

HEALTHCARE OCCUPATIONS

INDUSTRY SECTOR | Health, Science and Medical Technology

PATHWAY | Patient Care

COURSE ESSENTIAL QUESTION:

I know I want to help people, but I am not sure how. Will this course help me make the right decision?

COURSE OVERVIEW:

Before you take Healthcare Occupations you might think, “I know I want to help people, but I’m not sure how. Will this course will help me make the right decision?” Yes, this is just the right course for you!

This course is designed to introduce you to careers in the Healthcare Field. Sudden heart attack, automobile accidents, mental health issues, cancer research, proper dosage of medications, over-doses, medical records, billing issues, and dental care. What skills will you need to deal with these issues? Whether you are the health care provider or the patient; you will learn First Aid skills, CPR, medical terminology, and the requirements needed to help you reach your career goals. Come join us as we practice hands on skills in patient care.

INFORMATION:

- A. **Pre-requisite:** None
- B. **Abilities Required:** Basic Reading and Writing Skills
- C. **Dress Requirement and Grooming:** Dress code requirements of school and/or industry standards.
- D. **Students must master** 80% of the certificate competencies to receive a certificate.
- E. **Fee:** Free to high school students.
- F. **Course Length:** 180 hours
- G. **Textbook:** Health Occupations: Introduction to Health Care Textbook/Workbook, Practical Problems in Mathematics for Healthcare, Introduction to Medical Terminology (used as a supplemental)
- H. **UC a-g Approved:** Yes
- I. **Industry Certification:** No
- J. **Sequencing to Include a Capstone:** Not Applicable
- K. **Community College Articulation:** Yes
- L. **Common Core Alignment:** Yes
- M. **Community Classroom:** No
- N. **Career Technical Student Organization:** Yes
- O. **Work-Based Learning:** No

IDEA/THEME: UNIT 1. HEALTH, SAFETY, AND ENVIRONMENTAL MANAGEMENT

ENGAGING TITLE: Staying Healthy; Mind, Body and Spirit

ESSENTIAL QUESTION: What can I do to prevent injuries to myself or others?

INSTRUCTIONAL HOURS: 16 hours

Common Core Unit Objective

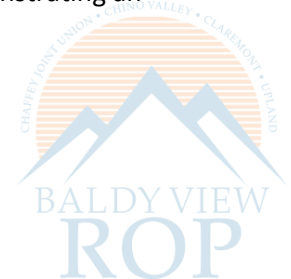
Following teacher facilitated class lecture and discussion, students will use internet resources, course textbook, and lecture notes to research and identify work place injuries, and prepare a multi-media injury prevention plan that will be presented to the class using a teacher prepared rubric.

Key Assignments

- Research workplace injuries and prepare a preventative plan for a health facility assigned by instructor.
- Using rubric-based teacher evaluation, students will present their plan to the class using appropriate medical terminology. Practice skills with use of Skills Rubric.
- Determine effective Health and Wellness routine for health care workers and produce an informative flyer with the information.

Anchor Standards

- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.
- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.



Pathway Standards

- B9.0 Implement wellness strategies for the prevention of injury and disease.
- B9.1 Know and implement practices to prevent injury and protect health for self and others.
- B9.2 Determine effective health and wellness routines for health care workers (i.e., stress management, hygiene, diet, rest, and drug use).
- B9.3 Identify practices to prevent injuries and protect health, for self and others (i.e., seatbelts, helmets, and body mechanics).

Common Core Standards

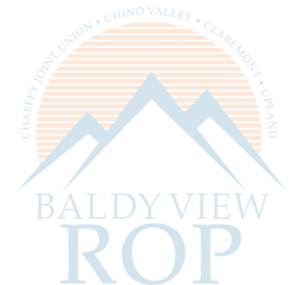
- WS 11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RESOURCES:

Resources

Internet, Textbook, Handouts, Rubric, Computers, Lecture Notes, Videos

- Textbook Introduction to Health Care, 3rd Edition Pages 277-294 Lifestyle Management
- National Library of Medicine – Medline Plus <http://medlineplus.gov> – Health Topics
- www.mayoclinic.com – Healthy Living
- Text: Introduction to Health Care – Environmental Safety Pages 259-273



IDEA/THEME: UNIT 2. INFECTION CONTROL

ENGAGING TITLE: Break this Chain!

ESSENTIAL QUESTION: How do I stop the spread?

