Health Careers
Core Curriculum

Yesterday, Today, and Tomorrow

LaCheeta McPherson, Ph.D.
Definition of Core Curriculum

In 1995, the PEW Commission and the Bureau of Health Professions used the following to define a core curriculum:

“A set of interdisciplinary courses, clinical training, and other educational exposures designed to provide allied health students at each level with the common knowledge, skills, and values necessary to perform effectively in the evolving health care workplace”

The core curriculum should not be confused with the ‘body of knowledge and skills’ that is common to a particular specialty field.
Core Competency

A core competency is the “identified knowledge, ability or expertise in a specific subject area or skill set that is shared across the health professions.” (IOM, 2003)
Core Curriculum History

1972 – Allied Health Professions Personnel Training Act (AHPPTA)


1994 – Allied Health 2005 Symposium

1995 – Pew Commission – recommendation of core curriculum

1995 – National Health Core Skills Standards

1996 – El Centro College Analysis/Study

1998 – ECC begins Core

2003 – IOM A Bridge To Quality
Skillsets Highlighted in Current Literature

- Legal & Ethical Implications Of Health Care
- Therapeutic Communication
- Navigating Current Events & Problem Solving
- Awareness & Education With Regards To Governing Bodies Of Healthcare & Certifications
- Basic Standards Of Hospital Care With Respect To Interdisciplinary Teams, Troubleshooting, Problematic Or What If Scenarios, & Patient Centered Care
Aligning Content

Medical terminology
Pathophysiology
Pharmacology
Interdisciplinary teamwork
Wellness/health promotion, disease management
Evidence based practice
Ethics and legal
Health care industry: management, financial etc.
Accountability/professionalism
Customer Service
Conflict resolution/stress management

Therapeutic communication
Patient centered care across the life span with patient teaching
Patient safety/quality improvement
Utilize informatics
Cultural competence
Community health (other settings)
Critical thinking
Continuous learning
Service learning/community involvement
Advocacy/access to care
Aligning Skills

Vital signs
Patient assessment
Communication
HIPPA
Universal precautions
Medical asepsis
Surgical asepsis
Safety (fire etc.)
Customer service
Coding in the health care system
Oxygen administration

Body mechanics
Sample collection/handling
Patient interview
Patient teaching
Medical record/charting
CPR (pre admission)
Basic first aid/emergency procedures
ECC Health Core Curriculum

- Wellness and Health Promotion HPRS 1202
- Basic Health Professions Skills HPRS 1204
- Health Professions Skills II HPRS 2210
- Pathophysiology HPRS 2201
- General Health Professions Management HPRS 2231
- Pharmacology HPRS 2300
Common Elements in Allied Health/ Core Curriculum

- HPRS 2300 – Pharmacology
- HPRS 2201 – Pathophysiology
- Critical Thinking
- Team Work
- Health Promotion
- Patient Evaluation
- Career Planning/Management
- Health Systems and Economics
- HPRS 2231 – General Health
- Professional Management
- HPRS 1202 – Wellness & Health Promotion
- HPRS 1204 – Basic Skills I
- HPRS 2210 – Basic Skills II
- Informatics
- Teamwork
- Communication
- Critical Thinking
- Customer Service
- Medical Terminology
- Basic Skills (Vital Signs, EKG, Phlebotomy, Patient and Healthcare Worker Safety/Aseptic Techniques)
DOL Allied Health Competency Model

Health: Fundamentals of Health Care Competency Model

Strengths of Core

- Interdisciplinary approach
- Student exposure to other health fields
- Basic information with continuity/standardized
- Educational efficiencies
- Use of online system
- Collaboration
- Faculty exposure/retooled faculty
- Improve college finances
- Improve articulation

- Remove professional silos/encourage team-coordinated health care approach
- Time management
- Competency in basic skills
- Exploring if they are really wanting a health career
- Articulation and career mobility
- Recruitment tool/Tech-Prep
- Promotes career pathways
Challenges

- Faculty tend to teach toward specialty
- Threat to professional identity/turf issues
- Credit hour limits/perceived integration of content/administrative roadblocks
- Exit/entry points need more definition
- Stringency of curriculum
- Support systems: tutors, mentors
- Critical thinking application
- Different academic schedules
- Consensus on what core includes
Health Professions Readiness Skills
Achievement Award

Award I:
HPRS 1202: Wellness and Health Promotion
HPRS 1204: Basic Health Professions Skills
HPRS 2231: General Health Professions Management

Award II:
HPRS 2300: Pharmacology for Health Professions
HPRS 2201: Pathophysiology
HPRS 2210: Basic Health Professions Skills II
Current Projects

- Expansion of high school alignment via dual credit
  - HPRS 2231 General Health Professions Management
  - HPRS 2300 Pharmacology
  - HPRS 2201 Pathophysiology
  - HPRS 1202 Wellness & Health Promotions
  - HPRS 1204 Basic Health Professions Skills

- 8 Independent School Districts
- 19 Individual High Schools
- For Fall 2016 – Expected Growth of 46%
- Enrollment >500 Students
Expansion of Readiness Skills Achievement Awards Leading to Credentialed Technicians Level

— EKG Technicians
— Patient Care Technicians
— Phlebotomy Technicians
— Community Healthcare Workers
Local Hospital Partnerships for High School Graduates

- Methodist Healthcare System
- Presbyterian’s “Prodigy” Program
- Parkland Hospital

- Dual credit High School Graduates
- Select Summer Institute Program ➔ Patient Care
- Technicians ➔ employment during semesters of prerequisite completion ➔ “Grow Your Own” Cohorts
Future Initiatives
P-Tech Model
Dallas Independent School District

Grades 9-12:
- Dual Credit Courses
- General education pre-requisites
- Core Curriculum

Grades 13-14:
Program completion in selected health professions
- Guaranteed seats in selected programs
- Free tuition grades 9-14


Questions

For more information please contact us at:

LaCheeta McPherson
lmcpherson@dccc.edu