

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: Health, Physical Education and Recreation y Date: 10/1/21

Title Of Course/Degree/Concentration/Certificate: A.S. Health Science

Change(s) Initiated: (Please check)

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| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
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| | <input type="checkbox"/> Life and Physical Science |
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Action by Department and/or Departmental Committee, if required:

Date Approved: 9/30/21 Signature, Committee Chairperson: Michele Bracco

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Date Approved: _____ Signature, Department Chairperson: _____

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I have reviewed the attached material/proposal

Signature, Department Chairperson: Donald Hume

KINGSBOROUGH COMMUNITY COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A PROGRAM IN HEALTH SCIENCES
LEADING TO THE ASSOCIATE OF SCIENCE DEGREE

EFFECTIVE FALL 2022

SPONSORED BY THE DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

APPROVED BY
KINGSBOROUGH COMMUNITY COLLEGE
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PROGRAM IDENTIFICATION

COLLEGE

KINGSBOROUGH COMMUNITY COLLEGE
of The City University of New York

PROGRAM TITLE

Health Sciences

DEGREE

Associate of Science

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ABSTRACT

With cooperation from Academic Affairs, the Academic Departments of Biology, Allied Health, Mental Health and Human Services, Communications & Performing Arts, and Behavioral Sciences, and the Department of Continuing Education and Workforce Development, the Department of Health, Physical Education, and Recreation (HPER) is proposing an Associate of Science (AS) in Health Sciences. This is a degree to better prepare students for baccalaureate degrees in health-related fields, as well as entry-level positions in the health services fields and the health care industry, especially in response to emerging challenges like COVID-19, community violence, opioid use, and mental illness.

This new AS degree is constructed as a generalized health degree with primarily introductory courses for students who want to explore different academic aspects of health as well as careers in health-related fields.

Students will have opportunities to transfer to several CUNY colleges, particularly Brooklyn College, New York City College of Technology (“City Tech”), and York College, and other non-CUNY colleges. A special feature of the degree will be the inclusion of courses that, when successfully completed, will grant students opportunities to receive microcredentials, specifically a certificate in *Health Coaching* and sitting for certifying exams for *Basic Life Support* and *First Aid*. These microcredentials will afford students the ability to apply for more specialized jobs in health services. This degree will become a viable alternative for students who are not successful in clinical studies, those who seek upskilling in their current health-related jobs, as well as students looking to explore health careers but not commit to a specific discipline. Current support by KCC Flex and the Health & STEM Advisement Academy will help recruit and retain students who take online, hybrid, and/or in-person courses in this degree.

EXECUTIVE SUMMARY

The Department of Health, Physical Education, and Recreation (HPER) at Kingsborough Community College (KCC) is proposing an Associate of Science (AS) degree in Health Sciences to prepare students to enter health services fields by providing them with courses that will help them attain foundational knowledge and skills in health information, health education, and health care. The degree will also provide various paths for transfer to 4-year degree programs in health sciences and other related majors in CUNY and beyond. Opportunities to attain microcredentials in *Health Coaching*, *Basic Life Support*, and *First Aid* will be embedded within the degree requirements to provide each student with industry-recognized credentials that will facilitate employment in health-related fields.

This proposed AS degree will consist of 60 credits of courses that will focus on offering academic and practical opportunities to students who desire a career in health services but have not yet realized the range of specialized careers that exist in the field. The degree will also be useful for incumbent workers in health-related fields who desire an academic degree as a credential for upward professional mobility.

Kingsborough offers many ways for students to attain degrees in health-related fields, namely in community and public health, emergency medical services, mental health and human services, polysomnography, among others. However, most of the students who are enrolled in these programs have decided to specialize in these areas and are attracted to more specialized careers. Other students are not completely aware of multiple career paths to health services.

Students will be able to transfer to related 4-year (baccalaureate) programs in several CUNY schools and others, including Brooklyn College, New York City College of Technology (“City Tech”), and York College. Examples of programs that students can transfer to with this AS degree are Brooklyn’s BS in Health and Nutrition Sciences, City Tech’s BS in Health Care Management and Policy, and York’s BS programs in Health Sciences and in Public Health.

This proposed degree provides an opportunity to study in a flexible manner (i.e., online, hybrid, and/or in-person). Our online courses are taught in both synchronous and asynchronous modes to meet students’ needs. Our KCC Flex program assists students with choosing the right courses, along with the advisors from the Advisement Academies, namely the Health & STEM Academy.

KCC offers a free 1-credit seminar (“Emerging Trends in Health Careers”) for students who are curious about entering a health-related career. The College also offers opportunities for students to explore health-related career interests in Pathways Flexible Core courses [e.g., *Global Health Issues (HS 4100)*, *Human Sexuality (HS 5200)*, *Drugs & Society (HS 4000)*], as well as courses in our HPER department [e.g., *Concepts of Health & Wellness (HPE 1200)*], and various other departments [e.g., *Health Communications (SPE 1800)*]. However, some students who take these courses may not be fully matriculated and are not participating in the health-related degree programs offered. In addition, there are students who may fail out of clinical programs due to academic performance and who are not accepted due to space limitations and are unsure about other degree options to pursue that can still help them get into health-related careers.

When you reflect upon KCC's success as a student-centered institution, with multiple programs to support their learning and their life needs (e.g., Learning Communities, the KCC Learning Center, Veterans and Military Services, Women's Center, Men's Resource Center, Safe Zone for LGBTQ+ student, faculty, and staff), KCC is ready to use established resources at the College in order to implement, support, and evaluate the proposed AS degree.

In 2021, KCC, with Brooklyn College and Medgar Evers College, is launching the Healthcare Career Hub of Central and South Brooklyn. Some major advantages for students who participate in the Hub will be participating in training programs in collaboration with health care employers in the area as well as matching graduates with employment opportunities with those employers. This opportunity will help students earning this degree, as well as students in other health-related majors, to gain practical knowledge and skills that are in demand in the industry. Because of Medicaid restructuring¹, aging populations², as well as COVID-related service interruptions and increases³, these employers are in need of staff members who can learn institution-specific policies, procedures, and practices in order to offer effective services to clients and patients.

The U.S. Bureau of Labor Statistics (via the Occupational Outlook Handbook 2020) forecasts many increases in jobs in the health services field, in non-clinical as well as clinical areas; some of the jobs that may be of interest to our students that require an Associate's or Bachelor's degree for entry-level positions are community health workers (median salary, \$42K), medical and health services managers (median salary, \$104K), and dietitians/nutritionists (median salary, \$63K), among others⁴.

Sectors of the health care industry are looking to hire individuals as community health workers (and similar roles) with at least a high school diploma or an Associate's degree⁵. In addition, employment forecasts reveal that "[e]mployment in healthcare occupations is projected to grow 15 percent from 2019 to 2029, much faster than the average for all occupations, adding about 2.4 million new jobs. Healthcare occupations are projected to add more jobs than any of the other occupational groups."⁶

The proposed degree will also provide a path to multiple baccalaureate degrees and entry/middle-level positions in health. When students take required courses in Pathways that are also requirements in the major, the degree provides the flexibility to allow them to select elective courses to optimize entry into specific 4-year degree programs at several schools. Graduates will be eligible to transfer more easily into the following degree programs:

- Health Care Management and Policy at City Tech
- Health and Nutrition Sciences at Brooklyn College
- Health Sciences at York College
- Public Health at York College

¹ Information retrieved from https://www.health.ny.gov/health_care/medicaid/redesign/

² Information retrieved from. <https://www.bls.gov/ooh/healthcare/home.htm> .

³ Information retrieved from https://www.ny1.com/nyc/all-boroughs/coronavirus/2021/07/30/bill-clinton-says-next-nyc-mayor-should-focus-on-housing?cid=app_share .

⁴ Information retrieved from <https://www.bls.gov/ooh/healthcare/home.htm> .

⁵ Information retrieved from https://mcusercontent.com/760aea3c07df7a33b39b8b811/files/f8734991-ebbe-1424-d15f-75e5a009027b/CHW_Workforce_Snapshot_2019_April_2021.pdf .

⁶ Information retrieved from <https://www.bls.gov/ooh/healthcare/home.htm> .

Therefore, this proposed AS in Health Sciences will provide an academic credential that encompasses the various areas of health studies many students may want to explore for further studies in a baccalaureate program as well as a career in the field. The degree will 1) provide KCC students with a degree option that assists them in exploring various aspects of health and health services (i.e., health education, basic life support and first aid, health coaching, among others); 2) grant various opportunities to engage with faculty and other experts in their respective fields and to participate in activities that are part of the Healthcare Career Hub of Central and South Brooklyn; 3) provide opportunities for microcredentials in *Health Coaching, Basic Life Support, and First Aid*, which can assist in gaining employment more expeditiously; and 4) be offered to novice students as well as incumbent professionals seeking a degree.

PURPOSE AND GOALS

Kingsborough's mission states that the College "responds to the needs of its diverse community by offering high quality, affordable, innovative, student-centered programs of study that prepare graduates for *transfer* and the *workforce*. The college strives for equity and seeks to provide each student with the appropriate resources and supports to foster success." *[emphasis added]*⁷

This proposed degree will advance the College's mission by offering another academic pipeline for students to enter the health services field and preparing these students for emerging professions that respond to the biopsychosocial health needs of various communities in New York City, New York State, and beyond.

As an institution, KCC has been on the forefront of innovation in academics and student support, as evidenced by successful programs (e.g., Learning Communities) and innovative degree programs in Emergency Medical Services and Sleep Technology, the latter two related to emerging needs in modern health care. KCC has also been offering courses and certificates in health-related careers through its Department of Continuing Education and Workforce Development (CEWD), namely in Medical Assistant training, as well as Health Coaching. Most recently, KCC, Brooklyn College, and Medgar Evers College were awarded over \$9 million to launch the Healthcare Career Hub of Central and South Brooklyn, a new workforce ecosystem made possible under Gov. Cuomo's Workforce Development Initiative (WDI).⁸ This Hub will have three main objectives:

- Expand and enhance the healthcare workforce in Central and South Brooklyn;
- Build a healthcare high school to career pipeline for students; and,
- Match well-prepared college graduates with excellent healthcare employment opportunities.

Aligning with the College's recent offerings of these new health-related degrees and the receipt of this new grant, this new AS degree program in Health Sciences will be a welcome addition to the portfolio of degree offerings related to health and health services. The degree is being proposed as a way to assist students to gain marketable academic and practical skills and to attain necessary foundational knowledge and skills in various areas of health, health services, and health research. Students will find this new degree useful for entry-level health-related jobs, as well as transfer to 4-year programs in health and nutrition services, public health, health education, and other areas that require a foundation in health. Incumbent health service workers may also find this degree helpful in gaining new knowledge and skills that can lead to job promotions and better pay.

This proposed degree will give students opportunities to learn the essential elements of health and health services, including current and emerging diseases and negative health conditions, disease prevention, patient care, health communications, and other relevant skills. Many newcomers to the health field, especially liberal arts students who want to consider a career in health but are not committed to a specific major, will find this degree useful in starting careers in these fields.

With the introduction of a Central and South Brooklyn Health Hub, Kingsborough will be in a valuable position to introduce potential, incoming, and returning students to various health careers that currently exist and are also

⁷ Information retrieved from <https://www.kbcc.cuny.edu/administration/PresOffice/missionstatement.html>.

⁸ Information retrieved from <https://www1.cuny.edu/mu/forum/2021/07/29/kcc-wdi/>.

emerging. Kingsborough has a free 1-credit seminar course (“Emerging Trends in Health Careers”)⁹ that serves as an introduction to these careers and the academic pathways that exist at KCC for them. These students will be advised about our current health-related academic programs in Community Health, Mental Health and Human Services, Emergency Medical Services, among others, as well as this new AS in Health Sciences, once it is available.

In addition, many past and current students, especially those who have some college credits and/or relevant work experience, will have opportunities to return to KCC to earn an AS degree. They will be able to obtain an academic credential that will enhance their earning potential and upward mobility in various entry-level health care professions (e.g. medical/clinical assistants, home health aides, office assistants at medical facilities, community health workers, entry-level health educators, and outreach workers). Recently, former President Bill Clinton, in a NY1 News interview, emphasized the importance of community health workers in assisting with reducing COVID-19 in New York City: “[W]e’re going to need to train and employ more personal community health workers to create the kind of system that will enable us to respond to things like this.”¹⁰ Therefore, this proposed degree will be very valuable since it provides the opportunity to achieve a practical college degree with the opportunities to gain microcredentials in *Basic Life Support*, *First Aid*, and *Health Coaching*. These credentials can help students gain entry-level or higher-level employment in health services while they pursue this degree.

Health Coaching, as mentioned above, is an important component of this degree. The credential is earned upon passing the courses, *Patient Engagement (COH 1600)* and *Concepts of Wellness (HPE 1200)*. These courses have been packaged by the Community Health (COH) Program and the KCC Continuing Education and Workforce Development (CEWD) department as a 90-hour training for incumbent medical assistants who are members of the 1199 SEIU health workers’ union. (See the link to the training manual in Appendix E.) The training has been very well received since it began in Spring 2016 and has already produced 15 cohorts of graduates who are currently working as health coaches in various health care settings. It has provided an avenue for medical assistants to gain valuable skills in health coaching which enhances their current work experiences and makes them more marketable in the health care industry, which needs more individuals with these upgraded skills.

The health care industry has been changing dramatically and will continue to require increased skill sets from its employees. The traditional model of health care is not as effective as it used to be since disease management has become more complicated. There are fewer primary care physicians in existence, and for those who are still providing health care, the 15-minute patient visit is not sufficient to properly help patients understand and treat their conditions¹¹.

The proposed degree offers a more practical option for students who may need to balance the needs of a career with academic pursuits in health. The inclusion of three micro-credentials (in *Basic Life Support*, *First Aid* and *Health Coaching*) allows students to prepare for the emerging roles of care coordinators and other related careers within the industry.

⁹ Information retrieved from https://www.kbcc.cuny.edu/_nosearch/bridgesalliedhealth/ .

¹⁰ Information retrieved from https://www.ny1.com/nyc/all-boroughs/coronavirus/2021/07/30/bill-clinton-says-next-nyc-mayor-should-focus-on-housing?cid=app_share .

¹¹ Information retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2000308/> .

Institutional Impact

This AS in Health Sciences will have the following positive impacts:

1. It will provide KCC students with a degree option that assists them in exploring various aspects of health and health services (i.e., health education, basic life support, first aid, health coaching, among others);
2. KCC students will have opportunities to engage with faculty and other experts in their respective fields and to participate in activities that are part of the Healthcare Career Hub of Central and South Brooklyn;
3. Upon successful completion of related courses, KCC students will be eligible for microcredentials in *Health Coaching*, *Basic Life Support*, and *First Aid*, further expanding KCC's ability to produce well-trained emerging professionals that can have positive impacts in their communities and in the health service industries; and,
4. KCC will be able to offer this degree to students who are new to the field, as well as incumbent professionals seeking a degree. This, in turn, will help the College establish more credibility within NYC communities and with industry leaders.

This proposed degree will be invaluable to helping students start or enhance a career in a health-related field. In addition, the degree will support the mission and broaden the scope of the Department of Health, Physical Education, and Recreation. More leaders in the industry will be seeking options for hiring students to become potential employees in their health service facilities AND look for opportunities to send incumbent employees for more advanced training. They will look to KCC and the HPER department for assistance in these matters.

NEED AND JUSTIFICATION

This new AS degree will positively respond to the needs of the health services industry as well as our current society which continues to deal with the negative impacts of the COVID-19 pandemic and other current and emerging health disparities. As we know, the health services industry is an extremely dynamic field, with many aspects of the industry (i.e., clinical services, educational services, laboratory services, informational technologies, among others) working together to ensure effective, efficient, and streamlined service delivery to optimize the public's health. The collection of clinical services provided by many clinics and medical centers are now including services from medical assistants, health coaches, and other *non-medical/non-clinical staff* in addition to direct medical providers. Furthermore, many facilities are promoting themselves as part of *health homes* (or *medical homes*), a group of health-focused organizations that work closely together to provide comprehensive physical and mental health services with a focus on keeping patients out of emergency rooms for their routine health care. These health homes focus on patients with co-morbid behavioral and medical conditions (i.e., one behavioral health issue and two or more Chronic Medical Conditions, including substance abuse and HIV)¹². This degree can help prepare students for many employment opportunities as shown in Appendix C.

Labor Market Information

New York City Labor Market Information Services (LMIS) at the CUNY Graduate Center's Center for Urban Research produced a report to support our efforts in developing new degree options in health careers. (*Refer to Appendix B for the report.*) At the time the report was produced (2017), the College was planning on offering an AAS in Coordinated Care that would have been useful for students as well as the health services industry. However, based on ongoing research and discussions with industry leaders, we believe this proposed AS in Health Sciences would better meet the needs of students and the health services industry. Completing this degree directly contributes to the health services field by preparing students to acquire foundational knowledge and skills for several job positions recognized by the New York State Department of Labor (NYS DOL). These positions include a) Community Health Workers (including Health Outreach Workers) and b) Medical Assistants (including Patient Care Technicians), among others. Entry-level wages in 2016 for these job positions ranged from \$25,770 to \$40,680; experienced individuals in these positions earned anywhere between \$40,000 to \$67,650.

Furthermore, the U.S. Bureau of Labor Statistics states that “[e]mployment in healthcare occupations is projected to grow 16 percent from 2020 to 2030, much faster than the average for all occupations, adding about 2.6 million new jobs.”¹³ It has become more important to be educated and trained in healthcare and related occupations since these jobs have become more essential to the economy than any other. Jobs requiring a minimum of an Associate's degree can earn an employee anywhere between \$36,260 (for veterinary technologists and technicians) to \$86,850 (radiation therapists). Lastly, as many health care workers leave their professions because of the pressures brought on by the COVID pandemic and other negative factors (e.g.,

¹² Information retrieved from <https://nycwell.cityofnewyork.us/en/providers/health-homes/>.

¹³ Information retrieved from <https://www.bls.gov/ooh/healthcare/home.htm>.

underfunding, long work hours, mental health issues)¹⁴, health care institutions will be seeking individuals to take on restructured job positions that will be more cost-effective to serve clients and patients better.

The proposed AS degree will help increase the earnings potential of the student who acquires an entry level job, as well as the incumbent worker returning to receive a degree and who can have prior learning credits applied to the degree. The latter is an issue consistently addressed in meetings between Academic Affairs and the HPER department since many of our students seek academic credentials and enhanced skills to complement their current job duties. Receiving an Associate's degree, especially *en route* towards a Bachelor's degree, helps incumbent workers make gains in the health services field. Fortunately, CUNY, as an institution, has launched initiatives to address credit for prior learning (CPL) which align with the needs of students and goals of this new degree¹⁵.

An internally produced document (*included in Appendix C*), from 2016 and updated in 2020, identified over 80 health care agencies and facilities in the New York City area that currently have job openings for Patient Representatives, Care Coordinators, and other relevant positions. These include Columbia University Medical Center (Manhattan), Mount Sinai Hospital, Visiting Nurse Services of New York, NYU Langone Medical Center, Kingsbridge Jewish Medical Center, Quest Diagnostics (Laboratories), United Health Group, SUNY Downstate Medical Center, Gay Men's Health Crisis, CAMBA (Brooklyn), Hospital for Special Surgery, American Red Cross, and Northwell Health. (*Updated information on career and employment opportunities is provided in the next section, "Post-graduation Employment Opportunities."*)

As a result of earning an AS in Health Sciences, students will have a plethora of job postings that they can review, respond to, receive invitations to interview for, and hopefully, fill. This, in itself, will be very helpful for so many of our students who come from disadvantaged communities and who need opportunities for academic and professional success.

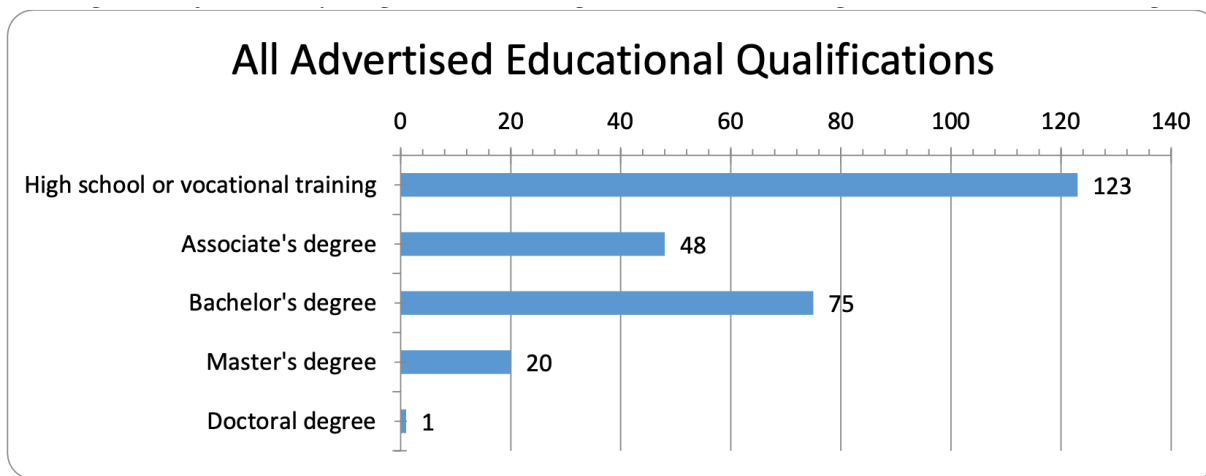
Post-graduation Employment Opportunities

This degree will be helpful to students to gain employment in entry-level health care positions that require foundational knowledge of health and health services. A recent report by the NYC Peer & CHW Workforce Consortium (2020) revealed that a significant proportion of the health care sector is seeking to hire individuals as community health workers (CHWs) and similar roles with at least a high school diploma or an Associate's degree, as shown in the table below¹⁶:

¹⁴ Information retrieved from <https://www.cnbc.com/2021/05/31/covid-is-driving-an-exodus-among-health-care-workers.html> .

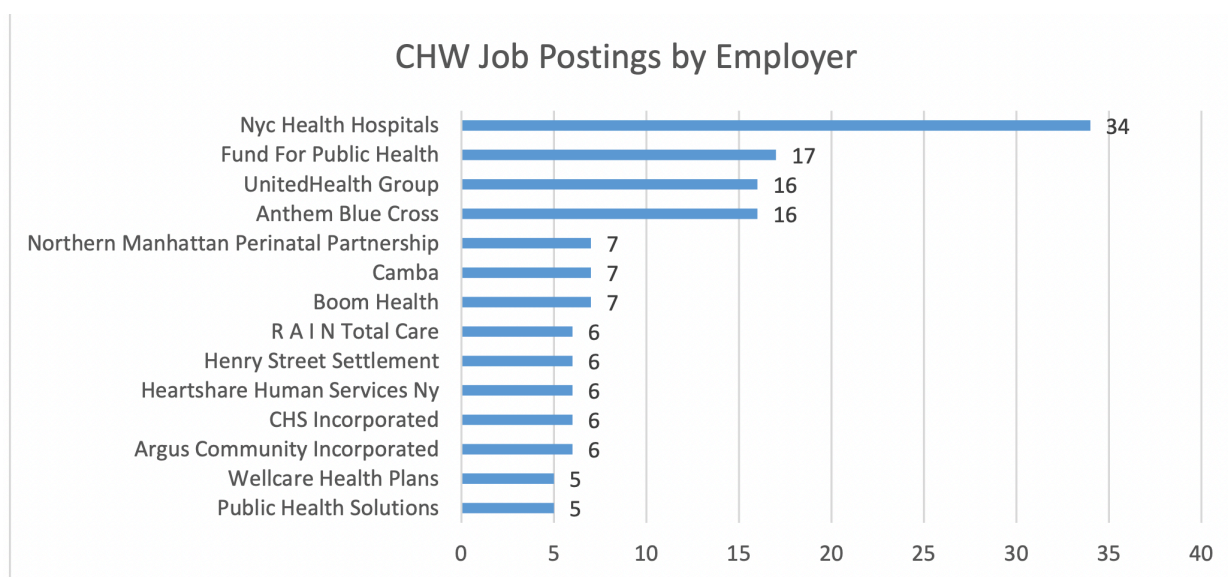
¹⁵ Information retrieved from <https://www.cuny.edu/academics/academic-policy/credit-prior-learning/> .

