



School of Health Related
Professions

Department of Interdisciplinary Studies

IDST 1230

Dynamics of Healthcare

Revised by: Diana Lobo, BSN, RN, CDLI, MA, Ed, L (2016)

Course Description

This course provides an orientation to health care services and their delivery. It presents an interdisciplinary perspective, focusing on process skills such as critical thinking, ethical reasoning, effective communication and ways to continue independent learning throughout life. The course shows how all health care providers acquire professional competence in dealing with the issues and problems they face as well as the role they play as informed consumers. The course also allows students to gain exposure to various health care professions, common diseases, medical terminology through the use of "hands on" structured learning clinical experience in various health care institutions. Students will be able to connect what is read and seen and be able to evaluate and use 21st century critical thinking and problem solving skills to make an informed decision regarding a future in the health field. Students will also develop their personalized student learning plan and personal growth portfolio which will help to prepare them for their post-secondary training in the health field.

This is a joint course through an articulation agreement with Rutgers School of Health Related Professions and the Roselle School District/Abraham Clark High School. This curriculum is a combination of the requirements set by Rutgers School of Health Related Professions and the Roselle School District.

Credits/Modes of Instruction

This is a 3-credit undergraduate course in lecture format that relies on regular activities, assignments, structured learning and completion of weekly topics.

High School Credits

This is a three period class with 15 high school credits.

Instructor

The instructor will be a Rutgers SHRP faculty (or adjunct) member. As required by the New Jersey Department of Education the instructor will possess the following certification:

Course Goals and Objectives

The goal of this course is to orient students to health care occupations, services and their delivery and to prepare them for a career in the health field.

Objectives

After completion of this course, students will be able to:

- Develop critical thinking skills and strategies for solving problems.
- Understand how various health team members function in diverse health care settings to serve the needs of individuals and society as a whole.
- Demonstrate the characteristics, behaviors, and attitudes of professionals.
- Clarify and analyze their own values and the values of others.
- Speak and write clearly, effectively, and forcibly
- Detect and circumvent barriers that obstruct interpersonal communication.
- Analyze the fundamental questions and implications raised by selected ethical health care issues.
- Communicate effectively with patients, of all ages, from a variety of cultural backgrounds.
- Develop satisfactory personal and professional definitions of health, wellness, illness and disease and analyze factors that affect health status.
- Demonstrate an understanding of the evolution, nature and complexities of the U.S. health care delivery system.
- Differentiate among some of the key technical, economic, social moral, legal, and political issues associated with biomedical technologies.
- Demonstrate an understanding of the complex problems that underlie the escalation of costs for health care in the U.S. and suggest ways of solving them.
- Analyze current health care policy issues and describe how particular factors and groups affect the formulation of health care policy.
- Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary and career opportunities.
- Develop a personalized student learning plan to suit the individual career plans for the student in preparation for post-secondary education.
- Show knowledge of and accuracy in taking vital signs on patients and other members of the school and community.
- Demonstrate an understanding of the legal responsibilities, limitations and rules and regulations in health care organizations.
- Demonstrate an understanding of the spread of diseases and strategies to prevent the spread of communicable diseases in the health care agency, school and community at large.
- Demonstrate knowledge of human structure and function as well as diseases and disorders to pursue the full range of post-secondary education and career opportunities in the health field.

- Demonstrate knowledge of personal jobsite safety rules and regulations to maintain safe and healthful working conditions and environments in the clinical setting, school and community.
- Demonstrate knowledge of medical terminology, medical abbreviations and technical vocabulary in the health care setting.
- Demonstrate and interpret written organizational policies and procedures that help health care workers perform their tasks effectively.
- Demonstrate the ability to communicate health/medical information accurately and within legal/regulatory guidelines to uphold the strictest standards of confidentiality.
- Demonstrate the ability to adapt to the clinical health care facility with its related legal responsibilities, procedures and policies to prepare for a post-secondary career in the health field.
- Demonstrate the ability to establish and maintain effective relationships in order to accomplish objectives in tasks.
- Demonstrate the ability to create and maintain a personal growth portfolio to be used for post-secondary education or employment.
- Demonstrate the ability to create and maintain a professional resume that can be used for post-secondary education or employment.

High School Grading	
Daily journal & exit tickets	10%
Homework, Nursing journal assignments	10%
Hospital reports, clinical evaluations, Disease/Disorder Reports, Unit Test, Projects, Portfolio	50%
Class participation	30%
Total	100%

University Requirements for Completion

Attendance is required to keep up with the information presented in class. Students will be expected to participate in classroom discussions and group activities. Each course unit may include readings, assignments, and various quizzes. There will be a cumulative final exam based on class content and assigned readings.

Requirements	Weight
Attendance/Participation/Group Discussion	10%
Unit Assessments & Hospital reports, Disease Reports, Hospital Clinical Evaluations and Personal Growth Portfolio	50%
Unit Quizzes*	15%
Projects	20%
Assignments & Homework	5%
Total	100%

Evaluation, Feedback and Grading

Evaluation/Assessment Methods –

- Attendance/Participation/Group Discussion – Students are expected to attend all classes and participate in classroom discussions and group activities. Each unit will have specific assignments geared to meet unit objectives. These assignments can be completed as homework or in class, as time permits or at the discretion of your instructor.
- Unit Assignments – Each unit will end with a formative assessment that will gauge the students overall understanding of course materials.
- Quizzes are used to maintain focus on course material and to ensure understanding of the material.
- Projects- Projects will be assigned in order to infuse learning throughout the course.(rubrics will be used for grading)
- Hospital report and disease/disorder report is required upon completion of each clinical department during structured learning which will count as a test grade.(rubrics are used for grading)
- An evaluation is required upon completion of each clinical cycle during structured learning which count as a test grade.
- Personal Growth portfolio which will be graded each marking period using a rubric.
- Nursing Journal reading assignments with related questions.
- Final Examination – Successful completion of a cumulative final exam at the end of the course is required. **(Note that a score of 74% if required for the student to gain tuition free college with Rutgers School of Health Related Professions)**

