

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Patient Care - Year 1

Board Approval Date: November 21, 2019	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 11, 12	Subject Area: Elective Elective Area (if applicable): Career Technical Education
Pre-requisite(s): Approval of IB Coordinator	Co-requisite(s): Recommended as part of the IB Career Programme
CTE Sector/Pathway: Health Science and Medical Technology Sector / Patient Care (#198)	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (g) College-preparatory elective	
Graduation Requirement: No	
Course Intent: Site Specific Program (if applicable): IB, CTE	

COURSE DESCRIPTION:

Patient Care is the first year of a two-year CTE course sequence for students enrolled in the IB Career Programme (CP). During this course of study, students will receive an introduction into health careers and the healthcare system. This course will provide students with a focus on theory, technical and employability skills. This interdisciplinary CTE course will allow students to explore concepts within the Career Technical Education Standards, as well as academic subjects which include the sciences, mathematics, English, and social science. Additionally, students will participate in the Career Technical Student Organization, HOSA-Future Health Professionals.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. History of Healthcare	How has healthcare evolved over time? What role does the government play in the modern healthcare system?	*Observations during lab *Classroom seminars, classroom activities *Tests: Selected response/Open ended response *Performance based tasks *Process journals *Career digital portfolio *Presentations *Case studies *Current event	*Healthcare timeline *Insurance and regulations presentation
2. Ethics within the Healthcare System	What is ethical? What is the Health Insurance Portability and Accountability Act (HIPAA) and why is it so relevant?	*Observations during lab *Classroom seminars *Classroom activities *Tests: Selected response/Open-ended response *Performance based tasks *Process journals *Career digital portfolio *Presentations *Case studies *Current events	*Outline the three main areas of ethics: metaethics, normative ethics and applied ethics and how they apply to healthcare *Research a medical current event involving a business or professional acting in a way that was considered unethical *Create and conduct a survey to assess and better understand public opinion related to the issue
3. Career Exploration of Healthcare Professions	What career opportunities are available to healthcare professionals? What career opportunities are available in the Sacramento region?	*Observations during lab classroom seminars *Classroom activities *Tests: Selected response/Open-ended response *Performance based tasks *Process journals *Career digital portfolio presentations *Case studies *Current events	*Create a brochure on healthcare professions for distribution at an upcoming career fair *Attend a career fair and complete a reflection

4. Introduction of Medical Terminology	Why would a healthcare professional need to be familiar with medical terminology? What influence have the Greek and Latin languages had on medical terminology?	*Observations during lab classroom seminars *Classroom activities *Tests: Selected response/Open-ended response *Performance based tasks *Process journals *Career digital portfolio presentations *Case studies *Current events	*Medical terminology unit test
5. Human Body Systems, Diseases and Disorders	What are the functional relationships between body systems that are required to sustain life?	*Observations during lab classroom seminars *Classroom activities *Tests: Selected response/Open-ended response *Performance based tasks *Process journals *Career digital portfolio presentations *Case studies *Current events	*Human body systems and disease simulation and reflection
6. Exploration of healthcare organizations (acute hospitals, urgent care centers, private practice, rehabilitation centers, therapeutic, geriatric facilities, and support services)	What makes each healthcare organization unique?	*Observations during lab *Classroom seminars, classroom activities *Tests: Selected response/Open-ended response *Performance based tasks *Process journals *Career digital portfolio *Presentations *Case studies *Current events	*Open-ended response exam - written exam to identify each facility, explain the levels of care and specialized services

ESSENTIAL STANDARDS:

Patient Care Pathway Standards <https://www.cde.ca.gov/ci/ct/sf/documents/healthmedical.pdf> (pages 11-13)

B1.0 Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment.

B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.

B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.
 B7.0 Apply observation techniques to detect changes in the health status of patients.
 B9.0 Implement wellness strategies for the prevention of injury and disease.
 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.
 B13.0 Research factors that define cultural differences between and among different ethnic, racial, and cultural groups and special populations.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

Link to Program Content Area Standards (if applicable):

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

Standards for Career Ready Practice:

<https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf>

<https://www.cde.ca.gov/ci/ct/sf/documents/healthmedical.pdf> (pages 6-8)

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Text recommended by the IBO</i>		<i>Diversified Health Occupations</i>	Simmers, Louis	Cengage	8th edition	<i>March 2008</i>

Other Resource Materials

California Career Zone (online)
California Career Resource Network (CDE)
HOSA's Handbook and e-magazine
Job Hunting Handbook, Dahlstrom & Company, Inc.
Instructor created materials
Various online source materials
International Baccalaureate teacher support materials

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

N/A

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