





<p><b>Partners Collaborative:</b></p> <p>Participate in Tri-Valley Community Foundation's Youth Services Collaborative in order to coordinate and strengthen program services to Tri-Valley high-risk youth.</p> <p><b>Worksite Learning:</b></p> <p>Procurement processing and administrative assistance to program for student textbooks, transportation, learning materials, safety, uniforms and other items not covered by Pell Grant or other related funding mechanisms. Providing of administrative assistance to program including reporting, correspondence and recruitment.</p> <p><b>High School Outreach:</b></p> <p>Twice a year a counselor will provide outreach to Horizon High School for School Age Mothers and Young Fathers, and Village High School. In the Fall the counselor will present on college and career options, career pathway for WIA participants. In the Spring the counselor will present on college registration, how to enroll, and campus resources.</p>	<p>LPC Counselor/Case Manager</p> <p>LPC Worksite Learning Administrative Assistant</p> <p>LPC Counselor, Student Services Heicke Gecox</p>	<p>TVCF Supervisor, monthly</p> <p>TVCF Supervisor, monthly</p> <p>TVCF Supervisor, monthly</p>
<p><b>Management Information System (M.I.S.)</b></p> <p>Establish a plan-versus-actual monitoring component to ensure TVCF meets program goals and performance standards.</p> <p><b>Exit and Follow-Up Activities:</b></p> <ol style="list-style-type: none"> <li>1) Submit quarterly exit evaluations and reports that detail the progress made by each of the at-risk youth who has completed the program or dropped out of the program prior to completion.</li> <li>2) Submit quarterly reports of 12 month follow-up activities for each enrolled WIA youth following program exit.</li> </ol>	<p>LPC Worksite Learning; Counselor/Case Manager, Student Services Heicke Gecox</p> <p>LPC staff, Instructors, Counselor, Student Services Heicke Gecox</p>	<p>TVCF Supervisor, monthly</p> <p>TVCF Supervisor, monthly</p>

## Exhibit A

### WORKFORCE INVESTMENT ACT

#### EMPLOYMENT PLUS PROGRAM II FY 2011-2012

#### AGREEMENT FOR EDUCATIONAL AND CASE MANAGEMENT SERVICES

This Agreement for Educational Services ("Agreement") is entered into by, between and among the **Tri-Valley Community Foundation ("TVCF")** and **Las Positas College ("Contractor")** in Pleasanton, California for the period of July 1, 2011 through June 30, 2012.

This Agreement is attached to and incorporates by reference the Memorandum of Understanding between TVCF and Contractor. Pursuant to these agreements between TVCF and Contractor, Contractor has agreed to provide certain local educational and training services to at-risk youth ("Participants") as described in those documents in exchange for compensation also described in the documents.

Contractor hereby agrees to provide educational and case management services described in Attachment I hereto ("Services") for approximately 18 at-risk youth between the ages of 16 and 21 years of age. TVCF will pay Contractor \$57,000 to provide Career and Technical Educational opportunities in a learning cohort model and provide case management services to these Participants beginning on July 1, 2011 and continuing through June 30, 2012.

Contractor shall, at all times, act as an independent contractor for TVCF. Nothing in this Agreement shall be construed as creating an employer-employee relationship between the parties or as a limitation upon the TVCF discretion to terminate this Agreement as provided herein. Contractor further agrees to be solely responsible for all of Contractor's employee costs including, but not limited to, federal and state tax withholding, social security, liability insurance, worker's compensation insurance and other benefits.

Contractor agrees to defend, indemnify and to hold harmless TVCF, their officers, employees and agents, from and against all claims, suits, demands, losses, damages, costs, liability or judgments arising out of, relating to, or in any way connected with TVCF's performance of Services.

Contractor shall, at all times, during the term of this Agreement, maintain in force those insurance policies, including but not limited to workers compensation and liability policies, and bonds required of TVCF by the Workforce Investment Act (WIA).

