



MVTHS--CTE DEPARTMENT

Health Science Technology

Orientation to Health Occupations

HE100

Course ID: 14001A001

The course will expose students to the variety of opportunities available within the health care industry (e.g., such as nursing, therapy, vision and dental care, administrative services, and lab technology) which include classroom and community-based activities. The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice. Course content will provide in-depth information into health occupations careers and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements. Basic first aid and CPR are also taught.

Length of course:	1 Semester
Credits per semester	.5
Grade level:	9, 10 (Juniors and seniors will be allowed in the course only if enrollment numbers make this possible. (Juniors will have priority.)
Prerequisite	None

General Objectives:

Students who master the concepts of the HealthCenter21 curriculum will have the skills to:

- act ethically and within legal boundaries.
- communicate and relate to co-workers and patients.
- think critically and solve problems.
- provide safe and effective care to patients.
- continue life-long learning and professional development.

The HealthCenter21 course framework will consist of four phases in each unit.

1. Explore: role-play scripts, equipment demonstrations, and activities to introduce new topics.
2. Learn and Practice: computer-based, multimedia curriculum to examine unit content and complete assessments. Students will use laboratory equipment to practice new techniques.
3. Reflect: class discussions that review key ideas of unit. Students will summarize by completing journal entries.
4. Reinforce: students work individually or in groups to complete projects that require application of unit concepts.

Course Objectives:

Upon successful completion of the course, the student will be able to:

1. Identify occupations within the health care field.
2. Identify personal strengths and abilities for career choices.
3. Identify educational requirements for different careers within the health care field.
4. Develop the ability to work and communicate effectively with others.
5. Attain certification in basic first aid and CPR.

Course Outline:

Units of Instruction	Unit Objectives	Standard(s)	Duration	Methods of Instruction	Methods of Assessment	Educational Resources
<p>Health Care Systems - History ~ Ancient Times</p> <p>~ Middle Ages/Renaissance</p> <p>~ Industrial Revolution/Modern Era</p> <p>- Systems Theory</p> <p>~ National Health Care Systems</p> <p>- Health Care Facilities</p> <p>~ Government & Nonprofit Agencies</p>	<ul style="list-style-type: none"> ▪ Recognize the medical contribution of several ancient cultures. ▪ Explain the basic teachings of Hippocrates. ▪ Name the primary medical belief during ancient times. ▪ Identify medical contribution from the Middle Ages & Renaissance. ▪ Describe how the Black Death was important to medical development. ▪ Identify medical contributions from the Industrial Revolution & the Modern Era ▪ Recognize how the link between structure & function was important to medical progress. ▪ Describe how technology has improved medical treatment. ▪ Describe systems theory and its components. ▪ Evaluate a system according to the systems theory. ▪ Evaluate a health care system using systems theory. ▪ Describe the four areas in which a successful system can be measured. ▪ Identify two types of national health care systems. ▪ Recognize the three primary goals of a health care system. ▪ Compare private and public health care systems. ▪ Define delivery system. ▪ List the components of a delivery system. ▪ Identify several types of health care facilities. ▪ Identify the roles of government & nonprofit agencies. ▪ Recognize specific examples of 		5	<ul style="list-style-type: none"> - Audio/visual - overhead transparencies and electronic presentations - Computer lead self instruction - Laboratory - Lecture 	<ul style="list-style-type: none"> - Online test - Research projects - Media Current Event - Glossary Terms 	<ul style="list-style-type: none"> - Career Center Lab - Computer Lab - Handouts - Internet - Magazine/newspaper articles - Teacher handouts - Various web resources - Video - HealthCenter 21: Health Care Foundations Course

<p>~ Organizational Structure</p>	<p>government & nonprofit agencies.</p> <ul style="list-style-type: none"> ▪ Describe organizational structure in health care. ▪ Explain why the line of authority is important to health care facilities. 					
<p>~ Health Care Trends</p>	<ul style="list-style-type: none"> ▪ Define interdependence. ▪ Explain how trends affect the health care system. 					
<p>- Health Insurance</p>	<ul style="list-style-type: none"> ▪ Identity five current trends in health care. ▪ Describe methods of cost containment. ▪ Explain the need for health insurance. ▪ Define premium, deductible, and co-payment. ▪ Distinguish between individual and group insurance. ▪ Describe indemnity insurance and managed care. 					
<p>~ Managed Care</p>	<ul style="list-style-type: none"> ▪ Identify the three basic types of managed care. ▪ Compare the features of HMO, PPO, and POS plans. ▪ Evaluate the cost-effectiveness of HMO, PPO, and POS plans. 					
<p>~ Government Programs</p>	<ul style="list-style-type: none"> ▪ Define socio-economics. ▪ Explain the need for public medical assistance. ▪ Identify the services of Medicaid and Medicare. 					