¹⁶ Information and graph retrieved from https://mcusercontent.com/760aea3c07df7a33b39b8b811/files/f8734991-ebbe-1424-d15f-75e5a009027b/CHW_Workforce_Snapshot_2019_April_2021.pdf . Per the author: "This table provides information on both the preferred and minimum/required education levels listed in job postings. For this reason, a job posting may be counted in more than one of the educational categories [shown]."



This information is important because it provides the academic sector some guidance as to how to create curricula that respond to industry needs.

Regarding the employers recruiting CHWs, we see major players in the NYC health services industry (e.g., NYC Health & Hospitals, CAMBA in Brooklyn, Fund for Public Health) are involved¹⁷:



¹⁷ Information and graph retrieved from https://mcusercontent.com/760aea3c07df7a33b39b8b811/files/f8734991-ebbe-1424-d15f-75e5a009027b/CHW_Workforce_Snapshot_2019_April_2021.pdf.

When we investigate further and see the types of jobs that are being recruited for, we see the following¹⁸:

Community Health Worker	Fund For Public Health In New York Inc	Feb. 18, 2021
Community Health Worker-Alzheimer's's Link Program	R A I N Total Care	Feb. 16, 2021
Community Health Liaison	Doral Health & Wellness	Feb. 15, 2021
Community Liaison-Outreach Worker	Heartshare Human Services Ny	Feb. 02, 2021
Community Health Worker, Uhf Infant And Maternal Health	Camba	Jan. 29, 2021
Borough Outreach Coordinator Community Liaison Worker Level III , Test & Trace Corps */Grant Funded - Nyc Residency *	Nyc Health Hospitals	Jan. 29, 2021
Community Liaison Worker - L II	Nyc Health Hospitals	Jan. 06, 2021

This information from 2020, along with previous information reported from 2017, provides a holistic picture of the increased demand for health-related workers in New York City. The proposed degree is perfectly poised to respond to this need for trained and qualified professionals.

Post-graduation Academic Transfer Opportunities

We have discussed the transfer of courses from this degree with several CUNY schools, including Brooklyn College and City Tech, which are two schools many of our students transfer to with their Community Health degrees. York College is another opportunity for transfer that we will be investigating since York does offer a BS in Health Science¹⁹ as well as Public Health²⁰.

Similar Programs at CUNY

Queensborough Community College has an AS in Health Sciences that is a pre-clinical training program²¹. This program prepares students well for nursing-related careers and others that are more clinical in nature.

One of CUNY's 4-year colleges, New York City College of Technology ("City Tech"), recently started offering an AS in Health Sciences degree²². This degree is specifically created as a para-professional program to help students to enter clinical aspects of health services. It also serves as a direct pipeline into their new BS in Health Care Management²³.

Other programs in CUNY exist but are more career-specific than the proposed degree: Hostos CC²⁴ and Kingsborough CC²⁵ offer Community Health AS degrees that are aimed at helping students become entry-level

¹⁸ Ibid.

¹⁹ Information retrieved from <https://www.york.cuny.edu/produce-and-print/contents/bulletin/school-of-health-and-behavioral-sciences/health-professions/health-science-bs-bs> .

²⁰ Information retrieved from <https://www.york.cuny.edu/produce-and-print/contents/bulletin/school-of-health-and-behavioral-sciences/health-and-physical-education/public-health-bs> .

²¹ Information retrieved from <https://www.qcc.cuny.edu/academics/degree-programs/as-health-sciences.html> .

²² Information retrieved from <https://www.citytech.cuny.edu/health-sciences/health-science-as.aspx> .

²³ Information retrieved from <https://www.citytech.cuny.edu/health-sciences/> .

²⁴ Information retrieved from <https://www.hostos.cuny.edu/Administrative-Offices/Office-of-Academic-Affairs/Departments/Education/Programs/Community-Health/Description> .

²⁵ Information retrieved from <https://www.kbcc.cuny.edu/academicdepartments/hper/com.html> .

community and public health professionals. Bronx CC²⁶ and Queensborough CC²⁷ offer the AS in Public Health, which are great transfer options to baccalaureate public health programs at York²⁸, Brooklyn²⁹, Hunter³⁰, and Lehman³¹.

Other degrees offered at CUNY include:

- AA in Human Services (offered at La Guardia CC);
- AS in Human Services (offered at BMCC and KCC);
- AAS in Medical Office Assistant (offered at BMCC, BCC, and QCC); and,
- AAS in Health Care Information Technology (offered at BMCC).

Similar Programs outside of CUNY

There are also several non-CUNY schools that offer comparable degrees to what we are proposing. Westchester Community College offers AS and AAS degrees in Human Services. Nassau Community College offers an AS in Health Studies. SUNY schools are also responsible for graduating students in the field by offering degrees such as the AS in Health Sciences/Health Studies at Cobleskill, Morrisville, Alfred State, Broome CC, Cayuga CC, Niagara CC, among a few others.³²

As far as for-profit/private colleges, Plaza College offers an AS in Allied Health Science³³ and ASA College offers the AS in Health Information Technology³⁴. More importantly, we must note that many colleges are offering similar online AS degrees such as Casper College (WY)³⁵, Riverland Community College (MN)³⁶, and Northwest Technical College (MN)³⁷, as well as baccalaureate online degrees from South University (GA)³⁸, Southern New Hampshire University³⁹, and University of Phoenix⁴⁰.

The benefit of the proposed degree at KCC is that we can offer the degree with options for in-person, hybrid,

²⁶ Information retrieved from <http://www.bcc.cuny.edu/academics/academic-departments/health-physical-education-and-recreation-department/degree-certificate-courses/public-health-as/>.

²⁷ Information retrieved from <https://www.qcc.cuny.edu/academics/degree-programs/as-public-health.html>.

²⁸ Information retrieved from <https://www.york.cuny.edu/produce-and-print/contents/bulletin/school-of-health-and-behavioral-sciences/health-and-physical-education/public-health-bs>.

²⁹ Information retrieved from <https://www.brooklyn.cuny.edu/web/academics/student-learning-outcomes/bs-health-nutrition-public.php>.

³⁰ Information retrieved from <http://www.hunter.cuny.edu/publichealth>.

³¹ Information retrieved from <https://lehman.edu/academics/health-human-services-nursing/health-sciences/public-health.php>.

³² Information retrieved from <https://www.suny.edu/media/suny/content-assets/documents/guides-to-majors/Health-and-Wellness-printer-friendly.pdf>.

³³ Information retrieved from <https://www.plazacollege.edu/academics/school-of-allied-health/allied-health-science/>.

³⁴ Information retrieved from https://www.asa.edu/health-inform/?utm_source=reachlocal&utm_medium=ppc&utm_campaign=healthit&scid=3877504&kw=33103053&pub_cr_id=532218051720&device=c&network=g&targetid=kwd-904194560841&loc_interest_ms=&loc_physical_ms=9067609&tc=CjwKCAjwmK6IBhBqEiwAocMc8nIJs2p6nnLz1WaDzErMMIGYzHc9NewpptW8BBjdSn5srxVTBMuE9BoCUtgQAvD_BwE&rl_key=820d917d641acf71d283d6079e04691b.

³⁵ Information retrieved from <https://www.caspercollege.edu/program/health-science/>.

³⁶ Information retrieved from <https://www.riverland.edu/academics/programs/health-sciences-broad-field-as/description/>.

³⁷ Information retrieved from <https://www.ntcmn.edu/career-paths/health-care/health-sciences/degrees-credentials/as-health-sciences-broad-field/>.

³⁸ Information retrieved from <https://www.southuniversity.edu/online/degrees-programs/healthcare/allied-health-science-as>.

³⁹ Information retrieved from <https://degrees.snhu.edu/programs/bs-in-health-sciences>.

⁴⁰ Information retrieved from <https://www.phoenix.edu/degrees/healthcare.html>.

and fully online learning through our KCC Flex Program⁴¹ which will be articulated with several CUNY colleges for easier transfer of credits.

Articulations and Transfer Programs

This degree intends to facilitate transitioning into well-recognized baccalaureate degree programs that will accept most or all of the students' credits (depending on course grades and status of course equivalencies). This degree will articulate relatively well with the BS in Health and Nutrition Sciences at Brooklyn College⁴². Students will need to be advised that, though the intention is to have all credits transferred, it is possible that not all credits will be accepted by Brooklyn. Our past and current work with Brooklyn College has resulted in their support for our AS degree proposal. Dr. Michele Greene, Professor and Deputy Chair for Undergraduate Health in the Department of Health and Nutrition Sciences at Brooklyn College, expressed support for our degree proposal and stated that the majority of the required courses (7 out of 10) can be transferred easily from KCC to Brooklyn's direct program requirements, with additional courses meeting required elective credit for baccalaureate completion. She and her colleagues welcome additional discussions to facilitate transfer of the remaining courses.

This is the same situation with other schools. Some of those programs include Health Care Management at City Tech⁴³ and the programs in Health Sciences⁴⁴ and Public Health⁴⁵ at York College. With assistance from Dr. Josef Bohm, Coordinator of City Tech's Health Service Administration BS program, we had discussions with Professor Noemi Rodriguez, Coordinator of City Tech's new BS in Healthcare Management and Policy (HMP) degree. They have agreed to work with us to better enable graduates of our AS in Health Sciences program to transfer to their BS HMP degree program. This will allow City Tech faculty to provide more enhanced lessons and higher-level training experiences for slightly more "advanced" students, which, in turn, would produce more professionally prepared graduates. Regarding York College, we received support from Dr. Nicholas Grosskopf, Professor and Coordinator of York College's Public Health (PH) Program, stating that 18 credits of the Health Sciences major would be transferable to York's PH degree, keeping in mind that "since [the] public health program is built on a cohort model, students would not be able to enter the program (at York) without taking 12 credits of sequential pre-requisites."

Other potential transfer opportunities for students exist at several CUNY schools with proper advisement. Lehman College offers a BS degree in Dietetics, Foods, and Nutrition⁴⁶, as well as Health Education and Promotion⁴⁷, and Health Services Administration⁴⁸. Hunter College offers BS degrees in Public Health as well

⁴¹ Information retrieved from <https://www.kbcc.cuny.edu/kccflex/index.html>.

⁴² Information retrieved from <https://www.brooklyn.cuny.edu/web/academics/student-learning-outcomes/bs-health-nutrition-public.php>.

⁴³ Information retrieved from <https://www.citytech.cuny.edu/health-sciences/>.

⁴⁴ Information retrieved from <https://www.york.cuny.edu/produce-and-print/contents/bulletin/school-of-health-and-behavioral-sciences/health-professions/health-science-bs-bs>.

⁴⁵ Information retrieved from <https://www.york.cuny.edu/produce-and-print/contents/bulletin/school-of-health-and-behavioral-sciences/health-and-physical-education/public-health-bs>.

⁴⁶ Information retrieved from <https://lehman.edu/academics/health-human-services-nursing/health-sciences/dietetics-foods-nutrition.php>.

⁴⁷ Information retrieved from <http://lehman.smartcatalogiq.com/en/2019-2021/Undergraduate-Bulletin/Academic-Departments-and-Programs/Health-Sciences/Health-Education-and-Promotion-B-S>.

⁴⁸ Information retrieved from <http://lehman.smartcatalogiq.com/2019-2021/Undergraduate-Bulletin/Academic-Departments-and-Programs/Health-Sciences/Health-Services-Administration-B-S>.

as Nutrition & Food Sciences⁴⁹. Lastly, the School of Professional Studies (SPS) offers BS degrees in Health Services Administration⁵⁰ and Health Information Management⁵¹. With SPS, our degree may be extra attractive to students who wish to study fully online; they can earn their degree at KCC completely online and continue on to SPS fully online for one of these options. Tables showing all of CUNY's health and human services degree and certificate programs are available online^{52 53} and in Appendix A.

KCC intends on exploring all possible avenues to establish course equivalencies and articulation agreements to ensure students in this degree program have as many options as possible for them to choose the right academic path for themselves. In addition to the support we have received from the CUNY schools mentioned above, we are also being supported by a non-CUNY school, George Washington University's Milken Institute School of Public Health. Dr. Carlos-Rodriguez-Diaz, professor in the graduate program in Prevention and Community Health, states that this "degree will offer students, especially Black, Latinx, and other students of color, an entry into a world full of opportunities to work in health care, and [health care] agencies need them to provide better services to their communities."

⁴⁹ Information retrieved from <http://www.hunter.cuny.edu/uph> .

⁵⁰ Information retrieved from <https://sps.cuny.edu/academics/undergraduate/bachelor-science-health-services-administration> .

⁵¹ Information retrieved from <https://sps.cuny.edu/academics/undergraduate/bachelor-science-health-information-management-bs>

⁵² Information retrieved from https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/health-human-services/HHS-Degree-Grid_March2021.pdf .

⁵³ Information retrieved from https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/health-human-services/HHS-Certificate-Grid_March2021.pdf .

STUDENT INTEREST AND ENROLLMENT

In developing this degree, we focused on specific students to recruit and to support. KCC has a number of students that enter or transfer into their first semester as Liberal Arts students but with an undeclared interest in health. In addition, liberal arts students and students within nursing, EMS, and other clinical programs may become ineligible to advance into clinical studies. These cadres of students will be important to focus on for recruitment into this degree. We want to provide hope and a pathway for students who are altruistic, willing to and interested in learning about health careers, and motivated to get into them because of their passion and concern for their loved ones and their communities.

One of the benefits that KCC has is its' Advisement Academies in which students can interface with advisors who can help them consider next steps when disappointing setbacks occur (like those noted above). These advisors, like those in the Health and STEM Academy, have close relationships with the students as well as with professors in their designated departments. We expect this collaboration will assist students who need further guidance on which directions they should take academically and professionally to continue in the health fields.

This AS in Health Sciences can be marketed to 1st year students who are already interested in health topics and health careers that are not necessarily clinical in nature. This degree can also serve as another option for current students who are not matriculated but want to explore the various areas that health sciences can cover.

In addition to the internal mechanisms for recruitment mentioned above, we expect many potential students for this new degree program will be recruited directly from entry-level jobs in the industry, identifying incumbent workers who currently serve as medical assistants and other entry-level workers seeking professional and academic advancement.

We will also be working with our Enrollment Management team, Dr. Johana Rivera, VP for Enrollment Management and Communications; Dr. Wayne Harewood, Executive Director of Enrollment Management; and Erica Levy, Director of Admissions, to inform current and recent high school graduates about the benefits of obtaining this degree in order to enter these fields more prepared.

We also plan on using these other recruitment strategies to direct students into this new program:

- Through an established collaboration with Kingsborough's Continuing Education (CE) department, 1199SEIU United Healthcare Workers, and Community Care of Brooklyn, we are currently training medical assistants in various private practices to become health coaches using the curriculum attached to degree proposal (*see Appendix E*).
- As we mentioned previously, Kingsborough has a course ("Emerging Trends in Health Careers"), a no-cost 1-credit seminar that serves as an overview of health careers and the academic pathways that exist at KCC to help them start these careers. Students in this course will be advised about this AS in Health Sciences once it is approved and available.
- We will be working with several CUNY colleagues who we have collaborated with on the university-wide CPL initiative to develop a competency-based assessment for advanced standing. This method will allow incumbent workers in health services, especially from underemployed communities who have

current experience and credentials (e.g., health care certifications and licenses, non-English language skill), to attain credits equivalent to the competencies covered in relevant college-level courses.

- Lastly, we will be recruiting students in KCC Continuing Education who are completing or have completed their Certified Clinical Medical Assistant (CCMA) certificate and other health-related trainings. We will also be tapping into the trainee populations of special non-degree health career programs at College of Staten Island, LaGuardia Community College/Bronx-Lebanon Hospital, Northwell Health, and New York City Health & Hospitals.

We will work with academic advisors in the Health and STEM Academy, KCC Flex, and special student support programs like ASAP, CUNY EDGE, and College Discovery to educate the advisors about our new degree and to identify students in their programs that may be interested and eligible to enter the new degree program. We also plan to work with Sinu Jacob, Director of Financial Aid, part of the Enrollment Management team, to assess ways in which our students can benefit from various financial aid and student support programs.

Students who seek admission into the program must apply through CUNY First (if new to the college) or complete a change of major form (if a current student is enrolled in the college).

CUNY requires that all incoming degree-seeking students, as well as students entering the upper division, demonstrate proficiency in English (reading and writing) and Math in order to enroll in credit-bearing courses in the associated subject.⁵⁴ Students may establish proficiency in a variety of ways, including, but not limited to, meeting benchmark scores on the SAT, ACT, and New York State Regents exams, or demonstrating proficiency through Exemption. Beginning Spring 2020, students who do not meet benchmark scores will no longer be administered a placement test; rather, CUNY will use a Proficiency Index to determine developmental education assignment. The Proficiency Index combines overall high school grade point average with SAT and/or Regents exam scores. There are separate Proficiency Indexes for English and Math.

CUNY has moved to a corequisite model for developmental course work and is removing stand-alone developmental courses. Two examples of this at KCC are:

- ENG 12A0 – Composition I (ALP) [3 Credits + 1 Equated Credit, Hours: 6 hrs. (2 hrs. lecture, 4 hrs. lab)]
College-level reading and writing, and the development of ideas in essays, including how language communicates facts, ideas and attitudes. Writing is practiced as process involving revision based on feedback from readers. College-level essays emphasize close reading and intertextual analysis, and reading across and between texts drawn from various disciplines. This course includes an Accelerated Learning Program (ALP) component for students who are eligible for a corequisite course per CUNY English Proficiency Index guidelines.

Prerequisite(s): This course is open to the ALP Student Group. Eligibility is determined as follows: (1) Score of 50-55 on the CATW AND a Passing score on the CUNY Assessment Test in Reading, or (2) Passing in ENG 93A9, or (3) Instructor approval AND Passing grade in ESL 102 or ESL 91A7, or (4) Grade of "S" or "R" in UIP ENGRW, or (5) CUNY Proficiency Index score of 64 or below.

- MAT 500 – Introduction to Mathematical Thought (3 Credits + 4 Equated Credits, Hours: 7 hrs.)
This course emphasizes quantitative reasoning skills for informed citizens to understand the world around them. Topics include basic probability, data analysis, solution of elementary Algebraic equations, word problems and modeling data.

⁵⁴ Information retrieved from <https://www.cuny.edu/academics/testing/testing-faqs/>.

Prerequisite(s): For students who are eligible for a corequisite course per CUNY Math placement guidelines and likely to benefit from some developmental support, eligibility determined as follows: (1) Score of 40-56 on the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math or (2) passed MAT M100 or (3) passed a Mathematics Department workshop culminating in passing the Departmental MAT M100 final exam

Effective marketing of this degree and accurate advisement will be crucial to the success of the proposed AS in Health Sciences. We will work closely with the Communications and Marketing team lead by VP Cheryl Todmann. Infographics, brochures, and degree Map will be used during marketing and advisement to help students enter the program and increase retention.

CURRICULUM

We developed a curriculum that reflects not only students' interests in health issues and health care, but also one that will be flexible enough to serve as a viable transfer degree to 4-year colleges. The required courses in this degree are all introductory- and secondary-level courses with seamless transfer to 4-year colleges. The structure of the degree also gives students the ability to more easily complete the degree in 2 years. The curriculum addresses certain issues that are inherent in any degree addressing health issues and health careers:

- The degree program, to be successful, needs to have robust recruitment efforts, effective advisement from KCC Flex and the Health & STEM Advisement Academy (and other support programs), strong leadership from its Program Director, and an organized degree map.
- This degree needs to serve as a foundation for students who wish to continue to clinical careers (e.g., nursing) as well as non-clinical ones (e.g., health education).
- Enrollment into this degree program is still based on students showing academic merit and understanding that they must succeed in this degree in order to properly transfer to other schools. Even though some students will be coming from clinical programs, they will be educated about the alternative careers in health services that exist in which they can be successful.
- The degree curriculum will need constant and consistent review to reflect what the industry needs, as well as student requirements for transfer to colleges and entering the workforce.

Degree Overview

With this AS degree, the curriculum is designed to help students develop competencies in related fields, such as general health education, health care terminology, public health, health coaching, basic life support and first aid, medical assistant, community health work, among others.

This degree is designed for students who:

- a) are interested in the health field for a college degree but do not want to specialize in a specific area of the field (e.g., community health, mental health, emergency medical services);
- b) wish to begin a career in an entry-level position in health care or related field (e.g. health coaches, health care/medical office assistants) immediately after graduating from college;
- c) are incumbent workers in the health field and want to advance from their current positions;
- d) were not successful in completing requirements for clinical health programs but want an option to study and enter the various health fields that can use their academic, professional, and personal skills; and
- e) who have prior learning or work experience that can be reviewed for credit equivalencies to the competencies met in the course learning outcomes of various courses in the degree (via CPL policies). Students will also have the option to transfer to a 4-year degree program to attain a Bachelor's degree in a similar field (e.g., Health Sciences or Public Health at York, Health and Nutrition Sciences at Brooklyn, Healthcare Management and Policy at City Tech).

HPER houses another program, the Associate of Science degree (A.S.) in Community Health⁵⁵, that prepares students to enter the fields of community and public health. However, the AS in Community Health is specifically structured for transfer to Bachelor's degree programs in community and public health, as well as for entry into occupations at community and public health sites (e.g., governmental entities, community-based

⁵⁵ Information retrieved from <https://www.kbcc.cuny.edu/academicdepartments/hper/com.html> .

organizations, non-governmental organizations, health policy institutions). Distinctions between the two AS degree programs are addressed in the following section.

Learning Outcomes

The Program Learning Outcomes (PLOs) for this proposed AS in Health Sciences are as follows:

Upon successful completion of Health Sciences degree program requirements, graduates will:

- 1. demonstrate fundamental knowledge in health care services related to individual health behaviors, health communication, psychology, and/or sociology;*
- 2. explain how health is affected by substance use, unhealthy sexual behavior, improper nutrition, and lack of physical activity;*
- 3. practice basic communication skills related to helping individuals enhance their sexual health, reduce substance use, manage better nutrition, adhere to medical advice, engage in health coaching, and navigate health care systems;*
- 4. identify their personal values and the ethical standards of practice related to health care services;*
- 5. demonstrate technological and communication skills in health care services (reading, writing, and/or speaking);*
- 6. explain basic concepts related to human anatomy, women's health, and American health care system;*
- 7. employ critical thinking skills when explaining basic health concepts and demonstrating the application of health care practices; and,*
- 8. apply basic life support and first aid skills to ensure patient and client safety.*

In comparison, the AS in Community Health⁵⁶ incorporates the following PLOs:

Upon successful completion of the Community Health degree program requirements, graduates will:

- 1. identify individual and community level needs for health promotion and disease;*
- 2. use population data and research methods to describe distributions and determinants of health disparities;*
- 3. describe how to plan, implement, and administer community health interventions;*
- 4. explain how to advocate for effective community health initiatives at the local, state and federal levels;*
- 5. incorporate cultural competence within health promotion and disease prevention initiatives; and*
- 6. analyze the psychosocial, economic, political, and professional factors that impact health services.*

⁵⁶ Current degree map and PLOs for the COH degree are available in the KCC College Catalog (2020-2021) online at http://catalog.kingsborough.edu/preview_program.php?catoid=9&poid=517&returnto=629.

