



## **RCGC CORE COMPETENCIES**

This comprehensive list reflects the *core* competencies that are essential for all RCGC graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

<b>1</b>	<b>Written and Oral Communication</b> Students will communicate effectively in both speech and writing.
<b>2</b>	<b>Quantitative Knowledge and Skills</b> Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
<b>3</b>	<b>Scientific Knowledge and Reasoning</b> Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
<b>4</b>	<b>Technological Competency</b> Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
<b>5</b>	<b>Society and Human Behavior</b> Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
<b>6</b>	<b>Humanistic Perspective</b> Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
<b>7</b>	<b>Historical Perspective</b> Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
<b>8</b>	<b>Global and Cultural Awareness</b> Students will understand the importance of a global perspective and culturally diverse peoples.
<b>9</b>	<b>Ethical Reasoning and Action</b> Students will understand ethical issues and situations.
<b>10</b>	<b>Information Literacy</b> Students will address an information need by locating, evaluating, and effectively using information

## **ALH 105 CORE COMPETENCIES**

This course focuses on two of RCGC's Core Competencies:

### **Society and Human Behavior**

Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

### **Teamwork**

Students will work collaboratively with others to solve problems efficiently and effectively.

**STUDENT LEARNING OUTCOMES**

<b>ALH 105 students will:</b>	<b>RCGC's Core Competencies Addressed</b>	<b>Evaluation / Assessment</b>
Demonstrate a systematic approach to obtaining health history data.		<a href="#">Lab Exercises</a> <a href="#">Focused Physical Exam</a>
Demonstrate a systematic focused physical exam utilizing inspection, auscultation, palpation, and percussion.		<a href="#">Lab Exercises</a> <a href="#">Focused Physical Exam</a>
Apply developmental factors to consider when performing a health history and exam.	<b>Society and Human Behavior</b> Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.	<a href="#">Exam Questions</a> <a href="#">Team Health Assessment Project</a>
Implement interventions to optimize the environment during a health history and physical exam.	<b>Teamwork</b> Students will work collaboratively with others to solve problems efficiently and effectively.	<a href="#">Team Health Assessment Project</a> <a href="#">Focused Physical Exam</a>
Identify measures to provide culturally competent care.	<b>Society and Human Behavior</b> Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.	<a href="#">Team Health Assessment Project</a> <a href="#">Exam Questions</a>

## **EVALUATION AND ASSESSMENT**

**Class Participation– 25% (rubric below)**

**Team Health Assessment Project– 15 % (rubric below)**

**Focused Physical Exam – 25% (rubric below)**

**Final Exam – 35%**

<b>Participation Criteria Rubric</b>	
0	Absent.
75	<input type="checkbox"/> Present not disruptive. <input type="checkbox"/> Tries to respond when called on but does not offer much and is inconsistent. <input type="checkbox"/> Demonstrates very infrequent involvement during hands on practice of physical exam skills.
85	<input type="checkbox"/> Demonstrates satisfactory preparation: recalls basic steps to perform physical exam. <input type="checkbox"/> Offers straightforward information during discussion (e.g., straight from the assigned reading) very infrequently (eg: once a class). <input type="checkbox"/> Demonstrates involvement during hands on practice of physical exam skills with prompting.
100	<input type="checkbox"/> Demonstrates excellent preparation: fully prepared for every class <input type="checkbox"/> Contributes in a significant way to discussion, responds very thoughtfully to other students' comments, and helps class determine which approaches for physical assessment are appropriate. <input type="checkbox"/> Demonstrates ongoing, very active involvement during hands on practice of physical exam skills.

### **Team Health Assessment Project**

Each team will be assigned a case study. The team will be expected to present for class during Week 6. Be creative. You may use any method to present your findings (PowerPoint's, role playing, posters etc...). Presentations must include the following:

- History/ Assessment – both subjective and objective data.
- Include the developmental, age, socioeconomic, and cultural considerations.
- Relate expected (normal) findings to the findings described.
- Identify health promotion education needed.

