



**Curriculum and Instruction**

**CTE Course of Study Outline**

**Title of Course of Study Careers in Healthcare CTE**

**Course Number:** \_\_\_\_\_ *(Assigned by Curriculum Department)*

CTE Course of Study Adoption Process		
<b>PROCEDURES:</b>		
1		Write/revise Course of Study
2		Review with CTE Principal and acquire signature
3		Technology review/sign prior to submission required if any technology components used
4		Course of study MUST be complete, including required signatures, and submitted to Curriculum Dept. 2 weeks prior to the scheduled Curriculum Council meeting.
5		Assistant Superintendent, Curriculum & Instruction - Review/Sign
6		Assistant Superintendent, Secondary Education - Review/Sign
7		Present course of study to Curriculum Council
8		Curriculum Council Recommends
9		Board of Education Approves

**Note: Please complete all sections. Enter "none" or "n/a" as appropriate.**

**I. Course Title:** Careers in Healthcare CTE

**II. Industry Sector:** Health Science and Medical Technology Sector

**Pathway Name:** Patient Care **Pathway Number:** 198

**CALPADS #:** 7922 Advanced Patient Care

**CTE Course Level:**

- Introductory Course
- Concentrator Course
- Capstone Course
- Capstone Course (standalone 300+ hours)

**Course of Study Proposal Reason:**

- New Course
- Curriculum Update
- Textbook Update
- UC/CSU a-g Update
- Course Title Change

**III. Length of Course:** 1 year

**Credit Value:** 20

- Meets Lodi USD high school graduation requirement credits (CTE)
- Elective course credit
- No credit

**IV. Grade:**

- 9<sup>th</sup>
- 10<sup>th</sup>

X 11<sup>th</sup>  
X 12<sup>th</sup>

V. **Course Level:**       General    X CP     Honors     Pre-AP     AP

VI. **Is this an Internet-based course?**     Yes    X No (e.g. Apex, Odysseyware...)

If so, who is the course provider?

VII. **UC/CSU Approved Course:**

Do you wish to submit this course to the UCOP to obtain UC/CSU a-g approval?

X Yes     No

Is this course modeled after a UC-approved course from another district?

X Yes     No    If so, which school/district? Riverside Unified School District

VIII. **Recommended UC/CSU Subject Area Pathway:**

(Please complete each section as required by the UC system)

A. History/Social Science

E. Languages Other than English

B. English

F. Visual/Performing Art

C. Math

X G. Elective

D. Lab Science

IX. **Subject Area Code for Lodi USD Graduation Requirements (select all that apply):**

B. Fam Lvg/World Geography

L. Life Science

C. Economics

M. Mathematics

D. Driver's Ed

P. Physical Education

E. English

S. Physical Science

X F. Fine Arts/For Lang/CTE

U. US History

G. Government

W. World History

H. Health/Safety

X Y. Elective

X. **COURSE DESCRIPTION:** Use this section to emphasize the core knowledge and skills students are expected to learn in the course, including concepts, theory and texts. There should be clear evidence of the course's level of rigor and the development of essential critical thinking skills.

The Course Description is comprised of three sections:

1. **COURSE OVERVIEW:** The Course Overview provides a snapshot of the course content for all users browsing courses in the Course Search section. You will be asked to provide a brief summary/snapshot (3-5 sentences) of the course's content.

Careers in Healthcare CTE provides students the opportunity to explore careers in health care while offering a strong foundation regarding the necessary steps to becoming multi-skilled healthcare workers. The course covers career exploration, AHA CPR/AED for Healthcare providers, HIPAA, history of healthcare and health and wellness, medical terminology, anatomy & physiology of the body systems, hands on HASPI Labs, soft skills necessary in healthcare, ethics, interpersonal skills, critical thinking, problem-solving, safety, technology, and other employment skills required to work in the industry. Guest

speakers, job shadowing and field trips will be included as part of this career exploration course. This course will be beneficial for those students who are interested in pursuing the Medical Assistant CTE or Dental Assistant CTE course as a senior. Students who successfully complete the course will earn the American Heart Association CPR/AED certification.

