

Class: Exploring Health Occupations

Curriculum Area: Family and Consumer Science	Course Length: 2 Terms (Offered Alternating Years)
Course Title: Exploring Health Occupations (TC)	Date last reviewed: October 27, 2015
Prerequisites: None	Board approval date: November 17, 2015

Desired Results

Course description and purpose: This class is designed for the student who has an interest in pursuing a career in the healthcare industry. Health careers are explored through the use of guest speakers, job shadowing, and individual investigation. Students assess their own personal interest and aptitudes for working in this rapidly growing area. CPR/AED training is also offered. Current issues regarding health care are addressed. This course is transcribed with Waukesha County Technical College; students enrolled are eligible to earn 2 college credits that appear on a college transcript (may / may not be transferrable to other institutions of higher education).

Enduring Understandings (EUs):	Essential Questions (EQs):
<ol style="list-style-type: none">1. The student will understand that healthcare is an ever changing field.2. The student will understand that there are personal characteristics needed by healthcare professionals.3. The student will understand that there are a variety of health care career options available.4. The student will understand that there are many issues in our global society that have an impact on healthcare.5. The student will understand that medical terminology plays a major role in the prevention, diagnosing and treatment of disease.6. Students will understand that medical law and ethics impact healthcare workers and patients.	<ol style="list-style-type: none">1. Why has medicine changed over time?2. What characteristics does one need for a successful career in healthcare?3. Why are there various healthcare settings and what are their functions?4. What are the market trends in healthcare and why do they exist?5. What are the major issues in healthcare and how do they impact people?6. How does insurance impact patient care?7. Why do we have medical ethics?8. How do professional standards of medicine protect patients?

7. The student will understand that patients have rights.	
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Assessment Evidence:

<p><i>Performance assessments include, but are not limited, to the following:</i></p> <p>Research Paper Topic Presentations Health Safety Protocol Demonstrations</p>	<p><i>Other assessments may include:</i></p> <p>Classroom formative and summative assessments</p>
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<p>Unit Title Health issues investigation and systems</p>
<p>Major Topics:</p> <p>Cost Containment Technological advances Aging Population Health-related lawsuits Diagnostic Related Group(s) – (DRGs) Combination of services Outpatient Services Mass or bulk purchasing Early intervention and preventive services Energy Conservation Home Health Care Geriatric Care Telemedicine Wellness Holistic Health Care Alternative and Complementary Methods of Health Care</p>
<p>Standards</p>
<p>Family and Consumer Sciences Standards:</p> <p>HSF3a Delineate elements and examples of healthcare delivery systems focusing on funding sources, organizational mission and purpose and types of facilities and services.</p>

CCSS:

CCR Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCR Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

Learning Targets Addressed:

- I can discuss the history of and current trends in healthcare.
- I can explain how health systems can save money through a variety of methods.
- I can explain the use of insurance.
- I can compare different populations and their health care needs.
- I can analyze the role of technology in the healthcare field.

Unit Title Safety Practices and First Aid**Major Topics:**

Safety/Sanitation

BloodBorne Pathogens

Basic First Aid

Standards**Family and Consumer Sciences Standards:**

HSF10 Students will apply technical skills common to each health science career pathway, demonstrating skills and knowledge as appropriate.

hsf10.b Obtain training or certification in skills necessary to function as a healthcare professional.

hsf10.c Apply standard precautions to prevent the spread of infection.

CCSS:

CCR Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

Learning Targets Addressed:

- I can demonstrate basic first aid skills.
- I can demonstrate how to safely put on and remove personal protective gear/apparel.
- I can demonstrate basic safety procedures and protocols.
- I can explain the potential dangers of Blood Borne Pathogens.

Unit Title Legal and Ethical Principles

Major Topics:

Quality and efficiency

Access to care

End of life issues

HIPAA and privacy considerations

Standards

Family and Consumer Sciences Standards:

HSF5.a Interpret and evaluate legal responsibilities and implications in a variety of healthcare settings.

HSF5.b Examine and assess standards for health insurance portability accountability Act. (HIPAA).

HSF5.c Defend patient responsibilities and rights in the healthcare setting.

HSF5.d Abide by and support current laws governing workers rights and responsibilities.

HSF6. Students will apply accepted ethical practices with respect to cultural social and ethnic differences within the Healthcare environment and perform quality healthcare delivery.

HSF7 Students will analyze the existing and potential hazards to clients, co-workers, and self, working to prevent injury or illness through safe work practices and follow health and safety policies and procedures.

CCSS:

College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCR Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

Learning Targets Addressed:

- I can examine a variety of legal and ethical principles as they relate to the health care industry.
- I can compare legal scenarios.
- I can analyze existing potential hazards to clients, co-workers, and self.
- I can explain current laws governing health care workers and patients.
- I can explain a variety of legal and ethical principles in the healthcare setting.
- I can evaluate issues related to access to care.

Unit Title Career assessment/exploration, Career Search Tools

Major Topics:

Nursing Careers
Rehabilitation Careers
Medical Information Careers
Medical Office Careers
Environmental Health Careers
Laboratory Health Careers
Dental Careers
Mental Health Careers
Emergency Health Careers
Pharmacy and radiologic Careers
Unique Careers in Healthcare
Career Search Tool

Standards

Family and Consumer Sciences Standards:

HSF4a, Demonstrate personal traits of healthcare professionals and positive work behaviors for retaining employment in the healthcare industry.

HSF4b Examine health care opportunities to develop a quality career plan.

HSF4c Demonstrate skills related to seeking and applying for employment to find and obtain a healthcare job.

CCSS:

CCR Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

CCR Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

Learning Targets Addressed:

- I can analyze and compare aspects of health careers.
- I can analyze and compare aspects of mental health careers.
- I can examine aspects of rehabilitation careers.
- I can identify career interests using a career assessment tool.

Unit Title: Medical Office Procedures**Major Topics:**

Utilizing technology in the medical office.

Professional Values, Attitudes, Behavior, Ethics, and Communication

Standards**Family and Consumer Sciences Standards:**

hsf1: Students will apply the academic subject matter required for proficiency within their area.

CCSS:

College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

Learning Targets Addressed:

- I can interact and collaborate with peers utilizing a variety of digital tools.
- I can communicate information and ideas effectively using a variety of technology tools.
- I can select information sources and digital tools based on the appropriateness of the task at hand.
- I can process data and report results.
- I can collect and analyze data to identify solutions and/or make informed decisions.
- I can recognize the essential elements of the medical profession, including moral and ethical principles and legal responsibilities.
- I can demonstrate professional values which include excellence, responsibility, compassion, empathy, accountability, and honesty and integrity.
- I can recognize the need for continuous self improvement with awareness of one's medical knowledge.
- I can recognize ethical and medical issues in patient documentation, plagiarism, and confidentiality.
- I can demonstrate the ability to effectively plan and efficiently manage one's own time and activities to cope with uncertainty and the ability to adapt to change.
- I can demonstrate the ability to communicate effectively with others.
- I can demonstrate basic skills and positive attitudes towards teaching others.
- I can communicate effectively both orally and in writing.