

Orange Public Schools Office of Innovation

Dynamics of Health Care in Society



ORANGE TOWNSHIP BOARD OF EDUCATION

Shawneque Johnson
President

Jeffrey Wingfield
Vice President

Guadalupe Cabido
Sueann Gravesande

Members
Samantha Crockett
Derrick Henry
Fatimah Turner

David Armstrong
Siaka Sherif

SUPERINTENDENT OF SCHOOLS

Gerald Fitzhugh, II, Ed.D.

ASSISTANT SUPERINTENDENT OF INNOVATION & SYSTEMS

Tina Powell, Ed.D.

BUSINESS ADMINISTRATOR/BOARD SECRETARY

Jason E. Ballard, CEFM, QPA, RSBO

ASSISTANT BUSINESS ADMINISTRATOR/ASSISTANT BOARD SECRETARY

Lamont T. Zachary

EXECUTIVE DIRECTORS

Faith Alcantara, *Office of Innovation/Community Engagement*
Shelly Harper, *Office of Special Education/Intervention*
Glasshebra Jones, *Office of Human Resources*

Jacquelyn Blanton, Ed.D., *Office of Early Learning*
Karen Harris, *Office of Humanities*
David Scutari, *Office of STEM-Focused Learning*

PRINCIPALS

Jason Belton, *Orange High School*
Yancisca Cooke, Ed.D., *Forest Street Community School*
Cayce Cummins, Ed.D., *John Robert Lewis Early Childhood Center*
Dana Gaines, *Oakwood Avenue Community School*
Myron Hackett, Ed.D., *Park Avenue School*
Carrie Halstead, *Orange Preparatory Academy*
Frank Iannucci, Jr., *Lincoln Avenue School*

Debra Joseph-Charles, Ed.D., *Rosa Parks Community School*
Karen Machuca, *Scholars Academy*
Dion Patterson, *Heywood Avenue School*
Robert Pettit, *Cleveland Street School (OLV)*
Devonii Reid, Ed.D., *STEM Innovation Academy of the Oranges*
Erica Stewart, Ed.D., *Twilight Program*
Denise White, *Central Elementary School*

ASSISTANT PRINCIPALS

Patrick Yearwood, *Lincoln Avenue School*
Anthony Frantantoni, *Orange High School*
Olivero Agosto, *Orange Preparatory Academy*
Terence Wesley, *Rosa Parks Community School*
Samantha Sica-Fossella, *Orange Preparatory Academy*
Kavita Cassimiro, *Orange High School*
Isabel Colon, *Lincoln Avenue School*
Tarell Harp, Interim, *Orange Preparatory Academy*

Nyree Delgado, *Forest Street Community School*
Emily Bischoff, *Orange Early Childhood Center*
Joshua Chuy, *Rosa Parks Community School*
Gerald J. Murphy, *Heywood Avenue School*
Shadin Belal, Ed.D., *Orange High School*
April Stokes, *Park Avenue School*
Noel Cruz, Dean of Students, *Lincoln Avenue School*
Roberta Washington, *Orange Preparatory Academy*

SUPERVISORS

Tia Burnett, *Testing*
MengLi Chi Liu, *Mathematics (9-12)*
Donna Sinisgalli, Ed.D., *Visual & Performing Arts*
Marc Levenson, *Social Studies (K-12)*
Janet McClouden, Ed.D., *Special Services*
Adriana Hernandez, *ELA (K-2) & Media Specialists*
David Aytas, *STEM-Focused Learning (K-12)*

Henie Parillon, *Science (K-12)*
Delia Abreu, *Interim (3-8) & Media Specialists*
Belinda Komarica, *Mathematics (K-5)*
Caroline Onyesonwu, *Bilingual/ESL & World Languages*
Frank Tafur, *Guidance*
Amina Mateen, *Special Services*
Jahmel Drakeford, *CTE & Physical Education*



"GOOD TO GREAT"

Revised: 8/17/21

Health Science: Dynamics of HealthCare in Society Grades 10, 11, 12

Course Description: Dynamics of HealthCare in Society is an orientation to health care and delivery, from an interdisciplinary perspective, with a focus on process skills to include critical thinking, ethical reasoning, effective communication, and self directed learning abilities. The professional competencies stress application to general issues and topics common to all health care providers. Emphasis is placed on the role of the health care practitioner as both provider and consumer of health care services. This course is a dual enrollment class with Rutgers School Health Science Program for college credit.

Scope and Sequence

| Timeline | Concepts |
|-------------------------|--|
| Marking Period 1 | <p>Unit 1: Today’s Health Care System and Economics (25 class periods; 41 minutes per period)</p> <ul style="list-style-type: none"> ● Healthcare Then and Now ● Healthcare Systems ● Healthcare Economics <p>Unit 2: Professional Qualities, Teamwork and Leadership (30 class periods; 41 minutes per period)</p> <ul style="list-style-type: none"> ● Professional Qualities ● Leadership and Teamwork |
| Marking Period 2 | <p>Unit 3: Ethical Issues and Legal Aspects (30 class periods; 41 minutes per period)</p> <ul style="list-style-type: none"> ● Diversity in Healthcare <p>Unit 4: Infection Control and Safety (30 class periods; 41 minutes per period)</p> <ul style="list-style-type: none"> ● Computers in Healthcare |
| Marking Period 3 | <p>Unit 5: Concepts of Health and Illness (30 class periods; 41 minutes per period)</p> <ul style="list-style-type: none"> ● Human Growth and Development ● Public Health <p>Unit 6: Critical Thinking (30 class periods; 41 minutes per period)</p> <ul style="list-style-type: none"> ● Health Communication/Medical Documentation Advocacy |
| Marking Period 4 | <p>Unit 7: Exploration of Healthcare Careers (25 class periods; 41 minutes per period)</p> <ul style="list-style-type: none"> ● Nursing ● Dental ● Diagnostic ● Imaging ● Laboratory ● Pharmacy ● Therapy and Alternative Therapies |

Universal Instructional Strategies Used in All Units of this Course

Including G/T, SE, and ELL Differentiation

Multi-Tiered System of Supports/ Differentiation and UDL=Universal Design for Learning Guide:

Special education students:

-Adhere to all modifications and health concerns stated in each Individualized Educational Plan (IEP).

D-1: Provide clear and concise instructions. Provide consistency of structure. Provide fair and challenging assessments. Provide scaffolding of assignments to encourage engagement of all levels.

UDLG 2.1 Clarify vocabulary and symbols

D-2: Provide additional time for the completion of tasks. Allow written work to include phrases or short sentences. Encourage on task behavior. Read directions to students.

-Give students a MENU option, allowing students to pick assignments from different levels based on difficulty.

UDLG 5-Provide options for expression and communication.

D-3: Modify Unit content to meet student ability. Provide pictorial or graphic representation on the content area.

Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level.

Accommodating Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines.

Utilize Snap-n-Read and Co-writer.

D-4: Reduce the number of questions that need to be answered on assignments and tests.

D-5: Provide one-step commands when applicable. Allow students to answer orally when applicable.

D-7: Use positive reinforcement for work completed.

English Language Learners (ELL) students:

Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.

D-ESL-1. Provide students with translations of key terms prior to presenting each chapter. Encourage student use of dictionaries.

Snap and Read Google extension addition. It will be read to the student in the language selected.

D-ESL-2. Allow for longer pauses when asking questions and encourage students to restate what was said in their own words.

Vocabulary Spelling City word banks.

Use visuals whenever possible to support classroom instruction and classroom activities.

UDLG 5-Provide options for expression and communication.

D-6: Provide flexible groupings based on student abilities and languages spoken. Teacher modeling and written instruction for every assignment.

UDLG 2.4-Promote understanding across languages.

At risk of failure students:

Give students a MENU option, allowing students to pick activities based on interests that address the objectives and standards of the unit.

UDLG 5-Provide options for expression and communication.

Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and films, Field Trips, Google Expeditions, Peer Support, one-on-one instruction.

D-SLD-1. Encourage students to maintain a daily log that describes their academic performance, what activities they worked on in class.

D-SLD-2. Provide student with structured questions that they will be successful in answering,

Constant parental contact and mandatory tutoring appointments.

Academic contracts.

UDLG 7.3-Minimize threats and distractions

Gifted and Talented students:

Modified Instructional Strategies, Socratic Seminar, Group discussion, Think-Pair-Share, Individual assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies.

Student led classroom instruction and Project Based Learning.

UDLG 8.2-Vary demands and resources to optimize challenge

UDLG 9.4-Develop self-assessment and reflection.

Students with a 504:

Adhere to all modifications and health concerns stated in 504 plans. Then assess the academics of the student to implement the necessary modifications as described in this document.

Utilize Snap-n-Read and Co-writer.

Syllabus

Teacher creates and distributes an overview of the course to students and parents at the beginning of the course.

Guest Speaker: Students Learning About Medicine (SLAM):

Rutgers Medical Students visit the classroom on a monthly basis to teach, as well as interact with the students. SLAM is a program designed to expose the students to the different fields of healthcare in a way that is both educational and enjoyable to the students. The goal of SLAM is to increase interest in the healthcare professions among High students as well as provide guidance to at-risk students at a critical juncture in their education. Students will create a journal entry following each visit.

Student-Self Assessment: Bio-Poem

Modeling of strategies and skills/Simulation and Hands-on Learning-Skill practice/Role Play-Performance of skills using:

CAE ARES Manikin:

Bi-monthly Friday Independent work or in groups of two, the student will perform an assignment utilizing the CAE ARES Manikin which can consist of:

Communication skills with a patient
Practice Vital Sign skills (blood pressure, pulse, respirations)
Stethoscope Performance
Pupil condition observation

The above assignment will be followed up with a log/journal entry in google classroom, recording results and observations of patient assessment.

Simulations/Hands-on Learning/Identifying similarities and differences: Anatomage Table:

Bi-monthly Friday Independent work or in groups of two, the student will perform an assignment for the Anatomage table which can consist of:

View one of the 600 clinical cases and 3D image as per student interest or class topic of the week. Review medical notes. Record medical terms that are not understood and look up definitions. Record summary of the patient, pathology results and diagnosis.

Full Annotations-determine body system as per student interest or class topic of the week; display section, determine name of a part, press on part to determine if correct.

View gross anatomy of one of the four cadavers of the student's choice. Record observations

View regional anatomy of the student's choice. Record observations.

The above assignment will be followed up with a log/journal entry in google classroom.

Individual Contracts

The teacher gives each student a list of tasks to complete that are based on their ability level. As students work to complete all tasks, they also work with other students who also need remediation on the same skill or concept.

Video

Video clips can be used to enhance learning of the topic area.

Homework and Practice

Homework and Practice will be assigned to give students extra practice with skills or concepts that have already been presented or demonstrated. Projects will require research in and out of the classroom for completion.

Summarizing and Note Taking

Student summarizes information presented by teacher or classmates.

Read Aloud, Jigsaw or Silent Reading

Gallery Walk

Students explore multiple texts or images that are placed around the room. This strategy will be used to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations. Silently record feedback on sticky notes with either praise, question or polish.

Effective Questioning

QFT-Question Formulation Technique:

Provide students with topics or assignments. Ask them to write down as many questions as possible without discussion. Share, Reflect

Independent Study

Students are given the opportunity to investigate a project independently with guidance and support from the teacher.

Note booking/Journaling writing assignments in Google Classroom/Reinforcing Efforts

Students keep a journal that allows them to reflect on the content they are learning throughout the unit. Students make connections to what they have learned, set goals, and reflect on what they have learned. Students may also ask questions they still have about the content. Teacher to reflect bi-weekly in student's journals, providing positive recognition and answer questions and concerns.

Exit Ticket: Journal Entry: 3-2-1

Students write three key terms learned, two ideas they'd like to learn about, and one mastered skill.

Free Write and Share

Students write in response to a stimulus (topic or question oriented), then share their writing with the class.

Lecture: 5 + 1

Teacher transmits information with use of audio visuals for five minutes; students summarize and reflect on information for one minute

Direct Instruction, Lecture

Socratic seminar/group classroom discussion

Accountable talk

Word Wall

Peer teaching and collaboration

Conferencing one-on-one with student at least once per making period

Reinforcing effort and targeted feedback

Student Goal Setting

| Unit 1 | Today's Health Care System and Economics | Grade(s) | 10 |
|--|--|----------|----|
| Overview/Rationale | | | |
| <p>The focus of this unit is on understanding the importance of the history and evolution of healthcare on health and health care facilities. Students will learn about the impact of medical advances and public health discoveries on the local, state, federal and international level. They will also begin to understand how healthcare differs in the U.S. compared to other countries. In addition, the student will also begin to understand how they can prepare themselves for a career in the health and biomedical science field.</p> | | | |
| New Jersey Student Learning Standards | | | |
| <p>CAREER CLUSTER: HEALTH SCIENCE (HL)</p> <ul style="list-style-type: none"> ● 9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career. ● 9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system. ● 9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace. ● 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care. ● 9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace. ● 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace. | | | |
| Career Readiness, Life Literacies, and Key Skills | | | |
| <ul style="list-style-type: none"> ● 9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market. ● 9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences. ● 9.1.12.B.4 Analyze how income and spending plans are affected by age, needs, and resources. ● 9.1.12.B.5 Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget. ● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. ● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures. ● 9.2.12.C.1 Review career goals and determine steps necessary for attainment ● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. ● 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). ● CRP2. Apply appropriate academic and technical skills. ● CRP3. Attend to personal health and financial well-being. | | | |

- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

| Technology/Computer Science and Design Thinking | Interdisciplinary Standards |
|--|---|
| <ul style="list-style-type: none"> ● 8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. ● 8.1.12. D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. ● 8.1.12. F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. ● 8.2.12. B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants. ● 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. ● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). ● 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem. | <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Science HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> <p>HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</p> <p>HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.</p> |

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species’ chances to survive and reproduce.

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

Health 2.1.12. A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

2.1.12. C.1 Determine diseases and health conditions that may occur during one’s lifespan and identify prevention and treatment strategies.

21st Century Skills

| | | | |
|---|---|---|---------------------------------------|
| | Civic Literacy | x | Communication |
| x | Global Awareness | x | Critical Thinking and Problem Solving |
| x | Health Literacy | x | Collaboration |
| | Financial, Economic, Business, & Entrepreneurial Literacy | x | Creativity and Innovation |
| | Environmental Literacy | | Other: |

Essential Questions

- How can a person determine what steps are needed to consider when preparing for a career in health science?
- How can health care discoveries be credited with increasing man’s longevity and quality of life?
- How have government agencies been set up to protect our public health?

Enduring Understandings

- Extensive preparations are needed for a career in health due to the complexities of the human body and highly technical diagnostic and therapeutic equipment.
- There are a variety of career clusters and pathways to choose from related to health care and health sciences.
- The evolution of healthcare has a direct impact on healthcare costs and the advancement of health care itself.
- Health care agencies and facilities are available to protect the health of the public on a local, national and international level.

Student Learning Targets/Objectives

Healthcare Now and Then

- Describe common tools utilized in healthcare and their purpose over time. (i.e., Stethoscope, sphygmomanometers, Holter monitors).
- Differentiate between early and current beliefs about the major causes of disease and treatment.
- Research and describe the historical individuals or scientists who made major contributions to the advancement of healthcare and explain trends that influenced changes in health care.

- Explain the significance of at least three immunizations and the basic principles on how immunizations protect an individual, where to find information on immunizations needed for children, infants and adults and at least two vaccinations that every health care worker should have.

Health Care Systems/Health Care Economics

- Compare and contrast the four different types of hospitals and their sources of funding, differentiate between public and private facilities.
- Analyze at least three government health related agencies and describe the services offered by each.
- Describe two ways a current healthcare trend is improving health care today and explain one issue this may lead to for patients, health care providers, or society in general.
- Optional / pending time: (Compare and contrast treatment for Ebola at US health care facilities versus those in Central and Western Africa. (Note: Disease and countries can be changed based on current outbreaks globally and in nationally.) Compare and contrast the incubation period and communicability phase for Ebola disease vs. other diseases.)
- Differentiate between various types of health care payment methods and describe types of managed care and its implication on the U.S.
- Explain the purpose of cost containment measures and the importance of resource management.

Assessments

Pre-and Formative

- Course outline / syllabus agreement, along with question-and-answer session
- Personal Qualities- Applied Education Systems: Health Center 21: aeducation.com; 3 units/8 lessons and worksheet/interactive activities
- Journal Note booking/Journaling writing assignments in Google Classroom: Health care professionals, Compare and contrast, SLAM critique and observations
- Do Now: Topic specific journal Note booking/Journaling writing assignments in Google Classroom.
- Exit Ticket: Journal Entry: 3-2-1
- DeLeat chapter 1 and 19-chapter review questions, Check Points and Investigate It assignments.
- DeLeat chapter 1 and 19 online activities
- Quizzes

Summative

- Unit test – Chapter 1 b
- Unit test- Chapter 19
- On line end of course/Cumulative Rutgers Final Exam

Authentic and other assessment measures

- Medical History Display Project
- Group research on a government health agency
- Research on a voluntary health organization
- Present and Critique of student presentations to panel of experts or panel of senior health science students
- Draw/create a hospital organizational chart
- Essay on the most important trend in healthcare
- California ConnectEd Worksheets on Health History and Health Insurance

Teaching and Learning Actions

Instructional Activities

Lesson 1: Healthcare Now and Then

- Provide students with case studies and have them work with a partner to determine which type of health care facility would be most appropriate for the patients in each case. Discuss the cases as a large group.