For a period of five years after the furnishing of Services pursuant to this Agreement, Contractor shall make available, upon request, to the Federal and/or California government or any of their duly authorized agents, all books, documents and records necessary to verify the nature and extent of Services performed under the Agreement and related costs and payments. Financial records pertaining to this Agreement shall be available for audit 90 days after final payment under this Agreement and shall be retained and available for audit purposes for five years after final payment for Services.

**Termination of the Agreement:** TVCF may terminate this Agreement at any time without notice upon a material breach of the terms of this Agreement and/or in the event that TVCF determines that Contractor's performance under the Agreement is substandard or unsatisfactory. The specific actions by the Contractor which shall constitute a material breach of this Agreement include, but are not limited to:

- a) Noncompliance with the applicable laws, regulations or guidelines of TVCF and WIA
- b) Submission of false, misleading or erroneous information to TVCF
- c) Failure to maintain records

d) Violation of regulations creating imminent danger to the health of youth  
**Termination for Convenience:**

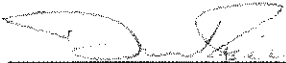
- a) This agreement may be terminated for any or no reason by TVCF upon giving sixty (60) calendar days written notice to Contractor.
- b) Upon the termination of this Agreement for any reason, TVCF shall only be obligated to compensate the Contractor for actual allowable costs of performance in accordance with this Agreement through the date of termination.
- c) TVCF may also terminate this Agreement upon ten days written notice to Contractor in the event that federal funding of the Workforce Investment Act Program is ended, or substantially decreased causing a reduction in the overall ceiling of service to at-risk youths in the Tri-Valley area.

TVCF agrees that all payments to the Participants of this program for work performed during the internship phase shall be made by TVCF or its designees directly to the Participants and that TVCF or its designees shall be responsible for all federal and state withholding and other costs incurred fulfilling this obligation

**WE THE UNDERSIGNED, HAVE READ AND AGREE TO FOLLOW THE TERMS OF THIS CONTRACT AND ALL WORKFORCE INVESTMENT ACT PERFORMANCE STANDARDS.**

TRI-VALLEY COMMUNITY FOUNDATION

CONTRACTOR

By:   
David Rice, President

By: \_\_\_\_\_

Title: \_\_\_\_\_

Date: 12 AUGUST 2011

Date: \_\_\_\_\_

This program is operated in accordance with U.S. Department of Education policy, which does not permit discrimination because of race, color, sex, age, handicap, or national origin.

More information may be obtained here or from the office of Equal Opportunity, Washington, D.C. 20250.

## **Exhibit B**

### **RECRUITMENT AND ELIGIBILITY**

#### **Recruitment**

- Communication with local high schools
- Set up meetings in March before the Fall LPC semester
- Create databases for all interested students
- Arrange for LPC assessments to verify basic skills level (set up group assessments); gather assessments for student files
- Obtain high school records for IEP involvement
- Organize and host orientation meetings with students (and parents) and faculty at least 2 times before semester begins
- Follow-up/follow-up/follow-up – weekly phone calls to make sure students have taken assessments, still interested, parents approve, and started financial aid process

#### **Eligibility Assessment**

- WIA Requirements
  - Low income
  - Learning disabled with current IEP
  - Foster youth
  - Teen parent
  - Between the ages of 18 – 21 (older youth category / TVCF serves younger youth (16 – 18))
  - Disconnected – participant is not in school, or connected to any programs
  - Must live in Livermore, Dublin, Pleasanton, or Sunol
- Screen youth for these eligibility requirements

#### **WIA Application Process**

- Conduct meetings with students to begin WIA enrollment process
  - Identification
  - Right to work status
  - Age (proof of)
  - Selective Services registration
  - Social Security number
  - Low income status
  - Out of school status
  - Residential address
- This is an on-going process that takes place over the summer and through the beginning of the semester