The table below provides a side-by-side comparison:

PLO comparison for AS in Health Sciences vs. AS in Community Health

AS in Health Sciences	AS in Community Health
<i>Upon successful completion of the Health Sciences degree program requirements, graduates will:</i>	<i>Upon successful completion of the Community Health degree program requirements, graduates will:</i>
1. demonstrate fundamental knowledge in health care services related to individual health behaviors, health communication, psychology, and/or sociology;	1. identify individual and community level needs for health promotion and disease
2. explain how health is affected by substance use, unhealthy sexual behavior, and improper nutrition, and lack of physical activity;	2. use population data and research methods to describe distributions and determinants of health disparities
3. practice basic communication skills related to helping individuals enhance their sexual health, reduce substance use, manage better nutrition, adhere to medical advice, engage in health coaching, and navigate health care systems;	3. describe how to plan, implement and administer community health interventions
4. identify their personal values and the ethical standards of practice related to health care services;	4. explain how to advocate for effective community health initiatives at the local, state and federal levels
5. demonstrate technological and communication skills in health care services (reading, writing, and/or speaking);	5. incorporate cultural competence within health promotion and disease prevention initiatives
6. explain basic concepts related to human anatomy, women's health, and American health care system;	6. analyze the psychosocial, economic, political, and professional factors that impact health services
7. employ critical thinking skills when explaining basic health concepts and demonstrating the application of health care practices; and,	
8. apply basic life support and first aid skills to ensure patient and client safety.	

Student advisement (through our Advisement Academies and sessions augmented by faculty members) and effective marketing will be extremely helpful in informing students about the similarities and differences between the two degrees. Consequently, students will be able to choose the best degree for their career and educational needs.

Degree Architecture

Pathways (Common Core) Content	Course	Credits
Pathways Required Core		12
English Composition I	ENG 1200	3
English Composition II	ENG 2400	3
LIFE & PHYSICAL SCIENCES	BIO 1800*	3
MATHEMATICS AND QUANTITATIVE REASONING	ANY MQR	3
Pathways Flexible Core		18
World Cultures and Global Issues	HS 4100*	3
US Experiences & its Diversity	ANY COURSE	3
Creative Expression	ANY COURSE	3
Individual & Society	SOC 3100* or SPE 1800*	3
Scientific World	PSY 1100*	3
Additional Flexible Core***	PHI 7600*	3
Major in Health Sciences		30
	SPE 1800: Health Communication OR PSY 1100: Introduction to Psychology OR SOC 3100: Introduction to Sociology	3
	HS 4000: Drugs & Society	3
	HS 5200: Human Sexuality	3
	HPE 1200: Concepts of Wellness^^^	3
	HE 3800: Women's Health Issues	3
	HE 4200: Health and Nutrition	3
	BIO 1800: The Biology of the Human Body	3
	COH 1500: Health Care in the United States^	3
	COH 1600: Patient Engagement^^^	3
	HE 2200: Basic Life Support for the Healthcare Provider and First Aid**	3
Electives		0 – 12^^
TOTAL CREDITS		60

*Recommended course for this Pathways category. Students who use other courses may apply the courses mentioned above as part of their discipline electives in order to graduate 60 credits.

**New course being proposed

*** Any flexible core course may be selected with the following caveats: no more than two courses from one flexible core area, and no more than two courses from any one discipline.

^This course has been approved by BC for equivalency to their *HNSC 2140: Introduction to the U.S. Health System and Policy* (3 Credits)

^^ Variable elective credits because of double dipping Pathways courses. Advisement necessary to assist with transfer of credits to desired 4-year college.

^^^ Health Coach certificate is granted after successful completion of HPE 1200 AND COH 1600. (HPE 1200 is a co-requisite of COH 1600.)

Course Descriptions

The following required courses are proposed for this degree. They are offered in the HPER and other departments to all interested students as introductory exposure to the various areas of health sciences, including psychology, sociology, health communications, health education, anatomy and physiology, nutrition, health coaching, and patient safety (i.e., basic life support and first aid).

The 30 credits in the Health Sciences major will be appealing to four-year schools to accept the majority of or all credits for transfer. As previously mentioned, these offerings are all introductory-level courses (except *COH 1600*, which has a co-requisite of *HPE 1200*). They cover many topics preferred by health services employers and 4-year colleges. All of these course descriptions are currently available in the KCC Course Catalog and on CUNYFirst:

- a. **SPE 1800 – Health Communication (3 credits):** Health communication is a field of study that encompasses theories, research, and applications of the symbolic processes by which people, both individually and collectively, understand, share ideas about, and accommodate to health and illness. This course is designed to introduce students to a wide range of scholarship in health communication beginning with a basic introduction to the field of health communication and then moving through the key topics, definitions, theories and perspectives. The course will examine how individuals' health behavior is framed by the contexts and modes in which we communicate including narratives, individual, interpersonal, art, organizational, community, media, cultural and public policies. Students will learn the basics of clear, purposeful and compassionate communication across multiple channels, strengthening their health literacy skills and by becoming more informed health citizens.
- b. **PSY 1100 – Introduction to Psychology (3 credits):** Introduction to psychology as a science. Topics covered in this survey course include historical background, fields and divisions, scientific methods, biological underpinnings of thought and behavior, learning and memory.
- c. **SOC 3100 – Introduction to Sociology (3 credits):** An introduction to the scientific study of society and social interactions. This course covers social theories, methods, culture, deviance, social inequities (including race, class, and gender) and social situations (such as the family, education, and religion). Students learn to analyze, evaluate, and critique social structures and to understand social change.
- d. **HS 4000 – Drugs: The Individual and Society (3 credits):** Provides students with an opportunity to gain a deeper perspective into the psychology of the dependent personality, reasons for drug use, misuse, abuse, and possible solutions.
- e. **HS 5200 – Human Sexuality (3 credits):** Information on the biological basis of sex, sexual behavior, attitudes and values, sexual problems, sex therapy, and the social, cultural and ethical aspects of sexuality.
- f. **HPE 1200 – Concepts of Wellness (3 credits):** This fundamental course, covers a broad spectrum of health-related topics to make students aware of the causes of mental and physical illnesses and their prevention, and demonstrates how lifestyle, perceptions, and decisions affect health. Guidelines and

criteria presented to determine good mental, emotional, and physical health. Opportunities for personal assessment.

- g. **HE 3800 – Women's Health Issues (3 credits):** A comprehensive exploration of current health issues and their specific impact on women. The health concerns for each developmental phase of a woman's life are covered, with an emphasis on behaviors that can enhance wellness.
- h. **HE 4200 – Health and Nutrition (3 credits):** The role of nutrition in disease prevention and health promotion as outlined in the Surgeon General's report to the nation, Healthy People 2010. Students analyze the research linking foods, nutrients, phytochemicals, supplements, and herbs to the leading causes of morbidity in the United States. Students will design an optimal nutritional plan for lifelong wellness.
- i. **BIO 1800 – The Biology of the Human Body (3 credits):** For non-science majors and those who plan to transfer to senior colleges within CUNY. This course will offer a one-semester overview of anatomy and physiology of all organ systems of the human body. The interrelationships between organ systems will be emphasized to provide a holistic view, practical applications to healthcare and reinforcement of health literacy skills. Through lecture and discussion, the processes of the human body will be explored. For each topic, interactive computerized lab experiences involving application of the process of scientific inquiry will be conducted. In addition, current ethical issues in medicine and healthcare will be studied.
- j. **COH 1500 – Health Care in the US (3 credits):** This course provides an overview of the history and current status of healthcare systems in the United States. The information in this course will provide students with knowledge necessary to understand how American health systems should be navigated in order to provide and refer patients and clients to appropriate clinical and supportive services.
- k. **COH 1600 – Patient Engagement (3 credits):** This course provides an overview of the skills necessary for engaging patients in discussions about management of various conditions (e.g., asthma, diabetes, obesity, HIV, among others), and how to best manage those conditions for optimal health outcomes. The information in the course will provide students with the skills necessary to help clients and patients contemplate and practice behavior changes that will improve their health. *(Co-requisite: HPE 1200)*
- l. **HE 2200 – Basic Life Support for the Healthcare Provider and First Aid (3 credits):** The goal of this course is to provide students with necessary lifesaving skills to work in a variety of healthcare settings. Students will learn to recognize and respond to a variety of life-threatening emergencies such as cardiac arrest, heart attack, stroke, diabetic emergencies, opioid associated emergencies, and other injury and environmental emergencies. In line with the skills needed for health care coordination jobs, effective communication, teamwork, critical thinking, and problem-solving skills will be emphasized. Upon successful completion of course and certification requirements, students will have the ability to apply for the BLS for Healthcare Provider as well as Heartsaver First Aid certifications from the American Heart Association, two valuable credentials for health care providers. *(See New Course Proposal Submission in Appendix D.)*

Microcredentials

This degree will be unique in our department in that it will have no concentrations, but it will give students the ability to earn three microcredentials. First, upon passing *HPE 1200* and *COH 1600*, students will receive a certificate in *Health Coaching*, a micro-credential recognized by industry leaders in New York City and supported by Local 1199SEIU, New York Alliance for Careers in Healthcare, and Community Care of Brooklyn⁵⁷. In addition, upon passing *HE 2200*, students will be eligible to apply for the *BLS for Healthcare Provider*, as well as *Heartsaver First Aid* certifications from the American Heart Association.

Curriculum Map

To better show how our courses align with our previously mentioned PLOS, we have included a curriculum map below. Please note that, out of the first 3 courses listed (*SPE 1800*, *PSY 1100*, or *SOC 3100*), students choose one course.

0												
PROGRAM LEARNING OUTCOMES												
Program Outcomes Mapping												
Health Sciences												
REQUIRED COURSES	SPE 1800	PSY 1100	SOC 3100	HS 4000	HS 5200	HPE 1200	HE 3800	HE 4200	BIO 1800	COH 1500	COH 1600	HE 2200
PLO 1 demonstrate fundamental knowledge in health knowledge, individual health behaviors, health communication, psychology, and/or sociology	X	X	X	X	X	X	X	X			X	
PLO 2 explain how health is affected by substance use, unhealthy sexual behavior, improper nutrition, and lack of physical activity	X			X	X	X	X	X			X	
PLO 3 practice basic communication skills related to helping individuals enhance their sexual health, reduce substance use, manage better nutrition, adhere to medical advice, and navigate health care systems (with certifications in health coaching)	X			X	X	X	X	X			X	
PLO 4 identify their personal values and ethical standards of practice related to health care services		X		X	X	X	X	X		X	X	X
PLO 5 demonstrate technological and communication skills (reading, writing, and/or speaking)	X	X	X	X	X	X	X	X	X	X	X	X
PLO 6 explain basic concepts related to human anatomy, women's health, and American health care							X		X	X		
PLO 7 employ critical thinking when explaining basic health concepts and demonstrating health care skills	X	X	X			X				X	X	X
PLO 8 demonstrate basic life support and first aid skills to ensure patient and client safety												X

⁵⁷ See page 7 of the KCC Annual Report (2018) at https://kingsborough.edu/aboutkcc/annual_report/documents/FY18AnnualReport.pdf.

Degree Map

The following is a degree map that can be used to advise students who are interested and/or registered in the Health Sciences AS degree. Note that elective credits can become available because these courses can only count once towards fulfillment of degree requirements; thus, it is recommended, with advisement, to select electives that will transfer well to the student's 4-year college of choice.

Degree Map: A.S. in Health Sciences

Degree Information

Catalog Year: **20XX - 20XX**

Plan: **Health Sciences AS**

Sub Plan: **NONE**

Required Credits: **60**

General Requirements

Req GPA: **2.0**

Req Residential Credits: **30**

Req Liberal Arts Credits: **30**

Req Civic Engagement: **1**

Req Writing Intensive: **1**

1

Session A

COURSE	CRS
ENG 1200	3
HS 4000	3
MATH & QUANTITATIVE REASONING	3
LIFE & PHYSICAL SCIENCES (Recommended: BIO 1800)	3

Session B

COURSE	CRS
Choose 1: Flexible Core: Individual and Society (Recommended: SOC 3100* or SPE 1800*)	3

2

Session A

COURSE	CRS
ENG 2400	3
HS 5200	3
Choose 1: Flexible Core: Group A-E (Recommended: PHI 7600)	3
HE 3800	3

Session B

COURSE	CRS
Choose 1: Flexible Core Creative Expression	3

3

Session A

COURSE	CRS
Choose 1: Flexible Core U.S. Experiences in Its Diversity	3
Choose 1: SPE 1800* OR PSY 1100* OR SOC 3100*	3
HE 4200	3
Choose 1: Flexible Core Scientific World (Recommended: PSY 1100*)	3

Session B

COURSE	CRS
Choose 1: Flexible Core World Cultures & Global Issues (Recommended: HS 4100)	3

4

Session A

COURSE	CRS
HPE 1200	3
COH 1600	3
BIO 1800*	3
COH 1500	3
HE 2200	3

Session B

COURSE	CRS
--------	-----

NOTE: The term-by-term course sequence takes into account necessary Prerequisites, Corequisites, and Pre-/Co-requisites

NOTE: Select ONE (1) WRITING INTENSIVE course & ONE (1) CIVIC ENGAGEMENT course. Some courses meet BOTH requirements, see CUNYfirst to determine course status

SEMESTER CRS: **15**

SEMESTER CRS: **15**

SEMESTER CRS: **15**

SEMESTER CRS: **15**

Important Notes:

* Elective Credits can become available because these courses can only count once towards fulfillment of degree requirements; thus, it is recommended, with advisement, to select Electives that will transfer well to the student's 4-year college of choice.

Entrance Requirements

As with any of CUNY's community colleges, students who enroll in this degree must meet the standards established by KCC for 1st year or transfer admission into associate degree programs.

Accreditation

The proposed degree has no program-level accreditation. As with other degrees at KCC, it will be delivered in a manner compliant with the college's accreditation from the Board of Regents of the University of the State of New York and Middle States Commission on Higher Education.

COST ASSESSMENT

Impact of Student Enrollment and Retention

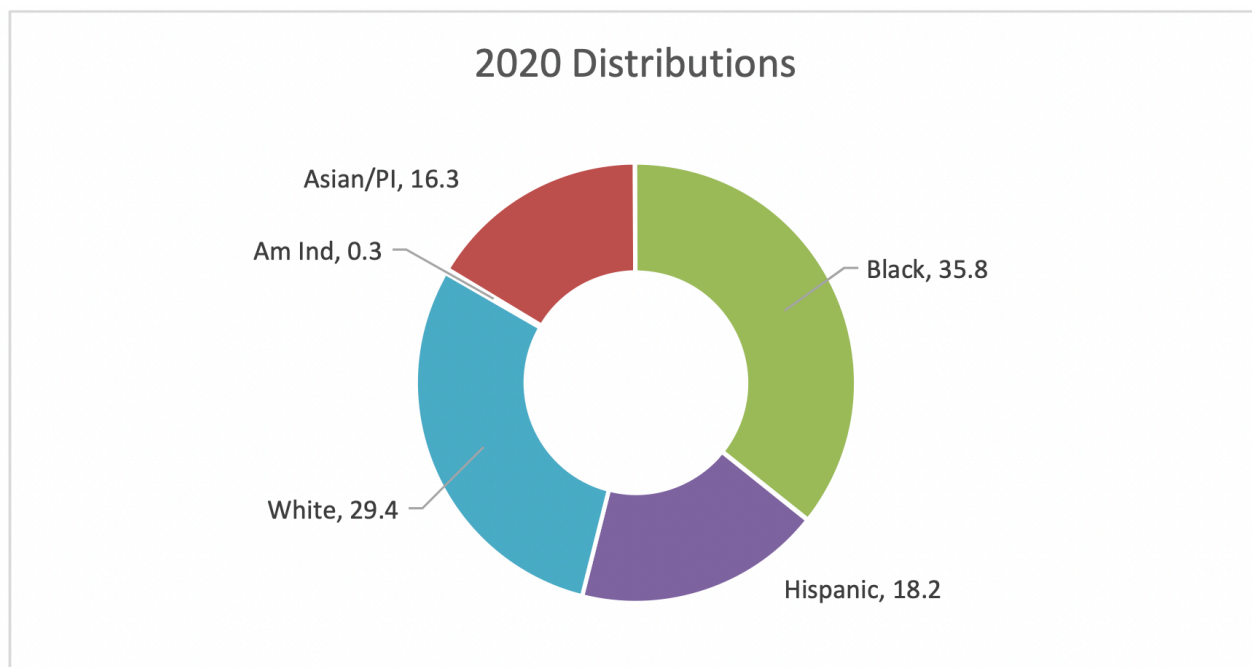
In our experience, students who would be attracted to this proposed degree, on a personal level, usually have dealt with experiences related to reduced access to health care and reduced or severe lack of a health service infrastructure. These disparities are usually experienced by them directly, by family members, or other loved ones. Usually these students are Black, Indigenous, and other people of color (BIPOC) as well as immigrants. The College has traditionally had a significant proportion of BIPOC and immigrants as part of the student population. This is important to note since many increases in health disparities have been among African Americans/Blacks and Latinx/Hispanics (e.g., COVID-19, diabetes, HIV/AIDS, obesity, asthma, among others)⁵⁸. The HPER department attracts students who want to work in health services industries as educators, administrators, and service providers because of individual experiences with the health care system (either personally or through family members) and/or desire to develop a career and earn a living in health care.

At Kingsborough, the racial/ethnic breakdown has stayed consistent over the past 5 years. In 2020, the racial/ethnic characteristics of all enrolled students were 35.8% Black/non-Hispanic, 18.2% Hispanic, 16.3% Asian/Pacific Islander, 0.3% Native American, and 29.4% White/non-Hispanic⁵⁹. However, in the same year, in comparison to the college student body, the proportion of Black, non-Latinx/Hispanic students in HPER programs (collectively) is 41.2 % vs. 35.8%. The rate of Latinx/Hispanic students in HPER is 23.8% vs. 18.2%. This speaks to the attractiveness of our program to students who come from backgrounds that have been disproportionately affected by health disparities. In addition, HPER programs have a higher percentage of enrollment of male students versus female students in comparison to the KCC student body (66.7% vs. 33.3%, respectively). College-wide, females usually represent 54% versus males at 46%. Our proposed degree would do well in focusing on recruiting populations (e.g., Black, non-Latinx/Hispanic Males) that the College and CUNY is hoping to better serve to achieve educational equity. (*Refer to the tables below.*)

⁵⁸ Information retrieved from <https://www.cdc.gov/coronavirus/2019-ncov/community/health-equity/race-ethnicity.html>.

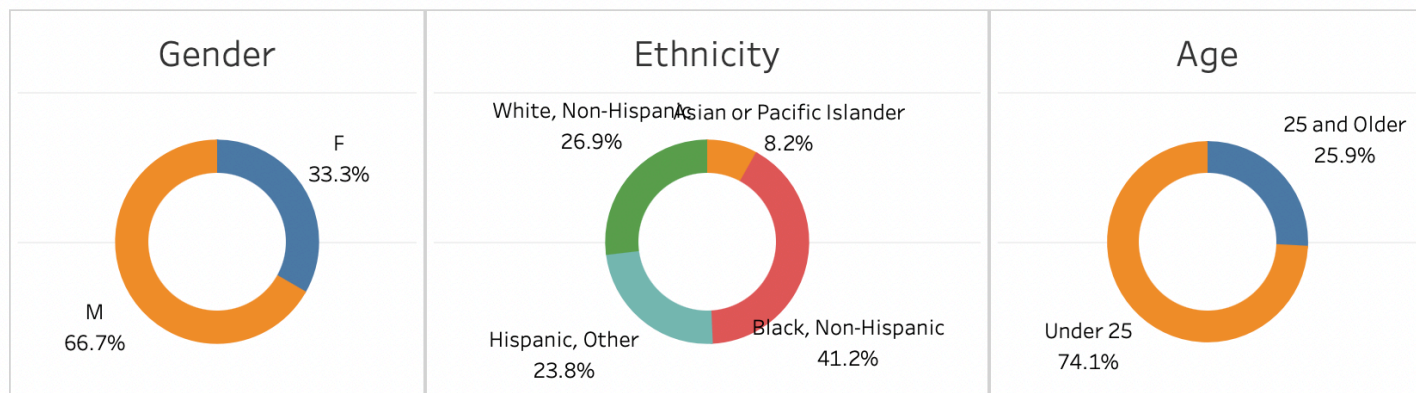
⁵⁹ Information retrieved from <http://www.kbcc.cuny.edu/irap/documents/EnrollmentData/PercentEnrollmentbyEthnicity.pdf>.

KCC Student Body



HPER Student Body

Charts Below for Year(s): 2020



Strength of Internal Collaborations

HPER is in a fortunate situation, collaborating with Continuing Education and Workforce Development (CEWD) program on several educational programs, as in Health Coach, Northeast Resiliency Consortium⁶⁰, and Health Path⁶¹. This work has led to several internal articulation agreements with CEWD to facilitate transfer from non-credit to the credit degree programs. KCC's Academic Affairs department and CEWD are working in collaboration to support non-credit to credit relationships. In addition to these efforts, CUNY's recent work on

⁶⁰ Information retrieved from <http://cewdkbcc.com/category/northeast-resiliency-consortium/>.

⁶¹ Information retrieved from <http://cewdkbcc.com/healthcare-training-programs/healthpath/>.

establishing Credit for Prior Learning (CPL) policies and practices also assist with progress towards educational equity.

Recently, Continuing Education offered non-credit versions of two of our newest courses, and enrollment in those courses indicate significant interest in Health Sciences. As previously noted, *Health Care in the United States (COH 1500)* and *Patient Engagement (COH 1600)* are required in the Health Sciences major. The CE version of *COH 1500* resulted with 40 enrolled students (20 in Spring session 2021 and 20 in Summer session 2021); the CE version of *COH 1600* had an enrollment of 20 students in the Summer session 2021.

We've also discussed how our Health Coach training program consists of a combined offering of *HPE 1200* and *COH 1600*, a successful collaboration among HPER, CEWD, and Local 1199SEIU, the health care workers' union. Over the past 5+ years, it has seen steady enrollment of union-affiliated incumbent health care workers. We started this training course with 13 students enrolled; all students successfully completed the training. As of the end of Spring 2021, we enrolled a total of 254 students, with 241 completing the training.

We can use the above data as indicators for potential enrollment of Health Science degree students. Using the enrollment numbers from one section of each of the CE versions of the courses mentioned, we could infer that potential enrollment in these required courses would be the following:

	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Health Care in the United States (COH 1500)</i>	20	20	25	25	25
<i>Health Coach (HPE 1200 + COH 1600)</i>	20	20	25	25	25

We must also highlight a special program at KCC. The College offers a free, one credit-equivalent seminar course through Continuing Education called *Emerging Trends in Health Careers*⁶². This course serves as a primer of information on health careers and various academic pathways at the college to give students a jump-start into these careers. Information about current health-related academic programs in Emergency Medical Services, Community Health, Mental Health, Human Services, and others is provided. Students can meet staff and faculty from these programs to further discuss their options. Since 2020, this course has been useful in generating interest in health-related studies among ESL and other students who could potentially enroll in the Health Sciences major.

To summarize, there is a “healthy” amount of interest in an AS degree in Health Sciences for many types of students: a) those who are unsure about which degree to get but know that they are interested in health; b) students who have been working in health-related fields but need the credentials for upward professional mobility and economic security; c) those who are unaware of the vast potential of health-related careers; and, d) those who are not able to complete requirements for clinical health programs.