**2. HIGHLY RECOMMENDED CTE PATHWAYS:**

*This is the Capstone Course in the Patient Care Pathway (Pathway 198).*

**3. COURSE CONTENT:** *The Course Content section will request information in a unit-by-unit style.*

**Unit 1. Orientation**

This unit of instruction will introduce students to the mission and goals of Lincoln Technical Academy and orient them to various medical office settings. Students will be made aware that coming to class will be as though they are coming to an actual place of employment. The class policy will reflect standard practices found in the average office policy. Students will be required to demonstrate adherence to these practices on a daily basis. Understanding that non-adherence to an employer's policies will have a cause and effect on an employee's personal success, as well as, a potential reflection on the business itself will be emphasized.

**Key Assignment and Assessment:** Students will be placed in teams and given a section of the class policy. Each team will be required to study the section in depth, explain the purpose of the practice/policy and determine potential ramifications of non-adherence. Teams will be responsible for presenting their research to the class in the form of a slide presentation that includes graphics.

**Unit 2: Study Skills**

The focus of this unit is to provide students with skills that facilitate learning. Learning styles will be explored so that students can identify their personal learning style and implement methods to make learning more efficacious. Note taking skills will be presented with an emphasis on capturing key points and utilizing an outline format to expedite the process. Test taking skills will be addressed to help alleviate the stress of test taking and improve test scores. Organizational skills, time management, and prioritizing will also be included in this unit to encourage student success.

**Key Assignment and Assessment:** Students will complete a learning styles inventory to identify their dominant learning preference, visual, auditory, or tactile. Methods to enhance learning for each style will be discussed. Students will create a "helping hand" cut-out labeled with an icon depicting their style and highlighting five methods to facilitate their style of learning. Students may use the "helping hand" in the future to draw the instructor's attention to a need for further understanding without drawing attention to themselves. This activity also incorporates the use of fine motor skills and the ability to follow written instructions required in dentistry.

**Unit 3: Communication**

Effective communication is essential to both personal and professional relationships. The importance of understanding human behavior will be discussed including self-assessment for personal and professional awareness. Identification of communication pathways and the differences between verbal and nonverbal communications will be explored. Communicating with patients, including identifying and meeting patient needs will be examined. The importance of listening skills in communication will be emphasized. Proper telephone etiquette will be demonstrated and practiced. Forms of written communication such as business letters, patient records, and marketing tools will be addressed.

**Key Assignment and Assessment:** True Colors personal assessment will be used for students to explore their own and other's distinctive personality strengths and stressors. Students will identify their own personality traits associated with one of four colors, each color depicting a distinctive personality type. After the individual assessment, students will be introduced to the traits of all the personality colors. Emphasis will be placed on students developing respect and appreciation for differences in the ways people function and better understanding of relationship building. As a culminating activity students will be grouped by color and asked to discuss their values, strengths, and needs. Students will create a poster depicting their reflections. Students will use what they learned from True Colors for future use in selecting team role assignments and the ability to work collaboratively within a team as well as individually.

#### **Unit 4: Introduction to Soft Skills**

Soft skills are critical to successful employment in all occupations. This unit will introduce students to common skills expected by most employers. A broad range of topics will be covered including personal and professional courtesy, attitude, self-evaluation, and basic social skills. The value of patience, perseverance, and taking personal responsibility, as well as, the ability to work as a team player will be emphasized.

**Key Assignment and Assessment:** Soft Skill – Personal Responsibility

In an effort to create self-awareness regarding taking personal responsibility, students will be given a written assignment that prompts them to brainstorm a list of all of the factors that get in the way of their personal ability to do well at school, work, and/or home and make it harder for them to perform at the highest level. They will be asked to look at all of the factors they listed and ask themselves, for each factor: "Is this factor within my control or outside my control?" They will be asked to tally how many factors were within and how many were outside their control and take personal note of the score and write it down. This is to be followed by considering their factors, one by one, and writing their responses to the following questions for each: 1) Using a recent example, exactly how did this factor get in your way? When? Where? Who was involved? What happened? 2) What did you do and could it have been done differently, in retrospect? What were your options? What thoughts, words, and actions could you have taken? 3) Looking ahead, can you anticipate this factor getting in your way again? When is it likely to happen? What is likely to happen? What options in responding will you have?

What thoughts, words, and/or actions are available to you? What can you do to improve the outcome?