### **LPC Career Learning Cohort**

- Host several meetings to help students enroll in classes
- Mail orientation packets, schedules, important dates, etc.
- Administer CASAS appraisals, pre/post testing throughout the year (all disconnected youth) - WIA requirement
- Arrange for supplies for LPC Career Learning Cohort
- Student interns are trained to be tutors and support for staff

### **Set Up and Manage LPC Career Learning Cohort Budget with LPC Business Services**

- Get MOU approved
- Get budget set up approved by Natasha, Business Services
- Balance Banner budget with in-office budget
- Make budget transfers as needed
- Order supplies through requisition process
- Open purchase order with LPC Bookstore
- Create student budgets for approved support services

### **Case Management**

- Enrollment process for WIA – begins once the application and documentation have been approved by WIA Technician
- Creation of student files
  - Meet with each participant to develop an Individual Service Strategy (short and long term goals based on assessments and interests)
  - Develop strategies for support services – books, supplies, transportation, etc.
  - Pre CASAS testing (within 60 days of appraisal; post CASAS (within 1 year of enrollment date)
  - Monthly meetings (required by WIA) to monitor action plans
  - Case notes – to be updated for each student every 30 days
  - Development of career and technical education cohort

### **This Process Continues Throughout the Year**

- WIA Exit Process (within 1 year of the enrollment date)
  - Verify goals achieved – using ISS plan
  - Complete exit forms to be approved by WIA Technician
- WIA Follow Up (within 1 year of exit)
  - Interview each participant to learn their status – employment, post-secondary education, family changes, income changes
  - Complete follow-up forms to be approved by WIA Technician
- Direct Service to Students
  - On-going throughout the year, plus follow-up year
  - Provide extensive resources to individualized needs of students – child care, tutoring, interpersonal issues that interrupt school progress, transportation assistance, gas cards, bus passes, books and supplies, etc.

Exhibit C

(Las Positas College/TVCF)  
 EPP II for High Risk Youth  
 PY(s) 7/1/11 to 6/30/14

LAS POSITAS COLLEGE BUDGET  
 V. PROPOSAL BUDGET & WORKSHEET - (For One Fiscal Year)  
 PY 2011-2012

LINE ITEM	WIA \$\$ COST	LEVERAGED RESOURCE \$\$	SOURCE OF FUNDS (e.g.- ADA, HUD, Perkins)
<b>PERSONNEL COSTS</b>			
Program Staff Salaries/Wages*	38,174	14,560	LPC FTES
Program Staff Fringe Benefits	11,452	4,368	LPC FTES
Other:		9,600	CTE Allied Health 55
<b>NON PERSONNEL</b>			
Facilities/Space			
Equipment*			
Maintenance Costs			
Communications			
Printing & Duplicating			
Consumable Supplies			
Staff Training			
Professional Services*			
Insurance			
Travel			
Other:			
<b>PARTICIPANT COSTS</b>			
Assessment Tools			
Tuition & Fees			
Teaching Aids			
Training Equipment*			
OJT Reimbursements			
Work Exp. Compensation*			
Consultant Services*			
Support Services*			
Other (define):			
<b>INDIRECT COST RATE**</b>			
<b>TOTALS</b>	<b>49,626</b>	<b>28,528</b>	

\* Complete worksheet

\*\* If Indirect Cost Rate is charged to WIA – Submit a Cost Rate Letter from a Cognizant Federal Agency



**BUDGET JUSTIFICATION**

(Provide a brief and concise budget narrative that explains each requested line item)

**Personnel Costs**

Program Staff Salaries/Wages –

Counselor: \$24,926 salary for counseling/case management; \$7,478 benefits; \$32,404 total

Admin Asst: \$13,248 salary for admin asst activities; \$3974benefits \$17,272 total

Support Services – textbooks, transportation, learning materials, safety, uniforms - \$7000