⁶² Information retrieved from <https://www.kbcc.cuny.edu/calendar/index.php?eID=1062> .

Given the effectiveness of the work conducted in our Advisement Academies, Admissions, and KCC Flex departments, enrollment in this degree is expected to be strong. We anticipate the first year to start off slowly as faculty, staff, and students get acquainted with the new degree offering; however, subsequent years should see substantial increases to the enrollment cap due to robust marketing and advisement efforts by faculty and staff.

Programmatic Financial Assessments

Faculty Resources

The HPER department is privileged to have very capable professionals, with diverse backgrounds, perspectives, and life experiences. These faculty members traditionally have taught courses that overlap across majors in the HPER department. For the purposes of implementing and administering the proposed AS in Health Sciences, several faculty members from the department will be involved.

Dr. Jose Nanin, Full Professor (tenured) and Coordinator of Community Health Workforce Initiatives, will serve as Program Director of Health Sciences, responsible for coordinating the courses and activities in the Health Sciences AS program. In addition to teaching courses in the program, he will direct curriculum development, mentor less-seasoned faculty, prepare program reports, and continue to serve as the department liaison for assessment. Having served on the CUNY Credit for Prior Learning (CPL) Committee, he is well situated to facilitate CPL assessment to enable students to receive their degrees in a more fair and expeditious manner.

Other faculty members who will teach in the program will include Dr. Silvea Thomas, Full Professor (tenured) and Program Director of Community Health; Dr. Kevicha Echols, Doctoral Lecturer (CCE) and Community Health Fieldwork Coordinator; Prof. Shannon Caravello, Adjunct Lecturer, KCC Urban Farm Coordinator, and developer of *COH 1500* and *HS 2200*; Prof. Nancy Nemorin, full-time Lecturer and co-developer of the Health Coach curriculum; and, Prof. Gloria Moore, Adjunct Lecturer. We anticipate hiring additional adjunct instructors as the program grows.

These highly qualified, dedicated, and experienced faculty members are the foundations of this degree's mission and will work towards its successful implementation. The COH program faculty, in particular, has been at the forefront of programmatic initiatives that responded to student's educational and career needs, and industry demands. They have documented expertise in educational interventions, health education, health needs assessments, health risk behaviors, and health research. All full-time faculty members have master's or doctoral degrees in Health Education or related areas, along with certifications or state licensure in their areas of expertise (e.g., MCHES, RN, American Red Cross). Areas of professional expertise include basic life support and first aid (via the American Red Cross and American Heart Association), global health, sexuality education, nutrition, stress management, drug addiction and rehabilitation, men's health, and women's health issues.

Several members of the faculty have also developed grant proposals to bring research funds into the college and university, and have conducted presentations at professional meetings, and published articles in leading journals in the field. Our faculty members are also dedicated to academic advisement,

collaborating with staff members of the Health & STEM Academic Advisement Academy⁶³ to properly advise students, including experience in CPL initiatives on campus, and academic/continuing education/workforce program coordination.

At this moment, we currently have sufficient full-time and part-time faculty to teach the courses proposed in this degree. However, as enrollment numbers increase, we will add sections of each course and embark on a search to hire one (1) additional faculty person for HPER to teach courses across the Health Sciences major. In accordance with our union's collective bargaining agreement, we expect to hire a lecturer or tenure-track faculty who can assist in academic advisement and assessment tasks for this degree. The tenure-track faculty member will also participate in scholarship and diversity, equity, and inclusion activities related to areas in health sciences. Recent salaries for a lecturer have ranged between **\$48,550-\$87,771** annually; a tenure-track Assistant Professor can earn between **\$50,238-\$95,667** annually⁶⁴.

All of the courses in this major have been offered as in-person, hybrid, and fully online options. We expect to continue offering the courses through these delivery modalities. For in-person and hybrid courses, HPER has assigned classroom space either in the T4, T2, or the V (Academic Village) buildings. All the classrooms in the T2/T4 building feature computers and smartboards for faculty use. In addition, the Academic Village (V) building, features modern, classroom space with computers and smartboards also. Each professor can now teach more confidently in well-equipped classrooms. Faculty have no need to order audiovisual equipment in advance from through the Media Center for use in the classroom as the presence of the computers and smartboards now give the professors greater control and autonomy in their classroom instruction. In addition, these improvements have served to improve the flexibility of the teaching methods of the faculty.

As a result of multiple professional development opportunities and the necessity to teach only online courses because of the COVID-19 pandemic, HPER professors are all capable of teaching online courses as hybrid or fully online and through asynchronous or synchronous delivery. Every course under departmental control is offered either partially or fully online, giving faculty and students more flexibility in executing class assignments, quizzes, tests, and other activities. In Fall 2019, HPER was one of the first departments at KCC with a fully online degree offering when the Community Health AS degree became certified by the New York State Department of Education (NYSED) as a fully online option under the KCC Flex Program. We will be applying for the same certification for the AS in Health Sciences degree.

Facilities and Equipment

KCC, Brooklyn College, and Medgar Evers College were recently awarded over \$9 million to launch the Healthcare Career Hub of Central and South Brooklyn, a new workforce ecosystem made possible under New York State's Workforce Development Initiative (WDI).⁶⁵ This Hub will have three main objectives: a) expand and enhance the healthcare workforce in Central and South Brooklyn; b) build a healthcare high school to career pipeline for students; and, c) match well-prepared college graduates with excellent healthcare employment opportunities.

⁶³ Information retrieved from <http://www.kbcc.cuny.edu/AdvisementAcademies/HealthSciencesandSTEMAcademy/index.html> .

⁶⁴ Information retrieved from <https://www.psc-cuny.org/content/salary-schedules-full-time-faculty-and-research-series> .

⁶⁵ Information retrieved from <https://www1.cuny.edu/mu/forum/2021/07/29/kcc-wdi/> .

This opportunity will help students earning a Health Sciences degree as well as students in other health-related majors, to gain practical knowledge and skills that are in demand in the industry. Some major advantages for students who participate in the Hub will be participating in training programs in collaboration with health service employers in the area as well as matching graduates with employment opportunities with those employers. Because of several factors related to the changing healthcare landscape, especially reorganization of services due to rising COVID cases and other health disparities^{66 67 68}, health service employers are in need of well-educated, well-trained workers to quickly learn institution-specific policies, procedures, and practices. Students in our Health Sciences program can easily enter careers in various health-related fields.

For the most part, the existing facilities and equipment at KCC are adequate for teaching courses in this degree. If we hire an additional faculty member, an office space would need to be identified and provided. Instructors of the Basic Life Support and First Aid course (HE 2200) have access to equipment (e.g., CPR manikins, bag-valve masks, automated external defibrillators) that are located and securely stored in the designated CPR course training room, G-213.

Support Staff and Related Resources

Kingsborough Community College continues to offer a variety of support services designed to help students achieve academic success and to manage daily living. These programs include:

- the Kingsborough Learning Center (KLC)⁶⁹, where students have access to comprehensive tutoring program that empowers students to cultivate the skills, strategies and behaviors of confident independent lifelong learners. Tutoring is available in almost all KCC courses;
- the Student Wellness Services, where students receive support for engaging in healthier behaviors and can receive free psychological counseling to resolve or cope with life stresses;
- the Women's Center, where students take advantage of support group meetings, referrals, and counseling for women of all backgrounds;
- the Men's Resource Center, where male students of color receive peer and mentoring support;
- the Center for Career Development and Experiential Learning, where staff members help students choose a career path, and find jobs;
- the Access Resource Center (formerly Single Stop), where students receive financial consultation, tax preparation, benefit screening, legal consultation, and food distribution and pantry;
- CUNY EDGE, which enables students on public assistance to focus on their studies and complete their program in a year;

⁶⁶ Information retrieved from https://www.health.ny.gov/health_care/medicaid/redesign/

⁶⁷ Information retrieved from. <https://www.bls.gov/ooh/healthcare/home.htm> .

⁶⁸ Information retrieved from https://www.ny1.com/nyc/all-boroughs/coronavirus/2021/07/30/bill-clinton-says-next-nyc-mayor-should-focus-on-housing?cid=app_share .

⁶⁹ Information retrieved from <http://catalog.kingsborough.edu/content.php?catoid=10&navoid=771#academic-assistance> .

- College Discovery⁷⁰, is a CUNY Higher Education Opportunity Program for students who demonstrate college potential, but who might otherwise be excluded because of academic or economic circumstances. Students receive financial assistance, academic and career counseling, and tutorial services. The program offers students a unique opportunity to continue to a baccalaureate program by transferring to CUNY (SEEK), SUNY (EOP), and private college (HEOP) programs in 96 colleges across the New York State area, where they continue to receive financial and academic assistance.
- the Accelerated Studies in Associate Programs (ASAP), which supports students with special advisers and incentives for retention and graduation;
- the Access-Ability Services, which supports students with disabilities equal opportunities through academic accommodations;
- the KCC Urban Farm, an important resource for HPER students to learn about trends in farming and food systems, and their effects on local and global communities;
- Safe Zone, a faculty/staff-led initiative whose goal is to address the issues faced by lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) students, faculty and staff by providing training and support services to foster a thriving and safe, supportive community;
- Office of Military and Veteran Affairs (MAVA), which serves the needs of prospective and enrolled, active military personnel, reservists, veterans, and their dependents, spouses and survivors and facilitates transition and reintegration into the college community; and,
- TRiO, which assists students with disabilities or who are first generation or low-income, by providing advisement, counseling, technology and academic workshops, transfer assistance, and other initiatives such as academic coaching.

Library Resources

One extremely helpful resource for faculty and students alike are the College Librarians. HPER has one librarian, Professor Carlos Arguelles, assigned to conduct special sessions for most of our courses. Because of his assistance (as well as the assistance of his colleagues), faculty members have been able to arrange for computer laboratory time within the college library in order to teach our students how to navigate online databases and evaluate information from journal articles, books, and web sites to be used in course assignments. Professor Arguelles has also been able to conduct these workshops online via Zoom for fully online courses.

In addition, librarians have provided guidance and instruction to students in the preparation of citations for papers that accompany students' presentations. The librarians have developed excellent lesson plans for our classes, prepared written guidelines for students to use when navigating databases and citing sources and have served as a valuable resource for both faculty and students. The HPER program is very grateful to the College Librarians for their continued support.

⁷⁰ Information retrieved from <http://catalog.kingsborough.edu/content.php?catoid=10&navoid=771#programs-for-new-students> .

EVALUATION

Efforts to evaluate this new degree will be consistent with those of other programs in HPER. The PLOs for this proposed degree will be assessed on a regular basis each semester in line with common practice. Faculty select one specific outcome before the start of the semester and work together to assess this outcome in the upcoming semester. At semester's end, each faculty member evaluates their students' work based on a standard measure established by the group (e.g., common rubric, common exam questions). Usually items on the final exam or final assignment are used to assess learning over the semester. Data are collected by the department's Assessment Liaison with guidance from the Department Chairperson and organized into a table (on MS Word or MS Excel) showing the assessment results. The information is shared during a faculty meeting before or around the beginning of the following semester. We review the data and discuss the findings. We also use this meeting to discuss other issues of relevance. The Assessment Liaison then completes a document that summarizes the findings and our plans for addressing changes we identified as necessary.

In addition to these assessment plans, junior faculty (new and current) will be mentored by the Program Director with assistance from all full-time faculty members and support staff. A formal peer review will be conducted each semester.

Lastly, every 5 years, academic programs undergo an Annual Program Review (APR), that consists of a Self-Study and a visit by an external evaluator who conducts an objective review of academic programs in the College. Feedback and recommendations from the external evaluator are used, in part, to make curricular and programming decisions. We expect that the AS in Health Sciences degree program will be reviewed in accordance with this cycle after the degree is approved for implementation.

ACKNOWLEDGEMENTS

The Department of Health, Physical Education, and Recreation would like to thank the Office of Academic Affairs, Department of Continuing Education, and the Center for Economic and Workforce Development for their support in the creation of this degree proposal.

APPENDIX A: Degrees and Certificates at CUNY



Degree Programs

For more information on programs visit
<http://www2.cuny.edu/academics/>

Health and Human Service Degree Programs

	Barnett College	Brooklyn College	City College/CSOM	College of Staten Island	Hunter College	John Jay College	Lehman College	Medgar Evers College	NYC College Of Technology	Queens College	School of Professional Studies	York College	BMCC	Bronx CC	Guttman CC	Heskes CC	Kingsborough CC	LaGuardia CC	Queensborough CC	Graduate Center	School Public Health & Health Policy
Applied Behavioral Analysis					MS															PhD	
Biomedical Sciences / Medicine			BS/MD																		
Biotechnology			BS/MS		BA/MA, MA							BS	AS	AS			AS		AS		
Chemical Dependency Counseling																	AS				
Chemical Technology									AS,BS												
Children and Youth Studies		BA								MA		AA									
Clinical Trial Management												MS									
Communication Arts, Sciences & Disorders (SLP-Audiology)		BA, MS			MS		BA,MA			BA,MA										AuD PhD	
Community Health / Public Health Education & Promotion		MA			BS		BS, MA					BS	AS	AS		AS	AS	AS			
Dental Hygiene / Laboratory Technician / Restorative Dentistry									AAS							AAS					
Disability Studies											BA, MA										
EMT / Paramedic													AAS				AAS	AAS			
Emergency Services Administration / Emergency Management						BS, MS															
Environmental & Occupational Health Sciences / Technology					BA/MS							BS		AAS					AS		MS
Exercise and Sports Science		BS, MS					BS			BS, MS				AS			AS				
Food Studies / Food Management										BA						AS					
Gerontology / Aging & Health Studies												BS				AAS					
Global & Migrant Health Policy																				MS	
Healthcare Policy / Administration	MBA			MS																	
Health Information Management/ Technology / Bioinformatics / Population Health Informatics		MS							BS		BS, MS		AAS								MS
Health Communications									BS												
Health Services Administration							BS		BS		BS							AS			
Health Sciences		BS							AS		BS								AS		
Human Dev't & Family Science										BA											
Human Services						BS			AAS, BS				AS	AAS	AA			AA			
Massage Therapy																			AAS		
Medical Laboratory Science / Technology				BS	BS,MS							BS		AAS							
Medical Office Assistant / Manager													AAS			AAS		AAS			
Mental Health Counseling	MA	MA	MA	MA	MSEd	MA				MS											
Mental Health and Human Services																	AS				
Movement Science												BS									
Neuroscience				MS							BA,MA									MS	
Nursing – LPN-RN Bridge Program																AAS		AAS			
Nursing – Associate				AAS					AAS	AAS			AAS	AAS		AAS	AAS	AAS	AAS		
Nursing – Baccalaureate					BS		BS	BS	BS		BS	BS									
Nursing – Master's				MS	MS		MS			MS											
Nursing – Doctorate				DNP	DNP		DNP													PhD	
Nutrition Sciences / Dietetics		BS, MS			BS,MS		BS,MS			BS, MS				AS				AAS			
Occupational Therapy / Assistant												BS/MS						AAS			
Ophthalmic Dispensing / Optometry			BS/OD						AAS												
Pharmaceutical Sciences / Manufacturing Technology												BS, MS		AAS							
Physical Therapist / Assistant				DPT	DPT													AAS	AAS		
Physician's Assistant			MS									MS									
Polysomnographic Technology																		AAS			
Psychology	BBA, BA, MS	BA, BS, MA	BA,BS, BA/MA, MA, PhD	BA,BS	BA,MA	BA, MA, BA/MA, MA/ID	BA	BA		BA,MA	BA, MA	BA	AA					AA	AS	PhD	
Public Administration	BS, MPA		MPA						AS,BS								AAS				
Public Administration: Inspection & Oversight							MPA, MPA/JID														
Public Administration: Public Policy and Administration							MPA														

Public / Urban Health		BS					BS					BS	AS	AS				AS		MPH, DPH, PhD
Radiologic / Nuclear Medicine Technology								AAS, BS						AAS		AAS		AAS		
Rehabilitation Counseling					MSEd															
Respiratory Therapy													AS							
Science for Health Professions													AS							
Social Work / Social Welfare				BS, MSW	BSW, MSW		BA, MSW	BSSW				BS, MSW							PhD	
Surgical Technology																AAS				
Therapeutic Recreation							BS							AS		AS	AS			
Toxicology																				
Translational Medicine				MS																
Veterinary Technology																	AAS			

Key: AAS,AS=Associate Degree Programs | BA, BBA,BS, BSW,BSW=Baccalaureate Degree Programs | MA, MBA,MPA,MPH,MS, MSEd,MSW=Master's Degree Programs | AuD,DNP,DPH,DPT,MD,OD,PhD=Doctoral Degree Programs

March 3, 2021

www.cuny.edu/hhs



Health and Human Service Credit-bearing Certificate Programs

Certificate Programs

For more information on programs visit
<http://www2.cuny.edu/academics/>

	Brooklyn College	City College	College of Staten Island	Hunter College	John Jay College	Lehman College	Medgar Evers College	Queens College	School of Professional Studies	BMC	Bronx CC	Hostos CC	Kingsborough CC	LaGuardia CC	Queensborough CC	Graduate Center	Labor and Urban Studies	School of Public Health & Health Policy
Alcoholism & Substance Abuse Counseling				AC-PB				AC-PB					C<30					
Applied Behavioral Analysis				AC-PB														
Animal Care and Management				AC-PB							C≥30							
Autism Spectrum Disorders	AC-PB		AC-PB		C<30													
CASAC-T (Credentialed Alcohol and Substance Abuse Counselor Trainee)		C≥30*																
Child Development Associate									C<30									
Community Health											C≥30							
Cytotechnology				AC-PB														
Disability Studies								AC-PB										
Emergency Management					AC-PB													
Geriatric Mental Health	AC-PM																	
Grief Counseling (Thanatology)	AC-PB																	
Health Care Inspection & Oversight					AC-PB													
Health Careers Preparation				C≥30														
Healthcare Office Administration															C≥30		C<30	
Healthcare Policy & Administration																	AC-PB	
Health Informatics										C≥30								
Industrial Hygiene																		AC-PB
Leadership									C<30									
Management									C<30, AC-PB									
Medical Assistant																		
Medical Coding									C≥30									
Medical Laboratory Technician				AC-PB														
Nursing – Cultural Competence			AC-PB															
Nursing – Nursing Education									AC-PM									
Nursing – Nursing Informatics									AC-PM									
Nursing – Nursing Organizational Leadership									AC-PM									
Nursing – Family Nurse Practitioner						AC-PM												
Nursing - Gerontology: Clinical Nurse Specialist, Nurse Practitioner			AC-PM															
Nursing – Licensed Practical Nurse							C≥30				C≥30	C≥30		C≥30				
Nursing – Pediatric Nurse Practitioner						AC-PM												
Nursing - Psychiatric-Mental Health Nurse Practitioner				AC-PM														
Nutrition and Dietetic Internship (Credits toward MS degree)	AC-PB			AC-PB		AC-PB		AC-PB										AC-PB
Orientation and Mobility				AC-PB														
Play Therapy	AC-PM																	
Project Management									AC-PB									
Psychology					AC-PB	AC-PM												
Public Health																		AC-PB
Public Policy / Administration				C<30													AC-PB	AC-PM
Research Administration									AC-PB									
Research Compliance									AC-PB									
Youth Studies									AC-PB									

Key: C<30=less than 30credits | C≥30=30 or more credits | AC-PB=Advanced Certificate-Post-Baccalaureate Degree | AC-PM= Advanced Certificate-Post-Master's Degree | CASAC-T* must be a psychology major

March 3, 2021

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APPENDIX B: New York City Labor Market Information Services (LMIS) Report

Final Report to Kingsborough Community College

Labor Market Information Support • Carroll and Milton Petrie Foundation Grant • August 2017

Summary

Kingsborough Community College (KCC) engaged the New York City Labor Market Information Service (NYCLMIS) at the City University of New York (CUNY) Graduate Center to conduct labor market research related to KCC's proposed Associate of Applied Science (A.A.S.) degree in Care Coordination and Community Health. This research is supported by a grant to KCC from the Carroll and Milton Petrie Foundation.

The research consisted of four activities:

1. A statistical overview of occupational employment, including current employment (number of jobs), wages, and projected growth for occupations for which this new degree track will prepare students.
2. An analysis of online job postings over the last 12 months in New York City advertising jobs for which the new degree track will prepare students.
3. Interviews with experts, including major employers, on career pathways related to this new degree program, particularly in the area of care coordination.
4. An educational scan of other associate degree programs and related bachelor's degree programs within KCC and elsewhere in CUNY to which students in the new A.A.S. program could articulate, depending on their area of interest.

This report contains the findings resulting from all four activities listed above and concludes with a section containing observations and recommendations.

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This report was prepared by

NYCLMIS • CUNY Graduate Center • New York, NY • www.gc.cuny.edu/lmis • nyclmis@gc.cuny.edu • 212.817.2031



Findings

Occupations

Based on an examination of the proposed curriculum and discussions with KCC and industry experts, a preliminary list of occupations/jobs related to the proposed A.A.S. degree includes:

- Community Health Worker/ Health Outreach Worker
- Cardiovascular Technologists and Technicians
- Medical Assistant/Patient Care Technician
- Phlebotomist
- Patient Representative
- EKG/ECG Technician
- Health Coach
- Care Coordinator

Statistical overview of occupational employment

NYCLMIS secured data on New York City employment from the New York State Department of Labor (NYSDOL). **Table 1** below displays current employment (2016), projected employment growth, projected annual job openings, typical minimum education, most common attained education, and wages for **occupations** related to the proposed A.A.S. degree program. NYSDOL collects information only for occupations classified in the Standard Occupational Classification (SOC) system. These occupations are:

- Community Health Workers, which includes Health Outreach Workers
- Cardiovascular Technologists and Technicians, which includes EKG/EKG Technicians and other job titles
- Medical Assistant, which includes Patient Care Technician
- Phlebotomist

Table 1. Employment Data for Occupations Related to Proposed AAS in Coordinated Care and Community Health

	Community Health Workers (SOC 21-1094)	Cardiovascular Technologists & Technicians (SOC 29-2031)	Medical Assistants (SOC 31-9092)	Phlebotomists (SOC 31-9097)
Employment & Growth				
Current Employment	1,290	1,180	11,330	1,590
Average Annual Employment				
2012	670	840	9,280	1,790
2022	800	1,030	11,950	2,250
Change				
Number	130	190	2,670	460,25.7%
Percent	19.4%	22.6%	28.8%	
Annual Average Job Openings	30	30	450	80
From Growth	10	20	270	50
From Replacement	20	10	180	30

	Community Health Workers (SOC 21-1094)	Cardiovascular Technologists & Technicians (SOC 29-2031)	Medical Assistants (SOC 31-9092)	Phlebotomists (SOC 31-9097)
Education & Experience				
Typical Min. Ed.	High School Diploma or Equivalent	Associate Degree	Postsecondary non- degree award	Postsecondary non- degree award
Most Common Ed.	Bachelor's Degree	Associate Degree	Some college, no degree	Some college, no degree
2016 Wages				
Entry Annual	\$27,470	\$40,680	\$25,770	\$30,640
Median Annual	\$38,600	\$54,280	\$34,860	\$43,110
Experienced Annual	\$53,280	\$67,650	\$40,000	\$47,820

Sources | Long-Term Occupational Projections, New York State Department of Labor; NYCLMIS analysis of American Community Survey 1-year sample, 2015.