- Have students select a component of the history of healthcare. Each student should present a PowerPoint or poster about the historical component selected to the rest of the class.
- Ask students to research medical technologies that were made possible through the space program. They should conduct an internet search starting with the search term “space program medical advances.”
- Independently Read Chapter and complete chapter checkpoint questions
- Define Key Terms
- Create a Study Guide
- Chapter Wrap Up Questions
- Optional Activities
- Station Rotation from California Ed Connect:
http://connectedcalifornia.org/curriculum/integrated_units Health Science Careers Lesson 2.4 Station Rotation on Health History
 1. PowerPoint from textbook
 2. Review of Hippocratic Oath and discussion of whether the oath applies to modern day medicine.
 3. Students will be given an outline that details the influential people in healthcare that they will be responsible for learning
 4. Introduction of Medical History Display Project. The students will be broken up randomly into teams of 2-3 students and given class time to research a specific era in medicine. Students will then create a poster representation of that era and present it to the class.
 5. Worksheet on departments and medical abbreviations.
 6. Students will be given various case studies and will work with a partner to determine which healthcare facility the patient would seek treatment. Class discussion after exercise.
 7. Student should make flashcards of the influential people from chapter and handouts
 8. Print and complete exercises from DeLaet on-line Text, Chapter 1
- Free write and share: What do you think the greatest public health discovery is?
- View CDC website on the ten greatest accomplishments in Public Health History of the past 100 years. Lecture 5 + 1. Summarize notes.
- Internet research and preparation of presentation on four historical health related events. Rubric to be provided.
- Presentation and Critique of student presentations on health history.
- View, discuss and summarize notes on video on ancient trends in public health.
- Review and discuss video clip on The Deadly History of Public Health (1350-1750)
- Review and discuss online timeline on the History of Public Health
- ESL Students: pg. 34-35, ESL Introduction to Health Careers
http://www.seattlecolleges.edu/healthcare/PDFS/CBJTG_Products/ESL_Introduction_to_Health_Care_Occupations_Curriculum.pdf

Lesson 2: Healthcare Systems and Economics

- ESL Students: pg. 37-42, ESL Introduction to Health Careers
http://www.seattlecolleges.edu/healthcare/PDFS/CBJTG_Products/ESL_Introduction_to_Health_Care_Occupations_Curriculum.pdf
- California ConnectEd-Insurance is a Risky Business:
http://connectedcalifornia.org/curriculum/integrated_units Health Science-Insurance is a Risky Business Lesson
- Print and complete exercises from DeLaet on-line Text, Chapter 19
- Review DeLaet Text, Chapter Highlights Chapter 19, complete chapter checkpoint questions.
- Define Key Terms
- Create a Study Guide
- Cost Conundrum Article
- Medicare/Medicaid Web Quest
- Optional Activities:
PowerPoint from Textbook Medicare/Medicaid:
1) Students will use the website, <http://www.cms.hhs.gov/default.asp> and complete the web quest on Medicare and Medicaid. Students will be asked to complete the questions while they read about the government issued insurance.
2) Students will view the following video about Medicare and Medicaid
<http://www.youtube.com/watch?v=13vpRmzKuDk> Medicare/Medicaid Video

Healthcare Reform:

- California ConnectEd-Insurance is a Risky Business:
http://connectedcalifornia.org/curriculum/integrated_units Health Science-Insurance is a Risky Business Lesson

Do Now:

- The cost of procedure worksheet should be given "The Price is Right" and the Pretest
- 1) Students will view the following video regarding Healthcare Reform video from PBS: <http://www.pbs.org/now/shows/health-care-reform/>
- 2) Small cartoon explaining healthcare reform
<https://www.youtube.com/watch?v=X6lVb9aS5rE>
- 3) Students will be broken up into 10 groups and each group will be given a different title to research for 15 minutes and then will share their findings with the class. <http://www.hhs.gov/healthcare/about-the-law/read-the-law/index.html>
- 4) Students will view the documentary "Sick Around the World" and will be responsible for answering the questions given out prior to the movie.

Access to care:

- 1) Ask students what they think are the top 10 leading causes of death in the United States. Allow students to share their ideas, and then tell them that the lack of health insurance is the sixth leading cause of death in America among nonelderly adults.

2) POV Critical: PBS: Go to the PBS website

http://www.pbs.org/pov/criticalcondition/video_classroom1.php#.VE4u4fnF-S

Show the 3 clips separately. Illustrates the struggles of an uninsured American named Karen Dove from Austin, Texas. Then pass out the Student Viewing Guide and watch the clips. (Note: Before the third clip, you may wish to explain the benefit programs Social Security Disability, Medicare and Medicaid. See the "Resources" section below for more information.)

After watching Clip 3, inform the students that although Karen's cancer went into remission after her initial treatment, it recurred a year later and she passed away in July 2008

Types of Insurance:

- Have students compare the benefits and costs for traditional Medicare and Medicare Advantage programs by using the find a plan option at: <https://www.medicare.gov/>
- Have students explore Flexible spending accounts (FSA). If they are searching online, start with the keywords "flexible spending accounts eligible items." Prepare a listing of items that might be used by families they know.

1) Collaborate teams: Each team will be given a type of Health Insurance Plan (PPO, POS, HMO) and write as many facts about that plan as possible in 10 minutes. Then the teams will have 3-4 minutes to share notes. Google Doc should be created before this exercise.

2) Great introductory video about overall healthcare economics and insurance plans: https://www.youtube.com/watch?v=A4-pklsDT_Q

3) Discussion of healthcare expenses and health insurance. Co-Payment, Deductibles, limits, Premiums. Worksheet "Two sisters, two plans" will help illustrate.

4) In class worksheets that students will complete regarding copayments, premiums, deductibles and direct payments with alternating teacher/classmate collaboration. Each group will be encouraged to keep track of deductible spent for each category as well as maximum limits on separate pieces of paper.

Critical Thinking: 1) Students will read and answer the questions from the article "Cost Conundrum" by A. Gawande. Class discussion should be completed after students have read and answered the questions.

- Student groups research the website of one of the following agencies and report services and details back to the class: United Nations, Centers for Disease Control and Prevention, Food and Drug Administration, National Institutes of Health, Occupational Health and Safety Administration, World Health Organization and U.S. Dept. of Health and Human Services.

| | |
|--|---|
| | <ul style="list-style-type: none"> ● Student research on a voluntary health agency of their choice. Report information to class. ● Create an organizational chart for hospital employees/departments. ● View video clip on trends in healthcare. Discuss and summarize notes. ● Complete essay on prompt on most important trends in health care. <p>ARES: Model, practice and perform skills learned on ARES manikin Anatomage Table-Practice knowledge of human anatomy</p> <p>D-2: Provide additional time for the completion of tasks. Allow written work to include phrases or short sentences. Encourage on task behavior. Read directions to students.</p> <p>D-3: Modify lesson content to meet student ability. Provide pictorial or graphic representation on the content area.</p> <p>D-4: Reduce the number of questions that need to be answered on assignments and tests.</p> <p>D-SLD-2. Provide students with structured questions that they will be successful in answering.</p> |
| Experiences (virtual and live field trips) | <ul style="list-style-type: none"> ● Visit to a healthcare facility. ● Reflect in a group setting on the student’s most recent visit to a healthcare facility. Compare and contrast the services received today versus those of long ago. ● Tour of a local hospital or health care facility pending HIPPA privacy laws. ● Present project to panel of health science students or experts to critique and offer suggestions. ● Guest Speaker, One-on-one interaction with Rutgers Medical Students via SLAM program. ● Hands on interaction with CAE ARES manikin and Anatomage table <p>D-6: Provide flexible groupings based on student abilities and languages spoken.</p> |

Resources

- Required Text: DeLaet, Roxan, **Dynamics of HealthCare in Society**, Lippincott, Williams and Wilkins, Wolters, Kluwer, 2012, Revised Edition. ISBN 978-1-4511-8977-3.
- Suggested Resources:
- Anatomage Table and CAE ARES Manikin
<https://explorehealthcareers.org/-Is a health career right for you search and others>
- <http://www.calmis.ca.gov/file/occmisc/valuesposter.pdf> Poster-Satisfy Your Values in Health Careers!
- <https://www.bls.gov/k12/content/teachers/posters/pdf/learning-and-earning.pdf> - Learning and earning poster-
- www.CareerOneStop.org Career Research Website
- <http://www.bls.gov/oco/> Career Research Website- Bureau of Labor and Statistics
- <http://www.onetonline.org/> Career Research Website
- <http://www.calmis.ca.gov/file/occmisc/roomposter.pdf> Health Careers Poster
- <http://www.calmis.ca.gov/file/occmisc/interestsposter.pdf> Health Interest Poster
- <https://www.youtube.com/watch?v=LlvxuRb47y4> Fastest Growing Occupations 2014-2024 Video
- https://www.youtube.com/watch?v=6VgfKK_vXBU - BLS Facts
- http://www.seattlecolleges.edu/healthcare/PDFS/CBJTG_Products/ESL_Introduction_to_Health_Care_Occupations_Curriculum.pdf ESL Introduction to Health Care Occupations Curriculum
- http://shp.rutgers.edu/dept/health_careers/associations/index.html Curriculum: Print pages 18 to 131

- http://connectedcalifornia.org/curriculum/integrated_units Health Science Careers – Lesson 2.4 – Station Rotation
- "History and Trends of Healthcare." Robeson K12 School. N.p., 2005. Web. 8 July 2016.
- "History of Healthcare." My Teachers Page. Butler County Area Technology Center, n.d. Web. 8 July 2016.
- Tyson, Peter. "The Hippocratic Oath Today." PBS. PBS, 27 July 2001. Web. 09 July 2016. The Deadly History of Public Health (1350-1750) <http://www.youtube.com/watch?v=ZpWtHHA3IfU>
- History of Public Health Timeline: <http://www.sphtc.org/timeline/index.html>
- Ten Great Public Health Achievements in the 20th Century: <http://www.cdc.gov/about/history/tengpha.htm>
- Vaccinations Reading material: CDC recommended adult vaccination schedule: <http://www.cdc.gov/vaccines/schedules/downloads/adult/adult-schedule-easy-read.pdf>
- CDC recommendation for health care professionals <http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html>

Additional Resources-

Lesson 1/ Chapter 1:

- History of Medicine – the National Library of Medicine: <https://www.nlm.nih.gov/hmd/index.html>
- <https://collections.nlm.nih.gov/>
- History of Medicine links on YouTube: <https://www.youtube.com/playlist?list=PL7dF9e2qSW0bv--6anMWu-gq7LIVpUhBX>
- US Healthcare System Explained: <https://www.youtube.com/watch?v=DublqkOSBBA> (2018, 9:41)
- Encyclopedia Britannica: <https://www.britannica.com/science/history-of-medicine/Medicine-in-the-20th-century>
- US Healthcare System Explained: <https://www.youtube.com/watch?v=DublqkOSBBA> (2018, 9:41)
- Telemedicine: https://www.ama-assn.org/practice-management/digital/ama-quick-guide-telemedicine-practice?gclid=EAIaIQobChMI5KaDypz76QIVA5SzCh2U4AAKEAAYAiAAEgLMOPD_BwE
- Telemedicine and Telehealth: <https://www.healthit.gov/topic/health-it-initiatives/telemedicine-and-telehealth>
- The Mutter Museum: A Museum of Medical History: <https://collegeofphysicians.org/mutter-museum>

Lesson 2:

Health Insurance Costs – Consumer Reports <https://www.youtube.com/watch?v=DBTmNm8D-84> (2014, 4:54)

Health insurance – federal source <https://www.healthcare.gov/>

Center for Medicare and Medicaid Services <https://www.cms.gov/>

Understanding Medicare and Medicare – official government website

<https://www.aarp.org/health/medicare-qa-tool/understanding-medicare/>
<https://www.medicare.gov/>

Medicaid – official government website <https://www.medicare.gov/>

Telemedicine and Medicare:

<https://www.cms.gov/newsroom/fact-sheets/medicare-telemedicine-health-care-provider-fact-sheet>

Health insurance coverage in the United States

<https://www.census.gov/library/publications/2020/demo/p60-271.html>

Get covered New Jersey: <https://nj.gov/governor/getcoverednj/family/>

Senior services in New Jersey: <https://nj.gov/nj/community/senior/>

New Jersey Family Care: <http://www.njfamilycare.org/default.aspx>

High Deductible Health Plans explained – University of Michigan

<https://www.youtube.com/watch?v=RMwow6cw6HM>

(2019, 1:59)

Key facts about the uninsured population – Kaiser Family Foundation

<https://www.kff.org/uninsured/issue-brief/key-facts-about-the-uninsured-population/>

US Department of Health and Human Services – Affordable Care Act

<https://www.hhs.gov/healthcare/about-the-aca/index.html>

Health Insurance explained – Affordable Care Act - Kaiser Family Foundation

<https://www.youtube.com/watch?v=-58VD3z7ZiQ>

(2014, 5:24)

Disability resources in New Jersey: <https://nj.gov/nj/community/disability/>

Health policy in other countries

https://www.commonwealthfund.org/international-health-policy-center/countries?utm_source=alert&utm_medium=email&utm_campaign=International%20Health

- California ConnectEd-Insurance is a Risky Business:
http://connectedcalifornia.org/curriculum/integrated_units Health Science- Insurance is a Risky Business Lesson
- "Banking Insurance- Cheap Insurance - Company Insurance -healthy Care 2015." YouTube. YouTube, n.d. Web. 26 Feb. 2016.
- "How Do Deductibles, Coinsurance and Copays Work?" How Do Deductibles, Coinsurance and Copays Work? N.p., n.d. Web. 26 Feb. 2016.
- https://www.wsma.org/doc_library/PracticeResourceCenter/HealthInsurers/HI_WA_HEALTH_Overview.pdf
- "How Health Insurance Works." YouTube. YouTube, n.d. Web. 26 Feb. 2016. (5)
- "Investopedia Video: Medicare Vs. Medicaid." YouTube. YouTube, n.d. Web. 26 Feb. 2016.
- "Read the Law." HHS.gov. N.p., 26 Aug. 2015. Web. 26 Feb. 2016.
- Allen, Marcia. "Don't Risk It. Lesson Plan: Health Insurance." Missouri Department of Insurance, n.d. Web. 1 July 2016.

- Gawande, Atul. Cost Conundrum. N.p., 1 June 2009. Web. 29 Jan. 2016. PBS. PBS, n.d. Web. 26 Feb. 2016. Cartoon about Health Reform
- POV Critical Condition. PBS, n.d. Web. 29 Jan. 2016.
<http://www.pbs.org/pov/criticalcondition/video/karen-dove-clip-1-of-3/#.VE4u4fnF-So>
- Scholastic, n.d. Web. 29 Jan. 2016.
- Sick Around the World Teacher Guide. PBS, n.d. Web. 29 Jan. 2016.
- Texas Education Agency, 2012. Web. 29 Jan. 2016.

Lesson 2/ Chapter 2 and 19:

- Health Insurance Costs – Consumer Reports <https://www.youtube.com/watch?v=DBTmNm8D-84> (2014, 4:54)
- Health insurance – federal source <https://www.healthcare.gov/>
- Center for Medicare and Medicaid Services <https://www.cms.gov/>
- Understanding Medicare and Medicare – official government website
- <https://www.aarp.org/health/medicare-qa-tool/understanding-medicare/>
- <https://www.medicare.gov/>
- Medicaid – official government website <https://www.medicaid.gov/>
- Telemedicine and Medicare:
<https://www.cms.gov/newsroom/fact-sheets/medicare-telemedicine-health-care-provider-fact-sheet>
- Health insurance coverage in the United States
- <https://www.census.gov/library/publications/2020/demo/p60-271.html>
- Get covered New Jersey: <https://nj.gov/governor/getcoverednj/family/>
- Senior services in New Jersey: <https://nj.gov/nj/community/senior/>
- New Jersey Family Care: <http://www.njfamilycare.org/default.aspx>
- High Deductible Health Plans explained – University of Michigan
<https://www.youtube.com/watch?v=RMwow6cw6HM> (2019, 1:59)
- Key facts about the uninsured population – Kaiser Family Foundation
<https://www.kff.org/uninsured/issue-brief/key-facts-about-the-uninsured-population/>
- US Department of Health and Human Services – Affordable Care Act
<https://www.hhs.gov/healthcare/about-the-aca/index.html>
- Health Insurance explained – Affordable Care Act - Kaiser Family Foundation
<https://www.youtube.com/watch?v=-58VD3z7ZiQ> (2014, 5:24)
- Disability resources in New Jersey: <https://nj.gov/nj/community/disability/>
- Health policy in other countries
https://www.commonwealthfund.org/international-health-policy-center/countries?utm_source=alert&utm_medium=email&utm_campaign=International%20Health

Pacing/ Time Frame

25 class periods; 41 minutes per period

| | | | |
|---|---|---|----|
| Unit 2 | Professional Qualities, Teamwork and Leadership | Grade(s) | 10 |
| Overview/Rationale | | | |
| The focus of this unit is on understanding how leadership and teamwork are imperative components of a health care setting. Students will learn the professional qualities and leadership styles needed by health care professionals. | | | |
| New Jersey Student Learning Standards | | | |
| CAREER CLUSTER: HEALTH SCIENCE (HL) | | | |
| <ul style="list-style-type: none"> 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care. | | | |
| Career Readiness, Life Literacies, and Key Skills | | | |
| <ul style="list-style-type: none"> 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work. 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. 9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees. 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options. 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). CRP1. Act as a responsible and contributing citizen and employee. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. | | | |
| Technology/Computer Science and Design Thinking | | Interdisciplinary Standards | |
| <ul style="list-style-type: none"> 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. <ul style="list-style-type: none"> 8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. | | NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | |

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Science HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

| | |
|---|---|
| | <p>HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.</p> <p>HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</p> <p>Health 2.1.12. A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>2.1.12. C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.</p> |
| <p>Essential Questions</p> | |
| <ul style="list-style-type: none"> ● How can one determine the potential growth of a given career field? ● How can an individual's values, professional qualities and ethics impact their career-related decisions? ● How can one develop their leadership skills? | |
| <p>Enduring Understandings</p> | |
| <ul style="list-style-type: none"> ● Health care is the fastest growing industry in the United States, which employs over 13 million individuals from all educational levels. ● Health professionals must form judgments and evaluate options when confronted with dilemmas with possible ethical implications. ● Leadership skills are important in the healthcare field for quick and accurate decision making. | |
| <p>Student Learning Targets/Objectives</p> | |
| <p><i>Personal/Professional Qualities, Values and Teamwork</i></p> <ul style="list-style-type: none"> ● Differentiate among the terms, occupation, profession and professionalism, acceptance of criticism, competence, dependability, discretion, empathy, enthusiasm, self-motivation, and tact. ● Identify, synthesize and set priorities for student's values regarding human and professional attitudes, beliefs and behaviors. ● Explain the development of an individual set of values, including one's own. ● Describe how to justify choices of action when confronted with conflicting value decisions. ● Explain the characteristics of a profession with observed incidents of professional and non-professional behavior and describe internal and external factors that may influence professional conduct and create a characteristic profile of a healthcare worker that includes at least eight personal and professional traits or attitudes ● Demonstrate the standards of professional appearance in regards to uniforms, clothing, shoes, nails, hair, jewelry and makeup. ● Explain why teamwork is beneficial in healthcare. <p><i>Leadership</i></p> <ul style="list-style-type: none"> ● Analyze and describe one's own leadership skills and the skills they need to be an effective team player. ● Differentiate between democratic, laissez-faire, and autocratic leaders and the basic common characteristics of leaders and importance of leadership skills in the healthcare field. ● Describe the mission, goals and importance of HOSA and how it functions and compare and contrast career and technology student organizations. ● Explain CEU's, the importance of CEU's and the CEU requirements of at least two different health professionals. | |

Stress and Good Health:

- Differentiate between positive and negative stressors and demonstrate effective stress management techniques.
- Explain the impact of stress on a health care worker and describe effects of long and short-term stress on the body
- Explain the role of nutrition and sleep in maintaining a healthy body.
- Explain the importance of good health behaviors, personal hygiene and grooming for the health care professional.
- Explain the importance of good study habits and give examples

Assessments

Pre-and Formative

- Journal Note booking/Journaling writing assignments in Google Classroom: Health care professionals, Compare and contrast, SLAM critique and observations
- Do Now: Topic specific journal Note booking/Journaling writing assignments in Google Classroom.
- Exit Ticket: Journal Entry: 3-2-1
- DeLeat chapter 10 and 14-chapter review questions
- DeLeat chapter 10 and 14 online activities
- Quizzes

Summative

- Chapter tests and Module test
- Pronunciation of terminology
- On line end of course/Cumulative Rutgers Final Exam

Authentic and other assessment measures

- Problem Solving Scenarios; Team Invention; Conflict Resolution Scenarios; and/or Health Care Team Meetings; Module Test
- HOSA or other Leadership Participation
- Values Checklist
- Leadership Tools
- Values Exercise / Essay
- Essay on favorite leader and leader qualities

Teaching and Learning Actions

Instructional Activities

Personal/Professional Qualities, Values and Teamwork

- Personal Qualities- Applied Education Systems: Health Center 21: aeducation.com; 3 units/8 lessons and worksheet/interactive activities and video clips:
 - Unit 1: Personal Characteristics: 1. Appearance and 2. Desirable Traits,
 - Unit 2: Health Care Team: 1. Teamwork 2. Team Roles 3. Leadership 4. Collaboration & Meetings
 - Unit 3: Personal Management Skills: 1. Time Management 2. Problem Solving.
 - Authentic Assessment-Health Care Problem Solving Scenarios; Team Invention; Conflict Resolution Scenarios; and/or Health Care Team Meetings; Module Test

Have each student prepare a listing of the personal qualities that (s)he possesses that (s)he believes would make him/her a good health professional. Ask students to share that listing in a small group and discuss it.