**A. Staff Salaries/Wages Worksheet:**

<b>POSITION (1 Staff per Line)</b>	<b>YEARLY SALARY AMOUNT</b>	<b>LEVERAGED RESOURCE \$\$</b>	<b>WIA \$\$ SHARE</b>	<b>OUT OF WHAT SOURCES IS THIS POSITION CURRENTLY PAID</b>
Example: Ex. Director	\$75,000	\$75,000		ADA
Worksite Learning Coordinator	84000	12,012	-0-	LPC FTES
Counselor	54,000	21,596	32,404	Tri-Valley One Stop
Admin Asst.	17,272	-0-	17,272	LPC FTES
<b>TOTALS</b>		<b>33,608</b>	<b>49,676</b>	

**Participant Support Services Worksheet:**

TYPE OF SUPPORT SERVICE	WIA COST	\$\$ AMOUNT & SOURCE OF CASH/IN-KIND
<i>Work Related Uniforms/Tools</i>	<b>\$2000</b>	
<i>Transportation</i>	<b>\$1000</b>	
<i>Other (define) – Textbooks, Learning Supplements, Instructional Materials</i>	<b>\$4000</b>	
<b>Totals</b>	<b>\$7000</b>	

**Exhibit D**

**Tri-Valley Community Foundation  
 Las Positas College, Scope of Work  
 Career Technical Education Learning Cohort  
 FY 2011-2012 Work Plan for: Workforce Investment Act  
 Prepared by: Aaron Ortiz  
 Prepared/Revised Date: May 11, 2011**

Responsibility	Tasks	Target Completion Date
<b>CTE Program Design</b>  <b>LPC</b>	<ul style="list-style-type: none"> <li>• Create program design in collaboration with Counseling faculty to develop a CTE learning cohort</li> <li>• Create budget line item to include weekly staff meetings in to insure collaboration, continuity and success for students</li> <li>• TVCF will attend on-going WIB meetings to fully integrate requirements into CTE program design and report back to Las Positas)</li> <li>• On-going meetings with LPC staff and administrators to enable the program to move forward depending on need</li> </ul>	June-July
<b>Outreach / Marketing / Partnering</b>  <b>LPC</b>	<ul style="list-style-type: none"> <li>• Develop marketing materials (Templates are in place)</li> <li>• Build partnerships with local high schools, ROP, One-Stop and other Community Based Organizations to promote the CTE program (Community is asking about this program)</li> <li>• Utilize the Universal Services of the one-stop to assist students in employment placement and job search opportunities.</li> <li>• Set up and attend promotional meetings to talk about CTE learning cohort and recruit interested students</li> <li>• Create databases for all interested students (TVCF will provide to case manager)</li> <li>• Obtain high school records for IEP involvement</li> <li>• Organize and host orientation meetings with students (and parents) and faculty at</li> </ul>	Start ASAP Ongoing

	<p>least 2 times before semester begins</p> <ul style="list-style-type: none"> <li>Follow-up – weekly phone calls to make sure students have taken assessments, are still interested, parents approve, and they started financial aid process. (Aaron will train new case manager and supporting staff)</li> </ul>	
<p><b>Preparation for CTE classes</b></p> <p><b>LPC</b></p>	<ul style="list-style-type: none"> <li>Host meetings to help students enroll in classes</li> <li>Mail Orientation packets: schedules, important dates, etc</li> <li>Hire student interns to be tutors and support for staff</li> </ul>	<p>August</p>
<p><b>Staff Training</b></p> <p><b>TVCF</b></p>	<ul style="list-style-type: none"> <li>Train new staff</li> <li>Respond to WIB directives and policy changes by training staff as needed</li> <li>Review and train re: exit strategies</li> </ul>	<p>September/yearly or more often if needed As needed February/yearly September</p>
<p><b>Staff Support</b></p> <p><b>TVCF</b></p>	<ul style="list-style-type: none"> <li>Assist staff in completion of WIB paper work, approve files</li> <li>Review case progress with staff, provide strategies, resources; review files for accuracy</li> <li>Follow procedures for MOU approval</li> </ul>	<p>Twice a month or as needed Twice a month or as needed</p>
<p><b>Set-up and manage CTE budget with LPC Business Office</b></p> <p><b>LPC</b></p>	<ul style="list-style-type: none"> <li>Create budget (template is in place), Balance Banner budget with in-office budget</li> <li>Process budget transfers as needed</li> <li>Order supplies through requisition process</li> <li>Open purchase order with LPC Bookstore</li> <li>Budget for approved support services (TVCF can administer support services?)</li> </ul>	<p>June-August</p>