All data displayed in **Table 1** are for New York City. As shown, the occupation with the largest number of jobs by far is Medical Assistant, with 11,330 people currently employed in this occupation in New York City, a projected growth rate of 28.8 per cent, and 450 projected job openings per year. The typical minimum education for this occupation is a post-secondary non-degree award. The most common education for people in this occupation is some college, no degree. The starting wage in New York City is \$25,770. The other three occupations examined each have between 1,100 and 1,600 jobs in New York City, with projected average annual openings of between 30 and 80 jobs.

Not all of the jobs related to the new A.A.S. degree neatly fit within the framework governments use to track, analyze and report labor market data. To capture the full range of jobs and to enhance the profile of labor market demand, the NYCLMIS examined online advertisements.

Analysis of online job postings.

The NYCLMIS subscribes to a proprietary service (Burning Glass Technologies' Labor Insight®), which collects millions of online job postings from more than 40,000 sources, and then mines and codes detailed data from each posting. In aggregate, these data reveal the number of job postings, and where specified in the ad, top advertising locations, top advertising employers, minimum advertised education, certifications, and skills and experience preferred or required for the job. These data are valuable because they are up-to-date and searchable by job title. Advertisements for jobs in healthcare tend to be well represented online.

The reports in **Attachment #1** summarize trends in online ad volume for the jobs identified related to the proposed A.A.S. degree in Care Coordination and Community Health. Because of the importance of the emerging Care Coordinator position, and the fact that the new A.A.S. degree program is designed to prepare students for this role, the NYCLMIS researched online job listings for this job in two ways: Care Coordinator online job listings that specified education below a bachelor's degree, and Care Coordinator online job listings that included all education levels.

Table 2 below provides the highlights of these data, organized by volume of ads, from highest volume of ads to lowest.

Table 2. Online Job Postings for Jobs Related to Proposed AAS in Care Coordination and Community Health

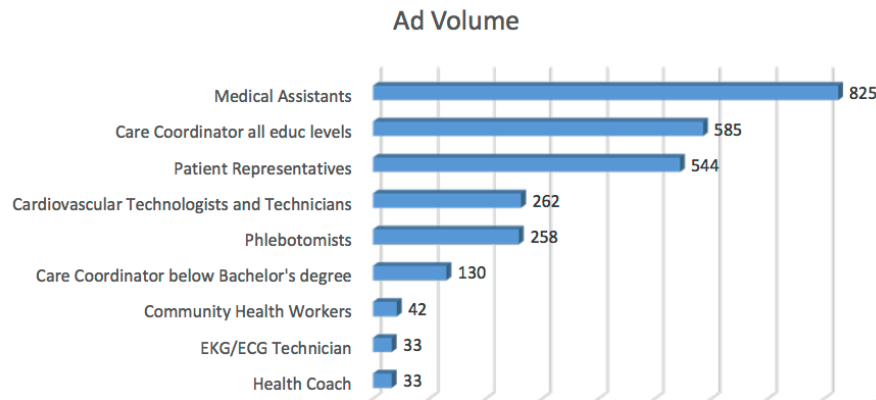
Job	Ad Volume	Most Common Education	Second Most Common	Top Certification	Top Skills		
					Baseline	Specialized	Technology
Medical Assistants	825	High School	Associate	Certified Medical Assistant (413)	Communication Skills (186)	Vital Signs Measurement (353)	Microsoft Excel (27) Microsoft Office (26)
Care Coordinator all educ levels	585	Bachelor's	High School + Experience	Registered Nurse (70)	Communication Skills (254)	Patient Care (130) Mental Health (124) Case Management (114)	Microsoft Excel (60) Microsoft Office (50)
Patient Representatives	544	High School	Bachelor's	Certified Tumor Registrar (18)	Communication Skills (231)	Scheduling (173)	Microsoft Office (106)
Cardiovascular Technologists and Technicians	262	High School	Associate/Bachelor's	American Registry for Diagnostic Medical Sonography (ARDMS) (35)	Communication Skills (30)	Cardiology (48)	Microsoft Windows (21)
Phlebotomists	258	High School	Associate	Phlebotomist Certification (154)	Detail-Oriented (82)	Phlebotomy (216)	Microsoft Office (3)
Care Coordinator below Bachelor's degree	130	High School + Experience	Associate	Registered Nurse (13)	Bilingual (27)	Patient Care (15)	Microsoft Office (10) Microsoft Excel (9)
Community Health Workers	42	High School	Bachelor's	First Aid (CPR AED)(3)	Communication Skills (23)	Mental Health (11) Case Management (10)	Microsoft Excel (9) Microsoft Word (8)
EKG/ECG Technician	33	High School	Associate	Certified Medical Assistant (7)	Communication Skills (7)	EKG/ECG (29)	
Health Coach	33	Bachelor's	Associate/Graduate	Patient Care Technician (2) Registered Nurse (2)	Communication Skills (11) Writing (10)	Behavioral Health (11)	Microsoft Excel (9)

Source: Burning Glass Technologies, www.laborinsight.burning-glass.com/jobs/us; May 1, 2016 – April 30, 2017

How many online job postings are there for these jobs?

The bar chart in **Figure 1** below displays the number of online ads in the 12-month period from May 2016 through April 2017.

Figure 1. Volume of Online Postings for Jobs Related to Proposed AAS in Care Coordination and Community Health



Source: Burning Glass Technologies®, www.laborinsight.burning-glass.com/jobs/us; May 1, 2016 – April 30, 2017.

As shown, the job with the highest volume of online job ads is Medical Assistant, with 825 advertised jobs in a recent 12-month period. This was followed by Care Coordinator (all education levels), with 585 advertised jobs, and Patient Representative, with 544. There were 262 online ads for Cardiovascular Technologists and Technicians, which takes in both EKG/ECG technicians as well as other similar types of jobs, and 258 ads for phlebotomists. There were 130 ads for Care Coordinator that specified education below a bachelor's degree.

The other three jobs – Community Health Worker, EKG/ECG Technician, and Health Coach – had relatively fewer online job listings. It appears that demand for Community Health Workers is modest at best. Health Coach is sometimes an internal promotion from Medical Assistant, which may partially explain why the number of online ads for it is low. Based on Kingsborough's previous experience with Health Coach training, this appears to be the case for Community Care of Brooklyn, the Maimonides-lead Performing Provider System (PPS). The small number of job postings for EKG/ECT Technician suggests that this function is part of another job, such as Medical Assistant. Medical Assistants are usually certified in EKG/ECG administration as part of their Medical Assistant training and perform this task, and EKG/ECG capability is often mentioned in online job postings for Medical Assistant jobs.

How much education do employers prefer?

With the exception of the Care Coordinator at all education levels and Health Coach, a high school diploma was the most common education among online job listings for the jobs searched, although many of these ads also required several years of related experience. While the associate degree is mentioned in some online ads, it is less common. It is possible that many employers placing online ads are less familiar with associate degrees than with bachelor's degrees and high school diplomas.

Some of the jobs appear to be almost schizophrenic in their education. For example, the most common education preference for Community Health Workers was a high school diploma, and the second most common was a bachelor's degree. For Health Coach, the most common education requested was a bachelor's degree, but the next most common preferences were either Associate degree or Graduate degree. Even for Care Coordinator at all education levels, while the most common education preference was a bachelor's degree, the next most common was high school plus related experience. This situation may reflect the fact that these jobs are evolving and their titles signify different things to different employers. Most of these jobs are not NYS licensed occupations, thus, they have more fluidity in their definition and functions.

Which certifications are in demand (top certifications)?

The two jobs in which certifications were mentioned most in online ads were Medical Assistant and Phlebotomist. For Medical Assistant, the top certification mentioned was Certified Medical Assistant. There are four different industry-recognized medical assistant certifications and it is not clear from most of the ads whether employers had one or another of these certifications in mind. For phlebotomist, the top certification was Phlebotomist Certification. There are a number of industry-recognized phlebotomist certifications, and it is not clear whether any is preferred over another.

None of the other jobs had significant numbers of certifications mentioned in online ads, indicating that certifications are not standard for any of these jobs. Of the few ads that mentioned certifications, most were for certifications and licenses required for other healthcare practitioners. It is possible that some healthcare practitioners, such as Registered Nurses, may be expected to also fulfill Care Coordinator or Health Coach roles.

Which skills are in demand (top skills)?

The skills needed to perform these jobs fall into three categories: baseline/ general skills, specialized/occupational skills, and technology skills.

- **Baseline skills.** For almost every job researched, the top baseline skill requested by employers was communication skills. Communication skills were more important than any other type of skill (baseline or other) for Care Coordinators (all levels of education), Patient Representatives, and Community Health Workers. The top baseline skill for Phlebotomists was detail-orientation. The most-mentioned baseline skill for Care Coordinators below the bachelor's degree was bilingual, suggesting that language abilities are important.

- **Specialized skills.** For Medical Assistants, Phlebotomists, EKG/ECG Technicians, and Cardiovascular Technologists and Technicians, specialized skills were mentioned more than any other type of skill, indicating that for these jobs, technical proficiency is most important. For Medical Assistants, the top specialized skill was vital signs measurement, signifying that the clinical side of this job is very important. For the others, the specialized skills mentioned are clearly related to the jobs, such as EKG/ECG for that Technician, and phlebotomy for Phlebotomists.
- **Technology skills.** For every job researched, technology skills were the least mentioned of the three types of skills. The job where these skills are mentioned most often is that of Patient Representative, which is the front desk/intake/reception position. The most-often mentioned technology skills, across-the-board, were Microsoft Excel and Microsoft Office.

Interviews with industry experts and employers.

The main purpose of the interviews was to understand more about how healthcare providers in New York City are handling the emerging care navigator and care coordination functions. KCC was especially interested in how federally qualified healthcare centers and the NYC Health + Hospitals Corporation were staffing these roles. To address this research objective, NYCLMIS interviewed the following individuals:

- Rosa Agosto, Chief Talent & Learning Officer, Urban Health Plan
- Michaela Frasier, Regional Director of Care Coordination, Institute for Family Health
- Maxine Golub, Senior Vice President, Planning and Development, Institute for Family Health
- Jennifer Melendez, OneCity Health Services, NYC Health + Hospitals Corporation
- Jose Nanin, Professor and Co-Director, Community Health Program, Kingsborough Community College

The major findings from these interviews are as follows:

The care coordination function is both evolving and being handled differently by different healthcare providers.

It is clear that care coordination is important, especially for individuals enrolled in Medicaid Health Homes. The purpose of care coordination is to make sure that high-risk cases are receiving and attending to the services they need. The role of a care coordinator is to make sure the patient stays connected. Medicaid Health Homes serve people who have complex medical and behavioral health needs. A Health Home is a care management service model that facilitates communication among an individual's caregivers. The intention is that all of a patient's needs are addressed in a comprehensive manner. The Health Home is a virtual construct, rather than a physical place. There are also care coordination models under Medicare (called chronic care management and transitional care management) and under some children's case management programs. Care coordination may also be provided to people who need this level of support regardless of funding source or even with no funding source.

Increasingly, primary care and behavioral health services are being provided in an integrated fashion.

This was true for all of the healthcare providers interviewed. This integration represents a change from just a few years ago.

There are care coordinators of varying stripes.

Some are Registered Nurses (RNs) or Social Workers (SWs). RNs handle the clinical aspects of health care; Social Workers handle behavioral health aspects. In healthcare settings where primary care and behavioral health are integrated, the RN and SW often function as a care management team. In addition to the RN and SW, there are Care/Patient Navigators who may report to the RN/SW team. Care/Patient Navigators are often the point of contact for the patient, and they pull in providers and others as necessary. They handle regular contact with the patient, but they do not make clinical judgments. The Care/Patient Navigator works closely with the RN or SW and may conduct joint visits or jointly develop the plan with the patient. One interviewee said that the Care Navigator carries a caseload of up to 50-55 patients. There may be several Care/Patient Navigators reporting to one RN/SW team. NYC Health + Hospitals is in the process of defining the care management team, which will likely include an RN, SW, Pharmacist, and some number of Community Liaisons, a function that is expected to be similar to the Care/Patient Navigator.

Care/Patient Navigators have varied educational backgrounds.

Because of NYS Department of Health requirements for certain programs, some Care Navigator jobs require a bachelor's degree and two years of experience. Other Care Navigator jobs may require no more than a high school education/equivalent and experience.

Care/Patient Navigator jobs can be a step up for a Medical Assistant.

One provider interviewed said that currently employed Medical Assistants are the most successful source for Care Navigators. This is a promotion with a pay increase in the \$2,000 to \$3,000 range.

Care/Patient Navigator is a very difficult job.

The diseases and issues patients present might be very complicated; patients might be rude. In order to do well, people must find joy in the work. What does this mean? It takes someone who:

- ✓ Thrives in an environment with less structure, in the sense that you may not always know exactly what you'll be doing at 9:00 am or any time of day.
- ✓ Can switch tasks easily to meet the demands of the day.
- ✓ Has a certain amount of flexibility, and likes to be flexible
- ✓ Can tread the delicate line of setting appropriate boundaries, even when visiting someone's home
- ✓ Is a "people person"
- ✓ Is confident and willing to be uncomfortable

A common entry-level job in healthcare is Patient Services Representative, which is the “front desk” administrative job.

In some cases, Patient Services Representatives can add clinical skills to their knowledge base, expand their responsibilities, and become Medical Assistants. With the administrative and clinical experience, some people become Assistant Practice Managers or Practice Managers in federally qualified healthcare centers. In other cases, Medical Assistants pursue licensed clinical occupations such as nursing.

The providers interviewed said they would welcome the type of A.A.S. degree program in Care Coordination and Community Health that Kingsborough is considering, and all had suggestions for what should be included in such a program.

One provider said that it would be good for staff to come in with a more formal understanding of such things as medical terminology, diagnostic technology, etc. This provider said that a combination of medical/behavioral health information and working in the community would be beneficial. Another provider said that everyone should understand value-based payments and measures, and chronic diseases and the performance measures related to these diseases. A third provider said that the following skills/courses would be important:

- ✓ Documentation skills, essentially writing skills, that concisely capture important information and communicate in a clear way what happened, the level of importance, etc.
- ✓ How health systems work, including the concept of the continuum of care, including Health Homes, Primary Care, Long-Term Care, and others, and the meanings of different terms.
- ✓ Behavioral health/mental health and chronic diseases, which are all increasingly important in care coordination.
- ✓ Understanding home visiting, including building rapport and trust, but also establishing professional boundary.
- ✓ Concepts such as cultural competence and health literacy should not be treated as stand-alone courses but should be integrated into many courses. Students should learn techniques for communicating with people from different cultural backgrounds and/or with low literacy levels. These skills are important in many functions, from plan development to regular contacts.

Educational Scan.

NYCLMIS examined various programs within KCC and across the CUNY system to identify other similar associate degree programs as well as bachelor's degree programs to which students in the new A.A.S. program could articulate, depending on their backgrounds and areas of interest. A total of 36 programs were identified, 14 of which were nursing programs at the associate and bachelor's degree levels. Nursing programs were included because nursing is a common career path for Medical Assistants interested in pursuing a licensed clinical profession.

There are a few related associate degree programs, such as Hostos Community College's A.A.S. in Aging and Health Studies, and A.S. in Community Health, and Kingsborough's own A.S. in Community Health.

There are also a number of bachelor's degree programs into which students in the new A.A.S. in Care Coordination and Community Health could potentially articulate. These include social work, community health, health education and promotion, health services administration, public health, human services, disability studies, health information management, community health education, gerontological studies and services, and health promotion management. York College and Lehman College seemed to provide the most options.

Attachment #2 contains the full list of degree programs included in the Educational Scan.

Observations and recommendations.

Labor Market Demand.

The A.A.S. degree in Care Coordination and Community Health that Kingsborough Community College is developing appears to meet a labor market need.

- **It prepares students for occupations with many advertised job openings.** The program will prepare students to sit for the Certified Clinical Medical Assistant (CCMA) exam. As noted earlier, Medical Assistant is the top advertised job of all those examined. Care Coordinator is another large and growing job. While some employers might be willing to hire candidates with an associate degree that includes their key educational and skills criteria, many employers prefer at least a bachelor's degree.
- **The program would also be appropriate for people currently working as Patient Representatives who want to move into Medical Assisting or beyond.**
- **Care coordination appears to be a logical and actual next step for Medical Assistants,** especially in federally qualified healthcare centers and with NYC Health + Hospitals.
- **There do not appear to be any degree programs within CUNY at the associate degree level** in care coordination, and this is a growing and evolving field.
- **There appear to be both job opportunities and willing partners for Kingsborough to work with,** at NYC Health + Hospitals and also at federally qualified healthcare centers.

Curriculum.

Kingsborough Community College is in the process of reviewing and revising the tentative curriculum presented at the Industry Response Meeting in March 2017. As the college undertakes the further development of this curriculum, we recommend that the following issues be kept in mind:

- As originally proposed, the curriculum included six credits in Certified Electronic Health Records Specialist, which the industry representatives believed was not needed. It is our understanding that these courses have been removed in the revised curriculum.

- Industry representatives also recommended that Kingsborough develop an additional course specifically related to care coordination. It is our understanding that Kingsborough is developing such a course in consultation with some of the individuals interviewed as part of this labor market research project.
- It appears that behavioral health is becoming increasingly integrated with primary care, especially in a Health Home context, so it seems that a course in the basics of mental health and substance use disorders would be appropriate in this new degree program. We understand that these topics are integrated into the Patient Engagement course.
- Those interviewed also recommended that the new program include information about value-based payments and the relatively new metrics established for healthcare systems. We understand that this will be covered in the Health Care in the U.S. course.
- Virtually every healthcare employer and community organization employer interviewed, for this and related research, has pointed out the need for students to improve their writing skills. In care coordination, documentation skills that concisely capture important information and communicate in a clear way what happened and the level of importance are absolutely critical to success. This should be a focus in the new program. We understand that these skills will be emphasized in the Basic Patient Care Skills and Patient Engagement courses.
- Communication skills are also very important, especially being able to communicate effectively with people with low literacy levels and people who are not fluent in English. It is our understanding that, as part of the advisement process, Kingsborough will be recommending that students take Effective Public Speaking as a way of learning how to communicate with different types of audiences, including low literacy patients. In addition, Kingsborough will advise students who are not already bilingual in English and another language that potential employers value fluency in a second language, and that they might want to take a language course as an elective.
- The issue of home visitation and setting professional boundaries is another area to consider in training people in the healthcare field.

Articulation Agreements.

Kingsborough Community College should consider additional articulation agreements with the senior colleges within CUNY that offer bachelor's degree programs that would represent logical career advancement for students in this new A.A.S. program. Many of these programs are included in the Educational Scan (**Attachment #2**). This is especially important in care coordination because there are many more online job listings for care coordinator jobs that require at least a bachelor's degree than those that will accept less than a bachelor's degree. We understand that Kingsborough is already pursuing additional articulation agreements, both inside and outside of CUNY.

Also, a number of people who work as Medical Assistants choose to advance into a licensed healthcare profession, usually nursing, but also Physician Assistant and health technician occupations. Any work that could be done to facilitate the transfer of credits earned through this

new A.A.S. program into a program that leads to a NYS licensed healthcare profession would benefit students and shorten the time they need to complete the next degree.

Conclusion.

The new A.A.S. degree program in Care Coordination and Community Health is a promising direction for Kingsborough Community College. It addresses a labor market need, can help students prepare in an applied way to perform needed functions, and with the right articulation agreements, can launch students on their way to a variety of careers in healthcare.








Community Health Workers

Real-Time Report Kingsborough Community College

Search Period: April 2016-March 2017

Total Listings: 42

TOP TITLES ADVERTISED	# ADS
 Health Navigator	7
 Community Health Advocate	5
 Prevention Navigator	3
 Peer Navigator	3
 Lead Peer Advocate	2

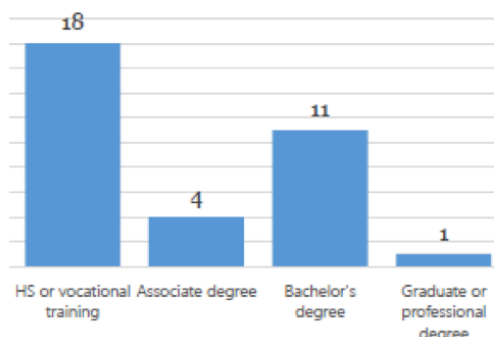
All 42 postings specified job title.

TOP EMPLOYERS

Acacia Network	3
Gay Men's Health Crisis	3
SUNY	3
The Coalition of Behavioral...	3
Housing Works	2
Landmark Health	2
Northwell Health	2
Aetna Incorporated	1
BronxWorks	1
Camba	1

Out of 42 postings, 9 did not specify employers.

MIN. ADVERTISED EDUCATION



Out of 42 postings, 8 did not specify minimum education preferences.

TOP CERTIFICATIONS	# ADS
First Aid (CPR AED)	3
Licensed Master Social Worker	1
Nurse Practitioner	1
Social Work License	1
Pass Medications	1

Out of 42 postings, 36 did not specify certification preferences.

TOP SKILLS REQUESTED					
BASELINE	# ADS	SPECIALIZED	# ADS	TECHNOLOGY	# ADS
Communication Skills	23	Mental Health	11	Microsoft Excel	9
Bilingual	17	Case Management	10	Microsoft Word	8
English	15	Community Health	8	Microsoft Office	7
Spanish	14	Customer Service	6	Microsoft Outlook	5
Writing	12	Health Education	6	Microsoft Access	2
Organizational Skills	8	Public Speaking	6	Microsoft PowerPoint	2
Computer Skills	7	Treatment Planning	6	Word Processing	1
Multi-Tasking	7	Public Health & Safety	5		
Quality Assurance & Control	7	Scheduling	5		
Presentation Skills	6	Social Services	5		

Out of 42 postings, 4 did not specify skill preferences.

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


Cardiovascular Techs

Real-Time Report Kingsborough Community College

Search Period: April 2016-March 2017

Total Listings: 262

TOP TITLES ADVERTISED		# ADS
	EKG/Echo Technician	62
	Lead Pulmonary Function Tech	7
	Cardiovascular Technologist	7
	Cardiovascular Technician	7
	Perfusionist	6

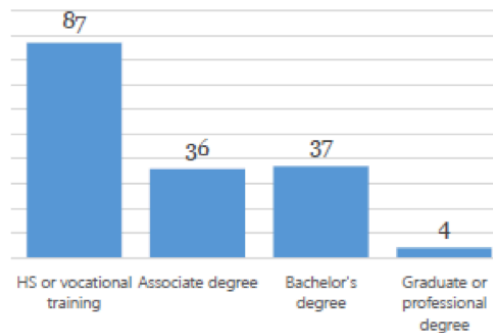
All 262 postings specified job title.

TOP EMPLOYERS

Northwell Health	31
NYU Langone Medical Center	29
Montefiore Medical Center	12
Memorial Sloan Kettering Cancer...	11
Nyp/Weill Cornell Medical Center	9
Nyu Medical Center	9
SUNY	9
Columbia University	7
New York - Presbyterian Hospital	7
Advantagecare Physicians Acpry	6

Out of 262 postings, 51 did not specify employers.

MIN. ADVERTISED EDUCATION



Out of 262 postings, 98 did not specify minimum education preferences.

TOP CERTIFICATIONS	# ADS
American Registry For Diagnostic Medical Sonography (ARDMS)	35
Certified Pulmonary Function Technologist	25
Registered Diagnostic Cardiac Sonographer	25
Registered Pulmonary Function Technologist	21
Registered Vascular Technologist	21

Out of 262 postings, 123 did not specify certification preferences.