Ask students to review one of the following websites and discuss in small groups ways to utilize this information as students now and as health professionals later.

<https://www.samhsa.gov/dtac/dbhis-collections/disaster-response-template-toolkit/organizational-individual-stress-management>

<https://store.samhsa.gov/product/Tips-for-Healthcare-Professionals-Coping-with-Stress-and-Compassion-Fatigue/PEP20-01-01-016>

- Print and complete exercises from DeLaet on-line Text, Chapters 10, 14
- Review DeLaet Text, Chapter Highlights Chapters 10, 14
- Use four corners activity to discuss professional qualities.
- Zigzag read and discussed pages 60 to 71 of Simmers textbook.
- Complete worksheets packet pages 13 to 16 from Simmer's workbook
- Complete Simmers review questions on page 72 of the textbook.
- Complete "A Valuable Exercise" checklist and Values Exercise. Share and Discuss

Leadership and Professional Development

Have the students role play being the captain of the pre-health professional club.

What attributes does each student have that will help him/her become an effective leader? Discuss this in a small group.

Investigate Team Steps, a set of interaction tools for interprofessional encounters. Define Team Steps and choose one element to explain to the class.

- PowerPoint from textbook
- Have students brainstorm the following 3 topics in small groups, and record it on a large piece of paper:
 - 10 great leaders of all time (both good and bad) -Qualities that make a person a leader
 - Careers which require leadership qualities
- Students will take a Leadership Self –Assessment (found on the internet) and will have class discussion about the accuracy of the results.
- Brief explanation of the 3 various leadership styles (democratic, laissez-faire, autocratic) and how these leadership characteristics may be seen in a hospital setting. Students will be divided in groups of 3-4 and given a leadership style. The students will be asked to create a brief "skit" or scenario that depicts the leadership style given and the class will need to determine which style they are portraying.
- Students will be asked to participate in a mock interview. They will write a brief paragraph about the job they will be trying to obtain as well as a few sentences about their past experiences. This paragraph will be given to another student anonymously and they will generate interview questions. They will then conduct an interview and the class will offer constructive suggestions on how to improve the interview.
- Students will compile a brag sheet with their accomplishments for the present time, as well as a brag sheet that includes goals they want to achieve before graduating high school.
- Students will use their current brag sheet and begin to formulate a resume.
- Print and complete exercises from DeLaet on-line Text, Chapter 14
- Review DeLaet Text, Chapter Highlights Chapter 14
- Complete essay on favorite leader and qualities of that leader.

| | |
|---|--|
| | <ul style="list-style-type: none"> ● Internet search on student health related organizations and their activities. ● Internet search on various CEU requirement health care professionals. ● View video on Health Occupation Students of America ● Teacher generated on-line assignments: <ul style="list-style-type: none"> ➤ Leadership tools ➤ Student Health Organizations / HOSA ➤ CEU for Nurses and Medical Doctors <p>Stress</p> <ul style="list-style-type: none"> ● Guided imagery activity for stress relaxation strategy. ● View video clips on stress and stress management. ● Research in groups and present a stress relaxation strategy to class. ● Practice stress management techniques. ● Teacher generated on-line assignments: <ul style="list-style-type: none"> ➤ Sleep-Stress <p>ARES: Model, practice and perform skills learned on ARES manikin Anatomage Table-Practice knowledge of human anatomy</p> <p>D-2: Provide additional time for the completion of tasks. Allow written work to include phrases or short sentences. Encourage on task behavior. Read directions to students.</p> <p>D-3: Modify lesson content to meet student ability. Provide pictorial or graphic representation on the content area.</p> <p>D-4: Reduce the number of questions that need to be answered on assignments and tests.</p> <p>D-SLD-2. Provide student with structured questions that they will be successful in answering,</p> |
| <p>Experiences (Virtual and live field trips)</p> | <ul style="list-style-type: none"> ● Guest Speaker, One-on-one interaction with Rutgers Medical Students via SLAM program. ● Hands on interaction with CAE ARES manikin and Anatomage table ● Suggest field trip to an area post-secondary school that offers health career related education. Suggestions: William Paterson University, Montclair State University, Rutgers University. ● Spot the HIPAA Violation Video activity ● Present project to panel of health science students or experts to critique and offer suggestions. ● D-6: Provide flexible groupings based on student abilities and languages spoken. |

Resources

- Required Text: DeLaet, Roxan, **Dynamics of HealthCare in Society**, Lippincott, Williams and Wilkins, Wolters, Kluwer, 2012, Revised Edition. ISBN 978-1-4511-8977-3.
- Suggested Resources:
- Textbook: **Diversified Health Occupations**, 6th edition, by Simmers, Delmar Publishers, INC.
- Workbook: **Diversified Health Occupations**, 6th edition, by Simmers, Delmar Publishers, INC.
- Rutgers SLAM Medical Students
- Anatomage Table and CAE ARES Manikin
- **It’s a Jungle Out There: An Insider’s Outlook on Jobs in Health Careers** by Mackely and Christinason, Pine Ridge Publications.
- **Health Politics and Policy**, by Litman and Robins, 3rd Edition
- **Medical Law and Ethics** by Michael Lipman.
- **The Resume Catalog** by Yana Parker

- **A Hospital Handbook in Multiculturalism and Religion** by Nevill Kirkwood
- **Caring for Patients from Different Cultures** by Geri-Ann Galanti
- http://shp.rutgers.edu/dept/health_careers/techprep/Index.html Rutgers-Health Science Careers Introduction
- http://shp.rutgers.edu/dept/health_careers/careers/index.html Rutgers-About Careers
- http://shp.rutgers.edu/dept/health_careers/associations/index.html Rutgers-Professional Associations
- http://shp.rutgers.edu/dept/health_careers/programs/index.html Rutgers-NJ Programs
- http://shp.rutgers.edu/dept/health_careers/dictionary/index.html Rutgers-Medical Resources
- <https://www.bls.gov/k12/content/teachers/posters/pdf/learning-and-earning.pdf> - Learning and earning poster-
- http://www.seattlecolleges.edu/healthcare/PDFS/CBJTG_Products/ESL_Introduction_to_Health_Care_Occupations_Curriculum.pdf ESL Introduction to Health Care Occupations Curriculum: Print pages 18 to 131

Leadership:

- ESL Students: pg. 45-47, ESL Introduction to Health Careers
http://www.seattlecolleges.edu/healthcare/PDFS/CBJTG_Products/ESL_Introduction_to_Health_Care_Occupations_Curriculum.pdf
- <http://www.njhosa.org/>
- <https://www.youtube.com/watch?v=3upCcovk3Zw&feature=plcp> HOSA promotional video
- <http://explorehealthcareers.org/en/home> explore health careers
- <http://www.beckershospitalreview.com/hospital-management-administration/tomorrows-top-healthcare-leaders-5-qualities-of-the-healthcare-leader-of-the-future.html> Health care Leadership Qualities

Stress:

- ESL Students: pg. 81-82, ESL Introduction to Health Careers
http://www.seattlecolleges.edu/healthcare/PDFS/CBJTG_Products/ESL_Introduction_to_Health_Care_Occupations_Curriculum.pdf
- <http://www.youtube.com/watch?v=zjh3pEnLIXQ> 5 Relaxation Techniques to Relax Your Mind in Minutes!
- <http://www.youtube.com/watch?v=JbOwy5M2wG0> Teen Stress
- The Workplace Stress Solution <http://www.youtube.com/watch?v=6OzKD1YWHRI>

Legal and Ethical Issues:

- <https://www.youtube.com/watch?v=x7WCuZG8M4> Patient Bill of Rights
- <https://www.youtube.com/watch?v=7qme5jS5MVA> HIPAA
- Professionalism:
- "Professional Conduct." PsycEXTRA Dataset (n.d.): n. pag. Health Science. Texas Education Agency. Web. 1 July 2016.
- "Professional Women." Professional Men, Professional Women: The European Professions from the Nineteenth Century until Today (n.d.): 126-63. Web
- "The Five Part Interview - IMPAC." The Five Part Interview - IMPAC. Albuquerque Public Schools, n.d. Web. 01 July 2016
- Elliot, Emma. "My Name Is Mrs. Simon Questions." Yumpu. Texas Health Science, n.d. Web. 1 July 2016.
- Elliot, Emma. "My Name Is Mrs. Simon." Ladies Home Journal (1984): 69-71. Web. 1 July 2016.
- Management/, and Leadership Skills. List of Action Verbs for Resumes & Professional Profiles (n.d.): n. pag. Web. 1 J

Additional Resources

Ch 10 and 4- Personal Qualities and Professional Skills for Success:
Essential skills for career success

<https://www.colorado.edu/today/2019/04/17/10-essential-skills-youll-need-career-success>

<https://www.forbes.com/sites/jacquelynsmith/2013/11/15/the-20-people-skills-you-need-to-succeed-at-work/?sh=672e11253216>

<https://encompass.eku.edu/jote/vol3/iss1/3/> - OT students

<https://www.apta.org/your-practice/ethics-and-professionalism/professionalism-in-physical-therapy-core-values-self-assessment>

Stress relief for health care workers

<https://www.purdueglobal.edu/blog/nursing/stress-management-health-care-workers/>

<https://store.samhsa.gov/product/Tips-for-Healthcare-Professionals-Coping-with-Stress-and-Compassion-Fatigue/PEP20-01-01-016> (downloadable)

Additional Resources-Rutgers suggested-2021

Ch 14 and 8: Teamwork and Leadership

Team STEPPS – interprofessional interactions

<https://www.ahrq.gov/teamstepps/index.html>

Teamwork in Healthcare

<https://www.youtube.com/watch?v=tayu95atBP0&feature=youtu.be>

2013 5:04

Leadership in Healthcare

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-020-02288-x>

<http://www.ijsrp.org/research-paper-0919/ijsrp-p9308.pdf>

Pacing/ Time Frame

30 class periods; 41 minutes per period

| Unit 3 | Ethical Issues, Legal Aspects and Diversity in Healthcare | Grade(s) | 10 |
|--|---|----------|----|
| Overview/Rationale | | | |
| The focus of this unit is on understanding the ethical issues and legal aspects in a health care setting. Students will also begin to understand the impact of diversity on issues in healthcare. In addition, they will also begin to understand how the Patient's Bill of Rights and HIPAA regulations protect patient rights. | | | |
| New Jersey Student Learning Standards | | | |
| CAREER CLUSTER: HEALTH SCIENCE (HL) | | | |
| <ul style="list-style-type: none"> ● 9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system. ● 9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace. ● 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace. ● 9.3. HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career. | | | |
| Pathway: Biotechnology Research & Development (HL-BRD) | | | |
| <ul style="list-style-type: none"> ● 9.3. HL-BRD.6 Summarize and explain the larger ethical, moral and legal issues related to biotechnology research, product development and use in society. | | | |
| Pathway: Health Informatics (HL-HI) | | | |
| <ul style="list-style-type: none"> ● 9.3. HL-HI.3 Demonstrate the use of systems used to capture, retrieve and maintain confidential health information from internal and external sources. | | | |
| Pathway: Therapeutic Services (HL-THR) | | | |
| <ul style="list-style-type: none"> ● 9.3. HL-THR.4 Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met. | | | |
| Career Readiness, Life Literacies, and Key Skills | | | |
| <ul style="list-style-type: none"> ● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. ● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1. 12prof.CR3a). ● 9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service-learning activity that addresses a local or global issue (e.g., environmental justice). ● 9.4.12.DC.5: Debate laws and regulations that impact the development and use of software. ● 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL. PRSNT). ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP3. Attend to personal health and financial well-being. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. | | | |

- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

| Technology/Computer Science and Design Thinking | Interdisciplinary Standards |
|--|--|
| <p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</p> | <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>Science HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> |

| | |
|--|---|
| | <p>HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</p> <p>HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.</p> <p>HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p>HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.</p> <p>HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</p> <p>Health 2.1.12. E.4 Develop a personal stress management plan to improve/maintain wellness.</p> |
|--|---|

Essential Questions

- How can a health care worker protect their patient's rights?
- How can one determine the impact of cross-cultural diversity on issues of health and illness?

Enduring Understandings

- Laws concerning patients and workers in health care institutions are written to protect both the patient and the worker.
- Health professionals must form judgments and evaluate options when confronted with dilemmas with possible ethical implications.
- Individuals who enter health professions should become culturally literate in order to work effectively with individuals from other cultures.

Student Learning Targets/Objectives

- Ethical Issues and Legal Aspects in Health Care***
- Explain ethical principles, what ethical decision-making means and describe ethical dilemmas. Define characteristics of a professional attitude and behavior.
 - Describe the ethical code for health care professionals and the importance of protecting patients' rights.
 - Describe the importance of professional associations.
 - Describe ethical issues and the moral implications of individual and/or collective decisions.
 - Analyze the fundamental question and implications of selected ethical issues in health care and defend their positions and judgments in the analysis and deliberative resolutions of ethical dilemmas.
 - Give examples of the rights of patients receiving health care.
 - Explain the Patient's' Bill of Rights, HIPAA rules for protecting patients and laws that are related to health care issues
 - Define a tort and differentiate between intentional and unintentional torts.
- Cultural Diversity***
- Describe cultural and ethnic differences that you may encounter in the workplace and explain how they may relate to health care.
 - Describe how people of different races and cultures vary physically and psychologically.

- Give examples of cultural differences involving reactions to pain, gender roles, time orientation, and food and nutrition preferences and describe differences among individuals based on socioeconomic factors, age, and religion.
- Describe examples of diverse health care practices, including natural remedies and complementary and alternative treatments.
- Define cultural diversity, culture, ethnicity and race and describe the characteristics of culture that may present in the work environment and how they may relate to health care.
- Analyze the way various genetic, environmental and behavioral factors affect people’s concepts of health, illness and disease.
- Describe how health care providers can show respect for an individual’s religious beliefs and cultural diversity.
- Explain the impact of cross-cultural diversity on issues of health and illness.
- Describe bias, prejudice, and stereo-types and explain how they can cause barriers to effective communication with others.

Assessments

Pre-and Formative

- Cultural, Social and Ethnic Diversity- Applied Education Systems: Health Center 21: aeducation.com; 4 Lessons and worksheet/interactive activities and video
- Legal and Ethical Responsibilities- Applied Education Systems: Health Center 21: aeducation.com; 5 units/15lessons and worksheet/interactive activities and video
- Journal Note booking/Journaling writing assignments in Google Classroom: Health care professionals, Compare and contrast, SLAM critique and observations
- Do Now: Topic specific journal Note booking/Journaling writing assignments in Google Classroom.
- Exit Ticket: Journal Entry: 3-2-1
- DeLeat chapter 11 and 13-chapter review questions
- DeLeat chapter 11 and 13 online activities
- Quizzes

Summative

- Module and Chapter tests
- Pronunciation of unit terminology
- On-line end of course/Cumulative Rutgers Final Exam

Authentic and other assessment measures

- Projects- Cultural Research Guide, Advance Directives (Create a Living will); Ethics Debate; Code of Ethics and/or Scope of Practice
- Participation in HOSA or other approved assignments.

Teaching and Learning Actions

| | |
|---------------------------------|--|
| <p>Instructional Activities</p> | <p>Ethical Issues and Legal Aspects in Health Care</p> <ul style="list-style-type: none"> ● Legal and Ethical Responsibilities- Applied Education Systems: Health Center 21: aeducation.com; 5 units/15lessons and worksheet/interactive activities and video clips: <ul style="list-style-type: none"> ○ Unit 1: Civil and Criminal Law: 1. Criminal Law, 2. Civil Law and Torts, 3. Civil Law and Contracts. ○ Unit 2: Privacy and Security: 1. Introduction to HIPAA, 2. Privileged Communication, 3. Medical Records, 4. Technology. ○ Unit 3: Advanced Directives and Client Rights. ○ Unit 4: Liability and Ethics and Ethical Dilemmas. ○ Unit 5: Workplace Law: 1. Discrimination, 2. Wages, Benefits, and Leave, 3. Safety. |
|---------------------------------|--|

- Authentic Assessment- Advance Directives (Create a Living will); Ethics Debate; Code of Ethics and/or Scope of Practice; Module Test

Ask students to go online and find the code of ethics and/or professional behavior for a profession that each is considering. Have them compare what they find with a small group of classmates who have identified different professions.

Have students find the website for the agency that regulates a health care profession of their choice. They should find the laws that apply for that profession and discuss the laws with a small group of your classmates. Ask students if they found any law that surprised them? If so, why?

- Print and complete exercises from DeLaet on-line Text, Chapter 11
- Review DeLaet Text, Chapter Highlights Chapter 11
- ESL Students: pg. 106-108, ESL Introduction to Health Careers
http://www.seattlecolleges.edu/healthcare/PDFS/CBJTG_Products/ESL_Introduction_to_Health_Care_Occupations_Curriculum.pdf
- Use four corners activity to discuss ethical dilemmas on the job.
- Create sentences on legal and ethical issues terminology
- View video on Patient Bill of Rights, discuss and summarize notes.
- View video on HIPPA, discuss and summarize notes.
- Complete "Can you spot the HIPPA violation" video activity.
- Do Now: 1)"You be the Judge worksheet" Class will be divided into 4 groups to work on verdicts together.

