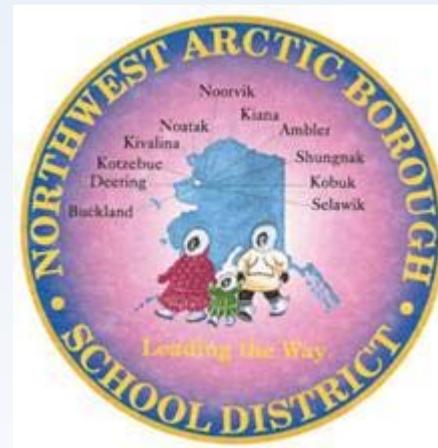


Introduction to Health Careers

Expanding Horizons: Health Careers Pathway

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Introduction to Health Careers

How to use this document:

This document is designed for teachers and districts wishing to start a new single semester introductory course for health occupations or to align an existing course. The document consists of several important pieces as outlined below: Although this curriculum guide was developed for a district in Rural Northwest Alaska, it provides a framework from which any district or teacher can build their own curriculum.

- Course Syllabus: The course syllabus provides a snapshot of the course in terms of
 - course synopsis,
 - topics covered
 - course goals
 - texts to be used
 - Class expectations
 - Instructional philosophies
- Pacing Guide: The pacing guide provides a snapshot of the scope and sequence for the entire course
- Curriculum Map: The curriculum map provides breaks down each unit in terms of
 - Unit Topics
 - Unit Objectives based on college readiness standards
 - Unit Resources both text and web-based
 - Unit Standards taken from both the national level and the state level:
 - http://www.healthscienceconsortium.org/healthcare_standards.php: National Standards coded in red
 - <http://www.eed.state.ak.us>: State of Alaska Standards
 -
 - Examples of labs and activities that can be taught to meet the standards and objectives
 - Examples of assessments both formative and summative that can be used to evaluate student understanding

Introduction to Health Careers

Grade level: 11, 12

Prerequisites: Biology, Algebra 1, Geometry

Text: *Introduction to Health Care*, by Joyce Mitchell RN,MSN,MBA and Lee Haroun MA Education, MBA, Ed.D Teaching and Admin., (Pearson)
Health Careers Today Fourth Edition by Judith Gerdin 2007 (Mosby)
Health Care Science and Technology Lab Activity Manual by Kathryn Booth 2004 (Glencoe)

Course Description:

Introduction to Health Careers is designed to familiarize students with the various careers in the medical professions. Students will learn skills necessary for their healthcare career pathway including; working with others, communication skills, legal and ethical responsibilities, cultural considerations in the healthcare industry, problem solving, decision making, accepting personal responsibility and self management. In addition basic college readiness skills will be provided and related mathematics and language arts standards will be reinforced.

- **Topics:** Topics include: Healthcare career clusters, health care systems and trends, job skills and demands including problem solving skills, environmental safety and infection control, medical ethics and liability, ethical and legal responsibilities, professionalism and employability skills, cultural awareness and diversity in health care, basic instruction in anatomy and physiology, and AHA-BLS-CPR certification

- **Course Goals:** Students will:
 - *Explore, compare and contrast potential health care careers with respect to personal values, knowledge skills, attitudes, educational requirements, program offerings and employment opportunities in order to define and structure career goals*
 - *Define professionalism and the factors that are involved in becoming a professional within the health care industry*
 - *Acquire attitudes, values and behaviors to promote positive human relationships and appropriate communication both verbal and non-verbal in a health care setting*
 - *Engage in health care activities which promote problem solving, critical thinking and core standards in the real world*
 - *Develop working knowledge of human anatomy and physiology and their relationship to wellness and disease by effectively completing challenging group and individual projects, laboratory activities, written assignments and a portfolio*
 - *Demonstrate knowledge, understanding and the relationship of national standards to ethical and legal responsibilities with regard to their duties and client rights*
 - *Identify and evaluate personal qualities and commitments of health care professionals*
 - *Demonstrate a working knowledge of the Health Services Core Standards*
 - *Identify community needs and then analyze and evaluate health care delivery systems and their effectiveness to meet those needs*
 - *Demonstrate knowledge of CDC and OSHA regulations as they relate to the health care industry*
 - *Define personal and work place safety including body mechanics, infection control and environmental safety*
 - *Evaluate and analyze the importance of developing a healthy lifestyle and the major health risks encountered by health care professionals*
 - *Demonstrate understanding of the US health care system and the interdependence of health careers and professionals*
 - *Demonstrate job keeping skills by participation in class, work, and community projects and activities.*
 - *Demonstrate his/her ability to apply reading, communication, and math skills in school, community and workplace activities*