TOP SKILLS REQUESTED					
BASILINE	# ADS	SPECIALIZED	# ADS	TECHNOLOGY	# ADS
Communication Skills	30	Cardiology	48	Microsoft Windows	21
Quality Assurance and Control	29	Ultrasound	45	Microsoft Excel	1
Research	28	Electrocardiogram (EKG / ECG)	42	SPSS	1
Writing	28	Patient Care	39	Salesforce	1
Physical Demand	14	Infection Control	33		
English	12	Pulmonary Function	26		
Planning	11	Medical Assistance	25		
Problem Solving	10	Surgery	24		
Multi-Tasking	8	Patient Preparation	23		
Team Work/ Collaboration	8	Acute Care	22		

Out of 262 postings, 63 did not specify skill preferences.

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New York City Labor Market Information Service

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Medical Assistants

Real-Time Report Kingsborough Community College

Search Period: May 2016-April 2017

Total Listings: 825

TOP TITLES ADVERTISED	# ADS
Medical Assistant	428
Certified Medical Assistant	40
Bilingual Medical Assistant	38
Medical Office Assistant	25
Practice Medical Assistant	25

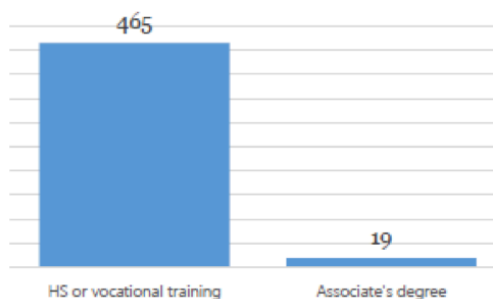
All 825 postings specified job title.

TOP EMPLOYERS

NYU Langone Medical Center	139
Northwell Health	124
NYC Department Of Health And...	19
Advantagecare Physicians	14
Veteran Health Administration	8
Christiana Care	7
Weill Cornell Medical College	7
Integramed America Incorporated	6
The Devereux Foundation	6
Atlantic Group	5

Out of 825 postings, 219 did not specify employers.

MIN. ADVERTISED EDUCATION



Out of 825 postings, 341 did not specify minimum education preferences.

TOP CERTIFICATIONS	# ADS
Certified Medical Assistant	407
First Aid (CPR AED)	29
Phlebotomy Certification	16
Basic Cardiac Life Support Certification	11
Security Clearance	10

All 825 posting specified certification preferences.

TOP SKILLS REQUESTED					
BASELINE	# ADS	SPECIALIZED	# ADS	TECHNOLOGY	# ADS
Communication Skills	186	Vital Signs Measurement	353	Microsoft Excel	27
Telephone Skills	168	Medical Assistance	345	Microsoft Office	26
Organizational Skills	151	Patient Care	316	Microsoft Word	14
Bilingual	112	Phlebotomy	296	Word Processing	11
English	88	Patient Assistance	272	EPIC Software	9
Computer Skills	87	Scheduling	271	Hypertext Preprocessor (PHP)	5
Spanish	85	Electrocardiogram (EKG / ECG)	222	ICD-10	5
Physical Demand	57	Patient Preparation	192	Microsoft PowerPoint	5
Multi-Tasking	51	Patient Flow	188	Centricity	4
Writing	50	Data Entry	174	ICD-9-CM Coding	4

Out of 825 postings, 89 did not specify skill preferences.

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CUNY Graduate Center • New York, NY • nyclmis@gc.cuny.edu • 212.817.2031










Phlebotomists

Real-Time Report Kingsborough Community College

Search Period: April 2016-March 2017

Total Listings: 258

TOP TITLES ADVERTISED	# ADS
 Phlebotomist	204
 Phlebotomy	16
 Phlebotomy Supervisor	11
 Laboratory Aide-Phlebotomy	8
 Phlebotomy Technician	6

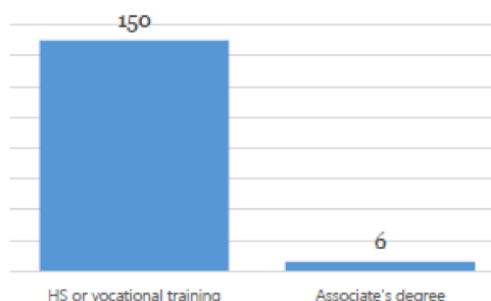
All 258 postings specified job title.

TOP EMPLOYERS

BioReference Laboratories	42
Laboratory Corporation of...	40
Biolaboratories	27
Northwell Health	20
Fresenius	11
NYU Langone Medical Center	11
Memorial Sloan Kettering Cancer...	9
SUNY	6
American Red Cross	5
Christiana Care	5

Out of 258 postings, 41 did not specify employers.

MIN. ADVERTISED EDUCATION



Out of 258 postings, 102 did not specify minimum education preferences.

TOP CERTIFICATIONS	# ADS
Phlebotomy Certification	154
Certified Medical Assistant	8
First Aid (CPR AED)	4
American Society for Clinical Pathology (ASCP) Certification	2
Certified Nursing Assistant	2

Out of 258 postings, 89 did not specify certification preferences.

TOP SKILLS REQUESTED					
BASELINE	# ADS	SPECIALIZED	# ADS	TECHNOLOGY	# ADS
Detail-Oriented	82	Phlebotomy	216	Microsoft Office	3
Telephone Skills	72	Labeling	124	EPIC software	1
Communication Skills	64	Venipuncture	114	Medical Software	1
Organizational Skills	30	Customer Service	81	Microsoft Excel	1
Computer Skills	28	Occupational Health & Safety	72		
Quality Assurance and Control	22	Medical Terminology	68		
Spanish	17	Blood Draws	56		
Physical Demand	16	Specimen Collection	56		
Bilingual	10	Blood Collection	47		
Work Area Maintenance	10	Blood Samples	35		

Out of 258 postings, 42 did not specify skill preferences.

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Patient Representative

Real-Time Report Kingsborough Community College

Search Period: May 2016-April 2017

Total Listings: 544

TOP TITLES ADVERTISED		# ADS
	Registrar	51
	Patient Service Representative	49
	Patient Navigator	37
	Intake Specialist	21
	Admitting Representative	19

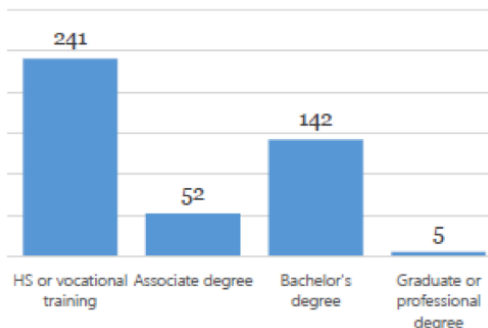
All 544 postings specified job title.

TOP EMPLOYERS

NYU Langone Medical Center	85
Weill Cornell Medical College	22
Memorial Sloan Kettering Cancer...	20
Northwell Health	17
Hospital For Special Surgery	16
SUNY	13
Housing Works	11
New York - Presbyterian Hospital	11
Open Door Family Medical...	11
New York Methodist Hospital	8

Out of 544 postings, 86 did not specify employers.

MIN. ADVERTISED EDUCATION



Out of 544 postings, 104 did not specify minimum education preferences.

TOP CERTIFICATIONS	# ADS
Certified Tumor Registrar	18
Registered Nurse	12
Certified Pharmacy Technician	5
First Aid (CPR AED)	4
Home Health Aide	3

Out of 544 postings, 497 did not specify certification preferences.

TOP SKILLS REQUESTED					
BASILINE	# ADS	SPECIALIZED	# ADS	TECHNOLOGY	# ADS
Communication Skills	231	Scheduling	173	Microsoft Office	106
Bilingual	148	Customer Billing	153	Microsoft Excel	101
Computer Skills	111	Appointment Setting	127	Microsoft Word	70
English	111	Customer Service	118	Microsoft PowerPoint	44
Organizational Skills	110	Data Entry	93	Word Processing	31
Spanish	105	Patient Care	86	Microsoft Access	19
Detail-Oriented	96	Medical Terminology	64	ICD-9-CM Coding	18
Team Work/ Collaboration	74	Patient Assistance	63	Microsoft Outlook	16
Writing	71	Managed Care	57	ICD-10	7
Typing	63	Medical Coding	50	Microsoft Windows	7

Out of 544 postings, 38 did not specify skill preferences.

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EKG/ECG Technicians

Real-Time Report Kingsborough Community College

Search Period: May 2016-April 2017

Total Listings: 33

TOP TITLES ADVERTISED		# ADS
	EKG Technician	32
	Certified EKG Technologist	1

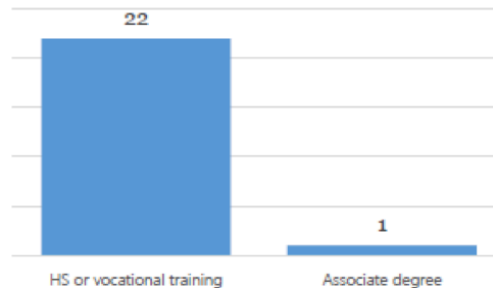
All 33 postings specified title.

TOP EMPLOYERS

Northwell Health	8
Memorial Sloan Kettering Cancer...	7
Hospital For Special Surgery	3
New York Presbyterian Hospital	3
NYU Langone Medical Center	2
NYU Hospitals Center	2
SUNY	2
Noor	2
NYU Medical Center	1
TC Cardiology PC	1

Out of 33 postings, 2 did not specify employers.

MIN. ADVERTISED EDUCATION



Out of 33 postings, 10 did not specify minimum education preferences.

TOP CERTIFICATIONS		# ADS
Certified Medical Assistant		7
EKG Certification		4

Out of 33 postings, 22 did not specify certification preferences.

TOP SKILLS REQUESTED				
BASELINE		# ADS	SPECIALIZED	#ADS
Communication Skills		7	Electrocardiogram (EKG/ECG)	29
Preparing Reports		5	Cardiology	11
Troubleshooting		4	Patient Care	10
American Sign Language		3	Labeling	9
Team Work/ Collaboration		3	Patient Assistance	9
Multi-Tasking		2	Infection Control	8
Problem Solving		2	Medical Assistance	8
Bilingual		1	Clerical Duties	7
Chinese		1	Customer Service	7
Editing		1	EKG Equipment	7

Out of 33 postings, 4 did not specify skill preferences.

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


Health Coach

Real-Time Report Kingsborough Community College

Search Period: May 2016-April 2017

Total Listings: 33

TOP TITLES ADVERTISED		# ADS
	Health Coach	15
	Health Coach- Health Home/DSRIP	6
	Managed Care Health Coach	3
	Community Health Coach	1
	Health Coach Coordinator	1

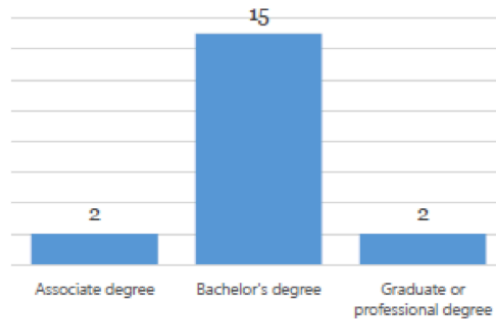
All 33 postings specified job title.

TOP EMPLOYERS

Visiting Nurse Service of New York	5
Astor Services For Children &...	2
Metropolitan Jewish Health	2
MJHS	2
Planned Parenthood	2
Wyckoff Heights Medical	2
ACMH, Inc	1
Cigna Corporation	1
Crossover Health	1
Iora Health	1

Out of 33 postings, 9 did not specify employers.

MIN. ADVERTISED EDUCATION



Out of 33 postings, 14 did not specify minimum education preferences.

TOP CERTIFICATIONS		# ADS
Patient Care Technician		2
Registered Nurse		2
Exercise Physiologist Certified		1
Registered Dietitian		1

Out of 33 postings, 28 did not specify certification preferences.

TOP SKILLS REQUESTED					
BASELINE	# ADS	SPECIALIZED	# ADS	TECHNOLOGY	# ADS
Communication Skills	11	Behavioral Health	11	Microsoft Excel	9
Writing	10	Patient Education & Instruction	9	Microsoft PowerPoint	6
English	8	Data Entry	8	Microsoft Word	6
Bilingual	7	Patient Advocacy	7		
Multi-Tasking	7	Patient Evaluation	7		
Critical Thinking	6	Primary Care	7		
Team Work/Collaboration	6	Customer Contact	6		
Spanish	5	Chronic Disease	5		
Computer Skills	3	Health Education	5		
Management	3	Health Promotion Programs	5		

Out of 33 postings, 6 did not specify skill preferences.

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Care Coordinator






All Education Levels

Real-Time Report

Kingsborough Community College

Search Period: May 2016-April 2017

Total Listings: 585

TOP TITLES ADVERTISED		# ADS
	Care Coordinator	75
	Patient Care Coordinator	73
	Coordinator of Care	17
	Clinical Care Coordinator	13
	Managed Care Coordinator	11

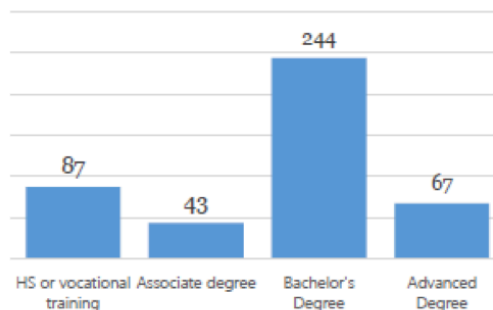
All 585 postings specified job title.

TOP EMPLOYERS

NJHS	34
Nyc Department Of Health And...	22
Sco Family Of Services	17
Jewish Board of Family and...	16
The Coalition Of Behavioral...	16
NYU Langone Medical Center	15
Montefiore Medical Center	11
Healthfirst	8
Metropolitan Jewish Health	8
Nadap	8

Out of 585 postings, 125 did not specify employers.

MIN. ADVERTISED EDUCATION



Out of 585 postings, 144 did not specify minimum education preferences.

TOP CERTIFICATIONS	# ADS
Registered Nurse	70
Home Health Aide	29
Home Care Certificate	10
Certified Case Manager	10
Nursing Administration	9

Out of 585 postings, 425 did not specify certification preferences.

TOP SKILLS REQUESTED					
BASELINE	# ADS	SPECIALIZED	# ADS	TECHNOLOGY	# ADS
Communication Skills	254	Patient Care	130	Microsoft Excel	60
Spanish	167	Mental Health	124	Microsoft Office	50
Bilingual	163	Case Management	114	Microsoft Word	33
Writing	115	Scheduling	97	Microsoft PowerPoint	18
Team Work/ Collaboration	101	Supervisory Skills	85	Microsoft Outlook	17
Problem Solving	91	Home Care	81	Microsoft Access	12
Planning	78	Behavioral Health	80	Microsoft Visio	6
English	71	Mental Illness	70	ICD-9-CM Coding	5
Organizational Skills	68	Home Health	66	Microsoft Windows	4
Time Management	62	Psychology	64	Word Processing	4

Out of 585 postings, 63 did not specify skill preferences.

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Care Coordinator sub-BA

Real-Time Report Kingsborough Community College

Search Period: May 2016-April 2017

Total Listings: 130*

TOP TITLES ADVERTISED		# ADS
	Care Coordinator	27
	Patient Care Coordinator	24
	Home Care Coordinator	5
	Medical Manager Care Coordinator	4
	Managed Care Coordinator	3

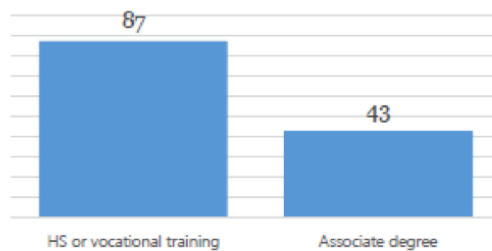
All 130 postings specified job title.

TOP EMPLOYERS

Jewish Board of Family and...	16
The Coalition Of Behavioral...	8
Weill Cornell Medical College	6
Visiting Nurse Service of New York	4
Villagecare	4
Healthfirst	4
Community Access Incorporated	4
Center for Urban and...	4
Woodhull Medical Center	3
The Children's Aid Society	3

Out of 130 postings, 13 did not specify employers.

MIN. ADVERTISED EDUCATION



All 130 postings specified minimum education preferences.

TOP CERTIFICATIONS		# ADS
Registered Nurse		13
Home Care Certificate		7
Home Health Aide		6
Certified Pharmacy Technician		3
First Aid (CPR AED)		3

Out of 130 postings, 90 did not specify certification preferences.

TOP SKILLS REQUESTED					
BASELINE	# ADS	SPECIALIZED	# ADS	TECHNOLOGY	# ADS
Spanish	61	Patient Care	33	Microsoft Excel	19
Communication Skills	58	Customer Service	31	Microsoft Office	16
Bilingual	53	Home Health	31	Microsoft Word	12
Writing	34	Scheduling	28	Microsoft Access	4
Russian	24	Case Management	27	Adobe Acrobat	3
English	19	Psychology	25	Clinical Management Software	3
Problem Solving	19	Managed Care	23	ICD-9-CM Coding	3
Organizational Skills	16	Behavioral Health	22	Microsoft PowerPoint	3
Multi-Tasking	15	Chronic Illness	20	Virtual Private Networking (VPN)	3
Telephone Skills	14	Appointment Setting	18	Voice over IP (VoIP)	3

Out of 130 postings, 10 did not specify skill preferences.

*Includes only listings that specify High School Education + Experience or Associate degree. Excludes Bachelor's degree and higher requirement.

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APPENDIX C: Potential Employers and Fieldwork Sites AND Sample Job Postings

Potential Employment and Fieldwork Sites

COMMUNITY HEALTH WORKERS

SUNY Downstate Medical Center

Department of Human Resources

450 Clarkson Avenue, MSC#1194, Brooklyn, NY 11203

E-mail Address: careers@downstate.edu

Telephone: (718) 270-2411

Fax: (718) 270-1815

Website: www.downstate.edu

NYU Langone Medical Center

550 First Avenue, New York, NY 10016

Telephone: (646) 929-7870

Human Resources

Telephone: (212) 404-3618

Website: www.nyulangone.org

Health Leads

National Headquarters

24 School Street, 6th Floor, Boston, MA 02108

E-mail: info@healthleadsusa.org

Telephone: (617) 391-3633

Website: www.healthleadsusa.org

NYU Lutheran Medical Center

Department of Human Resources

5800 3rd Avenue, Brooklyn, NY 11220

Telephone: (718) 630-7280

Fax: (718) 630-7281

Website: www.lutheranhealthcare.org

Gay Men's Health Crisis (GMHC)

GMHC Main Offices

446 West 33rd Street New York, NY 10001-2601

E-mail Address: webmaster@gmhc.org

Telephone: (212) 367-1000

Website: www.gmhc.org

Long Island FQHC, INC

1600 Stewart Avenue

Westbury NY 11590, Suite 300

E-mail Address: hr-lifqhc@numc.edu

Telephone: 516-296-3742

Website: www.lfqhc.com

CAMBA

Main Administration Office

1720 Church Avenue 2nd FL, Brooklyn, NY 11226

E-mail: info@camba.org /
submitresumes@camba.org

Telephone: 718-287- 2600

Fax: 718-287-0857

Website: www.camba.org

Landmark Health

3000 Marcus Ave., Suite 2W15

New Hyde Park, NY 11042

Tel: (855) 201-4988

Fax: (844) 832-6320

Website: www.landmarkhealth.org

Bronx Works

Administration Office

60 E. Tremont Ave.

Bronx, NY 10453

Telephone: (646) 393-4000

E-mail: info@bronxworks.org

Website: www.bronxworks.org

The Coalition of Behavioral Health

Mailing & Office Address

123 William Street, 19th floor

New York, NY 10038

Phone: (212) 742-1600

Fax: (212) 742-2080

Website: www.coalitionny.org

MEDICAL ASSISTANTS and PATIENT REPRESENTATIVES

Columbia University Medical Center

CUMC Human Resources Center

650 West 168th Street

New York, NY 10032

Telephone: (212) 305-3819

Fax (212) 305-5728

E-mail: cumchr@columbia.edu
Website: www.cumc.columbia.edu

Mount Sinai Hospital
150 East 42nd Street, 4th Floor
New York, NY 10017
Telephone: 646-605-4600
www.mountsinai.org

Weill Cornell Medicine
1300 York Avenue
New York, NY 10021
www.weillcornell.edu

NYU Langone Medical Center
550 First Avenue,
New York, NY 10016
Telephone: (646) 929-7870
Human Resources
Telephone: (212) 404-3618
Website: www.nyulangone.org

New York-Presbyterian Brooklyn Methodist Hospital
506 Sixth Street
Brooklyn, NY 11215
Phone: 718-780-3000
www.nyp.org

ProHEALTH Medical Management
Human Resources
ProHEALTH Care
1 ProHEALTH Plaza, 1
Dakota Drive Suite 320
Lake Success, NY 11042
Fax: (516) 622-6068
E-mail: careers@prohealthcare.com
www.prohealth.com

CityMD
Telephone: 1-844-824-8963
Website: www.citymd.com

The Allure Group
691 92nd Street |

Brooklyn, NY 11228
Telephone: (718) 567-1000 ext. 1583
Website: www.allurecare.com

SUNY Downstate Medical Center
Department of Human Resources
450 Clarkson Avenue, MSC#1194,
Brooklyn, NY 11203
E-mail Address: careers@downstate.edu
Telephone: (718) 270-2411
Fax: (718) 270-1815
Website: www.downstate.edu

Northern Westchester Hospital
400 East Main Street
Mount Kisco, NY 10549
Human Resources
Telephone: 914.666.1290
Website: www.nwhc.net

HEALTH COACH

Visiting Nurse Services of New York
VNSNY Corporate Office
1250 Broadway,
New York, NY 10001
VNSNY Career Inquiries: 1-212-609-7900
Partners in Care Career Inquiries: 1-212-609-7750
Website: www.vnsny.org

Kingsbrook Jewish Medical Center
585 Schenectady Avenue
Brooklyn, NY 11203
Telephone: 718.604.5000
Website: www.kingsbrook.org

Aetna Inc.
151 Farmington Avenue
Hartford, CT 06156
Telephone: 1-800-558-0860
1-800-AetnaHR (1-800-238-6247)
Website: www.aetna.com

Services for the Underserved

305 Seventh Avenue, 10th Floor

New York, NY 1000

Telephone: 1 212-633-6900

E-mail: info@sus.org / services@sus.org

Website: www.sus.org

NYU Langone Health

550 First Avenue,

New York, NY 10016

Human Resources

Telephone: (212) 404-3618

Website: www.nyulangone.org

AHRC New York City

83 Maiden Lane

New York, NY 10038

General Inquiries:

212-780-2500

Website: www.ahrcnyc.org

Lexington Center for the Deaf

25-26 75th Street

East Elmhurst, NY 11370

Telephone (718) 350-3300

Fax (718) 899-9846

Website: www.lexnyc.org

ACMH Inc.

Corporate Offices

254 W. 31st Street, 9th Floor

New York, NY 10001

E-mail: jobs@acmhnyc.org

Website: www.acmhnyc.org

Planned Parenthood

123 William Street, 10th Floor

New York, NY 10038

Telephone: 212-541-7800

Website: www.plannedparenthood.org

Community Healthcare Network

60 Madison Ave, 5th Floor
New York, NY 10010
Main Number: (212) 545-2400
E-mail: Resumes@chnnyc.org
Website: www.chnnyc.org

CARE COORDINATOR

NYU Langone Medical Center
Family Health Center
550 First Avenue, New York, NY 10016
Telephone: (646) 929-7870
Human Resources
Telephone: (212) 404-3618
Website: www.nyulangone.org

CAMBA
Main Administration Office
1720 Church Avenue 2nd FL, Brooklyn, NY 11226
E-mail: info@camba.org / submitresumes@camba.org
Telephone: 718-287- 2600
Fax: 718-287-0857
Website: www.camba.org

Services for the Underserved
305 Seventh Avenue, 10th Floor New York, NY 1000
Telephone: 1 212-633-6900
E-mail: info@sus.org / services@sus.org
Website: www.sus.org

AHRC New York City
83 Maiden Lane
New York, NY 10038
General Inquiries:
212-780-2500
Website: www.ahrcnyc.org

Hospital for Special Surgery
535 East 70th Street
New York, NY 10021

Telephone: (212) 606-1000

Website: www.hss.edu

HeartShare Human Services of New York

12 MetroTech Center, 29th Floor

Brooklyn, NY 11201

Telephone: 718-422-3350

E-mail: info@heartshare.org.