<b>Team Health Assessment Project Rubric</b>				
<b>0</b>	Does not provide complete history and assessment or identify subjective and objective data.	Considers none of the following: <ul style="list-style-type: none"> <li>• Developmental age</li> <li>• Socioeconomic</li> <li>• cultural</li> </ul>	Does not identify or provide written and/or verbal health promotion education related to specific scenario and does not provide outside resources (eg: American Heart Association, Cystic Fibrosis Organization etc..)	Presentation not organized or accurate.
<b>1</b>	Provides history and assessment identifying at least 3 subjective and objective data.	Considers 1 of the following: <ul style="list-style-type: none"> <li>• Developmental age</li> <li>• Socioeconomic</li> <li>• cultural</li> </ul>	Identify and provides written and/or verbal health promotion education related to specific scenario but does not provide outside resources (eg: American Heart Association, Cystic Fibrosis Organization etc..)	Presentation organized but not accurate.
<b>2</b>	Provides history and assessment identifying at least 4 subjective and objective data.	Considers 2 of the following: <ul style="list-style-type: none"> <li>• Developmental age</li> <li>• Socioeconomic</li> <li>• cultural</li> </ul>	Identify and provides written or verbal health promotion education related to specific scenario using community resources (eg: American Heart Association, Cystic Fibrosis Organization etc..)	Presentation accurate but not organized.
<b>3</b>	Provides history and assessment identifying at least 5 subjective and objective data.	Considers all of the following: <ul style="list-style-type: none"> <li>• Developmental age</li> <li>• Socioeconomic</li> <li>• cultural</li> </ul>	Identify and provides written and verbal health promotion education related to specific scenario using community resources (eg: American Heart Association, Cystic Fibrosis Organization etc...)	Presentation organized and accurate. Presentation is to easy follow and understand.

**12 points =100**

**8-11 points = 90**

**4-7 points = 80**

**1-4 points= 70**

**Below 1 = 0**

**Focused Physical Exam – 25%**

	Available Points	Points Earned	Instructor Comments
Washes hands	5		
Introduces self	5		
Asks appropriate system related questions to obtain subjective data	10		
<i>Student earns score from one of the following shaded box.</i>			
Utilizes appropriate assessment techniques, uses appropriate equipment	70		
Utilizes appropriate assessment techniques, uses appropriate equipment with instructor prompting	60		
Unable to utilize appropriate assessment techniques, uses appropriate equipment even with instructor prompting	50		
Performs exam in an organized, systematic, and timely manner	10		
		Total of points earned:	

**Final Exam – 35%**

### **Grading Scale and Distribution**

The following grade scale will be used to determine final grade:

A	=	92 – 100 points
B+	=	89 - 91 points
B	=	84 - 88 points
C+	=	81 - 83 points
C	=	76 - 80 points
D+	=	74 – 75 points
D	=	70 – 73 points
F	=	Below 70 points

### **CLASS POLICIES**

**LATE / MISSED WORK:** A key to taking any college course is time management. There are reading and writing assignments; all have clear, firm deadlines. Plan accordingly!

Exams and lab assignments may not be made up.

**Exceptions:** Exceptions are rare and will be given only when the professor is informed in advance. Do not wait until an assignment is late to inform the instructor of the reasons why it is late. Extensions - usually only a day or two - will be granted when the student has established a track record of attendance and meeting deadlines in the course.

**ATTENDANCE POLICY:** In the case of an absence, the student is responsible for contacting the instructor. This contact should be made prior to the absence whenever possible. The student is responsible for obtaining class notes and assignments. Students are expected to come prepared to practice history and physical exam skills.

**ARRIVING LATE, LEAVING EARLY:** Permission to arrive late or leave early must be obtained from the instructor as class attendance means being present for the entire class period.

**ELECTRONICS:** The use of any electronic communication equipment (e.g. beepers, cells phones, blue tooth, PDA's) is at the discretion of the faculty.

### **FACULTY OFFICE HOURS:**

Faculty Office Hours: office location, location of posted hours, phone # at location of consultation.

### **AUDIT OF THE COURSE**

If a student chooses to audit this course, only the classroom component is audited. Auditing students do not participate in any practice activities.

## Rowan College at Gloucester County INFORMATION & POLICIES

All RCGC Student Policies apply to this course and can be found in the current College Catalog, the RCGC portal, or are available in hard copy through Student Services. The current RCGC catalog can be found on the RCGC website under the *Admissions* tab at [www.rcgc.edu](http://www.rcgc.edu).

It is highly recommended that students review the Information Technology Policy and Academic Integrity Policy, which can be found in the current College Catalog. The current RCGC Catalog can be found on the RCGC website under the *Admissions* tab at [www.rcgc.edu](http://www.rcgc.edu). These policies can also be accessed from the RCGC website under *Quick Links* and *Academics* tabs, respectively.