Optional Activities:

- PPT from textbook
- Students will watch the following videos as a class and discuss:
<https://www.youtube.com/watch?v=7Ffgohtk3e0> About a 4-year-old awarded a large sum of money because she was delivered incorrectly which caused permanent damage to her neck.
<https://www.youtube.com/watch?v=GEDMYsm3Nxs>
- Students will watch the news documentary of Dennis Quaid and his twins in which the actor is suing because his baby twins received 10,000 times more heparin than prescribed for IV flush.
<https://www.youtube.com/watch?v=Amg2hHwyiUc7>
- Students will view the film, "Silent Killer" from PBS in which it discusses patient safety and malpractice and practitioner honesty and accountability.
- Students will be assigned Civil, Criminal, Common or Public Law. Students will be given 20 minutes to come up with some kind of jingle, song, rap, rhyme to help classmates remember what their law means. (20 min) Begin discussion of law and ethics using DeLaet Powerpoint
- Students will view the video
<https://www.youtube.com/watch?v=iUCeplly2UUU> that illustrates the different types of law
- Students will research our state's Good Samaritan Law in New Jersey and write a paragraph summarizing how it affects health care professionals.
- Students will read the Tarasoff decision handout (resource from textbook) and then complete the case study individually.

- Students will complete, "What Doesn't Belong" worksheet in class and the answers will be reviewed as a class.
- Students will break up into 3 groups and each group will be given a different case study. Within the group, we will designate a plaintiff, defendant and a jury/judge. Each student will present their case and have a chance to debate with each other. The judge will then have a Q&A period and a settlement will be made. Each group will discuss their case with the class.

<https://www.wisc-online.com/learn/career-clusters/health-science/mea4804/you-be-thejudge-legal-components-of-health-c> "You be the Judge" interactive program

Discussion of HIPAA and how it impacts the health care we provide, use online game

Play the HIPAA game

<http://www.healthit.gov/sites/default/files/cybersecure/cybersecure.html>

Students will read and complete the "Moral Courage in Action: Case Studies" and answer the questions. Discussion with peers.

Diversity:

Cultural, Social and Ethnic Diversity- Applied Education Systems: Health Center 21: aeseducation.com; 4 Lessons and worksheet/interactive activities and video clips:

- A Diverse Nation
- Effects on Healthcare
- Health Disparities and Health Equity
- Customer Service

Authentic Assessment-Cultural Research Guide, Module Test

Ask students to identify the availability of grocery stores, farmer's markets, and other resources for a healthy diet in their community. In small groups, discuss the availability of food options in each other's communities. If all students live in the same community, select a community in the same area of the state that they perceive has better or less availability of healthy food options and discuss the differences between them and how that might impact the health of individuals in each community.

Have students picture themselves entering a room in which no one looks like them or speaks their language. Have students identify what challenges they expect in introducing themselves to those individuals and how do they expect to feel when they enter that room? For example, have students' picture themselves arriving to college. They are placed in a dorm and do not know anyone else in the dorm. They come out of your room into the student lounge and everyone who is sitting in there seems to know everyone else. In addition, the students in the lounge are all Native American. How would the students approach getting to know your dorm-mates?

Do Now's:

| | |
|---|---|
| | <ul style="list-style-type: none"> ● Do Now: Cultural Diversity Case Studies (Mrs. Lee and Child with Club Foot #1) ● Optional Activities: ● Begin PowerPoint with discussion points throughout the presentation. ● Students will watch on YouTube: https://www.youtube.com/watch?v=dNLtAj0wy6I Cultural Competencies for Healthcare Providers ● Introduction of Project- Students will get into groups with other students of similar cultures, or will be given the opportunity to join another group that they would like to learn more about. Goal of the project is to display how aspects of their culture relate to healthcare delivery to help students develop cultural sensitivities. ● Students will visit various stations in the classroom in which there is a case study on a piece of construction paper. Students will be given an answer sheet, "What would you do?" and will have to respond to each case study. Discussion with class about the various case studies and response of students. ● Students will view the short clip of Dr. Seuss "Sneetches" and discuss how this short video can apply to caring for patients. https://www.youtube.com/watch?v=qPhOZzsi_6Q <p>ARES: Model, practice and perform skills learned on ARES manikin Anatamage Table-Practice knowledge of human anatomy</p> <p>D-2: Provide additional time for the completion of tasks. Allow written work to include phrases or short sentences. Encourage on task behavior. Read directions to students.</p> <p>D-3: Modify lesson content to meet student ability. Provide pictorial or graphic representation on the content area.</p> <p>D-4: Reduce the number of questions that need to be answered on assignments and tests.</p> <p>D-SLD-2. Provide student with structured questions that they will be successful in answering,</p> |
| <p>Experiences (Virtual and live field trips)</p> | <p>Suggest medical lawyer as a guest speaker. Guest Speaker, One-on-one interaction with Rutgers Medical Students via SLAM program. Hands on interaction with CAE ARES manikin and Anatomage tab</p> <p>Present project to panel of health science students or experts to critique and offer suggestions.</p> <p>D-6: Provide flexible groupings based on student abilities and languages spoken.</p> |
| <p>Resources</p> | |
| <ul style="list-style-type: none"> ● Required Text: DeLaet, Roxan, Dynamics of HealthCare in Society, Lippincott, Williams and Wilkins, Wolters, Kluwer, 2012, Revised Edition. ISBN 978-1-4511-8977-3. ● Suggested Resources: ● Textbook: Diversified Health Occupations, 6th edition, by Simmers, Delmar Publishers, INC. ● Workbook: Diversified Health Occupations, 6th edition, by Simmers, Delmar Publishers, INC. ● Rutgers SLAM Medical Students. ● Anatomage Table and CAE ARES Manikin | |

- **It's a Jungle Out There: An Insider's Outlook on Jobs in Health Careers** by Mackely and Christinason, Pine Ridge Publications.
- **Health Politics and Policy**, by Litman and Robins, 3rd Edition
- **Medical Law and Ethics** by Michael Lipman.
- **The Resume Catalog** by Yana Parker
- **A Hospital Handbook in Multiculturalism and Religion** by Nevill Kirkwood
- **Caring for Patients from Different Cultures** by Geri-Ann Galanti
- http://shp.rutgers.edu/dept/health_careers/dictionary/index.html Rutgers-Medical Resources
- <https://www.youtube.com/watch?v=LlvxuRb47y4> Fastest Growing Occupations 2014-2024 Video
- https://www.youtube.com/watch?v=6VgfKK_vXBU - BLS Facts
- http://www.seattlecolleges.edu/healthcare/PDFS/CBJTG_Products/ESL_Introduction_to_Health_Care_Occupations_Curriculum.pdf ESL Introduction to Health Care Occupations Curriculum: Print pages 18 to 131

Legal and Ethical Issues:

- <https://www.youtube.com/watch?v=x7WCuZG8M4> Patient Bill of Rights
 - <https://www.youtube.com/watch?v=7qme5jS5MVA> HIPAA
 - "Do No Harm." ConnectEd: The California Center for College and Career. N.p., 2007. Web. 9 Feb. 2016.
 - "HEALTH SCIENCE." Health Science. N.p., n.d. Web. 26 Feb. 2016.
 - Gerdin, Judith. Workbook for Health Careers Today. 5th ed. Philadelphia: Mosby, 2011. N. pag. Print.
 - Haroun, Lee, and Susan R. Royce. Teaching Ideas & Classroom Activities for Health Care. New York: Cengage Learning, 2004. 524-28. Print.
 - Lachman, Vicki D. "Moral Courage in Action: Case Studies." Ethics, Law and Policy 16.4 (2007): 275-77. Web. 9 Feb. 2016.
 - PBS. PBS, n.d. Web. 26 Feb. 2016.
 - Legal Responsibilities, what doesn't belong, Crossword, Mock Trial, Application of Legal Issues, Legal Case Study Veatch, Robert M. Case Studies in Medical Ethics. Cambridge: Harvard University Press, 1980. N. pag. Print.
- Diversity:
- American Medical Student Association. Cultural Competency in Medicine. Retrieved October 6, 2010 from www.easttexasahc.org/portals/0/documents/cultural_competency_in_medicine.doc
 - Castillo, Sandra Luz Martinez de. Strategies, Techniques, & Approaches to Critical Thinking: A Clinical Reasoning Workbook for Nurses. 5th ed. N.p.: Saunders, 2013. N. pag. Print.
 - Cultural Aspects of Health Worksheet Culture Diversity in Healthcare i. Texas Education Agency, 2012. Web. 11 Feb. 2016.
 - Galanti, Geri-Ann. Caring for Patients from Different Cultures. 5th ed. Philadelphia: University of Pennsylvania Press, 2015. N. pag. Print
 - Harry, Beth. "Developing Cultural Self-Awareness: The First Step in Values Clarification for Early Interventionists." Sage Journals. Topics in Early Childhood Special Education, 1992. Web. 11 Feb. 2016.
 - Muller, J H, and B Desmond. "Ethical Dilemmas in a Cross-Cultural Context. A Chinese Example." Western Journal of Medicine 157.3 (1992): 323-327. Print.
 - Yeo, G. (2010). Culture Med Ethnogeriatrics Overview Assessment. Retrieved October 6, 2010 from <http://geriatrics.stanford.edu/culturemed/overview/assessment>

Additional Resources-

Ch 13 and 6, Diversity and Difference in HealthCare:

Disparities in Health Care

<https://www.healthypeople.gov/2020/about/foundation-health-measures/Disparities>

National Library of Medicine Health Disparities page

<https://medlineplus.gov/healthdisparities.html>

Health disparities – TED talk by Dr. Lisa Cooper, Johns Hopkins

https://www.youtube.com/watch?time_continue=7&v=CBNWaQM2JrE&feature=emb_logo (2014 20:49)

Implicit Association Test – this online test provides information about someone’s biases

Reference from Dr. Lisa Cooper’s TED Talk

<https://implicit.harvard.edu/implicit/takeatest.html>

Diversity and Health Care

<http://www.diversityrx.org/>

Integrating cultural knowledge into Health Care

<https://ethnomed.org/>

Defining our generations – Pew Charitable Trust

<https://www.livingfacts.org/en/articles/2019/defining-our-six-generations>

Quiz about the generations - Pew Charitable Trust

<https://www.livingfacts.org/en/media/quizzes/2019/how-well-do-you-know-each-generation>

LGBTQA Health Care

<https://www.healthypeople.gov/2020/topics-objectives/topic/lesbian-gay-bisexual-and-transgender-health>

<https://www.amsa.org/advocacy/action-committees/gender-sexuality/>

Disabilities and Health Promotion

<https://www.cdc.gov/ncbddd/disabilityandhealth/hcp.html>

Disability and Health

<https://www.who.int/news-room/fact-sheets/detail/disability-and-health>

Health disparities in New Jersey

https://www.state.nj.us/health/chs/hnj2020/about/health_disparities/

Cultural Religions Competence in Clinical Practice

<https://www.ncbi.nlm.nih.gov/books/NBK493216/>

Additional Resources-Rutgers suggested-2021:

Ch 11 and 3 – Law, Ethics and Professionalism in HealthCare:

The National Center for Ethics in Healthcare

<https://www.ethics.va.gov/>

Introduction to Bioethics: Bioethics at the bedside

https://www.youtube.com/watch?v=c3IOSxl2grM_ (2014, 10:58)

Ethical Dilemmas Posed by COVID-19

Podcast audio only <https://www.youtube.com/watch?v=nYrP14BhMXg>
(2020, 16:04)

Ethical Matters in Health Care

https://www.youtube.com/watch?v=VJ_s51QGbg8
(2018, 1:00)

Ethics codes <http://ethicscodescollection.org/>

Information on bioethics <http://www.bioethics.net/>

Resources for Bioethics: <https://depts.washington.edu/bhdept/ethics-medicine>

Brittany Maynard video – right to choose to die

<https://www.cnn.com/2014/10/29/health/oregon-brittany-maynard-video/index.html> (2014 5:51)

Legal Definitions – Federal Bar Association

<https://www.fedbar.org/in-the-media/legal-definitions/>

Legal Encyclopedia – Cornell Law School <https://www.law.cornell.edu/wex>

Medical Law <https://www.hg.org/medical-law.html>

Health Law <https://www.britannica.com/science/health-law>

Pacing/ Time Frame

30 class periods; 41 minutes per period

| Unit 4 | Infection Control and Safety and Computers in Health Care | Grade(s) | 10 |
|---|---|----------|----|
| Overview/Rationale | | | |
| <p>The overall focus of this unit is on understanding safety at the workplace. This unit will cover computer and infection control procedures to protect the patient and the health care worker set forth by the Occupational Safety and Health Administration and the Centers for Disease Control and Prevention. They will understand prevention measures to avoid exposure to bloodborne pathogens and prevent accidents from occurring. Students will learn about plagiarism, copyright and confidentiality laws. They will also begin to understand responsible use of social media.</p> | | | |
| New Jersey Student Learning Standards | | | |
| <p>CAREER CLUSTER: HEALTH SCIENCE (HL)</p> <ul style="list-style-type: none"> ● 9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace. ● 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care. <p>Pathway: Diagnostic Services (HL-DIA)</p> <p>9.3. HL-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.</p> <p>Pathway: Health Informatics (HL-HI)</p> <ul style="list-style-type: none"> ● 9.3. HL-HI.1 Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality. ● 9.3. HL-HI.2 Describe the content and diverse uses of health information. ● 9.3. HL-HI.3 Demonstrate the use of systems used to capture, retrieve and maintain confidential health information from internal and external sources. <p>Pathway: Therapeutic Services (HL-THR)</p> <p>9.3. HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.</p> <ul style="list-style-type: none"> ● 9.3. HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care. ● 9.3. HL-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice. ● 9.3. HL-THR.4 Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met. | | | |
| Career Readiness, Life Literacies, and Key Skills | | | |
| <ul style="list-style-type: none"> ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. ● 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. ● 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics. ● 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. ● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources). ● CRP4. Communicate clearly and effectively and with reason. | | | |

| Technology/Computer Science and Design Thinking | Interdisciplinary Standards |
|--|--|
| <ul style="list-style-type: none"> ● CRP6. Demonstrate creativity and innovation. ● CRP11. Use technology to enhance productivity. <p>8.1.12. D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.</p> <p>8.1.12. D.4 Research and understand the positive and negative impact of one’s digital footprint.</p> <p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</p> | <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Science HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> <p>HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</p> <p>HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.</p> <p>HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> |

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

Health 2.1.12. C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

Essential Questions

- How does social media impact a person's future and current employment?
- How does an unsafe environment impact a worker and patients?

Enduring Understandings

- Patient and worker confidentiality are integral in all forms of communication, including web-based correspondence and postings.
- All health professionals are responsible for the health and safety of their patients, as well as themselves.
- The basics of infection control are indispensable for the prevention of infection for the health care worker and the health care setting.

Student Learning Targets/Objectives

Online Safety

- List at least two reasons why the personal information one shares on line should be limited.
- Explain the importance of privacy settings, why posting material that might embarrass or harm themselves should be avoided and how to handle an offensive or insulting item via the internet or technology.
- Critique a video clip on the "One Good Thing Project"
- Explain the need for computer safety and describe the techniques to make a password strong

Cyber bullying

- Give an example of cyber-bullying, plagiarism and explain what ethical awareness of digital resources is.
- Give examples of ways to effectively communicate using technology.

Computers in Health Care

- Recognize basic computer hardware components and their operations and explain the importance of computer security.
- Explain the most common uses of computers in health care and the key technological advances in health care.
Describe the trends toward health care globalization and outsourcing.
- Summarize the value of continuing education and self-directed studies to learn about new trends in healthcare technology

Infection Control and Safety

- Identify the classes of microorganisms and draw the components in the chain of infection.
- Explain the following terms: contagious, epidemiology, quarantine, typhoid, healthy carrier or asymptomatic carrier, antiseptics and sterilization, antibiotic resistance.
- Describe the symptoms and infectious stage of at least one disease and how to prevent the spread of the infectious disease.
- Explain the death rate of people infected with bacterial diseases before antibiotics.
- Describe the sanitary conditions of NYC prior to 1895, and explain how the conditions changed after the development of the NY Dept of Sanitation.

- Compare and contrast the rights and responsibilities of an individual and society in regards to a person who is contagious.
- Give an example of at least two steps a food worker, a health care worker and an individual can take to prevent the transmission of disease.
- Compare and contrast diseases that that can and cannot be treated with antibiotics.
- Give examples of self-treatment that a patient with a virus should be encouraged to do.
- Explain the role of the Occupational Safety and Health Administration and the Centers for Disease Control and Prevention, and the NJDOH, in regards to disease prevention and enforcement of health laws.
- Describe Universal Precautions and Standard Precautions.
- Identify unsafe working conditions and explain the basic principles of health care safety.

Assessments

Pre-and Formative

- Journal Note booking/Journaling writing assignments in Google Classroom: Health care professionals, Compare and contrast, SLAM critique and observations
- Do Now: Topic specific journal Note booking/Journaling writing assignments in Google Classroom.
- Exit Ticket: Journal Entry: 3-2-1
- DeLeat chapter 18 and 20-chapter review questions
- DeLeat chapter 18 and 20 online activities
- Quizzes

Summative

- Unit test
- Pronunciation of unit terminology
- On line end of course/Cumulative Rutgers Final Exam

Authentic and other assessment measures

- Pathogen Card, HOSA participation or other approved assignment

Teaching and Learning Actions

| | |
|--------------------------|--|
| Instructional Activities | <p>Print and complete exercises from DeLaet on-line Text, Chapters 18 & 20</p> <p>Review DeLaet Text, Chapter Highlights Chapters 18 and 20</p> <p>ESL Students: pg. 83-95, ESL Introduction to Health Careers http://www.seattlecolleges.edu/healthcare/PDFS/CBJTG_Products/ESL_Introduction_to_Health_Care_Occupations_Curriculum.pdf</p> <p>Research electronic medical record systems online. Students should select one and discuss the advantages and disadvantages of the system with classmates. Students should research the growth of telemedicine as a result of the COVID 19 pandemic.</p> <p>Have students conduct an internet search and identify common health care search engines that would be helpful to them as future healthcare professionals.</p> <p>Ask students to choose a disease that interests them. It could be one that they or a member of their family has or something they've seen discussed in a commercial or television program. Have students identify 10 websites that would provide patient education about the disease selected and possible treatments. Students should utilize websites that end in .gov, .edu, or .org</p> |
|--------------------------|--|

Assign a paper on infection control including how infection spreads and what can be done to minimize it in a healthcare setting.

Using the students' experience with the COVID 19 pandemic during the past year, have them identify what was done in the community to decrease the spread of this disease.

Complete on-line assignments in Google Classroom:

- Strong Secure Passwords- View the "Tips for Strong, Secure Passwords" on the ConnectSafely.org website and summarize notes. Create sample passwords that meet criteria.
- Picture This- View the website Pics4Learning.com and discuss importance.
- One Good Thing Project- View a video clip on the ConnectSafely.org website on "One Good Thing Project" and write a reaction paragraph
- Review MLA based websites for proper citations and how to add citations from Google drive research

Zigzag read Unit 11-Computers in the Workplace. Discuss.