Website: www.heartshare.org

Visiting Nurse Services of New York

VNSNY Corporate Office

1250 Broadway, New York, NY 10001

VNSNY Career Inquiries: 1-212-609-7900

Partners in Care Career Inquiries: 1-212-609-7750

Website: www.vnsny.org

Community Healthcare Network

60 Madison Ave, 5th Floor

New York, NY 10010

Main Number: (212) 545-2400

E-mail: Resumes@chnnyc.org

Website: www.chnnyc.org

Montefiore Medical Center

111 E 210th St

Bronx, NY 10467

Telephone: (718) 920-4321

Website: www.montefiore.org

Selfhelp Community Center

419 Church Ave, Brooklyn, NY 11218

Telephone: (718) 633-1300

Website: www.selfhelp.net

The Children's Aid Society

711 Third Avenue, Suite 700

New York, NY 10017

Telephone: 212-949-4800

Website: www.childrensaidsociety.org

VillageCare

120 Broadway, Suite 2840

New York, NY 10271

Telephone: 212.337.5600
E-mail: info@villagecare.org
Website: www.villagecare.org

NADAP

355 Lexington Ave,
New York, NY 10017
Telephone: 212-986-1170
212) 390-5583
Website: www.nadap.org

SAMPLE JOB LISTINGS

(Note: Formatting may differ across postings because they were cut and pasted into the document as-is directly from employer and job posting websites.)

Community Health Worker (CHW)

NYU School of Medicine

Part-time

We are looking for bright and compassionate individuals to provide weekly individual psych education sessions to improve elders' mental health. Individuals hired will be thoroughly trained on an evidence-based curriculum grounded in cognitive behavioral therapy to help elders' better deal with stress, depression, and anxiety as part of the Positive Minds – Strong Bodies research project.

The part-time community health worker will provide the weekly sessions at Chinese-American Planning Council – Brooklyn Branch (CPC) - located in Sunset Park area of Brooklyn, NY.

Position Summary & Responsibilities:

The goal of the Positive Minds – Strong Bodies research project is to improve the ability of community-based organizations to address physical disability and mental health among minority elders. The project will evaluate the effectiveness of a cognitive behavior and physical activity intervention to reduce the risk of depression among minority elders. The project is led by research partners at the Massachusetts General Hospital and the NYU Center for the Study of Asian American Health (CSAAH), in partnership with community-based organizations such as Chinese-American Planning Council – Brooklyn Branch.

The Community Health Worker (CHW) will be required to conduct the following activities:

- Assist Chinese-American Planning Council – Brooklyn Branch (CPC) to:
 - Coordinate and implement psych education pilot and intervention sessions
 - Participate in 1-2-day study training and weekly 1.5 hour supervisor check-ins
 - Conduct 10hrs of role play sessions with supervisor & 10hrs of audio recorded practice sessions
 - Participate in CPC meetings for study staff and weekly CHW support calls
 - The position will require a minimum of 2 days per week, approximately 5-10 hours per week (sessions occur during center open hours: Monday to Friday between 9 AM and 6 PM) * Report directly to the CPC Director and NYU CSAAH Project Coordinator on the progress and accomplishments of the recruitment process.
 - Complete and upload materials as needed for tracking progress
 - Communication responsibilities include: contacting participants to schedule sessions, responding to research staff and CPC staff in a timely manner

Qualifications:

Candidates for the position should have the following qualifications:

- Due to the part-time nature of this position, individuals with flexible schedules preferred;
- Fluency in reading and speaking Mandarin Chinese;
- Familiarity with the Sunset Park, Brooklyn community, community-based organizations,

- community leaders, and resources;
- Experience in building relationships and working with community members;
- Strong desire and commitment to work on research on minority elders and disability;
- Knowledge of minority communities in New York City;
- Ability to work well with academic partners and community-based organizations;
- Student of Social Work or graduate with a Masters in Social Work a plus
- Travel to Chinese-American Planning Council in Sunset Park area of Brooklyn, NY.

Job Type: Part-time

Job Location:

- New York, NY

Required language:

Mandarin Chinese

Family Support Worker

Job ID: 1038823_RR00017669

Area of Talent: Allied Health

Position Type: Full-Time/Regular

Location: Family Health Centers at NYU Langone

NYU Lutheran Family Health Centers, a designated Level 3 Medical Home, is the largest federally qualified health center network in New York State, and the second largest in the nation. It includes nine primary care sites, 33 school-based health centers and dental clinics, four day care centers, the nation's largest dental residency program, and New York State's largest behavioral health program. The network also includes 12 community medicine sites providing care to disenfranchised New Yorkers, comprehensive HIV services, chemical dependency programs, and a family support center that offers educational, vocational, and other social support programs. Learn more about NYU Lutheran Family Health Centers.

Position Summary:

We have an exciting opportunity to join our team as a Family Support Worker.

In this role, the successful candidate is responsible for engaging high risk families in regular home visits. This home visiting program engages pregnant or newly parenting caregivers with the goal of supporting positive parent-child bonding, promoting child and family health and development, enhancing family resilience, etc. Reporting to the Program Supervisor, this program will be delivered within the context of a health care system in collaboration with internal and external stakeholders.

Overall responsibilities include conducting regular assessments of family strengths and needs, engaging family participants in activities based on the assigned curriculum, providing case management and advocacy, and working with community partners to provide appropriate referrals when needed.

Job Responsibilities:

- Initiating and maintain regular contact with families, primarily in their homes.
- Establishing a trusting relationship with families.
- Providing prenatal and other health education.
- Assisting to strengthen parent-child relationships.
- Assisting parents to improve their skills to optimize the home environment for the child's well-being and safety.
- Assisting in making and attending health and human service appointments, including activities related to employment and educational goals.
- Timely reporting and case documentation in an electronic database management system
- Performs other related duties as assigned.

Minimum Qualifications:

To qualify, you must be bilingual Spanish and/or Mandarin.

A high school diploma/GED with experience working with, or assisting at-risk children and families in a community setting required.

Preferred Qualifications:

Knowledge of infant and child development.

Strong listening skills.

Ability to identify family strengths and foster self-sufficiency and independence in families.

Ability to observe and report accurately on the functioning of individuals and families.

Ability to establish trusting relationships and work effectively with mothers, fathers, and extended family.

Successful parenting and/or child care experience.

Ability to handle stressful situations.

Emotionally mature and capable of exercising judgment.

Respect for and sensitivity to the needs and rights of others, including those with differing cultural, racial, sexual, or ethnic identities.

Qualified candidates must be able to effectively communicate with all levels of the organization.

Community Health Worker

Dominican Women's Development Center

The Health Promotion Programs of the Dominican Women's Development Center aims to serve as a resource for community members to make conscious health and wellness decisions for themselves and their families.

Together, we strive to create solutions in addressing health disparities in the New York City area. Our dynamic programming offers access to care, counseling and education, and drop-in-center activities.

Under the supervision of the Outreach Manager and Community Health Worker Manager of New York Presbyterian Hospital, the Community Health Worker is responsible for performing outreach, education, testing and referral services within the scope and goals of New York's End the Epidemic Campaign.

Position Description:

- Conduct street outreach in Northern Manhattan and the Bronx in order to reach MSM, sex workers and other communities at high risk for HIV/STI/HCV with the support of peers and staff
- Identify locations and settings such as after hour parties to provide outreach and dissemination of safer sex kits and resources; requiring late evenings and weekend hours
- Lead HIV/HCV rapid testing, including pre and post testing counseling, at program site or in outreach settings as appropriate
- Elicit individual's HIV/HCV risk history, including, but not limited to demographic information, sex history, drug and alcohol use, and past STI infections
- Collect and process specimen samples in accordance with policies and procedures
- Provide health education and referrals as necessary
- Document all required information for reporting purposes
- Assist Outreach Manager in evaluating program materials, outreach strategies, and client satisfaction for quality assurance
- Participate in biweekly and monthly team meetings

Other duties as assigned

Knowledge and Skill Requirements

- Must be fluent in both English and Spanish
- Must be available to work late evenings and weekends
- Experience working with sex workers, drug users, formerly incarcerated, MSM, LGBTQ, and HIV+ populations, additional preferable work experience includes working with volunteers
- Must have over 2+ years' experience in community outreach and/or HIV/STI/HCV testing
- Must have experience working in Northern Manhattan and the Bronx, specifically with Latinx communities
- Experience and commitment in working with harm reduction and human rights frameworks
- Dynamic, approachable, and centered on the needs of the community engaged
- Ability to communicate effectively both verbal and written
- Strong commitment to the mission and vision of DWDC is a must

Job Type: Full-time

Salary: \$36,000.00 /year

Required education:

- High school or equivalent

Required experience:

- community outreach: 2 years

Required language:

Spanish

Health Coach

Northwell Health

Qualifications

- * Bachelor's Degree in Health Studies, required. Degree in Social Work, Nursing or related clinical field, preferred.
- * Minimum of two (2) years' work experience in substance abuse counseling, health coaching, motivational interviewing or related field, required.
- * Working knowledge of Microsoft applications (Excel, Word), required. Knowledge of statistical analysis software (SAS, SPSS), preferred.
- * Knowledge of IRB and HIPPA regulations, preferred.
- * Ability to communicate and interact effectively with patients and families of diverse cultural backgrounds. Bilingual, preferred.

Job Description

Provides interventional coaching through implementation of sustainable Screening Brief Intervention and Referral Treatment (SBIRT), for patients facing alcohol and substance abuse problems. Collaborates with management and team members to ensure delivery of high-quality health coaching services.

1. Provides direct patient support services according to SBIRT protocols.
 - * Screens patients who are potentially facing alcohol and substance abuse problems.
 - * Delivers initial motivational intervention and brief counseling services to patients that screen positive for problematic substance abuse.
 - * Provides decision aids, worksheets, questionnaires and other related tools to patients.
 - * Collaborates with case management team in developing appropriate referral and intervention plans for patients.
 - * Assesses patient behaviors, social needs, and related factors that may increase risk for other health problems.
 - * Maintains contact with patients, their families, and clinical teams to foster strong partnerships with patients.
2. Participates in the development and implementation of patient coaching processes with clinical and non-clinical team members.

- * Assists in planning and developing outreach strategies to notify clinicians and patients of the goals and objectives of the SBIRT program.
 - * Evaluates ongoing coaching strategies to identify potential improvement areas and recommends alternative approaches.
 - * Collaborates with team members to ensure patient identification, referral and coaching delivery processes are well integrated into clinical workflow.
 - * Ensures appropriate referrals are made to SBIRT program following standardized algorithms.
3. Documents patient screening, intervention and coaching activities according to program policies and procedures. Reviews and identifies deficiencies (ineligible participant, missed follow-ups, potential medical problems, etc.) and takes corrective action, as required.
 4. Prepares qualitative and quantitative reports related to program activities.
 5. Participates in related training and professional development to develop competencies in patient intervention, counseling, and referral activities.
 6. Assists with special administrative tasks and projects to facilitate better patient care and program evaluation, as required.
 7. Performs related duties, as required.

*ADA Essential Functions

Health Coach

Kingsbrook Jewish Medical Center

Summary/Description:

The Health Coach will report to a licensed Registered Nurse on the practice's staff and have primary responsibility for implementing a collaborative process of assessment for the Health Home At-Risk project and Health Home eligibility, care planning, facilitation of population health management, coordination of care for patients on caseload, patient education, patient advocacy, and regular evaluation of patients on caseload.

Duties and responsibilities include but are NOT limited to:

Uses registries to identify patients with newly diagnosed, undiagnosed or poorly controlled chronic conditions and schedules follow-up appointments

Conducts outreach to patients with overdue screenings or upcoming appointments

Performs intake and assessment of patients with newly diagnosed or poorly controlled chronic conditions, screens for Health Home eligibility, and checks Health Home enrollment

Screens for behavioral health and substance use problems, including depression (PHQ), alcohol abuse (AUDIT), substance abuse (DAST) and smoking status.

Reinforces education provided by PCP or nurse on management of the chronic disease, provides self-management tools, and reviews how to use those tools

establishes goals and creates a care plan with the patient,

Works with patient to mitigate impacts of social factors on health and functional status, e.g. by arranging transportation for patients

Conducts post-visit review of next steps with patient

Coordinates care, assists with referral management, and conducts between-visit monitoring & outreach

Tracks and follows up on test results to ensure patient and caregiver take appropriate next steps as needed

Serves as primary care practice's first point of contact during post-discharge care transition from hospital or emergency department

Documents activities in EHRIGSI Health Dashboard

Works with DSRIP Coordinator and practice's performance improvement team

Assists in scheduling huddles and other internal team meetings

Skills/Qualifications:

MA/LPN/PCT, or other clinical support staff member.

Trained in measuring vital signs, the use of standardized assessments of basic medical and substance use history and symptoms, and Motivational Interviewing, including goal setting.

Patient Representative

AdvantageCare

The Patient Representative is responsible for intakes of new patients, scheduling of patient appointments, updating Health Insurance plans and making “cases” as needed, checking Dental managed care insurance to make sure Advantage Care is the dental home, answering phones and triaging calls in phone notes, inputting financial information to determine Sliding Fee, Collecting and posting payments, Ordering supplies for health Center, and other responsibilities as required by supervisor.

- enters/updates demographic information in required field of EMR and obtains photographs for EMR registration panel, e-mail addresses as needed;

- Greet each patient professionally and make sure they sign in and are marked as arrived on schedule.
- obtains signed documents (e.g. consents, financial, advance directives, etc.) from patient and scans in medical record;
- Inputs financial information to determine level in Sliding Fee Scale.
- completes purchase requisitions, scans document, picks up and distributes mail;
- Checks and calling as needed; all insurances as to the patient's eligibility including but not limited to Medicaid, Medicare and third party insurance.
- Verbally ask at each appointment regarding changes in insurance coverage, address, and phone numbers.
- clears/monitors copier, shredder and fax folder;
- answers phone and documents in telephone note what is needed which is sent to Medical Assistant folder
- faxes EMR documents as needed;
- Receiving payments by cash, charge and check and posting
- checks all frontend portal folders;
- Receives incoming calls from patients and scheduling appointments.
- Confirms appointments for all new patients with personal phone call.
- ensures that the appointment master scheduler is accurately maintained and updated as necessary;
- Blocks in appointment schedules vacation/personal/meeting/etc. dates/times for providers;
- Retrieve dental history from Dental insurance website and note what dental procedures have been complete with DOS and forward to dental staff.
- Performs all duties as requested by supervisor.

Requirements

- High School Diploma required
- Basic Life Support/AED certification
- Strong oral, written and organizational skills required
- Prior experience coordinating activities of a busy medical office or health care center, preferred
- Proficient in computer applications (i.e. Microsoft Office - Word, Outlook, etc.)
- Knowledge of Electronic Medical Record (EMR), preferred
- Excellent client /customer service orientation
- Ability to deal effectively with a variety of people and work in a team environment.

Patient Representative

Harlem Hospital Center

Job Description

Under direction, serves as representative of hospital administration and provides a centralized complaint mechanism for patients, families and visitors to achieve a satisfactory resolution of problems. Focuses on potential problem areas to minimize the risk of health hazards to patient and to hospital and potential liability and consequent litigation processes. Humanizes patient's hospital experience by interpreting and clarifying hospital policies, procedures, philosophy and routines to patient for better understanding.

Examples of Typical Tasks:

1. Acquaints patients with the purpose and philosophy of the hospital and the patient representative program. Interprets hospital policies and procedures to patients, families and visitors.

2. Communicates and demonstrates to the patient and his family, staff and the community, the concern and responsiveness of the institution in meeting the health needs of the individual.
3. Uncovers patient's feelings and concerns through direct interviews with patients and families, correspondence forwarded to hospital, staff referrals and telephone.
4. Documents all complaints, requests and compliments concerning the institution, its staff and services.
5. Analyzes and evaluates data to determine appropriate action and refers to cognizant resource person and/or agency for resolution.
6. Consults with appropriate staff as part of resolution process to ascertain corrective measures to be taken to resolve complaint for timely and effective response action.

Minimum Qualifications

1. A Baccalaureate Degree from an accredited college or university in Business Administration or Social Sciences, Health Care Specialization or related programs; and,
2. A minimum of one year responsible experience in an administrative, supervisory or consultative capacity in hospital administration/organization in the coordination and delivery of patient care services; or,
3. A Master's Degree from an accredited college or university in Public Health, Public or Hospital Administration, Health Care Specialization, Business Administration or related disciplines.
4. or a satisfactory equivalent combination of training, education and experience

Patient Service Representative

Mount Sinai Beth Israel

What You'll Do:

- Responsible for effectively and efficiently providing patient procedures as ordered by the physician under the guidance of licensed medical staff (LPN, RN, NP or MD)
- Provides clerical support necessary for efficient and effective functioning of the office
- Performs EKGs as ordered by the physician
- Performs lab testing as ordered by the physician
- Performs PFT as ordered by the physician
- Performs audiometry as ordered by the physician
- Admits patient to the exam room and takes vital signs, height and weight, medical history, medication history and allergy history

What You'll Bring:

High school diploma or general education diploma (GED).

Certification as a Medical Assistant or two (2) years relevant work experience preferred. Excellent phone manners, flexibility, knowledge of computer data entry and excellent interpersonal skills.

Ability to handle diversified responsibility in fast-paced environment

List of Employer Websites

AdvantageCare Physicians
www.acpny.com

Allied Health Group
www.alliedhealth.com

BioReference Laboratories, Inc.
www.bioreference.com

Brookdale Hospital Medical Center
www.brookdalehospital.org

Dominican Women's Development Center
www.dwdc.org

Go Health Urgent Care
www.gohealthuc.com

Harlem Hospital Center
www.nychealthandhospitals.org/harlem

Gramercy Surgery Center
www.gramercysurgery.com

Kingsbrook Jewish Hospital
www.kingsbrook.org

LabCorp
www.labcorp.com

Lexington Center for the Deaf
www.lexnyc.org

Montefiore Medical Center
www.montefiore.org

Mount Sinai Hospital
www.mountsinai.org

New York-Presbyterian Brooklyn Methodist Hospital
www.nyp.org

Northwell Health
www.northwell.edu

NU Homecare
www.nucare.com

NYU Langone Medical Center
www.nyulangone.org

People Care Inc
www.peoplecare.com

The Bridge Inc
www.thebridgeny.org

Visiting Nurse Services of New York
www.vnsny.org

APPENDIX D: Course Proposal for New Course – HE 2200: Basic Life Support for the Healthcare Provider and First Aid

NOTE: This course proposal was submitted in Fall 2021 along with this degree proposal.

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:	Health, Physical Education, and Recreation
Course Designation/Prefix:	Health Education
*Course Number:	HE2200
Course Title:	Basic Life Support for the Healthcare Provider and First Aid
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	Basic Life support for the Healthcare Provider and First Aid will provide students with necessary lifesaving skills to work in a variety of healthcare settings. Students will learn to recognize and respond to a variety of life-threatening emergencies such as cardiac arrest, heart attack, stroke, diabetic emergencies, opioid associated emergencies, and other injury and environmental emergencies. Students will employ high-quality CPR in multi-rescuer BLS team response scenarios, effectively demonstrate the use of AED, provide ventilations using a pocket mask and bag valve mask (BVM), and removal of foreign-body airway obstructions during choking emergencies for adults, children, and infants. Effective communication, teamwork, critical thinking, and problem-solving skills will be emphasized. Upon effective completion of course and certification requirements, students will have the ability to apply for the BLS for Healthcare Provider as well as a Heartsaver First Aid certification from the American Heart Association.
Prerequisite(s):	NONE
Corequisite(s):	NONE
Pre-/Co-requisite(s):	NONE
Open ONLY to Select students (Specify Population):	N/A
Frequency course is to be offered (Select All that Apply)	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer
Suggested Class Limit:	12 (due to American Heart Association class size restrictions)

Indicate if a special space, such as a lab, and/or special equipment will be required:	Course will require use of CPR manikins, bag-valve masks (BVM), automated external defibrillators (AED), and a variety of first aid training material and will be located and securely stored in designated CPR course training room G213.
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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. PROPOSED A.S. in Health Sciences 2. A.S. Community Health – Elective AND Requirement for PROPOSED Concentration in Coordinated Health Care 3. A.A.S. Surgical Technology – Pre-Clinical 4. A.A.S. Polysomnographic Technology – Pre-Clinical 5. A.A.S. Physical Therapist Assistant - Elective 6. A.S. Mental Health and Human Services - Elective 7. A.S. Chemical Dependency Counseling - Elective 8. A.A. Liberal Arts – Pre-Clinical 9. General Elective
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<input type="checkbox"/> General Education/Pathways	<p>Select ONE of the following:</p> <ul style="list-style-type: none"> <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): 1. 2.</p> <p>Select ONE of the following:</p> <ul style="list-style-type: none"> <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. Utilize a systematic, continuous approach to recognize, assess, and provide care for adult and pediatric patients experiencing life-threatening breathing and cardiac emergencies in both individual and team-based, multi-rescuer scenarios
2. Describe all the steps of adult and pediatric Cardiac Chain of Survival for both in and out of a hospital facility
3. Demonstrate proper assessment and high-quality CPR skills including pulse check, chest compressions and ventilations for adults, Infants, and children
4. Effectively deliver ventilations to adult and pediatric patients using both a pocket mask and a bag-valve mask (BVM) resuscitator
5. Explain the basic concepts of an automated external defibrillator (AED), including the associated science, universal steps of operation, and safety precautions and effectively demonstrate the appropriate use of an AED for adult and pediatric patients
6. Identify and respond to both conscious and unconscious breathing emergencies, including foreign body airway obstructions, for adult and pediatric patients
7. Recognize and respond to a variety of medical emergencies including heart attack, stroke, fainting, diabetic emergency, seizure, and shock
8. Identify and respond to a variety of injury emergencies including bleeding, wounds, head, neck, and spine injuries, broken bones, sprains, burns, and electrical injuries
9. Recognize and respond to a variety of environmental emergencies including anaphylaxis, heat and cold related emergencies, bites and stings, poison emergencies, and anaphylaxis,

including proper administration of an epinephrine auto-injector
10. Identify and respond to an opioid-associated life-threatening emergency using the Opioid-Associated Life-Threatening Emergency Response Sequence, including proper use of naloxone

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. Utilize a systematic, continuous approach to recognize, assess, and provide care for adult and pediatric patients experiencing life-threatening breathing and cardiac emergencies in both individual and team-based, multi-rescuer scenarios	50%	Exam, and Practical Assessment #1, 2, 3, 4, 5, and 6 *see attached syllabus for description of practical assessments
2. Describe all the steps of adult and pediatric Cardiac Chain of Survival for both in and out of a hospital facility	10%	Exam
3. Demonstrate proper assessment and high-quality CPR skills including pulse check, chest compressions and ventilations for adults, Infants, and children	30%	Exam, and Practical Assessment #1, 2, and 3
4. Effectively deliver ventilations to adult and pediatric patients using both a pocket mask and a bag-valve mask (BVM) resuscitator	30%	Exam, and Practical Assessment #1, 2, and 3
5. Explain the basic concepts of an automated external defibrillator (AED), including the associated science, universal steps of operation, and safety precautions and effectively demonstrate the appropriate use of an AED for adult and pediatric patients	20%	Exam, and Practical Assessment #4
6. Recognize and respond to both conscious and unconscious breathing emergencies, including foreign body airway obstructions, for adult and pediatric patients	20%	Exam, and Practical Assessment #6
7. Recognize and respond to a variety of medical emergencies including heart attack, stroke, fainting, diabetic emergency, seizure, and shock	20%	Exam

8. Recognize and respond to a variety of injury emergencies including bleeding, wounds, head, neck, and spine injuries, broken bones, sprains, burns, and electrical injuries	20%	Exam, Practical Assessment #8
9. Recognize and respond to a variety of environmental emergencies including anaphylaxis, heat and cold related emergencies, bites and stings, poison emergencies, and anaphylaxis, including proper administration of an epinephrine auto-injector	20%	Exam, Practical Assessment #7
10. Recognize and respond to an opioid-associated life-threatening emergency using the Opioid-Associated Life-Threatening Emergency Response Sequence, including proper use of naloxone	20%	Final Exam, Practical Assessment #7

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.

