Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS

HLTH 105
INTRODUCTION TO THE HEALTH PROFESSIONS

COURSE DESCRIPTION

A survey of the health professions and requirements for educational, job and market demands in selected health careers, including health promotion philosophy, goals, history and development.

RATIONALE

The purpose of this course is to become familiar with the many health professions available as career choices, to develop an understanding of the healthcare system in the United States, to recognize the requirements of health professionals in today’s healthcare system, to become informed consumers of healthcare services, and to gain insight into what life may be like if a healthcare career is chosen.

I. Prerequisite

For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. Required Resource Purchase

Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. Additional Materials for Learning

A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Word

IV. Measurable Learning Outcomes

Upon successful completion of this course, the student will be able to:
A. Discuss the changes in healthcare in the United States over the past ten years.
B. Describe major categories of health services and reimbursement.
C. Discuss how specific trends in demographics affect healthcare services.
D. Differentiate between licensure, certification, and registration as they relate to the practice of different health professions.
E. Distinguish between “health” and “health-related” professions.
F. Contrast health professions regarding education, specialties, training, job functions, and other professional parameters.

G. Present information regarding various health careers.

H. Create a career plan for himself/herself as an individual incorporating spiritual and life goals related to Christian service in the health professions.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and presentations

B. Course Requirements Checklist

   After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (2)

   Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided topic for each forum. Each thread must be 200 words in length and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 other classmates’ threads. Each reply must be 100 words in length.

D. Focused Activities (6)

   The student will complete 6 short (1–2-page) focused activities concerning specific topics within the health career fields. Activities will require the student to answer specific questions using the textbook as well as provided professional websites. Any sources used must be referenced using current APA format as needed.

E. Career Investigation Project

   The student is required to choose a career of interest in the health field to investigate and submit his/her topic to the instructor. The student will then find a working professional in the chosen field to “shadow” and interview. Once the shadowing/interview experience has taken place, the student will design a 10–12-slide PowerPoint presentation documenting their experience and knowledge gained through this investigation. The Career Investigation PowerPoint will also be submitted in Discussion Board Forum 2 and shared with the student’s classmates for comments. Any sources used must be referenced using current APA format as needed.

F. Career Plan Paper

   As a culminating paper, the student will type a 2–3-page summary of his/her career goals and plans incorporating life and spiritual reflections. The purpose of the career plan is to provide the student with a written framework of the necessary steps in the process of reaching their personal, spiritual, and career goals.
G. Tests (4)

Each test will cover the Reading & Study material for the assigned modules/weeks. Tests 1–3 will contain 50 multiple-choice questions, and Test 4 will contain 50 multiple-choice, true/false, and fill-in-the-blank questions. Each test will be open-book/open-notes and have a time limit of 1 hour and 30 minutes.

VI. Course Grading and Policies

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (2 at 50 pts ea)</td>
<td>100</td>
</tr>
<tr>
<td>Focused Activities (6 at 50 pts ea)</td>
<td>300</td>
</tr>
<tr>
<td>Career Investigation Project</td>
<td>100</td>
</tr>
<tr>
<td>Career Plan Paper</td>
<td>100</td>
</tr>
<tr>
<td>Tests (4 at 100 pts ea)</td>
<td>400</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
</tr>
</tbody>
</table>

B. Scale

A = 900–1010  B = 800–899  C = 700–799  D = 600–699  F = 0–599

C. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D. Writing Style

For this course, all papers and written assignments must be completed in the American Psychological Association style (APA).

E. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
## COURSE SCHEDULE

**HLTH 105**


<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
</table>
| 1           | Cross & McWay: chs. 1–4 1 presentation | Course Requirements Checklist  
Class Introductions  
DB Forum 1  
Focused Activity 1 | 10  
0  
50  
50 |
| 2           | Cross & McWay: chs. 5–8 1 presentation | Focused Activity 2  
Test 1 | 50  
100 |
| 3           | Cross & McWay: chs. 9–12 1 presentation | Focused Activity 3  
Career Investigation Project Topic Selection | 50  
0 |
| 4           | Cross & McWay: chs. 13–16 1 presentation | Focused Activity 4  
Test 2 | 50  
100 |
| 5           | Cross & McWay: chs. 17–20 1 presentation | Focused Activity 5 | 50 |
| 6           | Cross & McWay: chs. 21–25 1 presentation | Career Investigation Project  
Test 3 | 100  
100 |
| 7           | Cross & McWay: chs. 26–30 1 presentation | DB Forum 2  
Focused Activity 6 | 50  
50 |
| 8           | Cross & McWay: chs. 31–35 1 presentation | Career Plan Paper  
Test 4 | 100  
100 |

**Total** 1010

DB = Discussion Board

**NOTE:** Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.