<p>Legal and Ethical Responsibilities - Civil and Criminal Law ~ Criminal Law</p> <p>~ Torts</p> <p>~ Contracts</p> <p>- Privileged Communication ~ Privileged Communication</p> <p>~ Medical Records</p> <p>~ Technology</p> <p>- Advance Directives and Client Rights ~ Advance Directives</p>	<ul style="list-style-type: none"> ▪ Define laws. ▪ Describe criminal law. ▪ Give examples of criminal offenses. ▪ Describe civil law. ▪ Define tort. ▪ Identify different types of torts. ▪ Define scope of practice ▪ Give examples of scope of practice for different health care careers. ▪ Define contract. ▪ Identify the two types of contracts. ▪ Give examples of people with legal disabilities. ▪ Give examples of people needing assistance. ▪ Describe informed consent. ▪ Define privileged communication. ▪ Give examples of exemptions to privileged communication. ▪ Identify types of abuse. ▪ List signs of abuse. ▪ List information contained in medical records. ▪ Describe the ownership of and rights to medical records. ▪ Describe the proper maintenance of medical records. ▪ Describe advantages and disadvantages to electronic medical records. ▪ List protective measures that should be taken to ensure the confidentiality and security of electronic medical records. ▪ Give examples of protective measure that should be taken in regard to printers, copiers, fax machines, and telephones. ▪ Define advance directives. ▪ Define living will ▪ Define durable power of attorney for health care. 		7	<ul style="list-style-type: none"> - Activity - Audio/visual - overhead transparencies and electronic presentations for illustration - Computer lead self instruction - Demonstration - Discussion - In-class assignments - Laboratory - Lecture - Reading Assignments - Research - Role play - Media Current Event - Glossary Terms 	<ul style="list-style-type: none"> - Article Review - Daily work - Evaluate student work - Homework - In-class assignments - Journaling - Laboratory - Lesson reviews - Multimedia and computer technology - Observation of student - Online test - Oral feedback - Oral presentations - Participation - PowerPoint presentation - Project activities - Quiz - Research projects - Review questions - Role play - Rubric - Student guided practice - Student presentations - Teacher guided practice - Teacher observation - Technology - Verbal response - Visual evaluation - Media Current Event - Glossary Terms 	<ul style="list-style-type: none"> - Computer Lab - Handouts - Internet - Various web resources - Video - HealthCenter 21: Health Care Foundations Course
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<p>~ Client Rights</p> <p>- Liability and Ethics ~ Reducing Liability</p> <p>~ Ethics</p> <p>~ Ethical Dilemmas</p> <p>- Workplace Law ~ Discrimination</p> <p>~ Wages, Benefits, and Leave</p>	<ul style="list-style-type: none"> ▪ Give examples of ways people may clearly state that they want to donate their body or parts of their body for transplantation or medical research. ▪ List what health care providers must do under the Patient Self-Determination Act. ▪ Contrast human rights, civil rights, and client rights. ▪ Give examples of human rights, civil rights, and client rights. ▪ List rights included in the Patient's Bill of Rights. ▪ Give examples of patients' responsibilities. ▪ List rights included in the Residents' Bill of Rights. ▪ Define liability. ▪ Contrast personal liability, supervisory liability, and employer liability. ▪ Describe ways health care workers can reduce liability. ▪ Contrast policies and procedures. ▪ Define event report and anecdotal record. ▪ Organize the steps of the problem solving method. ▪ Explain risk management. ▪ Contrast laws, ethics, and morals. ▪ Give an example of how ethics and morals may conflict. ▪ Define code of ethics. ▪ List behaviors included in a code of ethics for health care workers. ▪ Define ethical dilemma. ▪ Define bioethical dilemma. ▪ Give examples of bioethical dilemmas. ▪ Conduct internet research on a bioethical dilemma and take a position. ▪ Describe equal opportunity employment. ▪ Give examples of sexual harassment. ▪ Define just cause. ▪ Describe the Fair Labor Standards Act. ▪ Describe the Employee Retirement Income Security Act. 					
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<p>~ Safety</p>	<p>Describe the Family and Medical Leave Act.</p> <ul style="list-style-type: none"> ▪ Describe the Occupational Safety and Health Administration. ▪ Describe the Centers for Disease Control and Prevention. ▪ Describe the Clinical Laboratories Improvement Amendments. ▪ Explain worker compensation laws. 					
<p>Diagnostic Services</p>	<ul style="list-style-type: none"> ▪ Identify skills needed in the field of diagnostic services. ▪ Demonstrate the skills used within the diagnostic services field. ▪ Identify educational requirements to become a radiologic technologist and radiologist. ▪ Define MRI. ▪ Define XRay. ▪ Identify risks in performing MRI versus XRay. ▪ Describe pain scale. ▪ Discuss reasons for differences in pain. ▪ Identify conditioning techniques to minimize injuries. 		<p>4</p>	<ul style="list-style-type: none"> - Activity - Audio/visual - overhead transparencies and electronic presentations for illustration - Discussion - Guided practice - In-class assignments - Laboratory - Lecture - Modeling - Reading Assignments - Research - Role play - Simulation - Written exercises 	<ul style="list-style-type: none"> - Case Study - Critical thinking activity - Daily work - Demonstration - Evaluate student work - In-class assignments - Laboratory - Multimedia and computer technology - Observation of student - Oral feedback - Participation - PowerPoint presentation - Project activities - Reading assignments - Reading questions - Report on findings - Role play - Student guided practice - Teacher guided practice - Teacher observation - Technology - Test - Verbal response - Visual evaluation - Worksheets - Sports Injury Project 	<ul style="list-style-type: none"> - Career Cruising program - Computer Lab - Handouts - Internet - Teacher handouts - Textbook - Various web resources - American Careers, Health Careers Program