### **Unit 5: History and Trends in Health Care**

This unit will introduce students to the differences between early beliefs about the cause of disease and treatment and current beliefs about disease treatment with a particular focus on dental diseases. Students will explore the various medical and dental individuals and their contributions to develop an appreciation of current medical and dental practices. Discussions will include trends in the delivery of healthcare, facilities, funding, and agencies.

**Key Assignment and Assessment:** Students will be placed in teams and assigned a section of history to research key medical and dental contributors and events. Students will create a timeline to coincide with their period of history that later will be assembled and displayed to give a complete historical picture of the advances in the health care industry. Each team will give an oral presentation of their timeline to the class with particular emphasis on dental advancements.

### **Unit 6: Personal Qualities of a Health Care Worker**

The focus of this unit of instruction is professionalism. Students will be introduced to the reality that the public's expectations of healthcare workers are higher than expectations of individuals in other occupations. Eight major characteristics and their importance will be described in detail. Students will be encouraged to evaluate their own characteristics against these standards to determine suitability for this type of career.

**Key Assignment and Assessment:** Using role play, students will demonstrate professional characteristic(s), assigned by the instructor, in a scenario of their choosing. Students will create two versions, one negative and one positive. The scenarios will be performed in front of the class and the class will identify the characteristic(s) being portrayed, and engage in discussion regarding potential outcomes in that situation.

### **Unit 7: Introduction to the Legal Aspects of Health Care**

Students will learn that members of the dental profession must practice in accordance with both the ethical and legal standards that the public expects from healthcare providers. The difference between ethics and law will be emphasized including the professional and regulatory agencies that set the standards and laws. Students will be familiarized with the HIPAA and HITECH Acts.

**Key Assignment and Assessment:** Dental Board of CA (DBC) Treasure Hunt – Students will be given a written assignment that leads them to explore the website of the DBC, our state regulatory agency governing dentistry. The hunt for information will include: which department of government the DBC belongs to, who is the current president of the DBC, what is the mission and vision of the DBC, who can and should file a complaint to the DBC, verify the status of the RDA license of the instructor.

### **Unit 8: Business Management in the Healthcare Office**

In this unit students will be exposed to standard operating systems in a healthcare office to include: manual vs. electronic recordkeeping, filing systems, appointment scheduling, recall systems, and financial accounting systems. Students will also be introduced to the value and methods of marketing a medical practice.

**Key Assignment and Assessment:** Students will create a virtual medical practice for themselves and create a marketing flyer that would successfully advertise their practice.

### **Unit 9: Inventory Control**

Students will learn that it is essential to maintain an adequate quantity of all necessary supplies for the smooth functioning of the practice. Students will be introduced to the categorization of supplies, guidelines for ordering, and the importance of rotating stock.

**Key Assignment and Assessment:** Students will be given a list of supplies to order for a healthcare related office and access to a variety of medical supply catalogs from which to order. Students will be required to order specific items and quantities and document essential information according to instructions given.

### **Unit 10: Health Care of the Past, Present, and Future**

In this unit, students explore the significant people and milestones for those who made an impact on modern medicine, learn about HIPAA, insurance reimbursement and the advantages of following a career in the healthcare field. Finally, students conduct research on upcoming technological advances in medicine.

**Key Assignment and Assessment:** End of chapter test from selected test-bank of questions. APA style, three paragraph essay with one topic focused on new technological advances in healthcare.

### **Unit 11: Interpersonal Dynamics & Communication**

In this unit, students will recognize the importance of interpersonal dynamics and self-awareness. The Maslow hierarchy of needs is studied in order to understand that a person's basic needs must be met before higher levels are obtained, and how this relates to caring for patients in a healthcare setting. The importance of maintaining good personal health & professional appearance are addressed in order to both lead by example and to maintain safe conditions for themselves & for their future patients.

Students will learn and practice effective communication and demonstrate common barriers to effective communication (such as advising, distracting, judging, moralizing & threatening). Problem-solving models such as, brainstorming and choosing & implementing a solution, are also introduced and practiced.