### TECHNICAL ASSISTANCE

The Help Desk provides assistance with network and portal login along with campus computer hardware and software use. The Help Desk office is located in the Instructional Center, Room 449A; the phone number is 856-415-2298.

Blackboard/eLearning assistance is provided in-person in IC435, by phone at 856-415-2241, and online at <http://elearning.rcgc.edu/contact.cfm>. Review the Technical Requirements under Student Help Center, particularly the support browser information before logging onto eLearning.

All students are provided access to various information technology resources including computers in selected classrooms and Open Computer Labs, email accounts, access to the College Portal, and Internet connectivity. In lecture classes, there are many options for adapting course content to enhance student learning. Most face-to-face courses offered at the College include lectures, discussions, demonstrations, presentations, and projects as components of the course. Additional work beyond the scheduled course hours is necessary to fulfill the course requirements. Students will be required to use College technology resources such as our Portal and email; students can be required to use eLearning and/or publisher online materials to complete assignments and communicate with instructors where the course syllabi establish such requirements. Students will be responsible for utilizing the technology resources and will be governed by the Student Standard of Conduct (Board Policy 8106) and the Information Technology Acceptable Use Policy (ARR 2011 and ARR 2013) as put forth in the Student Handbook.

**ACCESSIBILITY:** RCGCs eLearning course management system is Blackboard. Blackboard explains that it “is committed to ensuring that our e-Education platform is usable and accessible. To fulfill this promise we are continually auditing our code and user interface design techniques to ensure that our applications are usable by everyone, to the greatest extent possible, regardless of age, ability, or situation. Blackboard measures and evaluates accessibility levels using two sets of standards: Section 508 of the Rehabilitation Act issued from the United States federal government and the Web Accessibility Initiative (WAI) issued by the World Wide Web Consortium (W3C).” Blackboard’s full statement regarding accessibility can be found at <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

### ACADEMIC AND SUPPORT SERVICES

**STUDENT SUCCESS CENTER:** formerly known as the Learning Resource Center (LRC) includes the following areas:

- Academic Test Proctoring – is located in LRC 608 across from the library, and provides make-up testing, distance learning, and outside Testing and Certifications. You are required to make arrangements with your instructor in order to make up a test. The phone number is 856-415-2238. Hours of operation: Monday – Thursday 9-6, Friday 9 – 1, and one Saturday per month by appointment.
- Tutoring Services – located in LRC601 and LRC602 above the College Bookstore, offers free tutoring for students seeking assistance in most subjects. The phone number is 856-415-2248. Hours of operation: Monday – Thursday 9 – 8 and Friday 9 – 5.

- Testing and Open Lab – located in LRC 603. The phone number is 856-415-2268.

Additional information can be found at

[http://www.rcgc.edu/academics/student\\_success\\_center/index.cfm](http://www.rcgc.edu/academics/student_success_center/index.cfm)

**LIBRARY:** The RCGC Library provides a wide range of materials and services to promote student learning and faculty instruction in a friendly and supportive atmosphere. Over 30 computers are available for students to use for research purposes. Your RCGC library card also serves as your student ID.

**COMPUTER LAB:** The Open Lab in IC438 provides over 50 computers for student use. Students must show their RCGC student ID to access these computers.

**SPECIAL NEEDS SERVICES :** If there are any students in this class who have special needs, or who think they may have special needs because of learning disabilities or other kinds of disabilities, please feel free to discuss this with your instructor, or call the office of Special Needs 415-2281. The Department of Special Services provides academic support to RCGC students who have documented disabilities. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 prohibit discrimination on the basis of disability. The Department of Special Services ensures RCGC students receive appropriate accommodations which allow for academic success. Information can be found at [http://www.rcgc.edu/Special\\_Needs/index.cfm](http://www.rcgc.edu/Special_Needs/index.cfm)

**SERVICES FOR STUDENTS FOR WHOM ENGLISH IS A SECOND LANGUAGE:** The Division of Continuing Education offers English as a second language education to help students improve their language proficiency, so they can become academically successful. If you are experiencing difficulties with your course work due to English language limitations, please contact the Division of Continuing Education at 856-468-5000, extension 6227.