Complete worksheet pages Unit 11-Computers in the Workplace.

Complete review questions Unit 11-Computers in the Workplace.

- Review PPT from textbook
- Student to review the article "Where will we be in 2015" and research if we have been successful in what the author projected in 2005.
- Students will be asked to complete as a class a list of how computers are used in healthcare. The list should include approx. 20 various uses. Students will watch a video from 1961 of a man discussing the use of computers in healthcare with visuals of what computers looked like at that time.
<http://www.youtube.com/watch?v=t-aiKlIc6uk>
- Students will watch a short video of a doctor coming into the exam room to see a patient and going right to the computer.
<http://www.youtube.com/watch?v=ezQb2AT0FZU>
Discussion of pros and cons on computers in healthcare.

Students will watch a short video of telesurgery in which a surgeon in NY performs surgery on a patient in France. Students will discuss reactions to this procedure and discuss the pros and cons of remote surgery.

<http://www.youtube.com/watch?v=d7lojFFHtiA>

Classroom discussion regarding HIPAA and computer use

Infections Control/Safety:

- Do Now's: MSDS Exploration Fun with MSDS's <http://www.ilpi.com/fun/msds/>

Optional Activities:

Blood Borne Pathogens/PPE

- Powerpoint on BBP and video will be shown.

- Begin discussion of Blood Borne Pathogens, including modes of transmission, avoidance of contracting disease, treatment, morbidity and mortality of Hep B, C and HIV.
- Students will practice putting on and taking off PPE in the correct sequence and using the correct technique. Each student will be graded on their performance. CDC video about donning and removing PPE
<https://www.youtube.com/watch?v=oxdaSeq4EVU>

HIV/Hepatitis WebQuest from internet

Hand Hygiene and Sterile Gloving:

- Students will watch a video of a handwashing rap on youtube.
<https://www.youtube.com/watch?v=VQisWTz02c>
- Students will demonstrate the correct way to wash hands for healthcare providers
- Students will demonstrate good hand washing technique by using glo germ solution and black light to see how effective their hand washing was to eliminate germs.
- Students will watch a video from DeLaet regarding donning sterile gloves and demonstrate proper donning of sterile gloves while maintaining the sterility of the gloves.

Microorganisms//Viruses vs Bacteria/Chain of Infection:

- Students will look at a picture of a microscopic virus and bacteria and will be given 2 minutes to write all of the characteristics of what they see www.microbeworld.org for videos and images. Students will be asked what they know about both bacteria and viruses and information will be written on the board, including similarities.
- Students will watch the movie Typhoid Mary to introduce the students to microorganisms and infectious disease. Students will complete a study guide after viewing the movie.
- View Typhoid Mary video, Scenes 1-4 Intro, George Soper, The new case of disease and alone in America.
- View Typhoid Mary video, Scenes 5 and 6, Two years on North Brother Island and Mary Mallon's Legacy. Discuss. Complete worksheet questions that correspond to video clips and share answers.

Discussion of the various types of patient-based precautions and when they would apply to specific patients.

- Students will complete "The Chain of Infection" worksheet (9.1) in regards to E. coli and Influenza and will be able to identify all parts of the chain of infection from the scenarios presented.

http://connectedcalifornia.org/downloads/curriculum/CatchtheFever_CA.pdf

Students will complete the "Breaking the Chain" worksheet on ways to stop the spread of infection.

- Scenarios for Chain of Infection on web
<http://www.wisconline.com/Objects/ViewObject.aspx?ID=NUR1603>
- Students will be given a pathogen to research and assigned to make a trading card for that pathogen that will be due the next class. Information sheet will be given. These cards will be used during the next class to play a pathogen game. (Given as project prior to class)
- Playing cards will be distributed and students will play the pathogen game to assess their knowledge of vaccines and antibiotics to combat various bacteria

and viruses. Students will use the pathogen cards they created to play the pathogen game.

- Students will use the iPad and complete the 3 scenarios from the CDC Solve Outbreak App. Discussion about the progression of infectious diseases.

Students will watch a short video on types of immunities

<https://www.youtube.com/watch?v=njNdANeRK3A>

- Students will be broken up into teams of 3-4 students and will be given a set of "Disease Detective Cards". Students designate a scribe who will write down important facts from the cards. The groups will come up with a conclusion of the correct sequence of disease outbreak, the disease and the method of transmission for the outbreak. The scribe will use the "Solving the Case" worksheet to organize data.
- The students will watch the movie "Contagion" and write a short summary after viewing the movie.

HAI/MRO

- Students will read an article about the emergence of CRE in healthcare settings. Prior focus in class on MRSA, VRE, TB, CDiff
- Students will go to the CDC website and will be given a topic to research a HAI with their group. Then the group will use the Think/Pair/Share technique to educate the rest of the class in regards to their findings.
<http://www.cdc.gov/hai/> Have students separate and the different groups will report on the different types of HAI's that we will not cover in class, types or sources of infection (catheter, etc.) National Healthcare Safety Network, preventing HAIs, burden of HAIs

View activity online: <http://www.wisconline.com/Objects/ViewObject.aspx?ID=MEA1204>
(Effects of disinfection on medical equipment)

Discussion of the various levels of sanitation needed. (Disinfection, sanitation, sterilization, Biohazard waste and sharp containers discussed. Students will read a short article on the good bacteria in our bodies and answer questions related to the article.

Students will look at the attached picture (9.4) and try to list 12 things that are wrong with the picture. (The Dirty Dozen)

Complete pretest on antibiotic resistance.

View "Antibiotics Will they work when you really need them?" PowerPoint created by NJDOH. Summarize notes. Discuss.

Complete posttest on antibiotic resistance.

View and discuss video clips on bacteria resistance, MRSA, and drug resistant bacteria.

ARES: Model, practice and perform skills learned on ARES manikin
Anatomage Table-Practice knowledge of human anatomy

D-2: Provide additional time for the completion of tasks. Allow written work to include phrases or short sentences. Encourage on task behavior. Read directions to students.

| | |
|---|---|
| | <p>D-3: Modify lesson content to meet student ability. Provide pictorial or graphic representation on the content area.</p> <p>D-4: Reduce the number of questions that need to be answered on assignments and tests.</p> <p>D-SLD-2. Provide students with structured questions that they will be successful in answering.</p> |
| Experiences (Virtual and live field trips) | <p>Suggested guest speaker: OHS district technology personnel.</p> <p>Guest Speaker, One-on-one interaction with Rutgers Medical Students via SLAM program.</p> <p>Hands on interaction with CAE ARES manikin and Anatomage table</p> <p>D-6: Provide flexible groupings based on student abilities and languages spoken.</p> |

Resources

- Required Text: DeLaet, Roxan, **Dynamics of HealthCare in Society**, Lippincott, Williams and Wilkins, Wolters, Kluwer, 2012, Revised Edition. ISBN 978-1-4511-8977-3.
- Suggested Resources:
- Textbook: **Diversified Health Occupations**, 6th edition, by Simmers, Delmar Publishers, INC.
- Workbook: **Diversified Health Occupations**, 6th edition, by Simmers, Delmar Publishers, INC.
- **It's a Jungle Out There: An Insider's Outlook on Jobs in Health Careers** by Mackely and Christinason, Pine Ridge Publications.
- **Health Politics and Policy**, by Litman and Robins, 3rd Edition
- **Medical Law and Ethics** by Michael Lipman.
- **The Resume Catalog** by Yana Parker
- **A Hospital Handbook in Multiculturalism and Religion** by Nevill Kirkwood
- **Caring for Patients from Different Cultures** by Geri-Ann Galanti
- **Rutgers SLAM Medical Students**
- Anatomage Table and CAE ARES Manikin
- http://shp.rutgers.edu/dept/health_careers/associations/index.html Rutgers-Professional Associations
- http://shp.rutgers.edu/dept/health_careers/dictionary/index.html Rutgers-Medical Resources
- http://www.seattlecolleges.edu/healthcare/PDFS/CBJTG_Products/ESL_Introduction_to_Health_Care_Occupations_Curriculum.pdf ESL Introduction to Health Care Occupations Curriculum: Print pages 18 to 131
- http://shp.rutgers.edu/dept/health_careers/associations/index.html
- ConnectSafely.org
- Pics4Learning.com
- CDC.gov
- <http://www.state.nj.us/health/>
- DVD: Typhoid Mary
- NJDOH powerpoint program on "Antibiotics Will they work when you really need them?"
- Mutations - selection: the bacteria resist (5:04) <http://www.youtube.com/watch?v=zjR6L38yReE>
- What is MRSA? | St. Louis Children's Hospital (1:01) <http://www.youtube.com/watch?v=8DVlKHJ2cnA>

Computers:

- "1961 Electronic Medical Records." YouTube. YouTube, n.d. Web. 01 July 2016.
- "TeleSurgery - "Lindbergh Operation"" YouTube. YouTube, n.d. Web. 01 July 2016.
- "Treating the Computer, Not the Patient." YouTube. YouTube, n.d. Web. 01 July 2016.
- Haroun, Lee, and Susan Royce. Teaching Ideas and Classroom Activities for Health Care. San Diego: Delmar, Cengage Learning, Inc., 2003. N. pag. Print. Simpson, Roy L. "Where will we be in 2015?" Nursing Management Dec. 2014: 38-42. Print.
- Safety and Preparedness:

- "America's Homeless Doctor Brings Health Care to Streets." CNN. Cable News Network, n.d. Web. 01 July 2016.
- "Disaster Safety Library | American Red Cross." American Red Cross. N.p., n.d. Web. 01 July 2016.
- "Relaxation Techniques." University of Maryland Medical Center. N.p., n.d. Web. 01 July 2016.
- Cary, Sue, Kim Schroeder, Sue Cary, and Kim Schroeder. "Caring for Patients on Kidney Dialysis in a Disaster." AJN, American Journal of Nursing 108.1 (2008): 26-32. Web.
- Lee, Jaimy, Maureen McKinney, and Rachel Landen. "Preparedness Under Assault."
- Modern Healthcare 43.16 (2013);6-16 11p. CINAHL with Full Text. Web.1July2016.
- Mbewe, Catherine, and Marcia Jones. "Hurricane Sandy: Competencies Needed to Contend with Natural Disaster." Academy of Medical-Surgical Nurses 22.4 (2013). Web. 1 July 2016.
- Peterson C. Be safe, be prepared: emergency system for advance registration of volunteer health professionals in disaster response. Online Journal of Issues in Nursing [serial online]. September 2006;11(3):9p-9p 1p. Available from: CINAHL with Full Text, Ipswich, MA. Accessed July 1, 2016. Reeve, Dana, and Liev Schreiber, perf. The New Medicine. Dir. Muffie Meyer. 2006. DVD-ROM.
- Infection Control:
- "Catch the Fever." ConnectEd: The California Center for College and Career. Health Science & Biomedical Program of Study, 2007. Web. 4 July 2016.
- "Good Bacteria Welcome." Experience Life. N.p., 01 Sept. 2011. Web. 09 July 2016
- "Infection Control Precautions." S.F. Dept. Public Health. N.p., Aug. 2005. Web. 4 July 2016.
- "Types of Immunity." YouTube. YouTube, n.d. Web. 04 July 2016.
- Centers for Disease Control and Prevention. Centers for Disease Control and Prevention, 13 Jan. 2016. Web. 04 July 2016.
- Centers for Disease Control and Prevention. Centers for Disease Control and Prevention, 03 July 2016. Web. 04 July 2016.
- Chain of Infection. (n.d.). Retrieved July 04, 2016, from <https://www.wisc-online.com/learn/career-clusters/health-science/nur1603/chain-of-infection> Houston, Teresa, Liz Zehner, and Karen Savage. "The Dirty Dozen." Advance Healthcare Network. N.p., n.d. Web. 9 July 2016.
- Immunity and Disease." Texas Education Agency. N.p., 2011. Web. 4 July 2016.
- Typhoid Mary, the Most Dangerous Woman in America. WGBH Educational Foundation, 2004. DVD

Additional Resources-Ch 20 and 9- Computers and other technology: Computers in Public Health
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4317987/>

How have computers changed patient-provider relationships?

<http://www.ihl.org/education/IHIOpenSchool/resources/Pages/Activities/Wachter-ComputerChange.aspx>

Electronic Medical Records

<https://www.healthit.gov/fag/what-are-differences-between-electronic-medical-records-electronic-health-records-and-personal>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4607324/>

Evaluating websites:

<https://nml.gov/initiatives/topics/health-websites>

https://libguides.cmich.edu/web_research/home

https://guides.library.cornell.edu/evaluating_Web_pages

Crafting and evaluating websites: <https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/websites.original.pdf>

Evaluating sources: https://sites.duke.edu/library101_instructors/category/evaluating-sources/

Clinical Decision Support Systems:

<https://www.cdc.gov/dhds/pubs/guides/best-practices/clinical-decision-support.htm>

Additional Resources-Ch 18 and 13-Safety and Infection Control:

Infection control <https://www.cdc.gov/infectioncontrol/index.html>

<https://medlineplus.gov/infectioncontrol.html>

Donning and doffing gloves

https://www.youtube.com/watch?v=YOWa_qWp6U (2020, 2:19)

Donning and doffing a face mask

https://www.youtube.com/watch?time_continue=12&v=OABvzu9e-hw&feature=emb_logo

2018 1:33

Donning and doffing isolation gowns

https://www.youtube.com/watch?time_continue=2&v=6OVMetPKo90&feature=emb_logo (2018, 3:45)

Donning personal protective equipment (PPE) in Long-Term Care facilities for COVID 19

<https://www.youtube.com/watch?v=YYTATw9yav4> (2020, 12:01)

Donning & Doffing PPE for Contact, Droplet, and Airborne Precautions

<https://www.youtube.com/watch?v=j4xcJyQBIOI> (2018, 34:57)

Pacing/ Time Frame

30 class periods; 41 minutes per period

| Unit 5 | Concepts of Health and Illness/Human Growth & Development/Public Health | Grade(s) | 10 |
|--|---|--|----|
| Overview/Rationale | | | |
| The focus of this unit is on understanding the dynamic nature of concepts about health, human growth and development and death and dying. Students will learn about various stages of life, Maslow’s Hierarchy of Needs and the stages of death and dying. They will also begin to understand the factors that give meaning to people’s perceptions, beliefs and behavior about health and how they utilize the health care delivery system. | | | |
| New Jersey Student Learning Standards | | | |
| CAREER CLUSTER: HEALTH SCIENCE (HL) <ul style="list-style-type: none"> ● 9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace. ● 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care. ● 9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace. ● 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace. | | | |
| Career Readiness, Life Literacies, and Key Skills | | | |
| <ul style="list-style-type: none"> ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.). ● 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. ● 9.2.5.CAP.8: Identify risks that individuals and households face. ● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). ● 9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service-learning activity that addresses a local or global issue (e.g., environmental justice). ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP12. Work productively in teams while using cultural global competence. | | | |
| Technology/Computer Science and Design Thinking | | Interdisciplinary Standards | |
| 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. | | NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual | |

8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Science HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

Essential Questions

- How does each of the seven main stages of life impact the care provided by a healthcare worker?
- How can understanding the stages of death and dying impact one's understanding of a grieving individual's behavior?
- How can you cope with death?

Enduring Understandings

- The physical, mental, emotional, and social developments that occur during each of the seven main stages of life impacts the behavior and actions of an individual.
- The stages of death and dying provide a framework of the emotions that a person may encounter when working through the grief process.
- Cells, tissues, and organs make up the body systems that keep the human body healthy and functioning normally.

Student Learning Targets/Objectives

- Describe the following terms both at a professional and personal level: health, wellness, illness, disease, health promotion, disease prevention and treatment and the various stages of life and identify the mental, emotional, and social developments that present during each stage.
- Describe the major body systems and their functions and compare the interrelationships of the body systems.
- Explain the relationship between cells, tissues, organs and systems.
- Give examples of the physical, mental, emotional, and social developments that occur during each of the seven main stages of life impacting the behavior and actions of an individual.
- Create a picture of Maslow's hierarchy of need or other topical area.
- Explain the five stages of grief/death and dying and give examples of the emotions that a person may encounter when working through the grief process.
- Give an example of situations that show a person's use of each of the nine defense mechanisms.
- Outline how moving care into the community will affect nursing practice
- Analyze the philosophy behind community -based care to determine how that relates to your own philosophy of nursing.
- Explain approaches to patient/client empowerment.
- Differentiate primary, secondary, and tertiary prevention and how these concepts can be applied in different nursing settings.
- Describe Healthy People 2020, its vision, goals and priority areas and leading health indicators.
- Describe types of community disasters and disaster responses.
- Describe and identify the various complementary and alternative health care systems.

Assessments

Pre-and Formative

- Human Growth and Development- Applied Education Systems: Health Center 21: aeseducation.com; 5 units/15 lessons and worksheet/interactive activities and vid
- Journal Note booking/Journaling writing assignments in Google Classroom: Health care professionals, Compare and contrast, SLAM critique and observations
- Do Now: Topic specific journal Note booking/Journaling writing assignments in Google Classroom.

- Exit Ticket: on key words learned
- DeLaet chapter 12 and 22-chapter review questions
- DeLaet chapter 12 and 22 online activities
- Quizzes

Summative

- Unit test
- Pronunciation of unit terminology
- On line end of course/Cumulative Rutgers Final Exam

Authentic and other assessment measures

Project: Dealing with death and grief, family tree, hierarchy of needs, and/or information brochure
HOSA participation or other approved assignment.

Teaching and Learning Actions

Instructional Activities

Human Growth and Development- Applied Education Systems: Health Center 21: aeducation.com; 5 units/15 lessons and worksheet/interactive activities and video clips:

Unit 1: Genetics

Unit 2: Prenatal and Neonatal

Unit 3: Childhood: Infants and toddlers; early childhood; and middle childhood

Unit 4: Adolescence and Adulthood: Adolescence, early adulthood, middle adulthood, late adulthood.

