

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: Tyronne Johnson

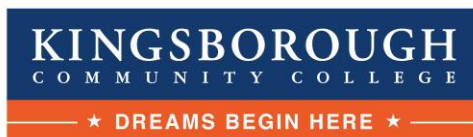
If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: Tyronne Johnson



New Course Proposal Form*

*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate “**NONE**” where applicable.

*For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	Allied Health Mental Health and Human Services
Course Designation/Prefix:	ST
*Course Number:	990
Course Title:	Integrated Healthcare Sciences and Medical Terminology
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	This comprehensive course aims to provide students with a strong foundation in healthcare sciences, microbiology, medical terminology, pathophysiology, wound healing, medical math, sterile processing decontamination, and surgical-medical equipment terminology. Through a combination of lectures, practical exercises, and hands-on learning, students will gain a deep understanding of the principles and practices essential in the healthcare field.
Prerequisite(s):	NONE
Corequisite(s):	BIO 1100 and ENG 1200
Pre-/Co-requisite(s):	NONE
Open ONLY to Select students (Specify Population):	Students applying to the Surgical Technology program
Frequency course is to be offered (Select All that Apply)	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer
Suggested Class Limit:	35
Indicate if a special space, such as a lab, and/or special equipment will be required:	N/A

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours*
 -*Hours are based on hours per week in a typical 12-week semester (Please check **ONE** box based on credits):

1-credit:	<input type="checkbox"/> 1 hour lecture
	<input type="checkbox"/> 2 hours lab/field/gym

2-credits:	<input type="checkbox"/> 2 hours lecture
	<input type="checkbox"/> 1 hour lecture, 2 hours lab/field
	<input type="checkbox"/> 4 hours lab/field

3-credits:	<input checked="" type="checkbox"/> 3 hours lecture
	<input type="checkbox"/> 2 hours lecture, 2 hours lab/field
	<input type="checkbox"/> 1 hour lecture, 4 hours lab/field
	<input type="checkbox"/> 6 hours lab/field

4-credits:	<input type="checkbox"/> 4 hours lecture
	<input type="checkbox"/> 3 hours lecture, 2 hours lab/field
	<input type="checkbox"/> 2 hours lecture, 4 hours lab/field
	<input type="checkbox"/> 1 hour lecture, 6 hours lab/field
	<input type="checkbox"/> 8 hours lab/field

More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below)
	____ Lecture ____ Lab
Explanation: _____	

3. **Where** does this course fit? Select from the following:

<input checked="" type="checkbox"/> Degree Program(s)/Certificate(s)*	List Degree Program(s)/Certificate(s): 1. Surgical Technology AAS Degree program 2.
<input type="checkbox"/> General Education/Pathways	Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D)

	<input type="checkbox"/> Scientific World (Group E)
<input type="checkbox"/> 82XX Pilot/Experimental Course	<p>If proposed as a “real” course, where will this course fit? Select from the following:</p> <p>List Degree Program(s)/Certificate(s):</p> <ol style="list-style-type: none"> 1. 2. <p>Select ONE of the following:</p> <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)

***If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for ALL Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)
30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)
20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:

- [Please refer to NYSED Guidelines for courses that are considered Liberal Arts \(General Education\).](#)
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a “**real**” course.

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating BOTH “New Course” and “Pathways”
2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measurable/demonstrable, containing “**action verbs**” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes
1. Understand the fundamental principles of healthcare sciences and their application in clinical settings.
2. Comprehend the structure, function, and classification of microorganisms and their significance in healthcare.
3. Master medical terminology to effectively communicate in a healthcare environment.
4. Analyze pathophysiological processes and their impact on various diseases and conditions.
5. Grasp the concepts of wound healing and management in different clinical scenarios.
6. Apply mathematical principles in medication dosages, medical measurements, and healthcare calculations.
7. Gain proficiency in the sterile processing and decontamination of medical equipment.
8. Familiarize themselves with surgical-medical equipment terminology and their usage.