To learn about official college closings:

- Check the RCGC website: <http://www.rcgc.edu>
- Call 856-468-5000 for a recorded message of school closure notification
- Listen to KYW 1060 AM for school closing number 814 for day classes
- Listen to KYW 1060 AM for school closing number 2814 for evening classes

### **Emergency Notices**

Students are encouraged to register for Gloucester Alert.

**COURSE SCHEDULE**

<b>Topics for Discussion/Lecture</b>	<b>Lab Demonstration</b>	<b>Homework</b>
<p><b>Week 1</b> H&amp;P of the head, neck, nose, mouth, throat, eyes and ears.</p>	<p>Demonstrate a systematic approach to obtaining health history data for the head, neck, nose, mouth, throat, eyes and ears.</p> <p>Demonstrate a systematic focused physical exam utilizing inspection, auscultation, and palpation of the head, neck, nose, mouth, throat, eyes and ears.</p>	<p><b><u>Read: Chapters 1,2,3,4,5,6,7,8,and 9.</u></b> (Head, neck, nose, mouth, throat, eyes and ears and skin, hair, nails and lymphatic system.)</p>
<p><b>Week 2</b> H&amp;P of the skin, hair, nails and lymphatic system.</p> <p><b>Team Health Assessment Project /groups assigned.</b></p>	<p>Demonstrate a systematic approach to obtaining health history data for the skin, hair, nails and lymphatic system.</p> <p>Demonstrate a systematic focused physical exam utilizing inspection, auscultation, and palpation of the skin, hair, nails and lymphatic system.</p>	<p><b><u>Read:Chapters 15 and 16.</u></b> Neurologic and musculoskeletal system.</p>
<p><b>Week 3</b> H&amp;P of the neurologic and musculoskeletal system.</p>	<p>Demonstrate a systematic approach to obtaining health history data for the neurologic and musculoskeletal system.</p> <p>Demonstrate a systematic focused physical exam utilizing inspection, auscultation, and palpation of the neurologic and musculoskeletal system.</p>	<p><b><u>Read: Chapters 12and 13.</u></b> Cardiac system and peripheral vascular system.</p>

<p><b>Week 4</b> H&amp;P of the cardiac system and peripheral vascular system.</p>	<p>Demonstrate a systematic approach to obtaining health history data cardiac system and peripheral vascular system. Demonstrate a systematic focused physical exam utilizing inspection, auscultation, and palpation of the cardiac system and peripheral vascular system.</p>	<p><b><u>Read: Chapters 11.</u></b> Thorax and lungs.</p>
<p><b>Week 5</b> H&amp;P of the thorax and lungs.</p>	<p>Demonstrate a systematic approach to obtaining health history data of the thorax and lungs.  Demonstrate a systematic focused physical exam utilizing inspection, auscultation, palpation, and percussion of the thorax and lungs.</p>	<p><b><u>Read: Chapters 14, 17, 18 and 19.</u></b>  Gastrointestinal and genitourinary system.</p>
<p><b>Week 6</b> H&amp;P of the gastrointestinal and genitourinary system.</p>	<p>Demonstrate a systematic approach to obtaining health history data of the gastrointestinal and genitourinary system. Demonstrate a systematic focused physical exam utilizing inspection, auscultation, palpation, and percussion of the gastrointestinal and genitourinary system.</p>	<p><b><u>Read: Chapter 20.</u></b></p>

<p><b>Team Health Assessment Project Due</b></p>	<p>Identify developmental factors to consider when performing a health history and exam.</p> <p>Identify aspects of culturally competent care in health care.</p> <p>Demonstrate collaboration to complete health assessment project.</p>	
<p><b>Week 7</b></p> <p><b>Focused Physical Exam</b></p> <p><b>Final Exam</b></p>	<p>Demonstrate a systematic approach to obtaining health history data and a focused exam.</p> <p>Identify developmental factors to consider when performing a health history and exam.</p> <p>Identify aspects of culturally competent care in health care.</p> <p>Maintain privacy and safety measures during health history and physical exam.</p> <p>Demonstrate collaboration to complete health assessment project.</p>	

## **Affirmative Action Statement**

The Board of Trustees is committed to providing an educational and workplace environment free from unlawful harassment and discrimination. All forms of employment and educational discrimination and harassment based upon race, creed, color, national origin, age, ancestry, nationality, marital or domestic partner or civil union status, sex, pregnancy, gender identity or expression, disability, liability for military service, affectional, or sexual orientation, atypical cellular or blood trait, genetic information (including refusal to submit to genetic testing) are prohibited and will not be tolerated.