Unit5: Aging and Death: aging, death & grief and mortuary service

- Print and complete exercises from DeLaet on-line Text, Chapters 12 & 22
- Review DeLaet Text, Chapter Highlights Chapters 12 and 22
- Assignments:
 - Read Chapter(s) and complete chapter checkpoint questions
 - Define Key Terms
 - Answer objectives in the front of the book

Optional Activities:

- Discuss emergency response and triage tags
- Have students read and take notes on the section of the textbook that describes primary, secondary and tertiary prevention.
- On the board have students contribute and populate the characteristics of each level of prevention.
- Use examples of Dental Caries and have students identify each component of each level of prevention as it pertains to dental cavities.
- Students get into pairs and will be given the sheet where they will need to work together to identify components of the 3 levels of

prevention for the 4 conditions given on the sheet. (HTN, Diabetes, HIV)

- Students read the article "Hurricane Sandy: Competencies Needed to Contend with Natural Disaster" (8.1) and will write 5 interesting facts from the article that they will share with classmates. What were the lessons learned?
- Project: Students were asked to get into pairs and choose an objective from Healthy People 2020. Students will work together to develop a "pilot" community outreach in order to "drill" down the objective, determine target population, determine outreach, determine algorithm of care, resources needed (\$, materials, staff), partnerships necessary, attainment of baseline data and how they will evaluate the program. This project is hypothetical and will be presented in a series of PowerPoint/Prezi slides to illustrate to the class on their program. Peers will offer suggestions and constructive criticism on how they would improve this scenario.
- Students will read the article, "Caring for Patients on Kidney Dialysis in a Disaster" and answer the questions on the sheet.
- Students will view the video of a doctor that dressed as a homeless person in order to care for the homeless populations in Pittsburg.
<http://www.cnn.com/2015/05/07/us/cnn-heroeshomeless-doctor-jim-withers/index.html>
- Complementary and Alternative Medicine (CAM) discussion. Students will review the various methods and will discuss the difference between complementary and alternative medicine. Each student will be asked to research a CAM treatment for 5 minutes and briefly share their findings with the class. (Hypnotherapy, music therapy, aromatherapy, etc.)
- Disaster Response discussion. Students will help make a word wall that lists the various types of disasters that could occur in the community. Students will be placed into groups of 2-3 and each group will have to plan for a specific disaster including prepare, respond, recover and then we will check website for accuracy on American Red Cross website
<http://www.redcross.org/prepare/disaster-safety-library>
- Students will watch a video called "The New Medicine" which is narrated by Dana Reeves

and discusses the benefits of complementary modalities.

- View video on Inside the Living Body. Summarize notes and discuss.
- Complete worksheet on body systems.
- Zigzag read Unit 7-Human Growth and Development. Discuss.
- Complete worksheet pages Unit 7-Human Growth and Development.
- Complete review questions Unit 7-Human Growth and Development.
- View video on grief stages. Summarize notes. Discuss
- Create scenarios that show the emotions or how a person may react during each stage of grieving.
- View video clip on Piaget's stages of development. Summarize notes. Discuss.
- View video clip on Erikson's Psychosocial Development- Ages and Stages Project. Summarize notes. Discuss.
- View video clip on Maslow's Hierarchy of Needs. Summarize notes. Discuss.
- Draw a picture of Maslow's Hierarchy of Needs.
- View video clip on Defense Mechanisms. Summarize notes. Discuss.
- Create scenarios that show a person's use of each of the nine defense mechanisms.
- View the Nations goals of Healthy People 2020.
- Student powerpoint creation on one form of complementary medicine.
- ARES: Model, practice and perform skills learned on ARES manikin
- Anatomage Table-Practice knowledge of human anatomy

D-2: Provide additional time for the completion of tasks. Allow written work to include phrases or short sentences. Encourage on task behavior. Read directions to students.

D-3: Modify lesson content to meet student ability. Provide pictorial or graphic representation on the content area.

D-4: Reduce the number of questions that need to be answered on assignments and tests.

D-SLD-2. Provide students with structured questions that they will be successful in answering.

| | |
|---|---|
| <p>Experiences (Virtual and live field trips)</p> | <ul style="list-style-type: none"> ● Guest Speaker, One-on-one interaction with Rutgers Medical Students via SLAM program. ● Videos on body systems: http://www.e-learningforkids.org/health/ ● Present project to panel of health science students or experts to critique and offer suggestions. ● Hands on interaction with CAE ARES manikin and Anatomage table |
| <p>Resources</p> | |
| <ul style="list-style-type: none"> ● Required Text: DeLaet, Roxan, Dynamics of HealthCare in Society, Lippincott, Williams and Wilkins, Wolters, Kluwer, 2012, Revised Edition. ISBN 978-1-4511-8977-3. Suggested Resources: <ul style="list-style-type: none"> ○ Rutgers Medical SLAM Students ● Anatomage Table and CAE ARES Manikin ● Textbook: Diversified Health Occupations, 6th edition, by Simmers, Delmar Publishers, INC. ● Workbook: Diversified Health Occupations, 6th edition, by Simmers, Delmar Publishers, INC. ● It's a Jungle Out There: An Insider's Outlook on Jobs in Health Careers by Mackely and Christinason, Pine Ridge Publications. ● Health Politics and Policy, by Litman and Robins, 3rd Edition ● Medical Law and Ethics by Michael Lipman. ● The Resume Catalog by Yana Parker ● A Hospital Handbook in Multiculturalism and Religion by Nevill Kirkwood ● Caring for Patients from Different Cultures by Geri-Ann Galanti ● Videos on body systems: http://www.e-learningforkids.org/health/ ● Video on Inside the Living Body. https://www.youtube.com/watch?v=HBIYwiktPsQ ● Grief stages animation video https://www.youtube.com/watch?v=G_Z3lmidmrY ● 5 stages of grief animation video https://www.youtube.com/watch?v=olbdOyhxp18 ● Piaget's stages of development video https://www.youtube.com/watch?v=TRF27F2bn-A&index=5&list=PLE7BA8D664B5B35D3 Erikson's Psychosocial Development- Ages and Stages Project https://www.youtube.com/watch?v=grSxCdtLI38 ● Overview of Maslow's Hierarchy of Needs https://www.youtube.com/watch?v=EH04OsNuvcw ● What are Defense Mechanisms? 11 Examples of Defense Mechanism Video Clip https://www.youtube.com/watch?v=zCeeO0nM1nE ● http://shp.rutgers.edu/dept/health_careers/techprep/Index.html Rutgers-Health Science Careers Introduction ● http://shp.rutgers.edu/dept/health_careers/careers/index.html Rutgers-About Careers ● http://shp.rutgers.edu/dept/health_careers/associations/index.html Rutgers-Professional Associations ● http://shp.rutgers.edu/dept/health_careers/statistics/index.html Rutgers-NJ Health Science Labor Statistics ● http://shp.rutgers.edu/dept/health_careers/programs/index.html Rutgers-NJ Programs ● http://shp.rutgers.edu/dept/health_careers/dictionary/index.html Rutgers-Medical Resources ● http://www.seattlecolleges.edu/healthcare/PDFS/CBJTG_Products/ESL_Introduction_to_Health_Care_Occupations_Curriculum.pdf ESL Introduction to Health Care Occupations Curriculum: Print pages 18 to 131 | |
| <p>Pacing/ Time Frame:</p> | <p>30 class periods; 41 minutes per period</p> |

| Unit 6 | Critical Thinking, Communication and Advocacy | Grade(s) | 10 |
|--|---|----------|----|
| Overview/Rationale | | | |
| <p>The focus of this unit is on understanding that critical thinking and decision-making skills can become valuable assets for the future professional. Students will learn the impact of verbal and non-verbal communication when dealing with clients. In addition, they will also begin to understand how to form effective, persuasive arguments supporting an idea, a cause or a policy.</p> | | | |
| New Jersey Student Learning Standards | | | |
| CAREER CLUSTER: HEALTH SCIENCE (HL) | | | |
| <ul style="list-style-type: none"> ● 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace. | | | |
| Pathway: Diagnostic Services (HL-DIA) | | | |
| <ul style="list-style-type: none"> ● 9.3. HL-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns. ● 9.3. HL-DIA.5 Select, demonstrate and interpret diagnostic procedures. | | | |
| Pathway: Health Informatics (HL-HI) | | | |
| <ul style="list-style-type: none"> ● 9.3. HL-HI.1 Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality. ● 9.3. HL-HI.2 Describe the content and diverse uses of health information. ● 9.3. HL-HI.3 Demonstrate the use of systems used to capture, retrieve and maintain confidential health information from internal and external sources. | | | |
| Pathway: Therapeutic Services (HL-THR) | | | |
| <ul style="list-style-type: none"> ● 9.3. HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals. ● 9.3. HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care. ● 9.3. HL-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice. ● 9.3. HL-THR.4 Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met. | | | |
| Career Readiness, Life Literacies, and Key Skills | | | |
| <ul style="list-style-type: none"> ● 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1. 12acc.C1b, 2.2.12. PF.3). ● 9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1. 3E.12profCR3.a). ● 9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service-learning activity that addresses a local or global issue (e.g., environmental justice). ● 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. ● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources). ● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL. IPRET.6). ● 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5. 12acc.C2a, 7.1.IL. IPRET.4). ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. | | | |

- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

| Technology/Computer Science and Design Thinking | Interdisciplinary Standards |
|--|---|
| <p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</p> | <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Science HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> <p>HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</p> <p>HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.</p> |

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

Health 2.1.12. E.4 Develop a personal stress management plan to improve/maintain wellness.

Essential Questions

- How can understanding one's background and culture impact providing healthcare services?
- How can effective communication skills impact one's employment?
- How can one effectively advocate for the healthcare needs of a community?

Enduring Understandings

- Individuals must work, interact with or provide care to many individuals from a variety of backgrounds and cultures while being aware that all individuals are unique and deserve to be treated with respect and kindness.
- Effective written and verbal communication is effective in all areas of life, especially the healthcare field.
- By gaining insight into how people react to each other through what they say and what they write and how they utilize non-verbal cues, health care professionals can improve their communications skills and thus, contribute to improved functioning of their group in delivering health care.

Student Learning Targets/Objectives

Critical Thinking

- Describe the characteristics of critical thinking and explain the root cause or causes of a problem before deciding on ways to correct it.
- List the basic problem-solving steps; gather data and recognize the unique features that characterize a problem and explain how to view a problem by examining its deep, possibly obscure, background as well as its surface configuration.
- Distinguish between cause and effect.
- Explain how to set priorities and analyze possible alternative solutions.
- Explain the importance of being open minded to ideas of others and to suspend judgment.
- Define critical thinking, discuss the importance of critical thinking in health care, identify the characteristics of a critical thinker.
- Explain the basic problem-solving approach used in health care, compare and contrast the basic problem-solving method with trial-and-error problem solving.
- Explain the best way to study, describe the features of a good study area, outline the learning process and explain the important strategies for learning.

Advocacy

- Describe advocacy and its purpose; list the characteristics of an advocate and locate a selected topic on advocacy and determine the target audience.
- Determine the problems, needs and requests of the community and resources to utilize to support advocacy
- Describe how to effect change and influence outcomes, and the roles that must be assumed and the tasks that must be undertaken to find solutions to these problems.

- Demonstrate communication skills, such as listening carefully and being firmly but not offensively assertive, that are essential to effective advocacy.

Health Communications

- Explain the difference between the three common modes of communication and give examples of factors that can interfere with the communication process.
- Demonstrate effective means of communication with patients and explain the importance of listening, nonverbal behavior, reporting and recording in the communication process.
- Differentiate between objective and subjective observations
- Demonstrate how to utilize sensitivity and problem-solving skills for the improvement of the interpersonal communication that is required in the efficient delivery of health care services.
- Demonstrate sufficient understanding of oral, written, and non-verbal communication to be able to maintain clear and easily traveled pathways of communication, detecting and averting breakdowns before they can cause trouble.
- Explain the importance of accuracy and security in healthcare recording and reporting and identify the most common communication challenges in health care and know how to overcome them.
- Demonstrate good telephone manners in communication and list general rules for electronic mail, correspondence, research, and document transmission.

Written Communication for Health Professionals/Health Information Management/Medical Documentation

- State the purposes of medical documentation and explain the advantages of computerized medical record systems.
- Distinguish the different types of information found in patient records and identify the characteristics of good medical documentation.
- Define the various types of progress notes.
- Explain why military time is used in healthcare documentation and interpret military time designations.
- Demonstrate clear, direct, writing and explain how a piece of writing improves in style and clarity as it is revised and revised and revised over and over again.
- Analyze and critique examples of health-related writing posted on the web.
- Explain what Will Strunk was talking about when he urged writers to “Omit needless words!”
- Describe the difference between active and passive voice and explain why it is almost always better to use the active voice.
- Explain what Roger Angell meant, in his introduction to his step-father’s great book, The Elements of Style, “...We are all writers and readers as well as communicators, with the need to please and satisfy ourselves (as White put it) with the clear and almost perfect thought”.

Assessments

Pre-and Formative

- Journal Note booking/Journaling writing assignments in Google Classroom: Health care professionals, Compare and contrast, SLAM critique and observations
- Do Now: Topic specific journal Note booking/Journaling writing assignments in Google Classroom.
- Exit Ticket: Journal Entry: 3-2-1
- DeLeat chapter 15,16 and 17-chapter review questions
- DeLeat chapter 15,16 and 17online activities
- Quizzes

Summative

- Unit test
- Pronunciation of unit terminology
- On line end of course/Cumulative Rutgers Final Exam

Authentic and other assessment measures

- Project / HOSA participation

Teaching and Learning Actions

Instructional Activities

Examine the table in Chapter 7 or 15 entitled “characteristics of critical thinkers.” Rate themselves on each characteristic using a 1 to 10 scale (1=almost never; 10 – always) and then have a friend or family member complete the same assessment with the same scale. Students should compare results in small groups and indicate if they found the assessment process helpful or not. In either case, indicate why.

Design ideal study spaces utilizing a computer program or graph paper to create the space. Have students explain the components of the study space and why they were chosen.

Have students role play being given a very difficult problem to solve by a new chemistry teacher. They should describe the strategy that they would use to solve that problem

Do Now: Classroom assignment of reading the Lament: Hidden Key for Effective Listening Students will be put into small discussion to come up with solutions on how to teach healthcare providers to be better listeners in a hectic, stressful environment.

Do Now: Activity: 2 students will sit back-to-back and will be given various identical shapes to both students. One student will make a design with their shapes and then communicate with the other student on how to duplicate the design they made by only using words.

Optional Activities:

PowerPoint Slides from textbook

Students will take turns putting on glasses with Vaseline on them that decrease their vision, putting cotton in ears to experience loss of hearing and wear heavy rubber gloves to experience loss of feeling while trying to change or pick up paper. After activity - class discussion about how you as a healthcare provider can help in communicating with people with disabilities better.

Review various communication techniques including reflection, restatement, redirecting, etc. Role play will be used using scenarios

Post -its will be handed out with the following expressions: Doubt, Surprise, anger, displeasure, pleasure, questioning, shock and just the letter o. Each student will say the word, "OH" with their expression. Other students will try to figure out their expression.

Students will use non-verbal communication to communicate a word on a piece of paper. (Go over there, stop, impatient, time, He is crazy, maybe, I'm sick, no, victory, good -bye, it's nice to meet you, I'm thirsty, I want that, etc.)

Activity to make students aware of how important communication is if a sense is taken away such as sight. Students will be given a piece of paper and asked to close their eyes and follow verbal instructions from the instructor.
www.goldcanyonuniversity.com/wp-content/uploads/2014/02/Tropical-Island.pdf

Students will read off the "Reading between the Lines". There is an A page and a B page. Students will be put in groups of 2 and will take turns reading the questions one by one and can only ask the questions once. The students reading the questions will also be the one to write down the answer so they can monitor their written communication skills as well.

Students will view a YouTube video on how technology is assisting people to communicate.
http://www.youtube.com/watch?v=hnn8_YCavlk
<http://www.youtube.com/watch?v=b7YwrHNyITg>

Ray Romano: Active Listening clip:
<https://www.youtube.com/watch?v=aP55nA8fQ9I>
Communication: what could possibly go wrong

Students will be asked to research alternative communication devices and techniques that are being used or developed to help patients communicate more effectively.

Lesson 4: Written Communication for Health Professionals/Health Information Management/Medical Documentation

Students should write an essay about common communication barriers between healthcare providers and patients.

Have one student role play a disease like diabetes or a heart condition. Students should work in small groups to develop an interview for students to do on an initial visit to a family doctor. Role plays the interview.

Students should work in groups of 2 – 3. Each group member should identify 5 important components of the medical record and share information about them with the others in the group.

Health professionals should be very careful when they document patient's care. From time to time, errors in documentation

occur. If they are severe enough, the patient may have adverse results and a malpractice suit may follow. From the website <https://www.medleague.com/articles/>, students should choose one of the categories of errors in charting outlined; read through the listed items and rewrite them so that they are accurate and can be taken seriously.

Print and complete exercises from DeLaet on-line Text, Chapter 17

Review DeLaet Text, Chapter Highlights Chapter 17

Med Documentation: Do Now: Introduction of Online Free EMR (i.e., Practice Fusion)

Optional Activities:

SOAP note will be explained by using the following website: http://learn.gwnursing.org/Education/LearningObjects/SOAP_Gonzalez/index.htm

Reasons why a history would be taken for a patient should be reviewed with students.

Discuss with students the elements of a review of systems examination during a physical exam.

Review with students the correct way to create medical record corrections addendums

Students will practice military time using the attached worksheet.

Students will each get a documentation term or a definition and explanation and will have to find the match with another student.

Students will complete the Common Drug Related Abbreviation and decipher various prescriptions using the abbreviations.

Students will complete the charting choices in which they identify subjective vs. objective data and will rewrite the statement in documentation language. All work will be reviewed and discussed with the whole class.