<p><b>Case Management</b> <b>LPC</b></p>	<ul style="list-style-type: none"> <li>• WIB Eligibility requirements (TVCF will approve files with LPC assigned case manager and train)</li> <li>• Ages of 18-21 (older youth category/ TVCF serves younger youth (16-18))</li> <li>• Students must have the following documentation Identification, Right to Work Status, Age (proof of), Selective Service Registration, Social Security number, Low income status, Out of School Status, Residential Address</li> <li>• This is an on-going process that takes place through out the year.</li> <li>• Creation of student files, Meet with each participant to develop a Individual Service Strategy (short and long term goals, based on assessments and interests)</li> <li>• Develop strategies for Support Services – books, supplies, transportation, etc</li> <li>• Pre CASAS testing (within 60 days of appraisal) / post CASAS (within 1 year of enrollment date), Monthly meetings (required by WIB) to monitor action plans, Case notes – to be updated for each student every 30 days</li> </ul>	<p>Ongoing</p>
<p><b>*NEW WIB Process</b> <b>LPC/CTE</b></p>	<ul style="list-style-type: none"> <li>• Enrollment process for WIB – begins once the application and documentation have been approved by TVCF technician not WIB per new VOS system</li> </ul>	<p>Ongoing</p>
<p><b>WIB Exit process</b> <b>LPC/TVCF</b></p>	<ul style="list-style-type: none"> <li>• WIB Exit Process (within 1 year of the enrollment date) <ul style="list-style-type: none"> <li>a. Verify goals achieved – using ISS plan</li> <li>b. Complete exit forms to be approved by TVCF not WIB</li> </ul> </li> <li>• WIB Follow Up (within 1 year of exit) <ul style="list-style-type: none"> <li>c. Interview each participant to learn their status: employment, post-secondary education, family changes, income changes</li> </ul> </li> </ul>	<p>May-June of 2012</p>

	<ul style="list-style-type: none"> <li>d. Complete follow-up forms to be approved by TVCF not WIB</li> <li>• Educational Program Delivery</li> <li>e. Provide access to course work and instruction in CTE fields.</li> <li>f. Instructional program TBA</li> <li>• Direct Service to Students</li> <li>g. On-going throughout the year, plus follow-up year</li> <li>h. Provide extensive resources to individualized needs of students: financial aid, child care, tutoring, shelter, interpersonal issues that interrupt school progress, etc</li> </ul>	
<p><b>Performance Monitoring</b></p> <p><b>TVCF</b></p>	<ul style="list-style-type: none"> <li>• Identify WIB performance goals in: enrollment, retention, certification, goal attainment, exits</li> <li>• Identify additional performance goals for Youth Achievement Services</li> <li>• Establish monthly benchmarks with staff</li> <li>• Assess progress</li> <li>• Progress report to TVCF</li> <li>• Prepare audit documents; audit interview</li> </ul>	<p>May-June of 2012</p>

**Las Positas College**  
3000 Campus Hill Drive  
Livermore, CA 94551-7650  
(925) 373-5800  
(925) 443-0742 (Fax)



---

**Course Outline for Health 55  
ORIENTATION TO HEALTH CARE**

**I. CATALOG DESCRIPTION:**

HLTH 55 — ORIENTATION TO HEALTH CARE — 2 units

Examine physiological, psychological, ethical, social, and public health issues. Introduce the workings of the human body and mind and explore the relationship between health and larger cultural and societal issues. Introduce medical terminology. Review diseases, including causes, symptoms, how they affect the body systems, and treatment options available. Investigate, analyze, and evaluate professional opportunities, educational requirements and personal characteristics with the intent to acquire insight into careers in the allied health field, with specific focus on transfer science, clinical programs (pre-nursing, EMT, surgical technology, medical assisting), and health administrative support. Gain the academic framework and perspective necessary to pursue a career in health sciences, as well as benefit anyone confronting health care issues in today's complex world. 2 hours lecture.