➤ **Instructional Philosophy and Delivery**

☑ **Expectations:** Students will be expected to meet all the goals listed in this syllabus and be able to demonstrate their understanding of the underlying concepts. The learning styles, interests, and areas of expertise of each student will help direct the design of the instruction. Students will also be expected to follow all safety procedures when working in a lab setting.

☑ **Delivery of Instruction:** Instructional delivery will engage the students in hands-on, real-world activities with a minimum of lecture. It will be delivered through lecture, demonstration, design problems and vocabulary, critical comparison, readings, project-based learning, work-based learning, guest presentations, videos, internet research, peer learning, and simulations.

☑ **Student Work:** Students will work independently and in teams to complete projects. In completing the projects, students will demonstrate his/her ability to work within a team, manage time, problem solve and effectively communicate. During the course, students will need to draw on their academic skills in reading, communication arts, and math; and apply these academic skills to real tasks performed in the area of health care.

☑ **Use of Community:** The community will be used as an extended learning lab. Students will work with business, community and family members as they explore various areas of health career opportunities. Since students may have limited access to a multitude of career opportunities, students will use the Internet community as part of the extended learning lab.

☑ **Student Assessment:** Students will be assessed on daily work, tests and quizzes, and projects/performance tasks. This assessment will include the thinking processes students follow and the alternatives they consider in arriving at solutions to problems and in developing projects they complete during the course; as well as, the facts and knowledge they gain. All students will complete all course requirements at a minimum level of specified quality as determined by the district. To help meet this requirement students will learn how to evaluate personal and peer progress and make adjustments as needed throughout the course.

Course Pacing Guide

1st Quarter: Topic	1st Quarter Pacing
Unit 1: Orientation, Trends in Healthcare and Healthcare pathway exploration	Weeks 1-2
Unit 2: Legal and Ethical Responsibilities and Skills for Healthcare Professionals	Weeks 3-4
Unit 3: Culture and Health	Weeks 5-6
Unit 4: First Aid, Safety, and CPR	Weeks 7-9
2nd Quarter: Topic	2nd Quarter Pacing
Unit 5: Human Anatomy and Physiology Basics	Weeks 10-16
Unit 6: Health Career Clusters Project Completion and Presentation	Weeks 17-18

Unit Topics	Unit Objectives	Unit Resources	Unit Standards:	Unit Lab/Learning Activity Resources	Unit Assessments
<p>Unit 1:</p> <ul style="list-style-type: none"> • Course Policies • Introduction to the Health Careers Program • Health Care Systems and trends • Healthcare pathway exploration • Career Planning <p>(Weeks 1-2)</p>	<ul style="list-style-type: none"> ➤ Introduce and explain the course syllabus and discuss major objectives, class goals, expectations and grading policies ➤ Compare and contrast health care delivery systems ➤ Evaluate health care changes and their implications ➤ Introduce and explain health career pathways (clusters) ➤ Analyze and Synthesize different career pathways using multiple sources ➤ Participate in career assessment to identify areas of interest in the health care field 	<p>Course Syllabus</p> <p>Chapter 1,6 (pg 71)</p> <p>http://ihm.nlm.nih.gov/luna/servlet/view/all <i>Health Career guide</i></p> <p>http://www.khake.com/page22.html <i>Educational Career</i></p> <p>http://science.education.nih.gov/LifeWorks <i>Career Information</i></p>	<p>National Standards</p> <p>FS: 2.1: 2.11, 2.15 FS: 4.1: 4.11 FS: 4.3: 4.32 FS: 8.2: 8.21</p> <p>http://www.healthscienceconsortium.org/healthcare_standards.php</p> <p>Industry Standards</p> <p>IS: 9</p> <p>State of Alaska Standards</p> <p>R:PS:4.2,4.4,</p> <p>ES: PS: A1 ES PS: B2</p> <p>http://www.eed.state.ak.us</p>	<ul style="list-style-type: none"> •Syllabus •Health Care Timeline •Impact of Technology on Wellness http://www.isbe.state.il.us/ils/career_develop/health/assessment.htm •Health Occupation Jigsaw •LifeWorks Scavenger Hunt •Introduce Career Portfolio •Develop a career ladder 	<ul style="list-style-type: none"> ➤ Student Activities: ➤ Class Discussion ➤ Project Rubrics ➤ Career Assessment