Students should be given a scenario of an office visit and they should attempt to write a SOAP note for that visit. (Sore throat, fever, chills, painful swallowing) Students will be asked to come up with a short scenario that would necessitate an episodic/acute office visit/ER visit. Students will role play these

| | |
|--|--|
| | <p>scenarios and the other student will have practice in appropriate questioning and writing of the SOAP note.</p> <p>Explain how important writing is in transmitting ideas and instructions.</p> <p>Demonstrate clear, direct, writing.</p> <p>Explain how a piece of writing improves in style and clarity as it is revised and revised and revised over and over again.</p> <p>Analyze the work of others.</p> <p>Analyze and critique examples of health-related writing posted on the web.</p> <p>Explain what Will Strunk was talking about when he urged writers to “Omit needless words!”</p> <p>Describe the difference between active and passive voice and explain why it is almost always better to use the active voice.</p> <p>Explain what Roger Angell meant, in his introduction to his step-father’s great book, <i>The Elements of Style</i>, “...We are all writers and readers as well as communicators, with the need to please and satisfy ourselves (as White put it) with the clear and almost perfect thought”.</p> <p>D-2: Provide additional time for the completion of tasks. Allow written work to include phrases or short sentences. Encourage on task behavior. Read directions to students.</p> <p>D-3: Modify lesson content to meet student ability. Provide pictorial or graphic representation on the content area.</p> <p>D-4: Reduce the number of questions that need to be answered on assignments and tests.</p> <p>D-SLD-2. Provide student with structured questions that they will be successful in answering</p> |
| <p>Experiences (Virtual and live field trips)</p> | <ul style="list-style-type: none"> ● Guest Speaker, One-on-one interaction with Rutgers Medical Students via SLAM program. ● Present project to panel of health science students or experts to critique and offer suggestions. ● Hands on interaction with CAE ARES manikin and Anatomage table |
| <p>Resources</p> | |
| <ul style="list-style-type: none"> ● Required Text: DeLaet, Roxan, Dynamics of HealthCare in Society, Lippincott, Williams and Wilkins, Wolters, Kluwer, 2012, Revised Edition. ISBN 978-1-4511-8977-3. ● Rutgers SLAM Medical Students | |

- Anatomage Table and CAE ARES Manikin
- **It's a Jungle Out There: An Insider's Outlook on Jobs in Health Careers** by Mackely and Christinason, Pine Ridge Publications.
- **Health Politics and Policy**, by Litman and Robins, 3rd Edition
- **Medical Law and Ethics** by Michael Lipman.
- **The Resume Catalog** by Yana Parker
- **A Hospital Handbook in Multiculturalism and Religion** by Nevill Kirkwood
- **Caring for Patients from Different Cultures** by Geri-Ann Galanti
Communication
- PowerPoint: Communication, by Applied Education Systems

<http://video.about.com/psychology/8-Types-of-Nonverbal-Communication.htm#vdTrn>

Video on 8 types of nonverbal communication"

- The Importance of Communication in Healthcare: The Time Is Now. "YouTube. YouTube, n.d. Web. 26 Feb. 2016.
- "Icebreaker Bearings." Tribology 6.5 (1973): 170. Gold Canyon University. Web. 26 Feb. 2016.
- "Older Version - Active Listening Clip 1." YouTube. YouTube, n.d. Web. 26 Feb. 2016
- Bub, B. "The Patient's Lament: Hidden Key to Effective Communication: How to Recognize and Transform." Medical Humanities 30.2 (2004): 63-69. Web. 26 Feb. 2016.
- Critical Thinking:
- Unit 10: "Logic Puzzles - Play Online or Print Your Own for Free!" Logic Puzzles - Play Online or Print Your Own for Free! N.p., n.d. Web. 04 July 2016.
- "Solving a Problem." Iowa Public Television. Iowa Public Television, 2003. Web. 9 July 2016.
<http://www.iptv.org/explore/PDFs/SolveaProblem.pdf>
- http://shp.rutgers.edu/dept/health_careers/techprep/Index.html Rutgers-Health Science Careers Introduction
- http://shp.rutgers.edu/dept/health_careers/careers/index.html Rutgers-About Careers
- http://shp.rutgers.edu/dept/health_careers/associations/index.html Rutgers-Professional Associations
- http://shp.rutgers.edu/dept/health_careers/statistics/index.html Rutgers-NJ Health Science Labor Statistics
- http://shp.rutgers.edu/dept/health_careers/programs/index.html Rutgers-NJ Programs
- http://shp.rutgers.edu/dept/health_careers/dictionary/index.html Rutgers-Medical Resources
- <https://explorehealthcareers.org/>-Is a health career right for you search and others
- <http://www.calmis.ca.gov/file/occmisc/valuesposter.pdf> Poster-Satisfy Your Values in Health Careers!
- <https://www.bls.gov/k12/content/teachers/posters/pdf/learning-and-earning.pdf> - Learning and earning poster-
- www.CareerOneStop.org Career Research Website
- <http://www.bls.gov/oco/> Career Research Website- Bureau of Labor and Statistics
- <http://www.onetonline.org/> Career Research Website
- <http://www.calmis.ca.gov/file/occmisc/roomposter.pdf> Health Careers Poster
- <http://www.calmis.ca.gov/file/occmisc/interestsposter.pdf> Health Interest Poster
- <https://www.youtube.com/watch?v=LlvxuRb47y4> Fastest Growing Occupations 2014-2024 Video
- https://www.youtube.com/watch?v=6VgfKK_vXBU - BLS Facts
- http://www.seattlecolleges.edu/healthcare/PDFs/CBJTG_Products/ESL_Introduction_to_Health_Care_Occupations_Curriculum.pdf ESL Introduction to Health Care Occupations Curriculum: Print pages 18 to 131

Additional Resources-Ch 16 and 5- Health Care Communication:

Communication Skills: A Patient Centered Approach

<https://www.youtube.com/watch?v=S4wWCIQhZaA> (2015, 13:17)

Communication in relationships <https://libguides.rutgers.edu/com201>

Communication and patient safety videos

<https://www.ahrq.gov/patients-consumers/patient-involvement/ask-your-doctor/videos/index.html>

Importance of Effective Communication in Healthcare

<http://harvardpublichealthreview.org/healthcommunication/>

Additional Resources-Chapter 17 and 11- Medical Documentation:

SOAP notes <https://www.ncbi.nlm.nih.gov/books/NBK482263/>

https://med.fsu.edu/sites/default/files/userFiles/file/MedInfo_SOAPnote_Jobaid.pdf

Fundamentals of medical documentation <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3010959/>

<https://www.cms.gov/Outreach-and-Education/Medicare-Learning-Network-MLN/MLNProducts/Downloads/CERTMedRecDoc-FactSheet-ICN909160.pdf>

Electronic Medical Records <https://www.healthit.gov/faq/what-are-differences-between-electronic-medical-records-electronic-health-records-and-personal>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4607324/>

Additional Resources-Ch 15 and 7- Critical Thinking and Problem Solving:

How to make hard choices – Ruth Chang, PhD

https://www.youtube.com/watch?v=8GQZuzIdeQQ&feature=emb_logo (2014, 14:41)

Critical Thinking toolkit – includes cases in the dental field <https://www.adea.org/adeacci/Resources/Critical-Thinking-Skills-Toolkit/Pages/Overview-of-Critical-Thinking-Skills.aspx>

Critical thinking – pharmacy <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6448513/>

Shared decision making in health care <https://www.ahrq.gov/cahps/quality-improvement/improvement-guide/6-strategies-for-improving/communication/strategy6i-shared-decisionmaking.html>

Pacing/ Time Frame

30 class periods; 41 minutes per period

| Unit 7 | Exploration of Healthcare Careers | Grade(s) | 10 |
|---|-----------------------------------|----------|----|
| Overview/Rationale | | | |
| <p>The focus of this unit is on understanding the different professionals that make up the interdisciplinary team in a health care setting. Students will also learn the educational and licensing requirements of various health care workers, as well as essential skills and professional qualities. This unit will also give students an opportunity to learn about typical activities in various jobs and help them identify potential careers that match their interests, strengths, and goals. In addition, students will explore the broader social and economic impact of their career choices, while reviewing the historical origins of various health-related careers and their significance to the welfare of humankind.</p> | | | |
| New Jersey Student Learning Standards | | | |
| CAREER CLUSTER: HEALTH SCIENCE (HL) | | | |
| <ul style="list-style-type: none"> ● 9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career. ● 9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system. ● 9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace. ● 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care. ● 9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace. ● 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace. | | | |
| 21st Century Life and Careers Financial Literacy: | | | |
| <ul style="list-style-type: none"> ● 9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market. | | | |
| 21st Century Life and Careers / Career Awareness, Exploration, and Preparation (9.2) | | | |
| <ul style="list-style-type: none"> ● 9.2.12.C.1 Review career goals and determine steps necessary for attainment | | | |
| Pathway: Diagnostic Services (HL-DIA) | | | |
| <ul style="list-style-type: none"> ● 9.3. HL-DIA.5 Select, demonstrate and interpret diagnostic procedures. | | | |
| Pathway: Health Informatics (HL-HI) | | | |
| <ul style="list-style-type: none"> ● 9.3. HL-HI.1 Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality. ● 9.3. HL-HI.2 Describe the content and diverse uses of health information. ● 9.3. HL-HI.3 Demonstrate the use of systems used to capture, retrieve and maintain confidential health information from internal and external sources. | | | |
| Pathway: Therapeutic Services (HL-THR) | | | |
| <ul style="list-style-type: none"> ● 9.3. HL-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice. | | | |
| Career Readiness, Life Literacies, and Key Skills | | | |
| <ul style="list-style-type: none"> ● 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. ● 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work. ● 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship. ● 9.1.2.CAP.4: List the potential rewards and risks to starting a business. ● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 9.2.5.CAP.2: Identify how you might like to earn an income. ● 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. | | | |

- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- 9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.
- 9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.
- 9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.
- 9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
- 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
- 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
- 9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.
- 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
- 9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth
- 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

- CRP2. Apply appropriate academic and technical skills.
- CRP7. Employ valid and reliable research strategies.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

| Technology/Computer Science and Design Thinking | Interdisciplinary Standards |
|--|--|
| <p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</p> | <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Science HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> <p>HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</p> |

| | |
|--|--|
| | <p>HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.</p> <p>HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p>HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.</p> <p>HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</p> <p>Health 2.1.12. E.4 Develop a personal stress management plan to improve/maintain wellness.</p> |
|--|--|

Essential Questions

- How can an individual determine the skills, education, job growth and salary range of a potential future health care career?
- How does a patient benefit from a multidisciplinary healthcare team?
- How can education impact an individual's future career potential?

Enduring Understandings

- The Bureau of Labor and Statistics provides details and job outlooks for health care careers.
- Health care is the fastest growing industry in the United States, which employs over 13 million individuals from all educational levels.
- Effective communication and mutual respect contribute to optimum functioning of an interdisciplinary health care services team.

Student Learning Targets/Objectives

- The Health Care Team/Overview of Health Care Careers***
- Define the mission of health-related professions and health care teams.
 - List steps for planning a career in health care.
 - Differentiate licensure, registration, and certification for healthcare professionals.
 - Explain the typical work responsibilities, education, training, trends and legal requirements; employment; outlook; and average earnings of selected occupations in therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
 - List and explain the benefits of membership in a professional organization.
 - List desirable personal characteristics of the various healthcare professionals and identify employment opportunities and key trends for these occupations.
 - Compare and contrast the educational requirements for associates, bachelor's, masters and doctoral degree level preparation for specific professions.
 - Create a PowerPoint presentation on health career research.
 - Interpret at least ten health care title abbreviations used to identify health occupation workers.
 - Construct the members of a health care team that may be linked to a patient by writing a short story on at least five members of the health care team and their role.
 - Explain how effective communication and mutual respect contribute to optimum functioning of an interdisciplinary health care services team and distinguish between hierarchical and team health systems.

- Describe the role, responsibilities, and tools of health care practitioners: Physical Therapists, Occupational Therapists, Occupational Therapist Assistants, Speech Language Pathologist, Nurse, Physician Assistant, Dentist, Dental Assistant and Hygienist, Respiratory Therapists, Dieticians, Sonographer, Athletic Trainer, Medical/Clinical Laboratory Scientist, Phlebotomist, Paramedic, Pharmacist, Cytotechnologists, Physicians, Clinical Research Coordinator, Research/Medical Scientists, Radiologic Technologists and Technicians, Radiologic Assistants, Health Information specialists, Medical Coders, Nurse Practitioners, Medical Assistants, Pharmacy Technicians, Industrial Hygienists, and Nuclear Medical Technologists.

Assessments

Pre-and Formative

- Journal Note booking/Journaling writing assignments in Google Classroom: Health care professionals, Compare and contrast, SLAM critique and observations
- Do Now: Topic specific journal Note booking/Journaling writing assignments in Google Classroom.
- Exit Ticket: Journal Entry: 3-2-1
- DeLeat chapter 2 through 9-chapter review questions, check points and investigate its assignments.
- DeLeat chapter 2 through 9 online activities
- Quizzes

Summative

- Unit Tests: #1 (Overview and Nursing/Med Surgical) Ch 2 and 3 and 4
- Unit Test: #2 (Lab, Pharm, Dentistry, Imaging and Diagnostics) 5, 6, and 7
- Unit Test #3 (Therapy, Rehab, Health Information and Administration) 8 and 9
- Pronunciation of healthcare professionals
- On line end of course/Cumulative Rutgers Final Exam

Authentic and other assessment measures

- Career Board Game Project
- Creation of an in-depth PowerPoint on a specific health career.
- Health Career Power Point
- Presentation of Health Career Power Point
- Critique of classmate’s presentations on a Health Career Essay construction of a health care team for an assigned patient.

Teaching and Learning Actions

Instructional Activities

Exploration of Healthcare Careers

Print and complete exercises from DeLaet on-line Text, Chapters 1-10, 13

Review DeLaet Text, Chapter Highlights Chapters 1-10, 13

Google Classroom teacher generated on-line assignments:

- Is a Health Career Right for you?
- Health Care Salaries and Education
- CHES-Certified Health Education Specialists
- One Health Career
- PBS Doctors – Whose Job is It?

Complete a special interest survey. The survey will identify potential career options. Have them discuss with a group of classmates about revelations that were made in this process.

<https://careertech.org/sites/default/files/StudentInterestSurvey-English.pdf>

Using the Occupational Outlook Handbook (<https://www.bls.gov/ooh/>), have students select an occupation of interest and prepare a report that includes the following: a detailed description of what these professionals do in their work, the training and education needed, federal and state requirements for licensure or certification, expected job outlook, typical earnings, opportunities for advancement, and links to employment projections and labor market resources, by state. Students should present their findings to the class.

Research the job responsibilities of a physician, physician's assistant and nurse practitioner. Have students discuss with a small group of classmates what you believe the similarities and differences are between them.

Research how techniques that were developed in war zones have been adapted to modern healthcare. They can begin with a search of combat discoveries to medical care. Have each select 3 techniques and describe them to a small group of classmates.

Assign each student one of the following roles: nursing assistant, LPN, RN, and advanced practice nurse. Have them compare the educational requirements and description of types of practice each can do in a small group.

Select a historical moment in nursing and have students describe how it has impacted modern nursing

Compare and contrast the roles of the dental assistant, dental hygienist and dentist. Have students make a chart of the various laboratory roles described in the chapter. List the educational level required and the job responsibilities for each one.

Students should select a laboratory test from <https://labtestsonline.org/> and explain the purpose of the test to a small group of classmates.

Ask students to develop a chart for the various pharmacy roles described in the chapter. They should list the educational level required and job responsibilities for each one.

Have students describe the educational background of a pharmacist and outline options for health care settings in which a pharmacist might work.

Assign the task of researching the options that are available when a dentist repairs a dental cavity. Ask students to prepare a chart of the options and share it with the class.

Assign students to explore careers in Sonography, Nuclear Medicine Technology, or Radiologic Imaging and describe that health professional's role in the diagnosis of a patient's diseases. Have students share findings to the class.

Ask students to select a medical diagnosis that would be discovered by the use of techniques discussed in this chapter. Have them prepare a list of the tests that they would expect to be ordered to confirm the diagnosis.

Have students compare and contrast the educational preparation and job responsibilities of an occupational therapist and a physical therapist. Ask them to describe how they expect them to work together to provide quality care for a patient who has had a stroke.

Ask students to choose one of the professions discussed in this chapter and develop a timeline of its development.

Have students choose one of the Health Information careers and prepare a chart listing the educational requirements and job responsibilities. Ask students to share charts with classmates.

Ask students to research health/bioinformatics and describe the role of professionals with this background in the future of healthcare.

California Connect Ed http://connectedcalifornia.org/curriculum/integrated_units
Health Science Careers

- Lesson 1.4 Career Clusters
- Lesson 1.4 Career Research Paper
- Lesson 2.1 Know Yourself – pg. 44 Personality Self-Evaluation and Career Matching Matrix
- Lesson 2.3 Writing Skills -Summarizing a reading – pg. 54 and Paraphrase
- Lesson 3.1 Education and Salary Chart and Where do they work? Pg. 79

View teacher created PowerPoint on health professionals associated with care of cancer patients.

View video clips on health professionals.

Practice pronunciation of health professional titles.

Internet research on health career professionals to obtain the definition of the career, duties, educational requirements, and employment opportunities.

Construct a health care team for an assigned patient.

Daily Do Now: Each day a new riddle will be placed on a smart board that gives clues about a certain health care career and students will need to write their guess on a piece of paper. If they are correct, they are able to take that piece of paper and write their estimate of how many tongue depressors are in a container. At the end of the unit, the person closest to the number without going over will win a small prize. (Homework and Practice pass)

Optional Activities: Overview of Healthcare Careers:

PowerPoint from Ch 2 and 9

Students are placed in groups of 4. On each corner of a paper, they each write their names, career choice, education necessary, expected job description (what would happen on an ordinary day) Students are to discuss the four individuals represented on the corners of their papers and invent a scenario in which each would be professionally involved. Scenarios will be shared with the class.

Students will take the "How do you see yourself" survey on a career interest inventory key. Students will be assigned the "Career Research" assignment to be started in class and finished at home. They will be asked to find out the following information: responsibilities, education, advanced degrees available licensing, professional organizations, Salary, job outlook and work environment.

Nursing and Dental

PowerPoint from textbook Chapter 3 and 4

Students will watch the video of "Life of a Med Surg Nurse"

https://www.youtube.com/watch?v=5_mDHUwNAOY

Students will review nursing points of interest on

<http://www.discovernursing.com/explore-specialties#categories=emergency> which is the Johnson and Johnson nursing website. Students can also play the nursing game.

Students will learn how to draw up fluid into a syringe for injection and will inject it into an orange.

Students will review the hierarchy of nursing. (APN, BSN, RN, LPN, CNA)

Students to complete Investigate it #3 in the textbook.

Students will practice bed making, transfers: chair to bed, bed to chair. Practice positioning patients in bed and protocols regarding call bell accessibility and wheelchair skills.

Students will complete on-going chart of careers

Therapy/Alternative Therapies

PowerPoint from textbook chapter 8

Students will choose an alternative therapy (massage, hippo therapy, aquatic, etc.) and will do research and present to the class a synopsis of this therapy and if it is available in this area.

View <http://www.youtube.com/watch?v=1Z2Ib4MeuI4> about the diversity in physical therapy and the various types of employment opportunities.

Discussion of body mechanics and transfers.

<http://www.youtube.com/watch?v=mvQGxjJwGM>

Students will complete ongoing chart of careers

Diagnostic and Imaging:

Do Now: Students will write the fracture terms in notebook from handout 1) PowerPoint from textbook Ch 5 and 6

Investigate it #2 on page 145 in class discussion on the tremendous growth in the number and cost of imaging procedures performed. Students will evaluate why there has been an increase in incidence. How can we control costs of these procedures?

Students will watch a short video on the increase of diagnostic tests.

<http://www.youtube.com/watch?v=YGPYe2Qe7p0>

Discussion of the definitions of the various fractures from "Identifying Fractures" Class will view various fractures on a smart board and will try to identify the fracture.

Students will be given the packet of "Identifying Fractures" and will be asked to identify the various fractures from the pictures.

Students will watch a short video about a day in the life of a radiologist technician.

<http://www.youtube.com/watch?v=HvPA-ipmvUQ>

Students will create their own x-ray using images from the internet and black scratch paper.