INSTRUCTIONAL HOURS: 20 hours

Common Core Unit Objective

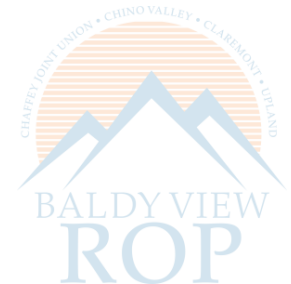
Following class lecture, text and teacher facilitated class discussion, students will identify appropriate infection control protocols and practices and create an infection control plan and demonstrate the ability to perform the skills indicated in the plan.

Key Assignments

- Create infection control plan.
- Write a two-page expository essay on teacher provided scenario.
- Demonstrate skills using skills rubric (hand hygiene, decontamination procedures, etc.)

Anchor Standards

- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.
- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.



Pathway Standards

- B10.0 Comply with protocols and preventative health practices necessary to maintain a safe and healthy environment for patients, health care workers, coworkers, and self within the health care setting.
- B10.1 Describe the infection control cycle with consideration of the various types of microorganisms.
- B10.3 Evaluate potential causes and methods of transmitting infections and how to apply standard precautionary guidelines.
- B10.4 Demonstrate the use of appropriate personal protective equipment (PPE).
- B10.5 Practice proper hand hygiene.

Common Core Standards

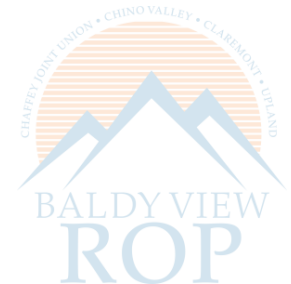
- RSIT 11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- LS 11-12.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RESOURCES:

Resources

Textbook, Internet resources, computers, videos, lecture notes, MSDS, Various types of medical safety devices

- **Textbook Introduction to Health Care 3rd Edition**
- Infected Control
 - Pages 217-224 Microbiology
 - Pages 225-240 Asepsis
 - Pages 244-256 Risks



IDEA/THEME: UNIT 3. OCCUPATIONS IN HEALTHCARE

ENGAGING TITLE: What does my future hold?

ESSENTIAL QUESTION: What will I need to do?

INSTRUCTIONAL HOURS: 20 hours

Common Core Unit Objective

Following teacher lecture, textbook and notes from class discussion students will select a healthcare career, research and develop a career profile informational pamphlet for the selected career and present to the class.

Key Assignments

- Research careers in health
- Develop a career profile informational pamphlet for the selected career.
- Rubric-based teacher evaluation, students will present their pamphlet to the class.

Anchor Standards

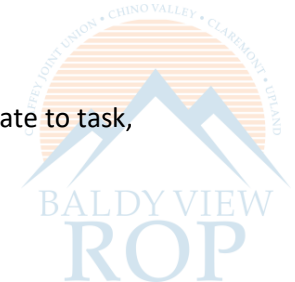
- 3.0 **Career Planning and Management:** Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

Pathway Standards

- B12.0 Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning.
- B12.2 Describe the various roles and responsibilities of health care workers as team members in an integrated health care delivery system.

Common Core Standards

- WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



RESOURCES:

Resources

- Health Care Occupations – Power Point, Rubric, Assignment Information.
- BLS.gov
- www.quintcareers.com
- www.nurseweek.com
- YouTube videos – a Day in the Life of _____



IDEA/THEME: UNIT 4. HEALTHCARE DELIVERY SYSTEM

ENGAGING TITLE: What's the Alternative?

ESSENTIAL QUESTION: Is there only one option for treatment?

INSTRUCTIONAL HOURS: 12 hours

Common Core Unit Objective

Following Teacher led lecture, video presentation, and use of student notes from the Socratic seminar, students will evaluate differences between traditional and alternative medicine and write 2-3 paragraphs identifying the preferred treatment plan using teacher prepared scenarios and provide rationale for their choice(s).

Key Assignments

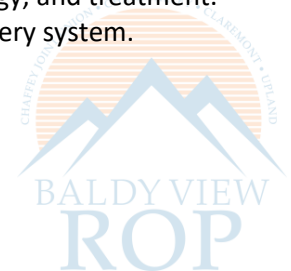
- Research traditional and non-traditional forms of medicine.
- Participate in a Socratic seminar discussion to identify the differences between traditional and alternative medicine.
- Evaluate the influence of varying cultural belief systems in a patient's decision-making process concerning treatment preferences.
- Write a 2-3 paragraph identifying treatment preference and provide reasons for their choice.

