Personal and Professional Development, 4th ed.

Author: Castelluci, Throop

Publisher: Wadsworth Cengage Learning, 2011

Syllabus/Reader from bookstore

Important Dates:

Last Date to Add: 08/30/12
First Date to Drop: 08/17/12
Last Date to Drop with no 'W': 08/31/12
Last Date to Drop with 'W': 11/16/12
Last Date to Drop with Refund: 08/30/12
Census Date: 09/04/12
Last Date to Request P/NP: 09/14/12

Class/College Policies -Exams, Assignments, Attendance and Make-ups:

The quizzes and examinations will be essay, short answer, or multiple choice and will be developed from the text, handouts, lectures and class discussion. No late homework or make-up exams will be given, except for emergencies with documentation. If documentation for an absence is provided, **and prior** arrangements have been made with the instructor, late homework and make-up exams will be accepted, but can be docked a certain number of points (at the discretion of the instructor). Late work and make-up exams must be completed and submitted within the week it was due. **Prior to an impending absence, please contact me by email (jshieh@contracosta.edu) or phone (510.235.7800, x4415) to set up an appointment to make up an exam or turn in late homework.**

Because regular attendance is important for successful completion of the class, students are expected to attend all classes. After 6 semester hours have been missed, the student can be dropped from the class.

Grading Policy:

Each student's grade will be determined by the following ratings:

1. Assignments (10%)
2. Class Participation (10%)
2. Exams (35%)
3. Final Exam/Final Project (45%)

Scale:	A	100-90
	B	89-80
	C	79-70
	D	69-60
	F	59 and below
	I	Incomplete (given when part of the course is not completed due to extreme circumstances. Must be made up within the next full semester the course is offered.)

Academic Honesty Policy:

Students are expected to perform honestly and ethically in completing homework and class assignments. Behaviors that are dishonest and unethical include plagiarism, cheating, fabrication, aiding and abetting dishonesty, and forgery, alteration, or misuse. The entire Academic Dishonesty Policy can be found in the Contra Costa College Catalog and on the Contra Costa College Web site at www.contracosta.edu.

Student Code of Conduct:

The Student Code of Conduct is guided by the California Education Code. The Contra Costa Community College District upholds expectations regarding student standards of behavior, both academic and non-academic, which may result in disciplinary actions. A copy of the Student Code of Conduct can be found in the Contra Costa College Catalog, the Dean of Students Office, and the Contra Costa College Web site at www.contracosta.edu.

DSPS Statement (approved by the ASC 11/19/01):

The Rehabilitation Act of 1973, Section 504, requires Contra Costa College to make all programs accessible to qualified individuals with learning, physical, or psychological disabilities. Students who would like to receive accommodations for their learning, physical, or psychological disabilities should contact the Disabled Students Programs & Services (DSPS) office (SSC-109) and schedule an appointment. (510) 235-7800 ext. 7220.

College Resources:**Counseling:**

<http://www.contracosta.edu/student-services/counseling/Shared%20Documents/default.aspx>;

Library: <http://www.contracosta.edu/lor/library/Shared%20Documents/default.aspx>;

Tutoring in the College Skills Center (CSC):

<http://www.contracosta.edu/lor/onlinetutor/Shared%20Documents/default.aspx>;

Advocate Online: www.accentadvocate.com;

Speech lab in AA 113C (*contact Sherry Diestler*)

Tentative Class Schedule: (Schedule may be modified according to class progress)

Date	Content	Homework
8/13	Introductions, Syllabus Developing Full Potential	Read Ch. -- & Reader pp. -- Complete Homework pp. --
8/20	Discuss homework Wholeness, Self-Assessment	Read Ch. -- & Reader pp. -- Complete Homework pp. --
8/27	Discuss homework Goals, Objectives	Read Ch. -- & Reader pp. -- Complete Homework pp. -- Study for Exam
9/3	Discuss homework Exam 1 Stress Management	Read Ch. -- & Reader pp. -- Complete Homework pp. --
9/10	Discuss homework Money Management	Read Ch. -- & Reader pp. -- Complete Homework pp. --
9/17	Discuss homework Time Management	Read Ch. -- & Reader pp. -- Complete Homework pp. --
9/24	XXXXXXXXXXXXXXXXXX	NATIVE AMERICAN DAY
10/1	Discuss homework The Power of Self-Belief	Read Ch. -- & Reader pp. -- Complete Homework pp. -- Study for Exam
10/8	Discuss homework Exam 2 Study Skills	Read Ch. -- & Reader pp. -- Complete Homework pp. --

10/15	Discuss homework Centering, Breathing	Read Ch. -- & Reader pp. -- Complete Homework pp. --
10/22	Discuss homework Exercise, Sleep and Nutrition	Read Ch. -- & Reader pp. -- Complete Homework pp. --
10/29	Discuss homework Critical Thinking Skills/Creative Visualization	Read Ch. -- & Reader pp. -- Complete Homework pp. -- Study for Exam
11/5	Discuss homework Exam 3 Expressive Arts/Symbols/Soul Food	Read Ch. -- & Reader pp. -- Complete Homework pp. --
11/12	Discuss homework Vocation	Read Ch. -- & Reader pp. -- Complete Homework pp. --
11/19	Discuss homework Problem Solving Technique	Read Ch. -- & Reader pp. -- Complete Homework pp. -- Start Final Project
11/26	XXXXXXXXXXXXXXXXXX	THANKSGIVING HOLIDAY
12/3	Discuss homework Effective Communication	Read Ch. -- & Reader pp. -- Complete Homework pp. -- Study for Exam
12/10	Discuss homework Exam 4 Interpersonal Skills	Read Ch. -- & Reader pp. -- Complete Homework pp. -- Complete Final Project/ Study for Final Exam
12/13	Final Project Presentations/Final Exam	Winter Break!