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT:** One

**III. PREREQUISITE AND/OR ADVISORY SKILLS:** None

**IV. EXPECTED OUTCOMES FOR STUDENTS:**

Upon completion of this course, the student should be able to:

- A. demonstrate through academic evaluation an understanding of specific allied health careers, such as surgical technician, medical assistant, medical office assistant, medical records and health information technicians, EMT and paramedic;
- B. identify and demonstrate the factors that contribute to and influence health behaviors;
- C. develop a personal career and educational plan as it relates to career choice;
- D. identify and apply ethical principles of behavior and attitude in professional relationships;
- E. demonstrate through academic evaluation the basic knowledge of medical terminology;
- F. demonstrate through academic and clinical evaluation a knowledge of disease patterns and transmission, safety precautions, infection control, and identification of potential hazards in the workplace;
- G. demonstrate through academic evaluation an understanding of the disease model of addiction; physiological, psychological and social factors of alcoholism and substance abuse; trends in teen substance abuse; treatment options; and community resources;
- H. demonstrate through academic evaluation an understanding of mental health including characteristics of a mentally healthy person, emotional intelligence, stress and stress management, clinical depression, suicidal behavior and prevention techniques, the grieving process, and community resources;
- I. demonstrate through academic evaluation a theoretical knowledge of mental illness including causative factors, classifications, and treatment options;

- J. demonstrate through academic evaluation a practical knowledge of consumer health issues including advertising techniques, health care products, health insurance, private health foundations, and government health agencies;
- K. demonstrate through academic evaluation an understanding of physical, psychological, social, ethical, financial and legal issues surrounding teenage sexual activity and sexually transmitted diseases including AIDS;
- L. demonstrate through academic and clinical evaluation a practical knowledge of basic principles of nutrition, weight management, physical fitness, and the digestive system;
- M. demonstrate through participation in service learning a willingness to learn more about the health care industry and develop career preparation standards and National Health Care Skills Standards.

**V. CONTENT:**

- A. Introduction to Health Science
  - 1. Examine the allied health field, the dimensions of health, the principles of health promotion and the health care system/industry
- B. Health Career Planning
  - 1. Identify career interests and aptitudes in allied health (such as health and human services, clinical health administrative support, medical assisting, and surgical technology)
  - 2. Explore opportunities in health care, job search strategies, interview techniques and communication skills/presentation techniques
- C. Accessing & Utilizing Health Resources
  - 1. Discuss techniques for evaluating resources
  - 2. Review community health resources and agencies, web based and electronic resources, medical libraries, and reference citations
- D. Medical Terminology
  - 1. Identify medical specialties, medical abbreviations, roots, prefixes, and suffixes
- E. Ethical & Legal Responsibilities in Health Care
  - 1. Distinguish concepts of professional conduct, HIPAA, and health care standards
- F. Infection Control
  - 1. Review infection cycle, immune system, clinical and surgical aseptic techniques, pathogenic organisms, including food-borne, air-borne, and blood-borne pathogens
- G. Diseases
  - 1. Identify the etiology of diseases
  - 2. Compare and contrast infectious, non-infectious, contagious, and non-contagious diseases
- H. Mental Health & Mental Illness
  - 1. Identify the characteristics of mentally healthy individuals
  - 2. Discuss stress management, psychological disorders, and DSM-IV-TR classifications
  - 3. Evaluate treatment options, including community and national mental health services and resources
- I. Chemical Dependency (Addiction)
  - 1. Discuss the disease model of addiction, predisposition to chemical dependency, psychopharmacology of commonly abused substances, various treatment modalities, impact of substance abuse/alcoholism on society, trends in teen alcoholism and substance abuse and drug legalization issues
- J. Nutrition & Physical Fitness
  - 1. Outline the structure and function of the digestive system