Anchor Standards

- 2.0** **Communications:** Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.1 Recognize the elements of communication using a sender–receiver model.
 - 2.2 Identify barriers to accurate and appropriate communication.
 - 2.3 Interpret verbal and nonverbal communications and respond appropriately.
 - 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

Pathway Standards

- B1.0 Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment.
- B1.3 Understand the significance of nontraditional approaches to health care in relationship to the delivery system.
- B1.4 Illustrate the value of preventive and early intervention in relationship to health care practices.



Common Core Standards

LS 9-10, 11-12.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RESOURCES:

Resources

- Text – Introduction to Health Care
 - Pages 315-319
 - 322-324
 - 325-Maslow’s Hierarchy of Human Needs
 - 327-330
- Video Clips of “Castaway”
- www.webmd.com
- <http://nccih.nih.gov/research/statistics>
- <http://medlineplus.gov>



IDEA/THEME: UNIT 5. HUMAN STRUCTURE, FUNCTION, DISEASE, AND DISORDERS

ENGAGING TITLE: Caution! Contagious!

ESSENTIAL QUESTION: How do these diseases spread and what can we do to stop the spread?

INSTRUCTIONAL HOURS: 24 hours

Common Core Unit Objective

Following teacher led discussion, video presentation, and power point presentation, students will work in small groups to create a multimedia presentation based upon their research of a communicable disease commonly found in the healthcare setting.

Key Assignments

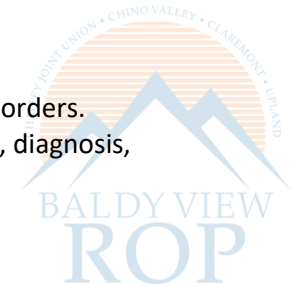
- Students will work in small groups to select and research a communicable disease commonly found in the healthcare setting.
- Prepare and present a 3-minute multimedia presentation including information on (a) the underlying cause of the disease, (b) mode(s) of transmission, (c) diagnosis and/or detection, (d) the systemic effects and manifestations of the disease, and (e) prevention and/or treatment, and recognize and be able to discuss the interdependence of body systems as they relate to the disease.
- Present to the class with peer evaluation based on a rubric.

Anchor Standards

- 4.0 **Technology:** Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Health Science and Medical Technology sector workplace environment.
- 4.1 Use electronic reference materials to gather information and produce products and services.
- 9.0 **Leadership and Teamwork:** Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, conflict resolution as practiced in the Cal-HOSA career technical student organization.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

Pathway Standards

- B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.
- B2.1 Know basic human body structure and function in relationship to specific care between prevention, diagnosis, pathology, and treatment.



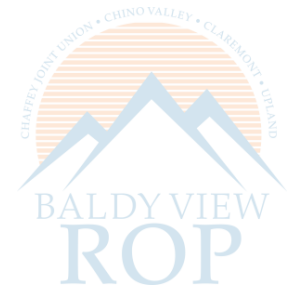
Common Core Standards

WS 11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

RESOURCES:

Resources

- www.acphd.org/communicable-disease/communicable-diseases
- www.cdc.gov
- wp.sncounty.gov/dph/programs
- Youtube – Health Communicable Diseases
- Youtube – What you need to know about Infectious Disease



IDEA/THEME: UNIT 6. DOCUMENTATION OF PATIENT INFORMATION AND TEST RESULTS

ENGAGING TITLE: What's Happening to Me?

ESSENTIAL QUESTION: What is your body telling us?

INSTRUCTIONAL HOURS: 20 hours

Common Core Unit Objective

Based on class lecture, discussion, video presentation, and demonstration, students will conduct a patient interview to determine symptoms, test results, and other relevant information from the patient and correctly record their findings. Students must demonstrate the ability to synthesize and apply the concepts of normal versus abnormal health status of the patient in relation to the information obtained during the interview process.

Key Assignments

- Students will conduct mock patient interview and correctly record their findings.
- Students will demonstrate the ability to apply the terminology in the correct context; using proper chart notation, acronyms, and format to document their results.
- Students will also promptly report anomalies in patient health to the teacher.

Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.1 Recognize the elements of communication using a sender–receiver model.
 - 2.2 Identify barriers to accurate and appropriate communication.
 - 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 11.0 **Demonstration and Application:** Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Health Science and Medical Technology sector program of study.