**Key Assignment and Assessment:** End of the chapter test from the Gerdin textbook. Participation in a student bias activity. In class participation in ineffective communication simulations

### **Unit 12: Safety Practices**

In this unit, students learn about the infectious disease process and the chain of infection. Isolation precautions will be introduced and practiced in terms of hand

washing, gowning & gloving, the use of protective eyewear and the different types of masks used in healthcare. Principles of asepsis are introduced and students will observe dental instructors sterilizing and identifying surgical equipment. Students will learn about the role of OSHA and OBRA in managing issues of employee competence testing, skill performance & safety in the workplace. Students will practice safe body mechanics and ergonomics and learn how to properly use gait belts, patient positioning, proper use of fire extinguishers (including R.A.C.E. & P.A.S.S.), and how to dispose of infectious & hazardous waste.

**Key Assignment and Assessment:** End of the chapter test from the Gerdin textbook. Skill demonstration for donning & doffing PPE, proper handwashing, & safe use of a gait belt with partners using proper body mechanics (must properly attach gait belt, move a “patient from lying down to sitting to standing, ambulate across the room, then again sit the patient back down, remove gait belt, then reposition “patient” back down in a supine position).

### **Unit 13: Culture and Healthcare**

In this unit, students will gain greater understanding of different cultures, ethnic customs and traditions they might encounter in providing health care in the United States. Each student will be able to identify how cultural differences may affect patient care and how to identify when a potential cultural barrier might exist and what actions might overcome those cultural obstacles. Students will explore what cultures exist on their own school campuses and uncover some of the biases they may harbor without realizing it and investigate strategies to grow and overcome these issues.

**Key Assignment and Assessment:** End of chapter test from the Gerdin test bank. Present a research project (brochures) to the class with different cultural norms for several given cultures prevalent in the local community.

### **Unit 14: Wellness, Growth & Development**

In this unit, students will learn about the different aspects of health, wellness & disease prevention. The balance between keeping a person’s mind, body & wellness will be addressed. The topics of macro and micro-nutrients, the Food Guide Pyramid and MyPlate, calories, and diet therapy for different disease processes are addressed in addition to stress reduction, habit cessation, and exercise. Students will also learn about physical and psychosocial growth and development and will gain a deeper understanding of death, dying and hospice care issues.

**Key Assignment and Assessment:** End of chapter test from the Gerdin test bank. Be able to draw a Food Guide Pyramid with the proper serving amounts for each macronutrient. Lab write-up reflecting on their three-day diet log and completed HASPI Lab.

### **Unit 15: AHA CPR/AED for Healthcare Professionals**

In this unit, students will learn all content and skills required to obtain an American Heart Association (AHA) certification for CPR and AED for the healthcare professional. These skills include adult, child and infant CPR, rescue breathing, proper AED usage and choking treatments. Students will be required to pass written tests and demonstrate the proper skill for each of the above mentioned life-saving modalities

**Key Assignment and Assessment:** AHA Written Test for CPR and AED usage. Students will demonstrate the following: 1 and 2 rescuer breathing emergency for adult, child and infant; 1 and 2 rescuer CPR and AED usage for adult, child and infant and choking emergency for adult, child and infant.

### **Unit 16: Medical Terminology and Body Organization**

In this unit, students will learn about body organization and terminology. Students will review word roots, suffixes and prefixes. They will determine the meanings on the basis of word parts and learn how to use a medical dictionary. Basic terms to describe disease and the use of abbreviations will be taught.

**Key Assignment and Assessment:** End of the unit test from the Medical Terminology for Health Professionals book by Ehrlich. Students will complete the HASPI Anatomy lab.

### **Unit 17: The Human Body in Health and Disease**

In this unit, students will learn the terms used to describe the location of the body planes, directions and cavities. They will take a closer look at careers in radiology to understand the need to know these terms in terms of CAT Scan, MRI, and s-ray positioning and interpretation. The system approach is used to explain the simple cells forming more complex tissues and systems and how they work together to enable the body to properly function. A short review on genetic components will be done to better understand how certain genes might contribute to transferring characteristics to unborn children and the related nature and cause of disease that involve changes in structure and function.

**Key Assignment and Assessment:** End of unit exam from the Medical Terminology for Health Professionals book by Ehrlich.