Name: _____ Class: _____ Date: _____

ID: A

Medic 223

True/False

Indicate whether the statement is true or false.

- _____ 1. Unpredictable events are more stressful than predictable events.
- _____ 2. Stress can have positive effects.
- _____ 3. The body's physical "fight or flight" response to stress is appropriate for the everyday stresses of modern life.
- _____ 4. Fear of change can help protect you from stress.
- _____ 5. Although there are several ways to deal with stress, it is usually most effective to choose one approach for managing stress and stick to that.

Completion

Complete each statement.

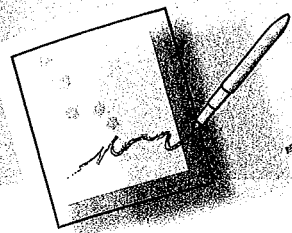
- 6. Stress is the psychological and physical reaction that results when a person has trouble _____ with a situation, event, or change.
- 7. Anxiety, depression, anger, and frustration are all _____ signs of stress.
- 8. _____ is the ability to respond to stress with a positive attitude.
- 9. Stress has both psychological and _____ effects.
- 10. The most direct way to relieve stress is to eliminate its _____.

Multiple Choice

Identify the choice that best completes the statement or answers the question.

- _____ 11. Behavioral signs of stress include:
 - a. anxiety
 - b. pacing and fidgeting
 - c. nausea
 - d. confusion
- _____ 12. A good basic way to deal with stress is to:
 - a. ask friends and family for help
 - b. acknowledge that friends and family have a claim on your time
 - c. relieve the symptoms of stress
 - d. all of these choices

- _____ 13. Which of the following is *not* a good way to reduce stress?
- a. say no to demands on your time when necessary
 - b. make sure you are not interrupted
 - c. change how you think about stressful situations
 - d. none of these choices
- _____ 14. One way to relieve the symptoms of stress is to:
- a. eat faster
 - b. exercise less
 - c. cut out caffeine
 - d. all of these choices
- _____ 15. Which of the following is likely to cause stress for most people?
- a. losing a job
 - b. noisy neighbors
 - c. a natural disaster
 - d. all of these choices
- _____ 16. Which of the following is *least* likely to cause stress?
- a. an unpredictable event
 - b. an uncontrollable event
 - c. an uncertain event
 - d. a one-time event
- _____ 17. The physical responses to stress begin:
- a. after a stressful event is over
 - b. while we are assessing a stressful situation
 - c. once we decide how to respond to a stressful situation
 - d. after the "fight or flight" response has peaked
- _____ 18. Emotional signs of stress include:
- a. muscle tension
 - b. indecisiveness
 - c. depression
 - d. nail biting
- _____ 19. Which of the following increases vulnerability to stress?
- a. poor time management skills
 - b. a good social network
 - c. a positive attitude toward change
 - d. none of these choices
- _____ 20. Which personality type is *least* vulnerable to stress?
- a. risk avoider
 - b. risk taker
 - c. helpless
 - d. controlling



Journal

Answer the following journal questions.

1. Now that you understand your own learning style preferences, what will you do to change the way you study and learn?

2. Describe your ideal study location.

3. If you suffer from anxiety before tests, what can you do to reduce this? How can you improve your approach to taking tests?

4. What do you use the library for? If you don't regularly use the library now, what uses might it have for you in the future?

Textbook Reading Level for Medic 223: Life Skills for the Healthcare Student

Text: Reaching Your Potential: Personal and Professional Development, 4th ed.

Author: Castelluci, Throop

Publisher: Wadsworth Cengage Learning, 2011

When people have serious symptoms of stress that impair their ability to carry out the normal tasks of daily life, they may be suffering from a psychological disorder. They may have posttraumatic stress syndrome (common among war veterans and victims of disasters of violent crime) or clinical levels of anxiety or depression. Stress that interferes with daily life calls for seeing professional help.

Flesch-Kincaid Grade Level: 13.1

**JUSTIFICATION FOR OFFERING
MEDIC 223: Life Skills for the Healthcare Student**

This course will be a required course in the Medical Assisting program leading to the Medical Assisting and Office Technician AS degree and/or Certificate of Achievement. It offers students the knowledge and skills used for developing their potential for success in life, work, and as a student. This course aids the student in the completion of their educational goals as a healthcare student.

**DEPARTMENTAL GOALS JUSTIFICATION STATEMENT FOR
MEDIC 223: Life Skills for the Healthcare Student**

This course fulfills an essential component of the Health and Human Services departmental goals because by advancing the student's knowledge and skills necessary for successful completion of their educational goals as a healthcare student, the student's opportunities for obtaining employment and staying employed, as a successful medical assistant (or healthcare professional), are increased.