5. **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage

breakdown for grading. **REMINDER** - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for **any** qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
1. Understand the fundamental principles of healthcare sciences and their application in clinical settings.	15%, 80%, 5%	Discussion, written assignments (15%), examinations (80%), and Reflective Essay (5%).
2. Comprehend the structure, function, and classification of microorganisms and their significance in healthcare.	15%, 80%	Discussion, written assignments, group think projects (15%), and examinations (80%).
3. Master medical terminology to effectively communicate in a healthcare environment.	15%, 80%	Discussion, written assignments (15%), and examinations (80%).
4. Analyze pathophysiological processes and their impact on various diseases and conditions.	15%, 80%	Discussion, written assignments, group think projects (15%), and examinations (80%).
5. Grasp the concepts of wound healing and management in different clinical scenarios.	15%, 80%	Discussion, written assignments (15%), and examinations (80%).
6. Apply mathematical principles in medication dosages, medical measurements, and healthcare calculations.	15%, 80%	Written assignments (15%) and examinations (80%).
7. Gain proficiency in the sterile processing and decontamination of medical equipment.	15%, 5%, 80%	Discussion, written assignments, group think projects (15%), Reflective Essays (5%) and examinations (80%).
8. Familiarize themselves with surgical-medical equipment terminology and their usage.	15%, 80%	Discussion, written assignments, group think projects (15%), and examinations (80%).

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

Students who are applying to the Surgical Technology program.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course’s role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

This course will serve as a Gateway course for program admission allowing for more faculty engagement with Surgical Technology applicants. In addition, the course incorporates some content for sterile processing in line with the Accreditation Council on Surgical Technology and Surgical Assisting (ARC/STSA) Core Curriculum for Surgical Technology (CCST), 7th edition requirements, allowing students who have the credential to receive Credit for Prior Learning (CPL) for the course.

8. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current [Articulation Agreements](#).

The A.A.S. Degree in Surgical Technology is a terminal degree so there is no expectation for the course to transfer to a 4-year institution.

9. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

Does not conflict with any course within or outside the Department.

10. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

Recommended:

Central Service Manual (Boxed Course), IAHCMM, (2016)
9th Edition ISBN-13: 978-1-4951-8904-3

Evolve Resources for Understanding Pathophysiology, 7th Edition (2020) ISBN - 9780323675239

Evolve Resources for Pharmacology for the Surgical Technologist, (2021) 5th Edition ISBN - 9780323661256

11. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

12. Selected Bibliography and Source materials:

Central Service Manual (Boxed Course), IAHCMM, (2016) 9th Edition ISBN-13: 978-1-4951-8904-3

Evolve Resources for Understanding Pathophysiology, 7th Edition (2020) ISBN - 9780323675239

Evolve Resources for Pharmacology for the Surgical Technologist, (2021) 5th Edition ISBN - 9780323661256

KINGSBOROUGH COMMUNITY COLLEGE

The City University of New York

Department of Allied Health, Mental Health and Human Services

ST 990 - Integrated Healthcare Sciences and Medical Terminology

Course Syllabus: Fall 2024

Prerequisites: N/A

Co-requisites: BIO 1100 & ENG 1200

In-person class time: Monday / Wednesday 8-9:30 M394

Credit Hours: 3

Contact Hours: 3 hours

Professor Tyronne Johnson, EMBA-HCA, CST, CRCST, CHL

C206D (718) 368-6918 | tyronne.johnson@kbcc.cuny.edu

Office hours – Monday 12:00pm-2:00pm or by appointment

Instructor: Professor Tyronne Johnson, EMBA-HCA, CST, CRCST, CHL

C206D (718) 368-6918 | tyronne.johnson@kbcc.cuny.edu

Office hours – Monday 12:00pm-2:00pm or by appointment

For computer assistance, contact the student Helpdesk by phone at (718) 368-6679 or email at: helpdesk@students.kbcc.cuny.edu

CATALOGUE DESCRIPTION

This comprehensive course aims to provide students with a strong foundation in healthcare sciences, microbiology, medical terminology, pathophysiology, wound healing, medical math, sterile processing decontamination, and surgical-medical equipment terminology. Through a combination of lectures, practical exercises, and hands-on learning, students will gain a deep understanding of the principles and practices essential in the healthcare field.