For questions concerning discrimination contact Almarie J. Jones, Executive Director, Diversity and Equity, Affirmative Action/Title IX Officer at 856-415-2154 or [ajones@rcgc.edu](mailto:ajones@rcgc.edu).

For disability issues, contact Dennis M. Cook, Director, Department of Special Services, ADA/504 Officer at 856-415-2265 or [dcook@rcgc.edu](mailto:dcook@rcgc.edu).

## **Department of Special Services**

The Department of Special Services, located in the Instructional Center, room 425A, welcomes students of all abilities. The staff members in Special Services are committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments Act (ADAAA).

To maximize the potential of eligible students who self-identify, the Special Services staff provides an array of support services which may include extra time for tests and quizzes, testing in a separate location, advisement, interpreters, scribes, tutors, assistive technology (such as magnification devices and audio amplification), touch screen computers, audio books and note-taking assistance.

As students embark on their academic journey, they are encouraged to meet with staff members to identify, develop and implement support services that are in accord with their individual academic needs. Students are also encouraged to make use of other college support services that are available to all RCGC students currently enrolled in credited academic courses, such as tutoring services and the college library, which offer online information research and other materials needed to complement their studies.

Students registered with the Department of Special Services and who plan to earn an associate degree, further their education and transfer to a four-year institution, or enter the workforce, are encouraged to choose a corresponding program of study (college major) as soon as possible. The Special Services staff assists enrolled students with additional support that focuses on advancing students through their selected programs of study towards a goal of graduating.

Students who request academic support from the Department of Special Services can be assured that confidentiality will always be maintained. Accommodations are provided to address the special needs of individuals with disabilities under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 together with the ADA Amendments Act

of 2008 (ADAAA). Under these acts, the office advocates a user-friendly campus for accessibility and a learning-friendly campus for academic success.

For more information or to schedule an appointment to meet Special Services staff, please call 856-415-2265 or visit [RCGC.edu/SpecialServices](http://RCGC.edu/SpecialServices).

### **To Register with Special Services**

Students must follow these steps:

- Complete and submit the Student Profile form. Access the [Student Profile Form](#).
- Submit documentation detailing the student's disability. Support services will not be granted without documentation specifying the student's disability. Documentation should include the following information:
  - a. Diagnosis with written evaluation of current disability;
  - b. Date the student was diagnosed;
  - c. Tests used to reach diagnosis;
  - d. Credentials of the medical professional conducting evaluation; and
  - e. How the disability affects daily activities and/or academic performance.
- By clicking on the following links, students can download the [Special Education Records Release Form](#) and/or Medical Release Form to present to their medical care professional.
- Contact the Special Services office to schedule a meeting with a staff member.
  1. Students should schedule a meeting after submitting the [Student Profile Form](#), proper documentation and completing the College's placement test. (Click on [Special Accommodations for Placement Testing](#) to determine whether student should arrange his/her placement test through the Special Services office or the general Testing Center.
  2. During the meeting, the student and staff member will discuss his or her disability and determine eligible accommodations.

### **Accommodations**

Students who qualify for accommodations are encouraged to register with the Department of Special Services at RCGC before they begin their academic career at Rowan College. This allows students to take advantage of any special accommodations and auxiliary aids that they might need and be eligible to receive.

- **Special accommodations** include but are not limited to extended time on tests, private test rooms to complete tests with the assistance of a reader or scribe, as well as a distraction-free test room.
- **Auxiliary aids** include but are not limited to note takers, tape recorders, large display calculators, interactive calculators, desktop magnifiers, large-screen computer monitors, touch-screen computer monitors, touch-screen laptop computers and JAWS® software. More information about adaptive technology can be found on the [technology](#) link. Students are responsible for identifying which accommodations and auxiliary aids they require for academic support.

## **Confidentiality**

Students who register with the Department of Special Services are assured that their information is kept confidential.

In addition, the student's transcript will not indicate that the he or she is registered with the Department of Special Services. The student's specific special need is not disclosed to the student's instructors. However, accommodation letters are sent to each of the student's professors if the student needs testing accommodations or accommodations in the classroom. It is the student's choice whether or not to disclose the specifics of his or her special need.