Unit Topics	Unit Objectives	Unit Resources	Unit Standards:	Unit Lab/Learning Activity Resources	Unit Assessments
<p>Unit 2:</p> <ul style="list-style-type: none"> •AHA “patient Bill of Rights” •Legal and ethical responsibilities for healthcare professionals •Interpersonal dynamics and communication both verbal and non-verbal •Professional Legal Standards <p>(Weeks 3-4)</p>	<ul style="list-style-type: none"> ➤ Identify and evaluate legal and ethical codes, laws and directives related to health care for both patients and health care professionals ➤ Describe and analyze the role of the healthcare worker regarding current legal and ethical issues ➤ Identify, analyze and demonstrate characteristics, attitudes and communication styles of health care workers ➤ Recognize, analyze, and demonstrate effective means of communication ➤ Identify and analyze effective ways to avoid bias, prejudice and stereotyping in health care professions ➤ Define privileged communications and explain how they apply to health care ➤ Show a cause and effect relationship between professional standards and legal/ethical requirements 	<ul style="list-style-type: none"> •Text Chapters 2, 4 •http://www.wolframalpha.com/ •Computational search engine for data •http://www.californiaeducatorsnetwork.com/curriculum/ •California HOSA Project links •http://science.education.nih.gov/supplements/nih9/bioethics/guide/teaching_modules.htm •NIH teacher resources 	<p>National Standards:</p> <p>FS: 2: 2.11,2.12, 2.13, 2.14, 2.15, 2.31, FS: 3: 3.13, FS:4: 4.11, 4.12, 4.21, FS:5.1: 5.11, 5.12, FS:5.2: 5.21, 5.22, 5.23, 5.24, 5.25, FS:6.1: 6.11, 6.12, FS:6.2: 6.21, 8.21, 8.23</p> <p>http://www.healthscienceconsortium.org/healthcare_standards.php</p> <p>Industry Standards:</p> <p>IS: 4, 6, 9</p> <p>State of Alaska Standards SA: PS: SA3</p> <p>R:PS: R4.1, 4.2, 4.4</p> <p>W: PS: W3.6, 4.4, 4.5</p> <p>http://www.eed.state.ak.us</p>	<ul style="list-style-type: none"> •Local Guest Speaker: South Central Foundation via Video Conference •Bioethics:Module 2, Balancing Individual and Community Claims: Establishing State Vaccination Policies: http://science.education.nih.gov/supplements/nih9/bioethics/guide/teacher/default.htm •Standards and Legal Requirements Venn •Informative Poster or multimedia product •Communication Role Play •Effective Communication Scripts •Related Journal Article review 	<ul style="list-style-type: none"> ➤ True/ False (<i>Glencoe Health Care Science Technology Lab Manual: pp A-127- A-129</i>) ➤ Self Assessment: (<i>Glencoe Health Care Science Technology Lab Manual: pp A-131-132</i>) ➤ Self Assessment: (<i>Glencoe Health Care Science Technology Lab Manual: pp A:387-388</i>) ➤ NIH Project Rubric ➤ Conference Speaker Notes ➤ Journal ➤ Final Project Page