<p>Communications</p> <p>- Basic Communication</p> <p>~ Types of Communication</p> <p>~ Communication Process</p> <p>- Interpersonal Communication</p> <p>~ General Guidelines</p> <p>~ Group Communication</p> <p>~ Directions</p> <p>- Communication Barriers</p> <p>~ Personal Barriers</p> <p>~ Cultural Barriers</p> <p>~ Physical Barriers</p> <p>~ Environmental Barriers</p>	<ul style="list-style-type: none"> ▪ Define communication and its role in the health care industry. ▪ Distinguish among verbal, written, and nonverbal communication. ▪ Describe and use the sender-receiver communication model. ▪ Employ active listening skills. ▪ Recognize other effective communication skills. ▪ Explain the importance of appropriate attitudes and behaviors. ▪ Describe the existence and effect of diversity in the workplace. ▪ Differentiate between constructive and non-constructive criticism. ▪ Explain the importance of effective group communication. ▪ Describe several communication patterns. ▪ Explain the role and responsibilities of individuals in group interaction and participation. ▪ Explain the importance of giving and following directions accurately. ▪ Describe effective ways to give directions. ▪ Describe effective ways to take and follow directions. ▪ Define communication barriers. ▪ Describe the results of communication barriers. ▪ Explain personal communication barriers. ▪ Identify ways to overcome barriers. ▪ Define culture. ▪ Describe cultural communication barriers. ▪ Compare the health and religious beliefs of several cultures. ▪ Describe physical communication barriers. ▪ Employ skills and techniques for overcoming physical barriers. ▪ Describe environmental communication barriers. 		7	<ul style="list-style-type: none"> - Activity - Audio/visual - overhead transparencies and electronic presentations for illustration - Computer lead self instruction - Demonstration - Discussion - In-class assignments - Laboratory - Lecture - Reading Assignments - Research - Role play - Media Current Event - Glossary Terms 	<ul style="list-style-type: none"> - Article Review - Daily work - Evaluate student work - Homework - In-class assignments - Journaling - Laboratory - Lesson reviews - Multimedia and computer technology - Observation of student - Online test - Oral feedback - Oral presentations - Participation - PowerPoint presentation - Project activities - Quiz - Research projects - Review questions - Role play - Rubric - Student guided practice - Student presentations - Teacher guided practice - Teacher observation - Technology - Verbal response - Visual evaluation - Media Current Event - Glossary Terms - Health History - Taking Messages - Filing Medical Records 	<ul style="list-style-type: none"> - Computer Lab - Handouts - Internet - Various web resources - Video - HealthCenter 21: Health Care Foundations Course
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<p>- Communicating with Patients ~ Interaction</p> <p>~ Education</p> <p>- Documentation ~ Documents</p> <p>~ Reporting</p> <p>- Communication Technology ~ Telephone Skills</p> <p>~ Other Technologies</p>	<ul style="list-style-type: none"> ▪ Explain ways to eliminate or alleviate environmental barriers. ▪ Explain the importance of effective patient interactions. ▪ State the stages of patient interaction. ▪ Describe the value of patient education. ▪ Explain the opportunities that patient education provides. ▪ Describe the standard types of documentation. ▪ State the items included in a health history. ▪ Complete a patient health history. ▪ Define documentation and its standards. ▪ List standards of documentation. ▪ Differentiate between fact and opinion. ▪ Describe how to properly document subjective and objective information. ▪ Explain how to elicit information from patients. ▪ State the importance of confidentiality. ▪ Explain the importance of effective telephone communication. ▪ Describe telephone etiquette. ▪ Explain the message-taking process. ▪ Recognize telecommunication tools and their uses. Use an e-mail simulation program to practice creating and sending an e-mail message. 					
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<p>Human Growth and Development</p> <p>- Genetics</p> <p>~ Introduction</p> <p>~ Genetics</p> <p>- Prenatal and Neonatal</p> <p>~ Prenatal</p> <p>~ Neonatal</p> <p>- Childhood</p> <p>~ Infants and Toddlers</p> <p>~ Early Childhood</p> <p>~ Middle Childhood</p> <p>- Adolescence and Adulthood</p> <p>~ Adolescence</p> <p>~ Early Adulthood</p> <p>~ Middle Adulthood</p> <p>~ Late Adulthood</p>	<ul style="list-style-type: none"> ▪ Define human growth and development. ▪ Identify the four areas of development. ▪ Explain Abraham Maslow's hierarchy of human needs. ▪ Define genetics. ▪ Explain type of genetic diseases. ▪ Identify current issues related to genetic research. ▪ Describe the periods of prenatal development. ▪ Identify health issues for the prenatal stage. ▪ Explain accomplishments of neonatal development. ▪ Identify health issues for the neonatal stage. ▪ Explain developmental tasks and health issues for the infant and toddler development. ▪ Identify health issues for the infant and toddler stages. ▪ Explain developmental tasks typical of early childhood development. ▪ Identify health issues for the infant and toddler stages. ▪ Explain developmental tasks typical of middle childhood development. ▪ Identify health issues for the middle childhood stage. ▪ Explain developmental tasks typical of adolescent development. ▪ Identify health issues for the adolescent stage. ▪ Explain developmental tasks typical of early adult development. ▪ Explain developmental tasks typical of early middle adult development. ▪ Explain developmental tasks typical of late adult development. 		