Students will view the website with images of how iPhone are being used for diagnostic testing. <http://internetmedicine.com/2012/12/14/top-ten-medical-uses-of-the-iphone/>

Students will need to research a diagnostic procedure and create a Google doc that includes pictures and a brief explanation of dx achieved by diagnostic tests. They will then present their findings to the class.

Students will complete ongoing chart of careers

Lab and Pharmacy

Students will participate in a PowerPoint review of chapter.

Students will review and discuss Emily's Law (Pharmacy tech ruling)

<http://emilyjerryfoundation.org/emilys-story/>

Interview with Mr. Jerry http://www.youtube.com/watch?v=9jmULQ_m04o

Students will watch the following video on Lab Technologist

<http://www.youtube.com/watch?v=AqNAXCyTh-c>

Students will discuss job overview of the following occupations: * Clinical laboratory technologists * Clinical laboratory technicians * Laboratory assistants * Pharmacists * Pharmacy technicians

Students will be broken up into groups of 2-3 and will discuss common blood work and interpretation of the blood work: Students are to use a class PowerPoint in which each group will find a copy of a lab report of their designated lab test.

<http://labtestsonline.org/> -CBC-ChemScreen-Lyme Titer-Sed Rate-LFTs-Lipid panel

Students will use the class before the assessment to play other students' board games to review for the unit test.

Students will complete ongoing chart

Health Careers Assignment (#3)

- <http://www.calmis.ca.gov/file/occmisc/roomposter.pdf>
- Choose three health careers from the first page of the document *Health Care Industry Careers Room to Learn and Grow*.
- Find and record the statewide median wage for each career.
- Find and record the training level needed for each career.
- <http://www.calmis.ca.gov/file/occmisc/interestsposter.pdf>
 - Then read *Find a Match for Your Interests*.
 - Find the same two occupations on this page. Type the description of this type of occupation. Does this description match your interests? Why or why not?
- <http://www.calmis.ca.gov/file/occmisc/valuesposter.pdf> Poster-Satisfy Your Values in Health Careers! Read *Satisfy Your Values in Health Careers*
 - Choose a value from the left side and describe in complete sentences why you have this value.
 - Find at least two occupations on the right side that you might try.
 - Write a description of how they might fit your values.

Learning and earning poster-

<https://www.bls.gov/k12/content/teachers/posters/pdf/learning-and-earning.pdf>

BLS Facts https://www.youtube.com/watch?v=6VgfKK_vXBU The work of today's Bureau of Labor Statistics and its relevance to Americans of all kinds is highlighted in this new video.

Fastest Growing Occupations 2014-24 (2 min)

<https://www.youtube.com/watch?v=LlvxuRb47y4>

Jobs and Careers Activities - Five question quizzes and lesson plans for Kosovo's Career Spotlight videos.

- <https://kids.usa.gov/teachers/lesson-plans/jobs/government-jobs/index.shtml>
 - Identifying Health Science Career Pathways/ activities and a quiz on the different pathways
<http://ilcte.org/ContentFiles/9162012105834PM.pdf>

ARES: Model, practice and perform skills learned on ARES manikin
Anatomage Table-Practice knowledge of human anatomy

| | |
|---|--|
| <p>Experiences (Virtual and live field trips)</p> | <p>Guest Speaker, One-on-one interaction with Rutgers Medical Students via SLAM program.</p> <p>Hands on interaction with CAE ARES manikin and Anatomage table</p> <p>Present project to panel of health science students or experts to critique and offer suggestions.</p> <p>Suggest field trip to an area post-secondary school that offers health career related education. Suggestions: William Paterson University, Montclair State University, Rutgers University.</p> <p>Invite in health care professionals to speak with the students</p> <p>Healthcare Job Fair</p> <p>HIPAA Violation Video activity</p> |
|---|--|

Resources

- http://connectedcalifornia.org/curriculum/integrated_units Health Science Careers
- Required Text: DeLaet, Roxan, **Dynamics of HealthCare in Society**, Lippincott, Williams and Wilkins, Wolters, Kluwer, 2012, Revised Edition. ISBN 978-1-4511-8977-3.
- Suggested Resources:
- Rutgers SLAM Medical Students
- Anatomage Table and CAE ARES Manikin
- Textbook: **Diversified Health Occupations**, 6th edition, by Simmers, Delmar Publishers, INC.
- Workbook: **Diversified Health Occupations**, 6th edition, by Simmers, Delmar Publishers, INC.
- **It's a Jungle Out There: An Insider's Outlook on Jobs in Health Careers** by Mackely and Christinason, Pine Ridge Publications.
- **The Resume Catalog** by Yana Parker
- **A Hospital Handbook in Multiculturalism and Religion** by Nevill Kirkwood
- **Caring for Patients from Different Cultures** by Geri-Ann Galanti
- "Career Clusters Interest Survey." careertech.org. N.p., n.d. Web. 24 Feb. 2016.
- "Health Care Career Game." Utah Education Network. N.p., n.d. Web. 24 Feb. 2016.
- Bennett, MD, John. "Top Ten Medical Uses of iPhones.
- " InternetMedicine.com. N.p., 14 Dec. 2012. Web. 24 Feb. 2016.
- Career Research." Career Research Project 2. N.p., n.d. Web. 24 Feb. 2016.
- Emily Jerry Foundation. N.p., n.d. Web. 24 Feb. 2016.
- Radiographer- Identifying Fractures." Texas Education Agency, 2014. Web. 24 Feb. 2016.
- http://shp.rutgers.edu/dept/health_careers/techprep/Index.html Rutgers-Health Science Careers Introduction
- http://shp.rutgers.edu/dept/health_careers/careers/index.html Rutgers-About Careers
- http://shp.rutgers.edu/dept/health_careers/associations/index.html Rutgers-Professional Associations
- http://shp.rutgers.edu/dept/health_careers/statistics/index.html Rutgers-NJ Health Science Labor Statistics
- http://shp.rutgers.edu/dept/health_careers/programs/index.html Rutgers-NJ Programs
- http://shp.rutgers.edu/dept/health_careers/dictionary/index.html Rutgers-Medical Resources
- <https://explorehealthcareers.org/-Is a health career right for you search and others>
- <http://www.calmis.ca.gov/file/occmisc/valuesposter.pdf> Poster-Satisfy Your Values in Health Careers!
- <https://www.bls.gov/k12/content/teachers/posters/pdf/learning-and-earning.pdf> - Learning and earning poster-

- www.CareerOneStop.org Career Research Website
- <http://www.bls.gov/oco/> Career Research Website- Bureau of Labor and Statistics
- <http://www.onetonline.org/> Career Research Website
- <http://www.calmis.ca.gov/file/occmisc/roomposter.pdf> Health Careers Poster
- <http://www.calmis.ca.gov/file/occmisc/interestsposter.pdf> Health Interest Poster
- <https://www.youtube.com/watch?v=LlvxuRb47y4> Fastest Growing Occupations 2014-2024 Video
- https://www.youtube.com/watch?v=6VgfKK_vXBU - BLS Facts
- http://www.seattlecolleges.edu/healthcare/PDFS/CBJTG_Products/ESL_Introduction_to_Health_Care_Occupations_Curriculum.pdf ESL Introduction to Health Care Occupations Curriculum: Print pages 18 to 131

Additional Resources-Ch 2 and 17- Overview of Healthcare Careers:

- Choosing a career
<https://libguides.rutgers.edu/c.php?g=336182&p=2265218>
- <https://shp.rutgers.edu/fast-facts/>
- <https://careers.rutgers.edu/students-alumni/discover-yourself/explore-your-interests-values/guide-self-assessment>
- New Jersey Career Center
https://careerconnections.nj.gov/?_ga=2.248027524.20711934.1591891695-7847488.1591891695
- US Bureau of Labor Statistics Career Outlooks <https://www.bls.gov/careeroutlook/>
- Career One Stop- A source for career exploration sponsored by the Department of Labor - Click on Health Sciences to locate videos on a variety of careers in the health professions
- <https://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx>

Health Science Career Cluster - National Center for O*NET Development

<https://www.onetonline.org/find/career?c=8&g=Go>

Career Materials for Students

<https://www.bls.gov/k12/students/careers/how-can-bls-help-me-explore-careers.htm#materials>

New Jersey Center for Occupational Information

https://www.nj.gov/labor/lwdhome/coei/coei_index.html

Accreditation and Health Professions

<http://www.asahp.org/accreditation>

Specialized and Professional Accreditation

<https://www.cahiim.org/accreditation/hi-and-him-accreditation>

Nutrition and Dietetics

What can a registered dietician nutritionist do for you?

<https://www.eatright.org/videos> (downloaded 4-16-21, 3:59)

<https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=29103100> (Downloaded 4-16-21, 1:32)

How to become a dietician nutritionist

<https://www.eatrightpro.org/about-us/become-an-rdn-or-dtr/high-school-students>

Additional Resources-Rutgers suggested-2021:

Ch 3,18 and 19- Patient Care: Medical and Surgical:

Physician Assistants (PAs)

<https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=29107100> (Downloaded 4-13-21, 1:30)

Become a PA

<https://www.aapa.org/career-central/become-a-pa/>

<https://www.onetonline.org/link/summary/29-1071.00>

PA infographic

https://www.aapa.org/wp-content/uploads/2019/08/What_Is_A_PA_Infographic_LetterSize_Jan2020.pdf

PA and NPs

<https://www.aapa.org/download/60509/>

Nurse Practitioners (NPs)

<https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=29117100> (Downloaded 4-13-21, 1:30)

Nurse Practitioners (NPs)

<https://www.aanp.org/>

Physicians (Doctors)

<https://students-residents.aamc.org/>

<https://www.ama-assn.org/residents-students/preparing-medical-school/which-undergrad-majors-are-best-med-school>

MDs and DOs

<https://www.ama-assn.org/residents-students/preparing-medical-school/do-vs-md-how-much-does-medical-school-degree-type>

<https://www.aacom.org/become-a-doctor>

I chose DO

https://www.youtube.com/watch?time_continue=12&v=iewW5wjH3nE&feature=emb_logo (2020, 3:20)

Medical Assistants

<https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=31909200>

Downloaded 4-13-21 1:20

Additional Resources-Rutgers suggested-2021:

Ch 4 and 19- Patient Care: Nursing:

How to become a nurse

<https://www.nursingworld.org/practice-policy/workforce/what-is-nursing/how-to-become-a-nurse/>

<https://www.ncsbn.org/nursing-terms.htm>

Johnson and Johnson website on careers in nursing

<https://nursing.inj.com/>

<https://nursing.inj.com/specialty#categories=emergency>

Registered Nurses (RNs)

<https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=29114100> (downloaded 4-13-21, 1:36)

Licensed Practical Nurses (LPNs)/Licensed Vocational Nurses (LVNs)

<https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=29206100> (downloaded 4-13-21, 1:20)

Additional Resources-Ch 5 and 20- Patient Care: Dental:

Dentists [https://www.careeronestop.org/Toolkit/Careers/Occupations/Occupation-](https://www.careeronestop.org/Toolkit/Careers/Occupations/Occupation-profile.aspx?keyword=Dentists,%20General&onetcode=29102100&location=UNITED%20STATES)

[profile.aspx?keyword=Dentists,%20General&onetcode=29102100&location=UNITED%20STATES](https://www.careeronestop.org/Toolkit/Careers/Occupations/Occupation-profile.aspx?keyword=Dentists,%20General&onetcode=29102100&location=UNITED%20STATES) (downloaded 4-13-21, 1:27)

Applying for Dental School

<https://www.ada.org/en/education-careers/careers-in-dentistry/be-a-dentist/applying-for-dental-school>

<https://www.ada.org/en/education-careers/careers-in-dentistry/be-a-dentist>

Dental Hygienists

<https://www.ada.org/en/education-careers/careers-in-dentistry/dental-team-careers/dental-hygienist/education-training-requirements-dental-hygienist>

[https://www.careeronestop.org/toolkit/careers/occupations/Occupation-](https://www.careeronestop.org/toolkit/careers/occupations/Occupation-profile.aspx?keyword=Dental%20Hygienists&onetcode=29129200&location=UNITED%20STATES)

[profile.aspx?keyword=Dental%20Hygienists&onetcode=29129200&location=UNITED%20STATES](https://www.careeronestop.org/toolkit/careers/occupations/Occupation-profile.aspx?keyword=Dental%20Hygienists&onetcode=29129200&location=UNITED%20STATES) (downloaded 4-13-21, 1:10)

Dental Assistants

<https://www.ada.org/en/education-careers/careers-in-dentistry/dental-team-careers/dental-assistant>

<https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=31909100> (downloaded 4-13-21, 1:14)

Additional Resources-Rutgers suggested-2021:

Ch 6 and 21- Patient Care: Laboratory and Pharmacy Services:

Pharmacists

<https://www.aacp.org/resource/top-ten-reasons-become-pharmacist>

<https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=29105100>

(Downloaded 4-13-21, 1:25)

How to become a pharmacist

<https://www.aacp.org/resources/students/future>

Pharmacy Technicians

<https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=29205200> (Downloaded 4-13-21 1:36)

Careers in the Medical Laboratory

<https://www.ascp.org/content/careers/learn-about-careers>

<https://www.ascls.org/careers-ascls/career-recruitment-tool-kit>

<http://www.laboratorysciencecareers.com/>

<https://www.ascls.org/careers-ascls/how-do-i-become-a-laboratory-professional>

Who's who in the lab

<https://labtestsonline.org/articles/medical-laboratory-professionals>

A Life saved – laboratory professionals

https://www.youtube.com/watch?time_continue=1&v=T0OZfMzxU-o&feature=emb_logo (2011, 9:53)

ASCLS Career Recruitment Video

<https://www.youtube.com/watch?v=VffKMB3kJj0&feature=youtu.be> (2016, 2:09)

Medical and Laboratory technologists and technicians

<https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=29201100> (downloaded 4-13-21, 1:35)

Phlebotomists

<https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=31909700> (downloaded 4-13-21, 1:16)

Careers in Cytopathology/ Cytotechnology

<https://cytopathology.org/page/careercytotechnology>

<https://www.youtube.com/watch?v=mkC-EuUoidA&feature=youtu.be> (2020, 1:10)

[https://www.asct.com/ASCTWeb/About ASCT/Profession of Cytotechnology/ASCTWeb/Content/Profession of Cytotechnology.aspx](https://www.asct.com/ASCTWeb/About%20ASCT/Profession%20of%20Cytotechnology/ASCTWeb/Content/Profession%20of%20Cytotechnology.aspx)

<https://www.caahep.org/Students/Program-Info/Cytotechnology.aspx>

Additional Resources-Rutgers suggested-2021:

Ch 7 and 22- Diagnostic and Imaging Services

How to become a sonographer

<https://www.ardms.org/how-to-become-a-sonographer/>

Diagnostic Medical Sonography

<https://www.caahep.org/Students/Program-Info/Diagnostic-Medical-Sonography.aspx>

Careers in sonography

<https://www.bls.gov/ooh/healthcare/diagnostic-medical-sonographers.htm>

Sonography: A sound career choice (shows a variety of options in sonography)

<https://www.youtube.com/watch?v=4K6tf27z6wU> (2017, 2:59)

Magnetic Resonance Imaging Careers

<https://www.careeronestop.org/toolkit/careers/occupations/Occupation-profile.aspx?keyword=Magnetic%20Resonance%20Imaging%20Technologists&onetcode=29203500&location=USA>

(Downloaded 4-13-21. 1:47)

Radiologic Imaging Careers

<https://www.asrt.org/main/career-center/careers-in-radiologic-technology>

<https://www.arrt.org/about-the-profession/learn-about-the-profession>

Radiologic Assistant

<https://www.asrt.org/video/preceptors-role-education/> (downloaded 4-13-21, 6:21)

Radiologic Technologist

<https://www.youtube.com/watch?v=gGkgYrwq-KA> (2015, 1:34)

Radiologic Technician

<https://www.youtube.com/watch?v=6oatNjvbnLU> (2009, 1:56)

Additional Resources-Rutgers suggested-2021:

Ch 8 and 23- Therapy and Rehabilitation:

Physical Therapy Careers:

<https://www.bls.gov/ooh/healthcare/physical-therapists.htm>

<https://www.apta.org/your-career/careers-in-physical-therapy>

<https://www.apta.org/your-career/careers-in-physical-therapy/becoming-a-pt>

You can be me (shows PTs in action)

<https://www.youtube.com/watch?v=r35FQT3u0J4&t=3s> (2010, 9:49)

Why I chose a career in PT: (talking)

https://www.youtube.com/watch?time_continue=12&v=XtZnfl99nuk&feature=emb_logo
(2014, 3:58)

Becoming a physical therapist assistant

<https://www.apta.org/your-career/careers-in-physical-therapy/becoming-a-pta>

<https://www.youtube.com/watch?v=q4VwS7zvGfg> (2015, 1:55)

Careers in occupational therapy

<https://www.aota.org/About-Occupational-Therapy.aspx>

<https://www.aota.org/Education-Careers/Considering-OT-Career.aspx>

<https://www.bls.gov/ooh/healthcare/occupational-therapists.htm>

What can occupational therapy do for you?

https://www.youtube.com/watch?v=jwwOXILYQ4Q&feature=emb_logo (2017, 13:16)

Occupational Therapists (OT)

<https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=29112201>

(Downloaded 4-13-21, 1:44)

Occupational Therapy Assistants (OTA)

<https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=31201200>

(downloaded 3-13-21, 1:35)

Speech Language Pathologists

<https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=29112700>

(Downloaded 4-13-21, 1:37)

Speech Language Pathologists in Schools

<https://www.youtube.com/watch?v=UGbJQbiZYLI&feature=youtu.be> (2013, 1:57)

Speech Language Pathology – information about the career

<https://www.asha.org/Students/Speech-Language-Pathologists/>

<https://www.bls.gov/ooh/healthcare/speech-language-pathologists.htm>

Respiratory Therapists

<https://www.bls.gov/ooh/healthcare/respiratory-therapists.htm>

<https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=29112600> (downloaded 4-13-21, 1:22)

<https://be-an-rt.org/why-be-an-rt/>

Additional Resources-Rutgers suggested-2021:

Ch 9 and 24- Health Information and Administration:

Health Informatics and Health Information Management careers

<http://www.ahima.org/careers>

<https://www.cahiim.org/accreditation/hi-and-him-accreditation>

[https://www.payscale.com/research/US/Job=Health Informatics Specialist/Salary](https://www.payscale.com/research/US/Job=Health_Informatics_Specialist/Salary)

Health Information Management in a Hospital Setting

<https://www.youtube.com/watch?v=fl6tuW3-tek&feature=youtu.be> (2014, 45:15)

Clinical Research Coordinators

https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=1191210_1

(Downloaded 4-14-21, 1:35)

Clinical Research Profession

<https://acrpnet.org/professional-development/launching-your-career/>

Medical Health Services Managers

<https://www.bls.gov/OOH/management/medical-and-health-services-managers.htm#tab-1>

Pacing/ Time Frame

25 class periods; 41 minutes per period