Course Learning Objectives	Evidence / Assessment Measures
If you stick with me, by the end of this course, I promise that you will be able to:	You will be able to demonstrate that you have achieved this outcome by:
1. Understand the fundamental principles of healthcare sciences and their application in clinical settings.	-Discussion, written assignments, case scenarios, lectures (recorded and live) and examinations, Reflective essay.
2. Comprehend the structure, function, and classification of microorganisms and their significance in healthcare.	-Discussion, written assignments, group think projects, lectures (recorded and live) and examinations.
3. Master medical terminology to effectively communicate in a healthcare environment.	-Discussion, written assignments, lectures (recorded and live) and examinations.
4. Analyze pathophysiological processes and their impact on various diseases and conditions.	-Discussion, written assignments, group think projects, lectures (recorded and live) and examinations.
5. Grasp the concepts of wound healing and management in different clinical scenarios.	-Discussion, written assignments, group think projects, lectures (recorded and live) and examinations.
6. Apply mathematical principles in medication dosages, medical measurements, and healthcare calculations.	- Written assignments, lectures (recorded and live) and examinations.

7. Gain proficiency in the sterile processing and decontamination of medical equipment.	-Discussion, reflective written assignments, group think projects, lectures (recorded and live), case scenarios, and examinations.
8. Familiarize themselves with surgical-medical equipment terminology and their usage.	-Discussion, written assignments, group think projects, lectures (recorded and live) and examinations.

Teaching Strategies

In-Person Lectures and Guided Discussions
 Diagnostic exams with CST & CRCST exam questions
 Use of the Slack App

Blackboard exercises including HW assignments
 Demonstration/Return demonstration
 Professional Development exercise w/ Sterile Processing & Surgical Interventions

Mid-semester exam

Recommended Textbooks

- Central Service Manual (Boxed Course), IAHCMM, (2016) 9th Edition ISBN-13: 978-1-4951-8904-3
- Evolve Resources for Understanding Pathophysiology, 7th Edition (2020) ISBN – 9780323675239
- Evolve Resources for Pharmacology for the Surgical Technologist, (2021) 5th Edition ISBN - 9780323661256

Grades will be calculated according to college and departmental policy as follows:

Grade	Numeric Equivalencies	Definition
A+	97 – 100	Excellent
A	93 - 96	
A-	90 – 92	
B+	87-89	Good
B	83-86	
B-	80-82	
C+	78-79	Satisfactory
C	75-77	
C- D+ D F	70-74 67-69 60-66 0-59	Unsatisfactory
INC	Doing passing work, but missing an assignment or an examination; changes to a "FIN" if work is not made up by the 10th week of the next 12-week session	
FIN	Failure as a result of an Incomplete	
W	Withdrew officially w/o penalty	
WN	Withdrawn/never attended; a non-punitive grade; counts as a failure	
WU	Withdrew unofficially; counts as failure	

Grades will be determined as described below:

(2) Exams	20%	<i>traditionally 25-50 questions</i>
Mid semester exam	30%	<i>traditionally 50 questions</i>
Assignments/Group work	15%	<i>homework assignments, discussion boards and group think projects.</i>
Reflective Essay	5%	1-page assignment
Final exam	30%	100 multiple choice questions

Department of Allied Health, Mental Health, and Human Services Policy

The Department of Allied Health, Mental Health and Human Services adheres to the Policies and Procedures on

Academic Integrity as set forth by CUNY. See the Surgical Technology Student Handbook for all current policies: <https://pdf.browsealoud.com/PDFViewer/Desktop/viewer.aspx?file=https://pdf.browsealoud.com/StreamingProxy.ashx?url=https://www.kbcc.cuny.edu/academicdepartments/alliedhealth/surgicaltech/documents/SurgTechHANDBOOK2021-2022.pdf&opts=www.kbcc.cuny.edu#langidsrc=en-us&locale=en-us&dom=www.kbcc.cuny.edu>