2. Describe the basic principles of nutrition, analyzing nutritional needs, nutritional supplements, basal metabolic rate and body composition, basic principles and components of fitness
  3. Analyze weight loss diets; assess the obesity epidemic in America, establish a relationship between diet, exercise, and disease
- K. Sexuality Education
1. Outline the structure and function of the reproductive system.
  2. Discuss teen pregnancy issues, abortion issues (social, moral, legal, economic and political), and sexually transmitted infections and diseases.
- L. HIV/AIDS
1. Review transmission of HIV and AIDS testing
  2. Evaluate opportunistic infections, HIV 1 and HIV 2
  3. Discuss treatments, AIDS and world population, and peer education training

**VI. METHODS OF INSTRUCTION:**

- A. Lectures in basic concepts and skills
- B. Read Text and other sources
- C. Class and group discussions of significant issues and topics
- D. Skill-building exercises and projects
- E. Written assessments of health issues
- F. Research project

**VII. TYPICAL ASSIGNMENTS:**

- A. Reading assignment: Read Chapter 9, "Infection Control", by Debra L. Garber, Introduction to Clinical Allied Healthcare. Be prepared to list at least 3 serious illnesses clinical health personnel may contract from patients. List precautions for preventing puncture wounds from needles and other sharp objects and explain the procedure for proper hand washing in order to prevent contraction of such diseases.
- B. Reading, Writing and Presenting Data: Career Investigation Project. Select an occupation in the health/medical/bioscience field to research. Interview someone who is currently employed in the occupation you have chosen (prepared list of questions must be submitted to instructor prior to interview). Research your selection and create a PowerPoint presentation containing the following info (detailed outline and instructions are provided in handout for students).
- C. Collaborative learning: Fast Food Nutrition. In groups of three students determine whether it is possible to eat healthy while eating out. Amongst the group members assign one web site of a (provided) list of popular fast food restaurants. Each group member will select a "typical" lunch or dinner menu and run a nutritional analysis on his/her menu. As a group discuss your findings and answer a (provided) list of questions. In a short oral presentation communicate your findings to the rest of the class.

**VIII. EVALUATION:**

- A. Methods
  1. Examinations on lecture material
  2. Grading of written assignments and research projects
  3. Evaluation of oral presentation(s)
  4. Comprehensive final examination inclusive of ALL lecture and discussion material
- B. Frequency
  1. At least 2 midterms
  2. At least 4 short written assignments
  3. 1 written research paper
  4. At least 1 formal oral presentation
  5. 1 comprehensive final examination

**IX. TYPICAL TEXTS:**

- A. Hales, Dianne. *An Invitation to Health: The Power of Prevention*. 10<sup>th</sup> Edition. Pacific Grove, CA: Brooks/Cole Publishing Company, 2003.
- B. Rice, Jane. *Medical Terminology & Human Anatomy*. 5<sup>th</sup> Edition, Stamford, CT: Appleton & Lange, 2004.
- C. Garber, Debra, RN, BSN, NICN, EMT. *Introduction to Clinical Allied Healthcare*. 2<sup>nd</sup> Edition. Thomson Delmar Learning, 1998.
- D. Morrison, James, MD. *DSM-IV Made Easy – A Clinician's Guide to Diagnosis*. Guilford Press, 2002.

**X. OTHER MATERIALS REQUIRED OF STUDENTS: None**

Creation Date: 10/07

Revision Date:

Date Approved by Curriculum Committee: 11/28/07

Effective Date: Fall 2008