4	<ul style="list-style-type: none"> - Activity - Audio/visual - overhead transparencies and electronic presentations for illustration - Computer lead self instruction - Demonstration - Discussion - In-class assignments - Laboratory - Lecture - Reading Assignments - Research - Role play - Media Current Event - Glossary Terms 	<ul style="list-style-type: none"> - Article Review - Daily work - Evaluate student work - Homework - In-class assignments - Journaling - Laboratory - Lesson reviews - Multimedia and computer technology - Observation of student - Online test - Oral feedback - Oral presentations - Participation - PowerPoint presentation - Project activities - Quiz - Research projects - Review questions - Role play - Rubric - Student guided practice - Student presentations - Teacher guided practice - Teacher observation - Technology - Verbal response - Visual evaluation - Media Current Event - Glossary Terms - Family Health Tree Interview 	<ul style="list-style-type: none"> - Computer Lab - Handouts - Internet - Various web resources - Video - HealthCenter 21: Health Care Foundations Course
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<p>- Aging and Death ~ Aging</p> <p>~ Death and Grief</p> <p>~ Mortuary Science</p> <p>Medical Mathematics - Number Basics ~ Medical Mathematics</p> <p>~ Number Basics</p> <p>- Key Calculations ~ Ratios and Proportions</p> <p>~ Estimating</p>	<ul style="list-style-type: none"> ▪ Define gerontology. ▪ Discuss theories on aging. ▪ Explain the effects of aging on all the major body systems. ▪ Define terminally ill. ▪ Identify the stages of grief. ▪ Describe how to respond as a health care worker to a patient experiencing each stage of grief. ▪ Explain the role of mortuary science and funeral homes in death and grief. Describe some of the services provided by funeral homes. <ul style="list-style-type: none"> ▪ Explain how mathematics is important to everyday living. ▪ Define math anxiety. ▪ Lists steps to overcome math anxiety. ▪ Describe ways that mathematics is used by health care workers. ▪ Define numerical system. ▪ Distinguish between whole numbers and number parts. ▪ Identify the three types of number parts. ▪ Recognize relationships between number parts. <ul style="list-style-type: none"> ▪ Define ratio and proportion. ▪ Reduce ratios to lowest terms. ▪ Use proportions to solve for an unknown term. ▪ Identify ways that ratios and proportions are used by health care workers. ▪ Explain why estimating is important to health care workers. ▪ Estimate by rounding and averaging. 					
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<p>- Measurement Systems ~ English System</p> <p>~ Metric System</p> <p>~ Apothecary System</p> <p>~ Conversions</p> <p>- Medications ~ Labels and Prescriptions</p> <p>~ Dosages</p> <p>~ Parenteral Medication</p> <p>- Temperature and Time ~ Temperature</p>	<ul style="list-style-type: none"> ▪ Name the three measurement systems used in health care. ▪ Identify the units of measurement used in the English system. ▪ Convert between units in the English system. ▪ Identify the three base units of the metric system. ▪ Name the prefixes used in the metric system. ▪ Convert between units within the metric system. ▪ Identify the purpose of the apothecary system. ▪ List the units of measurement for weight and volume in the apothecary system. ▪ Convert between units in the apothecary system. ▪ Distinguish between nomenclatures in three measuring systems. ▪ Identify the procedure to convert between measuring systems. ▪ Identify the procedure to convert between measuring systems. ▪ Practice converting between measuring systems. ▪ Identify the components of a medication label. ▪ Recognize the required items on a medical prescription. ▪ Distinguish between oral and parenteral medication. ▪ Calculate oral and parenteral dosages. ▪ Calculate dosage by weight. ▪ Describe how parenteral is given to a patient. ▪ Read syringes and IV bags. ▪ Calculate drip rate for IV fluids. ▪ Distinguish between Fahrenheit and Centigrade. ▪ Convert temperature between Fahrenheit and Centigrade. 		10	<ul style="list-style-type: none"> - Activity - Audio/visual - overhead transparencies and electronic presentations for illustration - Board work - Computer lead self instruction - Demonstration - Discussion - Guided practice - In-class assignments - Laboratory - Lecture - Modeling - Written exercises 	<ul style="list-style-type: none"> - Article Review - Daily work - Evaluate student work - Homework - In-class assignments - Journaling - Laboratory - Lesson reviews - Multimedia and computer technology - Observation of student - Online test - Oral feedback - Oral presentations - Participation - PowerPoint presentation - Project activities - Quiz - Research projects - Review questions - Role play - Rubric - Student guided practice - Student presentations - Teacher guided practice - Teacher observation - Technology - Verbal response - Visual evaluation - Worksheets <ul style="list-style-type: none"> - Basic Mathematics - Ratios and Proportions - Estimating - English System - Metric System - Apothecary System - Measurement Conversions - Oral and Parenteral Dosage - Dosage by Weight - Drip Rate - Temperature - Time - Intake and Output Chart - TPR Graph - Medical Mathematics - Glossary Terms - Media Current Event 	<ul style="list-style-type: none"> - Computer Lab - Handouts - Internet - Various web resources - Video - HealthCenter 21: Health Care Foundations Course
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<p>~ Time</p> <p>- Charts and Graphs</p> <p>~ Intake and Output Chart</p> <p>~ TPR Graph</p>	<ul style="list-style-type: none">▪ Add and subtract time.▪ Measure elapsed time.▪ Use military time. <ul style="list-style-type: none">▪ Define intake and output.▪ Measure intake and output.▪ Record an intake and output chart.▪ Identify the sections of a TPR graph.▪ Record information on a TPR graph.					