Pathway Standards

- B7.0 Apply observation techniques to detect changes in the health status of patients.
- B7.1 Demonstrate observation techniques.
- B7.2 Differentiate between normal and abnormal patient health status.
- B7.3 Document the patient findings and report information appropriately.

Common Core Standards

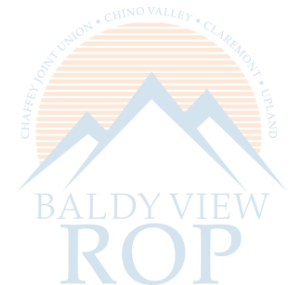
- LS 9-10, 11-12.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RESOURCES:

Resources

Textbook, Internet resources, scenarios, and class discussion

- YouTube – Standardized Patient Sample Interview
 - Text: Introduction to Health Care –
 - Documentation and Medical Records Pg 399-407
 - Physical Assessment Pg 413-435
 - Medical Assisting Clinical and Administrative Competencies – Vitals Videos



IDEA/THEME: UNIT 7. EMERGENCY PROCEDURES AND PROTOCOLS

ENGAGING TITLE: Bringing it Home

ESSENTIAL QUESTION: What can I do to stay safe at home?

INSTRUCTIONAL HOURS: 20 hours

Common Core Unit Objective

Following class lecture, class discussion, video presentation, review of workplace emergency plans, CPR and First Aid Training students will determine relevant information needed to create a useable emergency and evacuation plan for their home and produce a visual presentation which will be presented to the class for evaluation.

Key Assignments

- Students will create a useable emergency and evacuation plan for their home.
- Class Presentation of Plan
- Teacher evaluation is rubric based.
- CPR and First Aid Training

Anchor Standards

- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.
- 10.5 Complete certification in emergency care as appropriate (cardiopulmonary resuscitation [CPR], automated external defibrillator [AED], first aid).

Pathway Standards

- B9.0 Implement wellness strategies for the prevention of injury and disease
- B9.1 Know and implement practices to prevent injury and protect health for self and others.
- B9.6 Explore consequences of not utilizing available wellness services and behaviors that prevent injury and illness.

Common Core Standards

- WS 11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.



RESOURCES:

Resources

Lecture notes, video, example emergency plans, Rubric, CPR and First Aid training.

- Introduction to Health Care 3rd Edition Emergency Procedures Pg 443-467
- American Heart Association – Heart save and First Aid – DVD
- www.redcross.org
- www.nytimes.com – preparing your home for a disaster



IDEA/THEME: UNIT 8. LAW AND ETHICS

ENGAGING TITLE: Can I live with my actions?

ESSENTIAL QUESTION: Am I doing what's right?

INSTRUCTIONAL HOURS: 10 hours

Common Core Unit Objective

The class will examine a teacher selected medical case in which legal or ethical standards have been compromised or tested. Following teacher led class review of this case, internet research and class notes students will be assigned a case and will write and present a case study. Students must demonstrate the ability to synthesize and apply concepts of legal and ethical standards learned in this unit of instruction and previous coursework as well.

Key Assignments

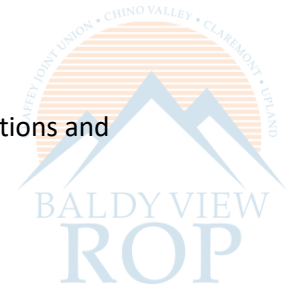
- Examine a teacher selected medical case in which legal or ethical standards have been compromised or tested.
- Write a case study addressing the following: (a) an explanation of what happened, (b) a description of the responsibilities and or culpability of healthcare personnel or entity, (c) an exploration of patient responsibilities and/or culpability, and (d) preventive measures, healthcare facility policies and practices that could have possibly prevented the problem and present to the class.

Anchor Standards

- 8.0 **Ethics and Legal Responsibilities:** Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
- 8.1 Access, analyze, and implement quality assurance standards of practice.
 - 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Health Science and Medical Technology industry sector.
 - 8.3 Demonstrate ethical and legal practices consistent with Health Science and Medical Technology sector workplace standards.
 - 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

Pathway Standards

- B6.0 Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.
- B6.6 Maintain written guidelines of HIPAA in all communications.