You can also find additional information in the KCC Catalog and website. Students are expected to take all tests when scheduled. Students who do not take a test during the allotted time period must consult with the instructor to reschedule the exam. Those students will be given an alternate makeup test. All makeup tests will be given at the end of the semester or at a mutually agreeable time between the student and the instructor. **Students who fail to take the scheduled exams or make up for the exam before the end of the semester will receive a grade of zero for that test.** Written assignments are to be submitted via Blackboard as a word document or Portable Document File (PDF) and must be received by 8:00 AM on the due date, prior to the start of class. All other submissions will be assessed 5 points per date that it is late. A late assignment will meet the requirements of the course but will not receive full credit. **If written assignments are not submitted by the end of the course, the student will receive a grade of "0" for each incomplete assignment.** If you are submitting a Word document in an alternate format and I am unable to open it, it is marked as incomplete. If you are submitting it as a Google doc, you must grant me permission to view the document. It is your responsibility to submit your assignments on time. As your instructor, I will not chase or hound you if they are not submitted. I do not accept screen shots of handwritten assignments, so please plan to complete the work in a word doc and submit it in a timely manner. If you have an internet connectivity issue or have limited capabilities to send assignments to me, please come and speak to me. I would be happy to print it in my office if you speak to me in a timely manner.

A private conference (see office hours) with the instructor is required at the mid-semester point to discuss your progress and we will also allot time to make sure you are on course to graduate. Students may arrange a conference/appointment by emailing me to schedule a mutually agreeable time. I use the Starfish App to alert your advisors of your progress. Please do not look at this as a punishment. We are all here to help you and figure out the best plan of action for your success.

Attendance

Attendance of lectures is very important for this course. Arriving when class starts so our dialogue can start is essential for us to absorb all of the course information in accordance with our week-to-week schedule. If you cannot attend class, I would appreciate it if you let me know in advance. In a hospital setting, a "no-call, no-show" is grounds for dismissal, but there are certain circumstances that may prevent you from alerting me of an untimely absence, so I will take that into consideration. A student is deemed excessively absent when he or she has been absent 15% of the number of contact hours a class meets during a semester. When a student is excessively absent, a grade of "W" or "WU" will be assigned as described in the college catalog. According to the mathematics of this policy, a student that is absent for more than 6 hours (3 lectures) will receive a grade of WU. Late arrival to class is very disruptive, so allow time for parking or public transportation issues. Sometimes we have no control of rare, external circumstances, and I can relate to commuting issues, but for chronic lateness, your instructor may have private discussion with you to come up with a plan to prevent future disruptions.

Attendance and participation are highly important in this collaborative classroom. If you must be absent because of an emergency or illness, please make every effort to speak with me about it beforehand, if possible, or after the next class. A doctor's note or other form of official documentation is not necessary, but your communication with me is of great importance. While I may excuse you from class, you are not excused from submitting work on time. Please consult the week-to-week schedule for official due dates.

PROFESSIONALISM

The concept of professionalism in health care is motivated by the primary goal of providing quality service to a patient, client, or member of the community that is a health care consumer. It is also a concept that involves a commitment to the development and maintenance of a level of knowledge, which enables the provider to utilize standards of care in the daily delivery of health care. The program's faculty members are dedicated to providing

students with the knowledge and background necessary to develop a sense of professionalism, which will extend into their career.

POINT OF VIEW

The readings, class lecture, and my comments in class may suggest a point of view that you disagree with. It is my intent to present these ideas without any bias. I am not here to oppose you or force you to follow a certain narrative. I am supporting you to foster your own, honest, and well-informed opinions. I encourage you to disagree with the ideas in the readings and lectures as well as the perspectives of your colleagues in the course. Please express yourself. A significant part of a college education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are presented in class for discussion.

EQUITY, CIVILITY, RESPECT for DIVERSITY and INCLUSION

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions will be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. Active, thoughtful, and respectful participation in all aspects of the course will make our time together as productive and engaging as possible.

Respect for the opinions of others is very important in an academic environment. It is likely you may not agree with every topic that is discussed in the classroom. Courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability is not acceptable. Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbances in all aspects of human relations. Incivility will not be tolerated and should be reported immediately to the instructor or director.