This will be a required course for students enrolled in the proposed AS in Health Sciences degree, and an elective option for students enrolled in the A.S. Community Health program for concentrations other than the proposed concentration in Coordinated Health Care (for which this course will be a requirement). This course will also serve as a potential elective for students enrolled in A.A. Liberal Arts who are fulfilling their Pre-Clinical coursework for Nursing, Physical Therapy Assistant, Polysomnographic Technology, and Surgical Technology which require a Basic Life Support for Healthcare Provider certification prior to program acceptance. This course may serve as an elective for Mental Health and Human Services as well as Chemical Dependency Counseling. This course will also be available as a General Elective for all matriculated students who are interested in attaining a Basic Life Support for Healthcare Provider and First Aid certification.

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 allow students to acquire the necessary skills to recognize and respond to a variety of life-threatening emergencies such as cardiac arrest, heart attack, stroke, diabetic emergencies, opioid associated emergencies, and other injury and environmental emergencies. Students will employ high-quality CPR in multi-rescuer BLS team response scenarios, effectively demonstrate the use of AED, and removal of foreign-body airway obstructions during choking emergencies for adult, child, and infants. Effective communication, teamwork, critical thinking, and problem-solving skills will be emphasized. The current courses offered, HE 3500 (First Aid and Personal Safety) and HE 2000 (Community CPR), are geared toward lay responders such as educators, recreation, and fitness professionals, and do not meet the advanced training needed to apply for existing clinical programs on campus. There is no credit bearing course on campus that is specifically geared toward multiple allied health programs which offers BLS for Healthcare Provider certification.

This course will offer the opportunity to acquire two micro-credentials (BLS and First Aid) and offer opportunity for allied health students to meet the required BLS for Healthcare Provider credential requirement prior to entering many clinical programs such as Nursing, Physical Therapy Assistant, Polysomnographic Technology, and Surgical Technology. These programs require a valid BLS for Healthcare Provider certification be completed prior to admission. It is suggested that this course be taken as an elective under the Liberal Arts program during the pre-clinical phase for these programs and should be taken the semester prior to program admission so it remains valid (2 years) throughout the clinical phase. If students are accepted into a program with an existing BLS certification that expires while in the clinical phase, students may use this course as an elective within the program if allowable. Those who are unsuccessful in their admission to the Allied Health programs may be directed to A.S. Community Health (for which the course would count as the 3-credit requirement for the Coordinated Health Care concentration or as an Elective for other concentrations) or A.S. Health Science (for which the course would count as a degree requirement). For Community Health students, this course is a great opportunity for those interested in teaching public health or emergency management and will provide micro-credentials. This will serve to make Community Health students more marketable in the workplace as many healthcare settings require BLS for Healthcare Providers as a condition of employment.

Students who have previously taken a BLS for Healthcare Provider course within one year through the military, continuing education program, or other qualifying organization and have earned a certification may wish to apply for Credit for Prior Learning (CPL) once criteria has been established.

(Item #8 on next page)

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](#).

<p>This course will be a unique course across CUNY as it will be the first to provide Basic Life support for the Healthcare Provider and First Aid in a combined 3 credit course. Currently, the BLS courses across CUNY are embedded in continuing education programs such as at KCC, Lehman, CSI, York, and BMCC. The current CPR courses offered across the campuses are lay responder level and do not meet the BLS for Healthcare Provider requirement for many clinical programs. Based upon transferability of the existing lay responder courses, HE 3500 and HE 2000, and with the advanced nature of the material, offering of two micro-credentials, and need for advanced training with the expansion of Allied Health programs across CUNY, it is believed that a strong case for transferability can be made for this new course. It is timely and necessary. Below is a table of transferability of existing CPR and First Aid courses that currently transfer across CUNY and their equivalencies. The course could be equivalent to many courses with transferring of 2-3 credits across CUNY.</p>			
HE 3500 – First Aid and Personal Safety (2 credits)	Credits	HE 2000 – Community CPR (1 credit)	Credits
Bronx CC - Elective in Health	3	Baruch – Health Education Elective	3
Brooklyn College - KINS 3005 First Aid and Safety	2	Brooklyn College – Kinesiology Elective	3
BMCC - HED 240 First Aid, Safety and CPR	3	BMCC - HED 240 First Aid, Safety and CPR	3
CSI - HED 111 First Aid and Safety	2	CSI – HED 199 Health Education Elective	1
Hostos - HLT 117 First Aid	2	Lehman College - HEA 304 CPR/AED Basic Life Support	1
Hunter - HED 35100 Safety Education and Emergency Care	3	York – HE 200 Basic Cardiac Life Support	1
Lehman College - HEA 303 Safety Education, Accident Prevention, and First Aid	2	The course also transfers as a general elective for a variety of credits at LaGuardia, Guttman CC, City Tech, Medgar Evers, and School of Professional Studies.	varied
Queensboro CC - HE 106 First Aid and Safety Education	3		
Queens College - FNES 166 First Aid and Safety	3		
York – HE 317 First Aid and Safety Education	2		
The course also transfers as a general elective for a variety of credits at the LaGuardia, Guttman CC, City Tech, and School of Professional Studies.	varied		

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.

This course does not conflict with other courses within the Health, Physical education, and Recreation (HPER) department or with other department courses. The current courses offered, HE 3500 and HE 2000, are geared toward lay responders with certification from the American Red Cross which is appropriate for educational, recreational, and fitness settings. Neither HE 3500 or HE 2000 meet the advanced training needed to apply for existing clinical programs on campus, and they do not meet the healthcare industry standards of Basic Life Support for the Healthcare Provider from the American Heart Association. Many clinical programs on campus such as Nursing, Physical Therapy Assistant, Polysomnographic Technology, and Surgical Technology require BLS for Healthcare Provider certification during a pre-clinical phase to apply. No other course provides a combination of BLS for Healthcare Provider and First Aid in the pre-clinical phase. While HE 3500 does provide CPR and AED for adults and First Aid training, it does not include CPR and AED training for children and infants. While HE 2000 provides CPR and AED training, it does not include First Aid. Certification in both courses is provided through the American Red Cross. Certification from the American Heart Association is the gold standard in the healthcare field.

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:

- American Heart Association BLS Provider Manual - digital (ISBN: 978-1-61669-799-0) or print (978-1-61669-768-6)
- American Heart Association Heartsaver First Aid Student Workbook - digital (ISBN: 978-1-61669-817-1) or print (ISBN: 978-1-61669-829-4)
- Laerdal Adult and infant breathing barriers

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.
SEE ATTACHED

12. Selected Bibliography and Source materials:

- Abolfotouh, Mostafa A et al. "Impact of Basic Life-Support Training on the Attitudes of Health-Care Workers Toward Cardiopulmonary Resuscitation and Defibrillation." BMC health services research 17.1 (2017): 674–674. Web
- American Heart Association. (2020). Basic life support: Provider manual.
- American Heart Association. (2020). CPR & ECC Guidelines. cpr.heart.org.
<https://cpr.heart.org/en/resuscitation-science/cpr-and-ecc-guidelines>.

- American Heart Association. (2020). Basic life support: Provider manual.
- American Heart Association Heartsaver First Aid Student Workbook digital (ISBN: 978-1-61669-817-1) or print (ISBN: 978-1-61669-829-4)
- Karim, Habib Md. Reazaul et al. "Comparison of Effectiveness of Class Lecture Versus Workshop-Based Teaching of Basic Life Support on Acquiring Practice Skills Among the Health Care Providers." International Journal of Critical Illness and Injury Science 6.2 (2016): 61–64. Web.
- Onan, Arif, and Nurettin Simsek. "Interprofessional Education and Social Interaction: The Use of Automated External Defibrillators in Team-Based Basic Life Support." Health informatics journal 25.1 (2019): 139–148. Web.

COURSE SYLLABUS

Basic Life Support for Healthcare Provider and First Aid HE 2200 - Course Syllabus Semester, Year

Instructor: TBD

Office: TBD

E-mail: TBD

Course Description

Basic Life support for the Healthcare Provider and First Aid will provide students with necessary lifesaving skills to work in a variety of healthcare settings. Students will learn to recognize and respond to a variety of life-threatening emergencies such as cardiac arrest, heart attack, stroke, diabetic emergencies, opioid associated emergencies, and other injury and environmental emergencies. Students will employ high-quality CPR in multi-rescuer BLS team response scenarios, effectively demonstrate the use of AED, provide ventilations using a pocket mask and bag valve mask (BVM), and removal of foreign-body airway obstructions during choking emergencies for adults, children, and infants. Effective communication, teamwork, critical thinking, and problem-solving skills will be emphasized. Upon effective completion of course and certification requirements, students will have the ability to apply for the BLS for Healthcare Provider as well as a Heartsaver First Aid certification from the American Heart Association.

Course Student Learning Outcomes (SLOs)

By the end of this course, you (the student) will be able to:

1. Utilize a systematic, continuous approach to recognize, assess, and provide care for adult and pediatric patients experiencing life-threatening breathing and cardiac emergencies in both individual and team-based, multi-rescuer scenarios
2. Describe all the steps of adult and pediatric Cardiac Chain of Survival for both in and out of a hospital facility
3. Demonstrate proper assessment and high-quality CPR skills including pulse check, chest compressions and ventilations for adults, Infants, and children
4. Deliver ventilations to adult and pediatric patients using both a pocket mask and a bag-valve mask (BVM) resuscitator
5. Explain the basic concepts of an automated external defibrillator (AED), including the associated science, universal steps of operation, and safety precautions and effectively demonstrate the appropriate use of an AED for adult and pediatric patients
6. Identify and respond to both conscious and unconscious breathing emergencies, including

foreign body airway obstructions, for adult and pediatric patients
7. Recognize and respond to a variety of medical emergencies including heart attack, stroke, fainting, diabetic emergency, seizure, and shock
8. Identify and respond to a variety of injury emergencies including bleeding, wounds, head, neck, and spine injuries, broken bones, sprains, burns, and electrical injuries
9. Recognize and respond to a variety of environmental emergencies including anaphylaxis, heat and cold related emergencies, bites and stings, poison emergencies, and anaphylaxis, including proper administration of an epinephrine auto-injector
10. Identify and respond to an opioid-associated life-threatening emergency using the Opioid-Associated Life-Threatening Emergency Response Sequence, including proper use of naloxone

Required Materials

- One Laerdal CPR Breathing Barrier (purchase at KBCC bookstore by asking at counter)
- One large box of non-latex surgical gloves (available at drugstores, pharmacies, and online)
- AHA BLS Provider Manual digital (ISBN: 978-1-61669-799-0) or print (978-1-61669-768-6)
- AHA Heartsaver First Aid Student Workbook digital (ISBN: 978-1-61669-817-1) or print (ISBN: 978-1-61669-829-4)

Student Assessment Methods

		<u>Percentage</u>	<u>Dates</u>
Practical Assessment #1	CPR and Rescue Breathing Skill Adult	10%	Week 4
Practical Assessment #2	CPR and Rescue Breathing Skill Child	10%	Week 5
Practical Assessment #3	CPR and Rescue Breathing Skill Infant	10%	Week 6
Practical Assessment #4	AED skill(adult and pediatric)	10%	Week 7
Midterm Exam (Written)	All skills up to week 7	10%	Week 7
Practical Assessment #5	Multi-rescuer BLS team response	10%	Week 8
Practical Assessment #6	Choking relief adults and pediatric	10%	Week 9
Practical Assessment #7	Naloxone and Epinephrine	10%	Week 10
Practical Assessment #8	Bleeding and bandaging	10%	Week 11
Final Exam (Written)		<u>10%</u>	TBD
		100%	

Evaluation

Grades will be calculated according to college policy as follows:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
97-100	93-96	90-92	87-89	83-86	80-82	78-79	75-77	70-74	66-69	60-65	0-59

W Withdrew without penalty

WU Unofficial withdrawal (counts as failure)

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

Expectations of students in HE 2200

Students are expected to attend every session and bring their personal protective equipment (fresh non-latex gloves, and Laerdal breathing barriers), login to Blackboard to access digital materials, watch all videos and read all materials in book and slides, and be prepared to engage in constructive conversations during classroom

discussions and skills practice. Please come with enthusiasm and be ready to learn. You are expected to be engaged and fully participate in every class. Cell phones and other electronic devices must be silenced and cannot be used during class. Any disruptions by electronic devices may result in your being asked to leave for the session. Dress in clothing appropriate for physical activity. You will be working on a mat and bending over. No food or beverages aside from water are allowed in the training room. No high heels permitted on mats.

Practical Assessments

There will be practical skill assessments in each of the skills area. For each practical assessment, students will demonstrate required skill accurately and effectively as per American Heart Association protocol. Practical assessments are a critical part of the course. It is extremely important that YOU DO NOT miss any portion of the skills session and practical assessments as they are required for certification qualification and failure to attend will result in a 0 for that skill and inability to apply for certification. No exceptions are made to this policy as certifying body has strict training requirements that must be adhered to.

Exams

Exams will be based on American Heart Association manual readings and videos, slides posted on Blackboard, and classroom discussions. There will be a midterm exam and a final exam, and each will be 40 multiple choice questions and each exam is worth 10% of final grade. Practical assessments and written exam make ups are rare and are only given for documented, extenuating circumstances for which you will need approval from instructor. Work schedule, childcare issues, and travel/ vacation does not qualify as an extenuating circumstance. You are expected to have a work schedule that accommodates your full participation in college courses and to not schedule vacations during class time.

Certification

This course offers the opportunity to apply for two certifications, Basic Life Support for the Healthcare Provider certification (valid 2 years) and the Heartsaver First Aid certification (valid 2 years) from the American Heart Association. Certification is not required for this course and is not guaranteed. Students will be required to obtain an 84% or more for both exams and successfully pass every practical assessment exam to qualify. There are no exceptions to this policy as the certifying body has strict certification requirements that must be adhered to.

Attendance Policy

More than 6 hours of absence from class will result in a significant lowering of your grade as this will affect your skill grades and participation (Lateness= 1/2 absence. Four lateness =2 absences). Missing more than 8 hours of class may result in a WU grade. If you need to withdraw from the class due to absences or other issues, please do so immediately with the Registrar. Be aware that withdrawing/dropping MAY AFFECT your full-time status and financial aid if applicable. Consult your Financial Aid counselor if you have any questions.

Access-Ability Services (AAS)

Serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation from the Access-Ability office (D-205). Please contact AAS for assistance. Please do so in a timely manner and well in advance of when accommodations are needed. Please contact Accessibility Services by clicking on this link and request that your accommodation be emailed directly to instructor:

<https://www.kbcc.cuny.edu/access-ability/homepage.html>

Preferred Gender Pronoun and Name

I affirm all forms of gender expressions and identities. If you prefer to be called a different name than what is on the class roster, please inform me. Please inform me on your preferred gender pronoun or if you do not have a pronoun. The gender-neutral bathrooms are in the following places on campus: A117, A119, L303, L504, M436, T4 154, T8 108B, V211, and V212. If you have any questions or concerns, please do not hesitate to ask your instructor. For more information, please visit:

<http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/equal-opportunity-and-non-discrimination-policy> and <https://www1.cuny.edu/mu/forum/2017/02/24/protecting-the-rights-of-transgender-and-gender-nonconforming-students/>

Access Resource Center

The Access Resource Center (ARC) office offers a variety of support services for students, including a campus food pantry, a benefits screening for government resources (such as SNAP food benefits, child-care and public assistance), legal and financial consultations, and tax preparation support. More information, please visit:

<http://www.kbcc.cuny.edu/arc/Homepage.html>

HE 2200 – Basic Life Support for Healthcare Provider and First Aid Semester, Year			
Week	Date	Topic for Discussion	Skills Based Activity
1	TBD	Introduction to Course <ul style="list-style-type: none">• Review syllabus and student expectations• Importance of Basic Life Support (BLS) for the Healthcare Provider• Understanding certification requirements• Historical background of BLS, importance of American Heart Association• Recognizing and responding to emergencies	<ol style="list-style-type: none">1. Navigate Blackboard and Yuja to locate course materials2. Purchase required Laerdal breathing barrier from campus bookstore
2	TBD	Introduction to BLS <ul style="list-style-type: none">• Identify the universal precautions for disease prevention and properly utilize personal protective equipment (PPE)• Review of the cardiovascular system• Understanding checking for breathing and pulse and identifying signs of poor perfusion• - Basic concepts of rapid assessment, including location of pulse, and understanding what skill to perform	* MUST BRING CPR BREATHING BARRIER AND GLOVES! Failure to bring PPE will result in inability to attain potential BLS certification <ol style="list-style-type: none">1. Perform an accurate and rapid assessment for responsive and unresponsive adults, children, and infants and identify correct response skill2. Demonstrate appropriate removal and disposal of gloves.
3	TBD	<ul style="list-style-type: none">• Cardiac Chain of Survival for adults within and outside of a hospital setting• Introduction to adult CPR skills including chest compression technique, and ventilations with head tilt-chin lift method (1 person BLS response)• Jaw thrust technique for suspected spinal injury	<ol style="list-style-type: none">1. Correctly locate and identify pulse using carotid artery for adult2. Demonstrate effective use of breathing barrier for adult3. Provide high-quality CPR for Adults

4	TBD	<ul style="list-style-type: none"> Continuation of adult CPR skills practice CPR variations (pregnancy, obesity, soft surfaces) Rescue Breathing for adults 2 person BLS response for adults using BVM Hands only CPR 	<ol style="list-style-type: none"> Demonstrate effective rescue breathing for adults using BVM Practice 2 person BLS response for adults Adult CPR and Rescue Breathing Practical Assessment #1
5	TBD	<ul style="list-style-type: none"> Cardiac Chain of Survival for pediatric patients within and outside of a hospital setting Introduction to Pediatric CPR, using both one and two hands Rescue Breathing for children using BVM 2 person BLS response for children using BVM 	<ol style="list-style-type: none"> Correctly locate and identify pulse using carotid or femoral artery for child Demonstrate effective use of breathing barrier and BVM for child Provide high-quality CPR for child Child CPR and Rescue Breathing Practical Assessment #2
6	TBD	<ul style="list-style-type: none"> Cardiac Chain of Survival for pediatric patients within and outside of a hospital setting Discussion of Sudden Infant Death Syndrome (SIDS) Introduction to Infant CPR, 2 finger technique and 2 thumb-encircling hands technique Rescue Breathing for infants using BVM 2 person BLS for children using BVM and encircling thumb method 	<ol style="list-style-type: none"> Correctly locate and identify pulse using brachial artery for infant Demonstrate effective use of breathing barrier and BVM for infant Provide high-quality CPR for infant using 2 techniques Infant CPR and Rescue Breathing Practical Assessment #3
7	TBD	<ul style="list-style-type: none"> Basic concepts of Automated external Defibrillator (AED) including associated science, universal steps of operation, and safety precautions. AED differences for adult, child, and infant 	<ol style="list-style-type: none"> Effectively demonstrate the use of an automated external defibrillator (AED) for adult and pediatric patients AED Practical Assessment #4 Midterm: Complete on Blackboard

8	TBD	<ul style="list-style-type: none"> Multi-Rescuer Team Response including elements of effective team dynamics, roles and responsibilities, effective communication, and coaching and debriefing 	1. Practice multi-rescuer BLS team response with peers while rotating positions, and practicing effective communication including coaching, and debriefing 2. Multi-rescuer BLS team response Practical Assessment #5
9	TBD	<ul style="list-style-type: none"> Techniques for removal of foreign-body airway obstruction during choking emergencies for both responsive and unresponsive adult and pediatric patients 	1. Practice choking relief techniques for adult and pediatric patients 2. Choking relief for adults, children, and infants Practical Assessment #6
10	TBD	Introduction to First Aid <ul style="list-style-type: none"> Recognize and respond to a variety of medical emergencies including fainting, diabetic emergency, anaphylaxis, seizure, and shock Recognize and respond to an opioid-associated life-threatening emergency using the Opioid-Associated Life-Threatening Emergency Response Sequence 	1. Perform rapid assessment of conscious adult 2. Demonstrate the use of Naloxone administration according to package directions 3. Identify when to use an Epinephrine autoinjector and demonstrate correct administration and safe disposal 4. Naloxone and Epinephrine autoinjector Practical Assessment #7
11	TBD	<ul style="list-style-type: none"> Injury emergencies including bleeding, wounds, head, neck, and spine injuries, broken bones, sprains, burns, and electrical injuries 	1. Practice application of direct pressure to stop bleeding and bandaging 2. Bleeding and bandaging Practical Assessment #8
12	TBD	<ul style="list-style-type: none"> Environmental emergencies including bites and stings, heat and cold related emergencies, and poison emergencies Course wrap-up 	1. Final Exam Review 2. Certification wrap-up
	TBD	FINAL EXAM	

APPENDIX E: Health Coach Training Overview and Link to Complete Manual

Health Coach

Training Program Curriculum Overview

The curriculum described in this document was created by Kingsborough Community College of the City University of New York, supported by the New York City Department of Small Business Services and the New York Alliance for Careers in Healthcare.

Kingsborough Community College

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Director, Center for Economic & Workforce Development

Jose Nanin, EdD, MCHES

Co-director, Community Health Program, Dept. of Health, Physical Education, & Recreation



Introduction

Kingsborough Community College's Health Coach Curriculum is a two-part, 90-hour training intended for health care workers who are looking to enhance their communication and relationship building skills. The training can be delivered to incumbent workers seeking a skill upgrade, such as medical assistants and community health workers.

Health care workers will learn how to provide patients with resources in general education on chronic diseases, in the areas of prevention and wellness. They will learn how to assess for cultural competency and health literacy while supporting and encouraging patients in becoming informed and active participants in managing their health and making lifestyle changes.

Training Program Overview

The activities in this training course are designed for affective, behavioral, and cognitive learning. Participants can learn through relating, sharing, and listening among professional colleagues that express similar concerns in the field. By working collaboratively, participants will have the opportunity to compare styles, approaches, and ideas with colleagues. Experiential learning is beneficial in that it allows the participants of the course to explore their own feelings and take charge of their own learning. Participants practice skills through the simulation of role plays. Participant will also have opportunities to discuss values and biases, providing them with chances to discuss opposing viewpoints with classmates and colleagues in their field.

The Health Coach Curriculum consists of the following courses:

Introduction to Health Coaching	45 hours	Credit transfer for COH 8202 – Patient Engagement, 3 credits
Chronic Diseases	45 hours	Credit transfer for HPE 1200 – Concepts of Health and Wellness, 3 credits

Total **90 hours**

To review the complete manual of this training curriculum, please go to this [link](#) .