Common Core Standards

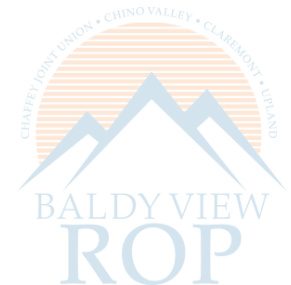
- LS 11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- WS 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

RESOURCES:

Resources

Text, video, example cases, internet, notes from lecture

- **Text: Introduction to Health Care – Professionalism pg 297-303**
- www.hhs.gov/hipaa
- www.hosa.org/sites - Medical Law and Ethics
- CTE Online Law and Ethics Lesson Plan – Medical Assisting



IDEA/THEME: UNIT 9. MEDICAL MATH
ENGAGING TITLE: 7 Rights = 0 Wrongs!
ESSENTIAL QUESTION: Do you know your Rights?
INSTRUCTIONAL HOURS: 20 hours

Common Core Unit Objective

Following class lecture, teacher demonstration, and practice, students will be provided with a fictitious patient chart and physician orders for the patient. Students will use patient data and the drug form ordered by the doctor to calculate medication dosages using appropriate mathematical calculations and identify possible contraindications of the prescribed medication. Students will prepare the correct dosages of placebo medications for administration.

Key Assignments

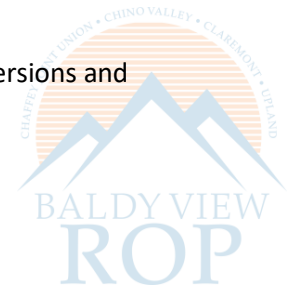
- Provided with a fictitious patient chart and physician orders for the patient, Students will use patient data and the drug form ordered by the doctor to calculate medication dosages.
- Research the possible contraindications of the prescribed medication using the Physician's Desk Reference.
- Prepare placebo medications to dispense to the patient.

Anchor Standards

- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.5 Know how to apply mathematical computations related to health care procedures (metric and household, conversions and measurements).
- 5.6 Read, interpret, and extract information from documents.

Pathway Standards

- B3.0 Know how to apply mathematical computations used in health care delivery system.
- B3.1 Apply mathematical computations related to health care procedures (metric and House hold, conversions and measurements).
- B3.2 Analyze diagrams, charts, graphs, and tables to interpret health care results.
- B3.3 Record time using the 24-hour clock.



Common Core Standards

- WS 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- A-REI 1-1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

RESOURCES:

Resources

Fictitious chart, PDR, Internet, calculators, Doctor's orders

- **Physician's Desk Reference 2018**
- 7 Rights of Medication Administration www.nursingcenter.com
- YouTube Medication Administration
- Text: Medical Math for Health Care Occupations
- Various Fictitious Medical Orders



IDEA/THEME: UNIT 10. CAREER PLANNING

ENGAGING TITLE: Answering the Ad

ESSENTIAL QUESTION: What do I need to do to get the job?

INSTRUCTIONAL HOURS: 18 hours

Common Core Unit Objective

Throughout the course students will assemble samples of their work to showcase in a culminating course portfolio. Following instructor lecture, speaker demonstration and review of assignment exemplars, students will construct job search documents such as: cover letter, resume, and job application for inclusion in the portfolio and be able to explain where their skills fall within the integrated health care delivery team.

Key Assignments

- Assemble samples of their work to showcase in a culminating course portfolio.
- Construct job search documents such as: cover letter, resume, and job application for inclusion in the portfolio.
- The portfolio will be evaluated using a rubric.
- Students will practice through mock interviews, appropriate interview dress and research needed prior to interview.

Anchor Standards

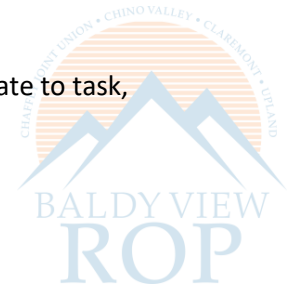
- 3.0. **Career Planning and Management:** Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.

Pathway Standards

- B12.0 Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning.

Common Core Standards

- WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



RESOURCES:

Resources

Application, Resume Packet, Applications, Interview Dress notes, Job search, speakers, scholarship application.

- Blank Applications from various facilities
- Introduction to Health Care – Resume pg 517-526
- Microsoft Office – Resume Templates
- www.careercruising.com
- www.thebalancecareers.com – Tips for Dressing for Job Interview Success
- Internet Job Search