### **Unit 18: Body Systems**

In this unit, students will learn applicable medical terminology, structure, function and diseases and disorders associated with the following systems:

- Skeletal System
- Muscular System
- Cardiovascular System
- Respiratory System
- Lymphatic and Immune System
- Digestive System
- Urinary System
- Nervous System and Mental Health
- Special Senses: The Eyes and Ears
- Skin: The Integumentary System
- The Endocrine System
- Reproductive System
- Head, Neck, and Oral Cavity Anatomy and Physiology



Medical specialties related to each system will be introduced and researched. Diagnostic and treatment procedures of each system will also be reviewed.

Key Assignment and Assessment: End of chapter exam from Medical Terminology for Health Professionals book by Ehrlich. HASPI Lab on each system. Research project and presentation on system of student's choice.

### **Unit 19: Introduction to Medicine and Career Planning**

In this unit, students conduct research regarding which field in medicine they feel they would fit into best. Using the website based text resource, "Exploring Health Careers: What Do You Want to Be?" which contains 15 different career clusters in the health field with job descriptions, educational requirements, salary ranges, and additional up-to-date information offered via QR code readers printed in the web-based book. Students fill out a sample application for their chosen career and create a resume.

Key Assignment and Assessment: Students present findings of their job search information to the class in like-occupation groups. Students read and evaluate each other's paper applications and resumes. From a handout of typical interview questions, students take turns in groups of two, asking and answering questions.

### **Unit 20: Seeking Employment**

To compete for employment in today's economy, students will be exposed to a variety of resources for researching employment opportunities, create a resume, prepare an appropriate cover letter, accurately complete an application, and engage in proper interviewing techniques.

Key Assignment and Assessment: Students will participate in the annual Lincoln Technical Academy Mock Interview Event. Each student will prepare an employment portfolio that contains a professional resume, cover letter, and employment application. Each student will partake in a 10 minute interview with a professional from the community. Students will be expected to wear proper attire and bring their portfolio.

## **XI. Texts and Supplemental Instructional materials:**

(Primary, Supplemental, newspapers, magazines, and software.)

Please supply ISBN #'s for all texts.

Title: Health Careers Today, Sixth Edition

Author: Judith Gerdin

Publisher: Elsevier Inc.

Date of Publication: 2017

Hardcover ISBN: 9780323280501

Student Workbook ISBN: 978-0-323-28065-5

Title: Medical Terminology for Health Professions, 8th Edition

Authors: Ann Ehrlich, Carol L. Schroeder, Laura Ehrlich, Katrina A. Schroeder

Publisher: Cengage

Date of Publication: 2017

Spiralbound ISBN: 978-1-305-63435-0

Student Workbook ISBN: 978-1-305-63436-7

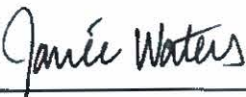

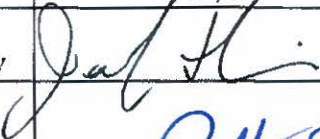


Website Resource Title: Exploring Health Careers: What Do You Want to Be?

Author: Valerie Fisher RN, MA

Publisher: Health Workforce Initiative Website, "California Community Colleges, Chancellor's Office." <https://ca-hwi.org/career-pathways/exploring-health-careers/>

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Board Approval Date: \_\_\_\_\_

SIGNATURES for REVIEW		
Outline prepared by		Janee Waters Site: Lincoln Technical Academy
CTE Principal		Julie Jansen Site: Lincoln Technical Academy
Technology Representative (if applicable)	No technological components	
Teacher Representative:	<i>Signature indicates course is aligned to CTE Model Standards.</i>	<b>** Please state reason for no signature in the space below.</b>
Bear Creek High School	N/A	Course taught at Lincoln Technical Academy only
Lodi High School	N/A	Course taught at Lincoln Technical Academy only
McNair High School	N/A	Course taught at Lincoln Technical Academy only
Tokay High School	N/A	Course taught at Lincoln Technical Academy only
Lincoln Technical Academy		Jennifer Hopkins CTE Teacher
Assistant Superintendent Curriculum & Instruction		
Assistant Superintendent, Secondary Education		

DATE	
5/7/2021	Date sent and/or presented to principal for review
5/10/2021	Course Outline Submitted
5/20/2021	Curriculum Council Recommendation for Approval
	Board of Education Approval