	Unit Topics	Unit Objectives	Unit Resources	Unit Standards:	Unit Lab/Learning Activity Resources	Unit Assessments
Unit 3: Culture and Health	<p>Unit 3:</p> <ul style="list-style-type: none"> •Cultural terms •Cultural differences and affects on patient care •Potential cultural barriers and obstacles • Native and Non-native differences and similarities •Inupiaq values and native care <p>(Weeks 5-6)</p>	<ul style="list-style-type: none"> ➤ Define, explain and synthesize terms related to culture ➤ Recognize and Explain healthcare issues related to cultural differences ➤ Identify and Evaluate the cause and effect culture has on patient care ➤ Identify, analyze cultural barriers and obstacles ➤ Devise a plan to overcome barriers and obstacles related to health care ➤ Compare and contrast native and non-native cultures ➤ Analyze similarities and differences among native and non-native cultures to explain misconceptions ➤ Describe and explain Inupiaq values and native care using multiple sources ➤ Explain alternative perspectives related to native care 	<p>Text: Chapter 5:</p> <p>www.medlineplus.gov <i>Nlm consumer health search engine</i></p> <p>www.arctic.health.org <i>NLM arctic health search resources</i></p> <p>http://www.isbe.state.il.us/ils/career_develop/health/assessment.htm <i>Illinois resources for health education</i></p>	<p>National Standards</p> <p>FS: 2.1: 2.11,2.12, 2.13, 2.14, 2.15, FS: 2.3: 2.31 FS: 4.1: 4.11, 4.12, FS 4.2: 4.21 FS 6.1: 6.11, 6.12 FS 6.2: 6.21 FS 6.3: 6.31, 6.32 FS 8.1: 8.11, 8.12</p> <p>http://www.healthscienceconsortium.org/healthcare_standards.php</p> <p>State of Alaska Standards</p> <p>C:PS: CE: 4, 6, 7</p> <p>R:PS: 4.1, 4.2</p> <p>W:PS: 3.6, 4.4, 4.5</p> <p>SF: PS: 1, 3</p> <p>SG: PS: 2</p> <p>SE: PS: 2</p> <p>http://www.eed.state.ak.us</p>	<ul style="list-style-type: none"> •Bring in a native healthcare professional: Susan Walker and/or Mary Vivierous •Tribal Doctors •Video Conference w/ANTHC: Traditional Foods, Ways and Community Wellness •Traditional Healing Clinics in the Real World with Dr. Wildcat •Article Review •Public Policy and Analysis in Healthcare •Arctic Healthcare web search activity and evaluation •Arctic Healthcare multi-media project 	<ul style="list-style-type: none"> ➤ Active Listening Speaker assessment ➤ Student work ➤ Class Discussion ➤ Project rubric

