

INHL A115: CLINICAL SKILLS FOR THE INTEGRATIVE HEALTH COACH

Item	Value
Curriculum Committee Approval Date	10/06/2021
Top Code	126100 - Community Health Care Worker
Units	2.5 Total Units
Hours	72 Total Hours (Lecture Hours 36; Lab Hours 36)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)

Course Description

This course provides students with an understanding of basic clinical skills to be effective liaisons between medical clinicians and patients. Topics covered include listening skills, common screening assessments, legal and ethical issues in health care, death and dying, and professional burn out. Students will also be trained in cardiopulmonary resuscitation and receiving AHA CPR certification. Transfer Credit: CSU.

Course Level Student Learning Outcome(s)

1. Demonstrate effective and empathetic listening skills, relying on both verbal and non-verbal communication.
2. Perform and/or explain common patient assessments and risk factors analysis related to injury and disease.
3. Evaluate a patient's need for CPR and perform if necessary.
4. Apply legal and ethical consideration to patient scenarios.

Course Objectives

- 1. Demonstrate effective interpersonal communication skills.
- 2. Demonstrate basic vital sign measurements.
- 3. Identify appropriate feedback, including type and timing, along with obstacles to effective feedback.
- 4. Explain the meaning of routine laboratory tests and screenings.
- 5. Explain legal issues related to health professions, including the Patients Bill of Rights, Duty to Act, Good Samaritan, negligence, malpractice, and standard of care.
- 6. Explain the importance of informed consents and a patients rights.
- 7. Identify the grieving phases associated with sudden and anticipated death, and explain how this will impact the health care worker.
- 8. Explain the correlation between a healthy life style and the prevention of stress and burnout in the health care professional.
- 9. Understand chronic illness and common modalities used in their treatment.

- 10. Describe a variety of teamwork models and how they apply to current health care delivery systems.
- 11. Perform CPR and obstructed airway maneuvers following the guidelines for the health care provider.

Lecture Content

Introduction: Components of effective interpersonal communications
Listening skills and non-verbal communication Barriers to effective interpersonal communications Patient labels and communication from the patients perspective Emotional breakdown in the elderly patient Documentation Constructive feedback Professional opportunities for providing and receiving feedback Annual performance evaluations Status and power Provide feedback Purpose Corrective feedback Supportive feedback Receive feedback Anger and other challenges Assessment of risks and relationships Opportunities for learning The art of the apology Taking action to improve performance Professional development Patient Assessment Vital Sign Assessment Differences between equipment/ methods Importance of correct procedural technique, accuracy, and documentation Acceptable ranges Treatment goals for chronic illness Understanding laboratory tests and normal ranges Blood lipids Hemoglobin A1c Glucose management Occult Blood Stool Body Mass Index (BMI) Executive Panel CBC Mammogram Bone density/DEXA CVD Risk Factors Other screening tools Treatment Goals for Chronic Illness Diabetes Cardiovascular Disease Hypertension Arthritis Pain control Kidney disease Obesity Cancer Asthma COPD Substance abuse (ATOD) Other Teamwork Teamwork models, benefits, and challenges Interdisciplinary team models Team-based primary care Team member roles and responsibilities Supervision Engagement of clients and communities Benefits and challenges of team-based practice Public health and primary care models and research Evaluation of teamwork and constructive feedback Legal and ethical issues: Legal Issues: Health Professionals Code of Ethics Patients Bill of Rights Statutes and Terminology Good Samaritan Abandonment Duty to Act Standard of care, negligence, malpractice, professional liability Informed consent, refusal of treatment Incident reports Patient Advance Directives Organ and tissue donation Issues of confidentiality and HIV blood test Child and Elder/Dependent Abuse Legal documentation, guidelines for charting and verbal orders HIPAA Death Dying: The Dying Persons Bill of Rights Do Not Resuscitate (DNR) Kubler-Ross Theory of Death and Dying Denial Anger Bargaining Depression Acceptance CardioPulmonary Resuscitation Introduction to CPR according to American Heart Association guidelines Common causes of unexpected death Predisposing factors to heart disease and stroke Signs and symptoms of heart attack and stroke Principles and techniques of adult, child, and infant CPR One person Two-person Barrier devices A.E.D. (Automatic external defibrillator) Adult Child Infant Relief of an obstructed airway vs. partially-obstructed Adult Child Infant Conscious and unconscious Special considerations in CPR: Initiation of CPR When to call for help Rescue Breathing Drowning or partially submerged patient Advanced airway Hairy patients Neck/back injury considerations Pacemaker / Medication patches Opioids Teamwork Discontinuation of resuscitative efforts