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, LGBTQAI+, religion, ability, etc.) To help accomplish this, if you have a name and/or set of pronouns that differ from those that are traditionally used, please let me know. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary, to address your concerns). I, like many people, am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. You are not alone and I will be by your side throughout the entire semester if you need me. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Religious/Cultural Observance

Persons who have religious or cultural observances that coincide with this class should let me know in writing by e-mail one week in advance of your respective observance. I strongly encourage you to honor your cultural and religious holidays. You may be excused from the class, but you are not excused from the work. All assignments must be submitted on time. If an assignment due date directly conflicts with a holiday or religious observance, then you should plan on submitting it a day earlier since you have the assignment days in advance.

Policies and Procedures

The Department of Allied Health adheres to the Policies and Procedures on Academic Integrity as set forth by CUNY. See the [\(Allied Health Mental Health\)](#) student handbook, **If you keep this document electronic, you can add a hyperlink to your handbook here** the KCC Catalog and website for further details.

Reading and Lecture Notes (call it what you want, but make sure that it is understood and well-defined)

ASSIGNMENTS and RESPONSIBILITIES

For example:

For each week, we will have XXXXXXXX and critical thinking skills applied to each subject. Each week, I will provide: Open ended questions on Monday and I will post the textbook definitions and answers to help you to recall some basic information at the end of the week. This will be useful for review and can provide an opportunity for discussion when we meet.

Charts on common terminology with definitions

Documents on basic anatomy and then more advanced documents to promote critical thinking

Video links, and scholarly articles on these specific subjects.

STUDENT SUPPORT SERVICES

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, such as the assignments, in-class activities, or the way we teach may be modified to facilitate your participation and progress. As soon as you make us aware of your needs, we can work with you and the Office of Access-Ability Services, will help determine appropriate accommodations. We will treat any information about your disability with the utmost discretion. Students who need support services during their time at Kingsborough Community College should make an appointment with the **Access-Ability Office** in Room D205 at 368-5175.

Counseling Services

Room D-102

All Kingsborough students are eligible to receive free and confidential personal counseling through the Counseling Services Center, where they will find a staff of trained and caring mental health practitioners who are committed to providing high-quality services, in a safe, supportive, and judgment-free environment, while always respecting students as individuals and as members of a diverse school community.

Kingsborough Learning Center (KLC)

Formerly known as the Center for Academic Writing Success (CAWS), The KLC serves as a resource for all students requiring assistance with a writing assignment. The primary goal is to help students develop their own academic skills in essay writing, rethinking and revising papers, or identifying and correcting their own mistakes in writing. The Center offers a variety of free services such as walk-in tutoring, one-on-one tutoring contracted with an individual tutor for an entire semester, and group tutoring.

CHEATING AND PLAGIARISM

The faculty and administration of Kingsborough Community College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Kingsborough Community College procedure for implementing that policy can be found at this site:

http://www.kingsborough.edu/faculty_staff/Documents/Academic_Integrity_Policy.pdf

The policy is to give a failing grade to any assignment that has been plagiarized and possibly an F for the course. In addition, I am required by College policy to submit a report of suspected academic dishonesty to the Office of the Dean of Students. This report becomes part of your permanent file. Please don't put us both through this disparaging and critical process.

NETIQUETTE

Be mindful that electronic communication does not convey facial expression or tone of voice. It is important to consider what is written could be misinterpreted.

Typing messages all in caps is regarded by most internet users as shouting; so, unless you mean to yell at someone, type your message in standard format.

It is appropriate to share your point of view as well as indicate disagreements with another's posts, however, it is not okay to make negative personal statements about another's posts.

If you send an email from a personal email account, sign the message. Often the names of personal email accounts are different from a person's given name. Use the KCC email whenever possible.

For online classes with live videoconferencing it is important to be mindful of your immediate surroundings including sounds and visible backgrounds that are aggressive, insulting, or provocative. You should not be walking, running errands or working while in a synchronous class or meeting. Your surroundings say a lot about you, so it's essential to make sure that you say the right things for your audience. Before you log on to your meeting, make sure you have chosen a clean backdrop in your space that doesn't distract viewers from your communication. If you don't feel like your workspace has a desirable backdrop, you can always try out a blurred or virtual background feature, which allows you to display an image as your background during a meeting. Do not discount the importance of good lighting and camera angles when you are present and do not set the scene for distractions. Please keep yourself muted when not speaking.