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<p>Wellness and Nutrition</p> <p>- Wellness</p> <p>~ Wellness</p> <p>~ Healthy Living</p> <p>- Nutrition</p> <p>~ Nutrients</p> <p>~ MyPyramid</p> <p>~ Food Groups</p>	<ul style="list-style-type: none"> ▪ Define wellness. ▪ Identify the five areas of holistic health. ▪ List types of alternative therapies. ▪ List questions to ask when evaluating alternative therapies. ▪ Give examples of the effects of wellness on health care systems. ▪ Identify factors of healthy living. ▪ Give examples of physical activity. ▪ Evaluate if you are getting enough sleep each day. ▪ Give examples of how to be safe. ▪ State the effects of using harmful substances. ▪ Explain the importance of preventing bloodborne pathogens, especially hepatitis and HIV/AIDS. ▪ Describe the six types of nutrients. ▪ Contrast simple and complex carbohydrates. ▪ Identify saturated, trans, and unsaturated fats. ▪ Distinguish between complete and incomplete proteins. ▪ Recognize fat and water soluble vitamins. ▪ Describe fiber. ▪ Interpret MyPyramid. ▪ List the six food groups. ▪ Identify what foods people should eat the most and least. ▪ Explain that people should be active every day. ▪ Recognize that the amount of nutrients a person needs depends on age, sex, and activity level. ▪ Describe types of therapeutic diets. ▪ Describe the six food groups. ▪ Contrast refined and whole grains. ▪ Explain the importance of varying one's 		6	<ul style="list-style-type: none"> - Activity - Assessment inventory - Audio/visual - overhead transparencies and electronic presentations for illustration - Computer lead self instruction - Demonstration - Discussion - Guided practice - In-class assignments - Laboratory - Lecture - Modeling - Reading Assignments - Research - Role play - Written exercises 	<ul style="list-style-type: none"> - Article Review - Case Study - Daily work - Demonstration - Evaluate student work - Homework - In-class assignments - Journaling - Laboratory <ul style="list-style-type: none"> - Food Lab - Body Mass Index Lab - Test Far Vision Lab - Stress Reduction Techniques Lab - Lesson reviews - Multimedia and computer technology - Observation of student - Online test - Online test review - Oral feedback - Oral presentations - Participation - PowerPoint presentation - Project activities - Quiz - Reading assignments - Report on findings - Research projects - Review questions - Role play - Student guided practice - Student presentations - Student work displays - Teacher guided practice - Teacher observation - Technology - Visual evaluation - Worksheets <ul style="list-style-type: none"> - Wellness Plan - Writing assignment - Glossary Terms - Media Current Event 	<ul style="list-style-type: none"> - Alldata - Automotive simulators - Computer Lab - Handouts - Internet - Teacher handouts - Textbook - Various web resources - Video - HealthCenter 21: Health Care Foundations Course - American Careers, Health Careers Program.
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<p>- Stress and Planning for Wellness ~ Stress</p> <p>- Health Care ~ Choosing Providers</p> <p>~ Physical Examination</p> <p>~ Wellness Plan</p>	<p>vegetables and fruits.</p> <ul style="list-style-type: none"> ▪ Explain the importance of choosing fat-free or low-fat foods. ▪ Describe how much salt and sugar one should consume. ▪ Conduct internet research in order to state the amount of food you need from each food group. <ul style="list-style-type: none"> ▪ Define stress and stressor. ▪ Describe how stress can be helpful or harmful. ▪ Explain fight or flight. ▪ List types of defense mechanism. ▪ Give examples of stress-reducing techniques and sources of outside help. ▪ Organize the steps of a stress-resolution plan. <ul style="list-style-type: none"> ▪ List the factors upon which people may choose a health care professional, hospital, or pharmacy. ▪ Distinguish between prescription and over-the-counter medications. ▪ Compare and contrast brand name and generic medications. ▪ Explain why people have physical examinations. ▪ List procedures that may be performed during a physical examination. ▪ Describe how a Snellen chart is used to test far vision. ▪ Describe how a Jaeger chart is used to test near vision. ▪ Demonstrate a far vision test. ▪ Create a wellness plan. 					
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<p>Safety Precautions - Body Mechanics ~ Body Mechanics for Workers</p> <p>~ Body Mechanics for Patients</p> <p>~ Patient Transfers</p> <p>- Safety Guidelines and Regulations ~ Basic Guidelines</p> <p>~ Greeting and Identifying</p> <p>- Environmental Safety ~ Food Safety</p> <p>~ Fire Safety</p>	<ul style="list-style-type: none"> ▪ Practice personal and client safety. ▪ Define body mechanics. ▪ Explain why body mechanics is important in health care careers. ▪ Apply principles of body mechanics. ▪ Describe how the principles of body mechanics apply to patients. ▪ Explain how body mechanics are used with geriatric patients and patients in rehabilitation. ▪ Identify standard positions for patients in bed. ▪ Explain how body mechanics relates to patient transfers. ▪ Identify principles of body mechanics to use during patient transfers. ▪ Transfer a patient from a bed to a wheelchair. ▪ Transfer a patient from a wheelchair to a bed. ▪ Explain the importance of knowing the safety policies of a facility. ▪ Identify safety signs and symbols. ▪ Define ergonomics. ▪ Describe the role of health care workers in housekeeping. ▪ Describe ways that health care workers can help patients feel safe and secure. ▪ Explain the proper way to identify a patient. ▪ Follow the correct procedure to enter a room, greet and identify a patient, and explain a procedure. ▪ Describe the two aspects of food safety in health care. ▪ Define food-borne illness and understand what causes these types of sicknesses. ▪ Recognize ways to handle, prepare, and store foods properly. ▪ Identify ways to help a patient eat a meal. 		6	<ul style="list-style-type: none"> - Activity - Audio/visual - overhead transparencies and electronic presentations for illustration - Computer lead self instruction - Demonstration - Discussion - Guided practice - In-class assignments - Individual instruction - Laboratory - Lecture - Modeling - Project based - Reading Assignments - Research - Role play - Simulation - Written exercises 	<ul style="list-style-type: none"> - Article Review - Critical thinking activity - Daily work - Demonstration - Evaluate student work - Homework - In-class assignments - Journaling - Laboratory <ul style="list-style-type: none"> - Lifting and Moving an Object Lab - Side Lying Position Lab - Supine Position Lab - Prone Position Lab - Semi-Fowlers Position Lab - Full-Fowlers Position Lab - Transfer a Patient from Bed to Wheelchair Lab - Transfer a Patient from Wheelchair to Bed Lab - Greeting, Identifying, and Explaining Lab - Lesson reviews - Multimedia and computer technology - Observation of student - Online test - Online test review - Oral feedback - Participation - PowerPoint presentation - Project activities - Quiz - Reading assignments - Research projects - Review questions - Role play - Student guided practice - Student presentations - Student work displays - Teacher guided practice - Teacher observation - Technology - Verbal response - Visual evaluation - Worksheets <ul style="list-style-type: none"> - Evacuation Plan Worksheet - OSHA Worksheet - Event Occurrence Report Worksheet - Glossary Terms - Media Current Event - Safety Guideline Poster Creation 	<ul style="list-style-type: none"> - Computer Lab - Handouts - Internet - Posters - Teacher handouts - Various web resources - HealthCenter 21: Health Care Foundations Course
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<p>Emergency Care - Introduction to Emergency Care</p> <p>- Injury Care Techniques</p> <p>- Shock and Bone/Joint Injuries ~ Shock ~ Bone/Joint Injury</p> <p>- Wounds and Burns ~ Wounds ~ Burns</p> <p>- Foreign Bodies and Poison ~ Foreign Body ~ Poison</p> <p>- Extreme Temperatures ~ Cold ~ Heat</p> <p>Sudden Illness ~ Heart Attack ~ Stroke ~ Fainting/Epilepsy ~ Seizure ~ Diabetes</p>	<ul style="list-style-type: none"> ▪ Explain how the "Good Samaritan" Law protects the first responder in emergency situations. ▪ Demonstrate activation of the emergency medical system (EMS). ▪ Demonstrate appropriate actions in emergency situations. ▪ Demonstrate basic understanding of first aid and emergency care. ▪ Determine when a doctor's care is necessary. ▪ Demonstrate turning, positioning, transferring, and ambulatory techniques. ▪ Identify shock and treatment. ▪ Demonstrate first aid procedure for bone and joint injuries. ▪ Describe legal parameters relating to the administration of emergency care. ▪ Describe wounds and their treatment. ▪ Identify classifications of burns and their appropriate treatment. ▪ Describe first aid for foreign objects in the eye and ear. ▪ Recognize types of poisoning and treatment. ▪ Describe ill effects of cold. ▪ Describe ill effects of heat. ▪ Recognize the signs of heart attack. ▪ Recognize the signs of stroke. ▪ Recognize the signs of fainting and epilepsy. ▪ Demonstrate first aid procedure for sudden illness-convulsions/seizures. ▪ Recognize the signs of diabetic reactions. ▪ Recognize adverse drug related emergencies and take appropriate first 		7	<ul style="list-style-type: none"> - Activity - Audio/visual - overhead transparencies and electronic presentations for illustration - Computer lead self instruction - Demonstration - Discussion - Guided practice - In-class assignments - Individual instruction - Laboratory - Lecture - Modeling - Project based - Reading Assignments - Research - Role play - Simulation - Written exercises 	<ul style="list-style-type: none"> - Daily work - Demonstration - Evaluate student work - In-class assignments - Journaling - Laboratory <ul style="list-style-type: none"> - Apply a Splint Lab - Make an Arm Sling Lab - Assist with Crutches Lab - Emergency Scenarios Lab - Lesson reviews - Multimedia and computer technology - Observation of student - Online test - Online test review - Oral feedback - Participation - PowerPoint presentation - Quiz - Review questions - Role play - Student guided practice - Teacher guided practice - Teacher observation - Technology - Verbal response - Visual evaluation - Worksheets - Glossary Terms - Media Current Event 	<ul style="list-style-type: none"> - Computer Lab - Handouts - Internet - Teacher handouts - Various web resources - HealthCenter 21: Health Care Foundations Course
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	<p>aid action.</p> <ul style="list-style-type: none"> ▪ Monitor and record vital signs during emergency care. 					
Dentistry	<ul style="list-style-type: none"> ▪ Identify skills needed in the field of dental services. ▪ Demonstrate the skills used within the dental services field. ▪ Discuss the relationship between dentistry and wellness/nutrition. 		3	<ul style="list-style-type: none"> - Activity - Audio/visual - overhead transparencies and electronic presentations for illustration - Demonstration - Discussion - Guided practice - In-class assignments - Laboratory - Lecture - Modeling - Reading Assignments - Role play - Simulation - Written exercises 	<ul style="list-style-type: none"> - Case Study - Critical thinking activity - Daily work - Demonstration - Evaluate student work - In-class assignments - Laboratory <ul style="list-style-type: none"> - Dietetics and Nutrition Lab - Dental Office Receptionist Lab - Dental Assistant Lab - Lesson reviews - Multimedia and computer technology - Observation of student - Oral feedback - Oral presentations - Participation - Project activities - Quiz - Report on findings - Role play - Rubric - Student guided practice - Teacher guided practice - Teacher observation - Technology - Test - Verbal response - Visual evaluation - Worksheets - 	<ul style="list-style-type: none"> - Career Cruising program - Computer Lab - Handouts - Internet - Teacher handouts - Textbook - Various web resources - American Careers, Health Careers Program.