Lab Content

Laboratory tests, Blood lipids Urinalysis Glucose management Hemoglobin A1c Random glucose testing Occult Blood Stool Weight Management Body Mass Index (BMI) Bioelectrical Impedance Other methods CVD Risk Factors Mensuration Height Weight Child/infant - chest circumference, head circumference Other Cardiopulmonary Resuscitation: Principles and techniques for the relief of an adult, child,

and infant obstructed airway, conscious and unconscious, following health care provider guidelines Introduction to CPR according to health care provider guidelines Common causes of unexpected death Predisposing factors to heart disease and stroke Signs and symptoms of heart attack and stroke Prudent heart and stroke lifestyle Difference between clinical and biological death Principles and techniques of adult, child, and infant CPR A.E.D. (Automatic external defibrillator) Two-person CPR techniques, to include entry and switches Special considerations in CPR: 1. Initiation of CPR 2. When to call for help 3. What to do if a patient vomits 4. What to do with dentures 5. How to deal with gastric distention 6. Barriers to effective ventilation 7. Surface and position for CPR and obstructed airway, neck/back injury considerations 8. Signs of partial airway obstruction 9. CPR Considerations a. Commonest cause of cardiac arrest in children and infants b. When to stop CPR c. Code Blue in the hospital and DNR orders d. Common complications of CPR

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)
- Lab (04)
- DE Live Online Lab (04S)
- DE Online Lab (04X)

Instructional Techniques

Lecture and application of ideas Demonstration of various approaches to problem-solving Class discussions Skill demonstration with return demonstration

Reading Assignments

Students will read the instructor provided handouts and materials (1-2 hour/week)

Writing Assignments

Students will complete written assignments, including topic essays and peer reviews (1 hour/week)

Out-of-class Assignments

Students will read instructor-provided handouts and complete written assignments. They will also practice clinical skills covered in class. Total time spent outside of class is approximately 2 - 3 hours/week.

Demonstration of Critical Thinking

Written multiple choice tests, skill demonstrations, problem-solving exercises, research paper, oral evaluation, and a final exam.

Required Writing, Problem Solving, Skills Demonstration

Topic-specific essays and peer reviews In-class group work and discussions

Eligible Disciplines

Counseling: Masters degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, marriage and family therapy, or marriage, family and child counseling, OR the equivalent. (NOTE: A bachelors degree in one of the above listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.) Masters degree required. Title 5, section 53410.1 Health: Masters degree in health science, health education, biology, nursing, physical education, kinesiology, exercise

science, dietetics, or nutrition OR bachelors degree in any of the above AND masters degree in public health, or any biological science OR the equivalent. Masters degree required. Health care ancillaries (medical assisting, hospice worker, home care aide...): Any bachelors degree and two years of professional experience, or any associate degree and six years of professional experience. Health services director/ health services coordinator/ college nurse: Minimum qualifications for these faculty members specified in title 5, section 53411. Masters degree required. Title 5, section 53411. Nursing: Masters degree in nursing OR bachelors degree in nursing AND masters degree in health education or health science OR the equivalent OR the minimum qualifications as set by the Board of Registered Nursing, whichever is higher. Masters degree required. Nursing science/clinical practice: Any bachelors degree and two years of professional experience, or any associate degree and six years of professional experience. Nutritional science/dietetics: Masters degree in nutrition, dietetics, or dietetics and food administration OR bachelors degree in any of the above AND masters degree in chemistry, public health, or family and consumer studies/home economics OR the equivalent. (Note: A bachelors degree in nutrition, dietetics, or dietetics and food administration, and certification as a registered dietician, is an alternative qualification for this discipline.) Masters degree required. Title 5, section 53410.1

Textbooks Resources

1. Required American Heart Association. Basic Life Support for Health care Providers, latest ed. Dallas, TX: American Heart Association, 2020
2. Required Lapum, J. L., Verkuyl, M., Garcia, W., St-Amant, O., Tan, A.. Vital Sign Measurement Across the Lifespan, 2nd ed. BC Campus Open Ed, 2021

Other Resources

1. Instructor handouts and readings provided to students.