Unit Topics	Unit Objectives	Unit Resources	Unit Standards:	Unit Lab/Learning Activity Resources	Unit Assessments
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Unit 4: First Aid, CPR and Safety</p> <p>Unit 4:</p> <ul style="list-style-type: none"> •Universal Precautions • Health and Safety Terms •Guidelines for Body Mechanics •Functions of OBRA and OSHA •Chemical safety •AHA CPR Certification •AED Certification <p>(Weeks 7-9)</p>	<ul style="list-style-type: none"> ➤ Identify and demonstrate universal precautions ➤ Explain how and why universal precautions are important in health care ➤ Define and synthesize terms related to health and safety ➤ Identify and demonstrate body mechanics ➤ Explain how and why body mechanics are important in health care ➤ Describe and explain the standards for OBRA and OSHA ➤ Recognize and explain misconceptions related to government standards and their implications to healthcare to draw conclusions ➤ Analyze and synthesize multiple sources to evaluate chemical safety for health care professionals ➤ Demonstrate skills for CPR and AED certifications 	<p>Text Chapters 3, 32</p> <ul style="list-style-type: none"> •http://www.khake.com/page59.html <i>Health occupation lesson resources</i> •http://www.osha.gov/SLTC/video/asitshouldbedone/video.html <i>Dept of Labor Occupational Safety & Health Admin</i> •http://depts.washington.edu/learn/cpr/ <i>CPR Website</i> •http://sis.nlm.nih.gov/enviro.html <i>Environmental Health and Toxicology Website</i> <p>http://www.isbe.state.il.us/ils/career_develop/health/assessment.htm <i>Health Occupation curriculum resources</i></p>	<p>National Standards:</p> <p>FS: 7.1: 7.11, 7.12 FS: 7.2: 7.21, 7.22 FS: 7.3: 7.31 FS: 7.4: 7.41, 7.42 FS: 7.5: 7.51, 7.52 FS: 10.1: 10.11, 10.12</p> <p>http://www.healthscienceconsortium.org/healthcare_standards.php</p> <p>Industry Standards:</p> <p>IS: 8</p> <p>State of Alaska Standards</p> <p>E:PS: A6</p> <p>R:PS: 4.1, 4.2</p> <p>W:PS: 3.6, 4.4, 4.5</p> <p>http://www.eed.state.ak.us</p>	<ul style="list-style-type: none"> •Work on Portfolio Project •Six components of chain of infection posters •Universal Precautions videos •Mock Accident reports •Design a Brochure for Body Mechanics guidelines •Safety skits and Demonstrations •Toxnet web activity •Journal •Teaching Health Safety: http://www.isbe.state.il.us/ils/career_develop/health/assessment.htm •AMA CPR Certification 	<ul style="list-style-type: none"> ➤ Self-assessment tool (<i>Glencoe Healthcare Science Technology Lab Manual</i>: pp A-23-A-31) ➤ CPR Certification Test: Physical and written ➤ AED Certification: Physical and Written ➤ Student Projects ➤ Project Rubrics ➤ Class Discussion

Unit Topics	Unit Objectives	Unit Resources	Unit Standards:	Unit Lab/Learning Activity Resources	Unit Assessments
<p>UNIT 5:</p> <ul style="list-style-type: none"> •Basic Human Structure •Body Planes and Directions •Integumentary System •Skeletal System •Muscular System •Cardiovascular and •Circulatory System •Digestive System •Respiratory System •Nervous System •Sensory System •Endocrine System •Urinary System •Reproductive System •Traditional vs. Modern Medicine <p>(Weeks 10-16)</p>	<ul style="list-style-type: none"> ➤ Define and synthesize term related to human anatomy and physiology ➤ Identify and Explain different organ systems ➤ Compare and contrast organ systems ➤ Evaluate how different organ systems interact ➤ Analyze the cause and effect relationship between basic anatomy and physiology ➤ Analyze and Synthesize cultural physiology with modern health care ➤ Identify the cause and effect relationships between personal habits and disease ➤ Demonstrate understanding of basic human anatomy 	<p>Chapters 9-21</p> <p>Anatomy Videos</p> <p>http://www2.niddk.nih.gov/HealthEducation/NLM</p> <p>http://library.thinkquest.org/10348/</p> <p>Anatomy link</p> <p>http://www.khake.com/page77.html</p> <p>Health education resources</p> <p>Understanding the Healing Hands of Manillaq Tribal Doctors: A Training Video: http://www.arctichealth.org/tm.php#tr</p> <p>Traditional Healing vs. Modern Medicine: www.alaskool.org/resources/audivisual/dellakeats.htm</p> <p>Native Food Data Base http://www.nativeknowledge.org/start.htm</p> <p>South Central Foundation-Traditional Healing: www.scfhealthinfo.com/haw/traditionalhealing.cfm</p>	<p>National Standards: FS: 1.1: 1.11, 1.12, 1.13 FS: 1.2: 1.21,1.22, 1.23 FS: 9.1: 9.12, 9.13</p> <p>http://www.healthscienceconsortium.org/healthcare_standards.php</p> <p>State of Alaska Standards</p> <p>R:PS: 4.1, 4.4</p> <p>SA: PS: 3</p> <p>SC: PS: 2, 3</p> <p>SE: PS: 3</p> <p>SF: PS: 1, 3</p> <p>SG: PS: 2</p> <p>C: PS: E4</p> <p>http://www.eed.state.ak.us</p>	<ul style="list-style-type: none"> •Visible Human Project •Virtual Dissection •Anatomy Color Sheets •Anatomy and Physiology Project •Disease Investigation •Native Nutrition Brochure •How Much Sleep Do I Need? •How Vital Are Your Signs http://www.isbe.state.il.us/ils/career_develop/health/math_7_C1.pdf 	<ul style="list-style-type: none"> ➤ Student Activities: ➤ Class Discussion ➤ Project Rubrics ➤ Portfolio Requirements