<p>Personal Qualities - Personal Characteristics ~ Appearance</p> <p>~ Desirable Traits</p> <p>- Health Care Team ~ Teamwork</p> <p>~ Team Roles</p> <p>~ Leadership</p> <p>- Personal Management Skills ~ Time Management</p> <p>~ Problem Solving</p>	<ul style="list-style-type: none"> ▪ List principles for maintaining good health. ▪ Identify guidelines for dressing professionally. ▪ Name ways to manage personal hygiene. ▪ List desirable traits for health care workers. ▪ Identify your strengths and weakness as a health care worker. ▪ Name your long-term and short-term goals. <ul style="list-style-type: none"> ▪ Recognize the need for teamwork in medical facilities. ▪ Describe the four basic career clusters in medical facilities. ▪ Identify characteristics of effective teams. ▪ List traits that promote positive interactions. ▪ Identify three categories of team roles. ▪ Name positive and negative team roles. ▪ Evaluate your strengths and weaknesses as a member of a team. ▪ Name three types of leaders. ▪ Identify characteristics of effective leaders. ▪ List attitudes that leaders should avoid. <ul style="list-style-type: none"> ▪ Explain why time management is a valuable skill for health care workers. ▪ Identify time management strategies. ▪ Explain why problem solving is important for health care workers. ▪ List the steps in the problem solving method. ▪ Identify key points for problem solving in health care. ▪ Work collaboratively with persons from diverse backgrounds to accomplish a common goal. ▪ Apply corrective action to effectively 		5	<ul style="list-style-type: none"> - Activity - Audio/visual - overhead transparencies and electronic presentations for illustration - Computer lead self instruction - Demonstration - Discussion - Guided practice - In-class assignments - Laboratory - Lecture - Modeling - Project based - Research - Role play - Simulation 	<ul style="list-style-type: none"> - Article Review - Critical thinking activity - Daily work - Demonstration - Evaluate student work - In-class assignments - Journaling - Laboratory <ul style="list-style-type: none"> - Team Invention Lab - Lesson reviews - Multimedia and computer technology - Observation of student - Online test - Online test review - Oral feedback - Oral presentations - Participation - PowerPoint presentation - Project activities - Quiz - Review questions - Role play - Rubric - Student guided practice - Student presentations - Teacher guided practice - Teacher observation - Technology - Verbal response - Visual evaluation - Worksheets <ul style="list-style-type: none"> - Report Worksheet - Daily Planner Worksheet - Problem Solving Scenarios - Glossary Terms - Media Current Event 	<ul style="list-style-type: none"> - Computer Lab - Handouts - Internet - Teacher handouts - Various web resources - HealthCenter 21: Health Care Foundations Course
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	<p>manage an acknowledged conflict situation.</p> <ul style="list-style-type: none">▪ Exhibit a strong sense of team identity and commitment to purpose.▪ Interact consistently within the facility guidelines and lines of authority.					
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<p>Healthcare Careers - Careers in Health Care ~ Health Care Careers</p> <p>~ Career Decisions</p> <p>- Choosing a Career in Health Care ~ Research Careers</p> <p>~ Plan Career Path</p>	<ul style="list-style-type: none"> ▪ Describe rewards of health care careers. ▪ Identify trends in health care careers. ▪ Distinguish different education levels and types of credentials for health care careers. ▪ State the value of belonging to professional, civic, and community organizations. ▪ Recognize career and technical student organizations such as HOSA and SkillsUSA-VICA. ▪ Describe physical and emotional demands of health care careers. ▪ Discuss techniques for stress management. ▪ Describe information used to choose a career. ▪ List published materials to use for career research. ▪ Define the value of job shadowing and part-time, full-time, and volunteer work experiences. ▪ Discuss types of information to look for during career research. ▪ Describe a career path. ▪ Use the internet to explore careers in health care. ▪ Record information about Job Description and Working Conditions, Education and Training, Salary and Wages, and Job Outlook. ▪ Describe common career levels in health care. ▪ Identify how their personal qualities may match a health care career. 		