You can **add or delete** any columns you wish, but there needs to be a well-defined plan of action for each week of the course with weekly objectives, applicable reading assignments, and applicable timelines for (scaffolded papers, projects, presentations, etc) If you do not wish to include all religious holidays you can delete them.

12 week semester	Topic and Objectives of the week	Assignments, Exams and due dates If this is a CIVIC ENGAGEMENT COURSE, then you have to share the timeline for scaffolded assignments or due dates of reflective essays.	Announcements / Important Dates / Holidays
9/9-9/16	Introduction to Healthcare Sciences: Overview of healthcare disciplines, roles of healthcare professionals, and the importance of interdisciplinary collaboration.		Fri. Sep. 9 Start of Fall Session A Classes begin 9/11 NEVER FORGET Patriot Day Thurs. Sep. 15 LAST DAY to add/drop courses Fri. Sep. 16 Verification of Enrollment Rosters Available 9/17 - Arbaeen
9/19-9/23	Microbiology Basics: Study of microorganisms, their characteristics, classification, and significance in healthcare-associated infections.		Sun. Sep. 25 Verification of Enrollment Rosters Due Mon Sep.26- WN grades assigned to students that have not attended class.
9/26-9/30	Medical Terminology: Prefixes, suffixes, word roots, and combining forms. Building and interpreting medical terms related to body systems and medical procedures.		9/25-9/27 Rosh Hashanah Mon & Tues.Sep. 26-27 No classes scheduled 9/26 -Navaratri Period opens to file applications for January 2023 Degrees
10/3-10/7	Pathophysiology Fundamentals: Understanding the physiological basis of diseases and disorders, exploring common pathophysiological processes.		10/4 – Yom Kippur Tues.-Wed. Oct. 4-5 No classes scheduled 10/5 – Dussehra 10/8 – Mawlid
10/10-10/14	Wound Healing and Management: Phases of wound healing, factors affecting wound recovery, and wound care techniques.		Mon. Oct. 10 Columbus Day College Closed 10/9 to 10/16 – Sukkot

10/17-10/21	Medical Math: Dosage calculations, medication administration, IV flow rates, and metric conversions.		Mon 10/17 Boss's Day
10/24-10/28	Sterile Processing Decontamination: Principles of infection control, decontamination techniques, and equipment sterilization methods.		10/24 – Diwali
10/31-11/4	Surgical-Medical Equipment Terminology: Identification and utilization of various surgical and medical instruments and equipment.		11/1 – All Saints Day / Día de los Muertos
11/7-11/11	Integrating Concepts: Application of medical terminology, pathophysiology, and microbiology in clinical scenarios.		11/6 – Daylight Saving (fall back) 11/11 Veteran's Day
11/14-11/18	Practical Exercises: Hands-on practice in sterile processing, wound care, and medical equipment usage.		Sat. Nov. 19 Last Day for changing of "INC" for Spring 2022 and/or Summer 2022 classes. "INC" grades for Spring 2022 and/or Summer 2022 classes will be changed to "FIN" grades
11/21-11/25	Review and Assessment: Comprehensive review of all course topics and a final assessment.		11/18* to 12/26 – Hanukkah Mon. Nov. 21 Last Day to file application for January 2023 Degrees Thurs-Sun. Nov. 24-27 THANKSGIVING- College Closed
11/28-12/2	Recapitulation of key concepts, career opportunities in the healthcare field, and future prospects		Fri Dec. 2 Last Day of Friday classes
12/5-12/9			Fri. Dec. 9 Day and Evening Classes follow Tuesday Schedule
12/12-12/20	Monday 12/12 – last day of class Finals 12/14-12/20		Mon. Dec. 12 Last Day of Day and Evening Classes Last Day to withdraw online to receive a grade of "W"
12/23 – final grades are posted 12/25 – Merry Christmas			