Unit Topics	Unit Objectives	Unit Resources	Unit Standards:	Unit Lab/Learning Activity Resources	Unit Assessments
<p>Unit 6: Health Care Clusters Project Completion and Presentation</p> <p>(Weeks 17-18)</p>	<ul style="list-style-type: none"> ➤ Explain and analyze the relationship of personal traits, such as interests, aptitudes, and abilities to career choices and job satisfaction ➤ Prepare a visual display or multimedia presentation that describes the career in detail: including work environment, educational requirements, salary, and other related conditions or requirements 	<ul style="list-style-type: none"> •Text Chapters: 22-35 •http://www.wolframalpha.com/ •http://www.khake.com/page22.html http://science.education.nih.gov/lifeworks 	<p>National Standards:</p> <p>FS: 4.1: 4.11, 4.12 FS: 4.2: 4.21 FS: 4.3: 4.31, 4.32 FS: 4.4: 4.41, 4.42 FS: 8.1: 8.11, 8.12</p> <p>http://www.healthscienceconsortium.org/healthcare_standards.php</p> <p>Industry Standards</p> <p>IS: 1, 9</p> <p>State of Alaska Standards:</p> <p>W:PS: 3.6, 4.1, 4.2, 4.3, 4.4, 4.5</p> <p>E: PS: A1, A2, A3, A4, A5</p> <p>E: PS: B1, B2, B3, B4, B5</p> <p>SA: PS: 1.1, 1.2</p> <p>http://www.eed.state.ak.us</p>	<p>Project Research and completion</p> <p>Project Presentation</p>	<ul style="list-style-type: none"> ➤ Project Rubric ➤ Student Self-Evaluation ➤ Peer Evaluation

Resources	
National Library of Medicine	
http://www.nlm.nih.gov	National Library of Medicine Homepage
http://www2.niddk.nih.gov/HealthEducation/	NLM Health Education Resources
http://www.niehs.nih.gov/health/scied/teachers/	Science teacher resource
http://science.education.nih.gov/LifeWorks	NLM Health Occupations search and information
http://science.education.nih.gov/home2.nsf/feature/index.htm	NLM Science Education
http://www.medlineplus.org	Consumer health search engine
http://www.nlm.nih.gov/nichsr/	National Information Center on Health Services Research and Health Care Technology
http://www.hazmpap.nlm.nih.gov	NLM Toxic hazards and environmental data base
http://www.toxtown.nlm.nih.gov	NLM toxic hazards mapping data base
http://www.ghr.nlm.nih.gov	NLM Genetics resources and information
http://www.nihseniorhealth.gov	Senior Health Topics and Information
http://www.aidsinfo.nih.gov	NLM aids data base and information
http://www.PHPartners.org	NLM Public health resources
Lesson Resources	
http://www.isbe.state.il.us/ils/career_develop/health/assessment.htm	Illinois Health Occupations resources

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http://www.californiaeducatorsnetwork.com/curriculum/	HOSA Projects
http://www.nativeknowledge.org/start.htm	Alaska Native data
http://www.georgiahosa.org/common/content.asp?PAGE=383	HOSA Information
http://www.khake.com/page22.html	Career research
http://science.education.nih.gov/supplements/nih1/diseases/guide/guide_toc.htm	Epidemiology lesson
Text Resources	
<i>Introduction to Health Care</i>	Pearson
<i>Health Careers Today Fourth Edition</i>	Mosby
<i>Health Care Science and Technology Lab Activity Manual</i>	Glencoe
Standards Resources	
http://www.healthscienceconsortium.org/healthcare_standards.php	NSTE Standards
http://www.eed.state.ak.us	State standards and GLEs