5	<ul style="list-style-type: none"> - Assessment inventory - Audio/visual - overhead transparencies and electronic presentations for illustration - Computer lead self instruction - Discussion - Guided practice - In-class assignments - Laboratory - Lecture - Reading Assignments - Research 	<ul style="list-style-type: none"> - Article Review - Daily work - Evaluate student work - Homework - In-class assignments - Journaling - Laboratory - Lesson reviews - Multimedia and computer technology - Observation of student - Online test - Online test review - Oral feedback - Oral presentations - Participation - PowerPoint presentation - Project activities - Quiz - Research projects - Review questions - Rubric - Student guided practice - Student presentations - Student work displays - Teacher guided practice - Teacher observation - Technology - Verbal response - Visual evaluation - Glossary Terms - Exploring Careers Research - Career Plan - Media Current Event 	<ul style="list-style-type: none"> - Career Center Lab - Career Cruising program - Computer Lab - Internet - Teacher handouts - Various web resources - HealthCenter 21: Health Care Foundations Course
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<p>Job Seeking Skills - Applications and Resumes ~ Job Openings</p> <p>~ Application</p> <p>~ Resume</p> <p>- Interviews and Resignations ~ Interview</p> <p>~ Resignation</p>	<ul style="list-style-type: none"> ▪ Identify benefits of health care jobs. ▪ List job criteria. ▪ Give examples of ways people can find job openings. ▪ Define “equal opportunity” employment. ▪ Describe the parts of an application for employment. ▪ Define reference. ▪ Fill out an application. ▪ Recognize types of resumes. ▪ Define objective. ▪ Describe the parts of a resume. ▪ Create and print a resume using Microsoft Word. ▪ Identify the parts of a cover letter. ▪ Conduct Internet research on how to be prepared for an interview. ▪ List the documents applicants should bring to an interview. ▪ Identify the parts of a follow-up letter. ▪ Explain what to do if applicants are not offered a job. ▪ Give examples of reasons people resign from jobs. ▪ Identify the parts of a letter of resignation. ▪ Write and print a letter of resignation using Microsoft Word. 		3	<ul style="list-style-type: none"> - Activity - Audio/visual - overhead transparencies and electronic presentations for illustration - Computer lead instruction - Demonstration - Discussion - Guided practice - In-class assignments - Laboratory - Lecture - Modeling - Research - Role play 	<ul style="list-style-type: none"> - Article Review - Daily work - Demonstration - Evaluate student work - In-class assignments - Journalism - Laboratory <ul style="list-style-type: none"> - Job Interview Lab - Lesson reviews - Multimedia and computer technology - Observation of student - Online test - Online test review - Oral feedback - Participation - PowerPoint presentation - Quiz - Review questions - Role play - Rubric - Student guided practice - Student presentations - Teacher guided practice - Teacher observation - Technology - Verbal response - Visual evaluation - Worksheets <ul style="list-style-type: none"> - Employment Application - Preparing for an Interview - Glossary Terms - Media Current Event 	<ul style="list-style-type: none"> - Computer Lab - Handouts - Internet - Teacher handouts - Various web resources - HealthCenter 21: Health Care Foundations Course
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CPR/First Aid	<ul style="list-style-type: none"> ▪ Explain how to perform adult, child, and infant CPR. ▪ Explain how to relieve an obstructed airway for adults, children, and infants. ▪ Explain basic first aid procedures. ▪ Explain how to use an AED. 		3	<ul style="list-style-type: none"> - Activity - Audio/visual - overhead transparencies and electronic presentations for illustration - Demonstration - Discussion - Guided practice - Hands-on experience - Lecture - Modeling - Role play - Simulation - Video 	<ul style="list-style-type: none"> - Daily work - Demonstration - Evaluate student work - Lesson reviews - Multimedia and computer technology - Observation of student - Oral feedback - Participation - Role play - Student guided practice - Teacher guided practice - Teacher observation - Technology - Test - Verbal response - Visual evaluation 	<ul style="list-style-type: none"> - Textbook American Heart Association - Heartsaver CPR and First Aide - DVD American Heart Association Heartsaver CPR and First Aide. - CPR mannequins - First Aide Supplies - AED trainer
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Materials to be Used in the Classroom

Textbook:

- American Careers, Health Careers Program, Career Communications, Inc.: Overland Park, KS, 2009.

Software:

- Health Center21: Health Care Foundations Course, Aidex Corporation

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