Instructional Strategies

Various instructional strategies will be used to make the curriculum rigorous and engaging for the students in this college course. Examples include; use of videos, class discussion, word wall(medical terminology), Collaborative work, Role play, Whole group, small group and individual instruction, Differentiated instruction, Teacher demonstration, Guided practice, Worksheets, Graphic organizers, Checking for understanding, use of Multiple Intelligences, Learning Styles , Group projects, Reading assignments, Writing assignments, Creation of Personal Growth Portfolio, Flipped classroom, Learning centers and Blended learning.

Feedback on Progress

Students will receive feedback on their performance on a regular basis weekly through the use of Genesis, Clinical Evaluations, Rubrics, Tests, Quizzes. Quantitative and qualitative feedback will be provided for all assignments, quizzes/tests, and projects.

Grade Determination

The minimum level of satisfactory performance in this course is a 'C' or better. To receive a 'C' or better, students must first complete ALL course requirements specified above, including meeting the minimum attendance expectation. Based on the evaluations methods and criteria previously described, each requirement is then scored on a 0-100 point scale. The final letter grade is based on the weighted average of all requirements, as specified in the table below. (a score of 74% or higher is required to receive college credit). High School grade will be based on grades received each marking period, mid-term and final exam. This course will count as dual credit(high school and college credit).

Upon successful completion of the course students will be eligible to take the Health Science Careers standardized exam to determine college credit.

High school students must attain a C (74) or better on the Dynamics of Health Care in Society standardized exam to earn college credits. The grade is based solely on the score of the standardized exam to earn college credits.

Health Science Careers Program Grading System with Rutgers University for College Credit

Weighted Average of All Requirements	Final Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C

Course Evaluation

Students will have the opportunity to anonymously evaluate course content, flow, and learning activities. In particular, students will be able to provide their feedback on appropriateness of content and how the learning resources and assignments helped them to meet overall course goals and objectives. Faculty/Student Honor Code

(Refer to your SHRP Student Handbook at http://shrp.rutgers.edu/current_students/handbook.pdf)

The faculty of Rutgers School of Health Related Professions believe that students must observe and support high standards of honesty and integrity in all aspects of education, practice, and research. For this reason, all matriculated and non-matriculated students in this course are expected to abide by the School's Faculty/Student Honor Code and accept responsibility to help ensure that these standards are maintained by reporting violations of the Honor Code observed in others. All violations will be considered with gravest concern and may be punishable with sanctions as severe as suspension or dismissal.

21st Century Skills

LEARNING & INNOVATION	INFORMATION, MEDIA & TECHNOLOGY SKILLS	LIFE & CAREER SKILLS
<p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input type="checkbox"/> Make Judgments and Decisions <input type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate Clearly <input type="checkbox"/> Collaborate with Others 	<p>Information Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access and /evaluate Information <input type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products <p>Information, Communications and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply Technology Effectively 	<p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapt to Change <input type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Goals and Time <input type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interact Effectively with Others <input type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Projects <input type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others

For Students with Disabilities and Students at Risk

Problem	Adaptation/Strategies
Enlarge Print	
Visual Perception, Visual Skills for Reading Behavior	Retype materials on primary typewriter Utilize individual magnifying glasses Project material on wall using opaque projector Enlarge font within document
Reduce Distraction on Page	
Visual Perception, Visual Skills in Reading, Spelling, Computation, Behavior, Arithmetic Readiness, Problem Solving	Reduce problems or items on page Frame specific items on page Cover area on page to reduce items
Enlarge Space in Which Student Responses	
Visual Perception, Handwriting, Motor, Behavior	Provide separate answer sheet with space for response Provide blackboard/whiteboard for written response
Color code Material	
Visual, Skills in Reading, Reading Comprehension, Spelling, Memory, Perception, Problem Solving, Computation, Behavior	Color code topic sentence in reading test and supporting sentences in another color Color code directions, examples, and problems in different colors Color code math symbols for easy recognition
Utilize Arrows for Directionality	
Visualize Perception, Visual Skills in Reading, Spelling, Handwriting, Motor, Perception, Arithmetic Readiness, Computation Behavior	Provide arrows as cues for following obstacle course Utilize arrows to indicate direction of math operations on number line Provide arrows at top of worksheet or tape on desk as a reminder to left to right progression in reading or writing
Modify Vocabulary	
Reading Comprehension, Inner Language, Receptive Language, Problem Solving, Behavior	Rewrite directions in workbook Provide vocabulary list with synonyms or simplified directions Instructor gives information or directions in simplified terms
Tape Record Material	
Reading Comprehension, Auditory Skills in Reading, Auditory Perception, Receptive Language, Memory, Problem Solving, Behavior, Arithmetic Readiness, Computation	Record directions for learning to refer to Record test; verbal or written learner response Record passage; learner follows written text

General Learning Resources

Required Textbook

DeLaet, Roxan, Dynamics of Health Care in Society, Lippincott, Williams & Wilkins, Wolters, Kluwer, 2012, Revised Edition
ISBN of 978-1-4511-8977-3.

Other helpful learning resources:

Diversified Health Occupations 6th Edition

Louise Simmers
Delmar Publishers, Inc
ISBN 1-4018-1465

It's A Jungle Out There: An Insider's Outlook on Jobs in Health Careers

Sherry Mackely, Ph.D. RTR
Lana Christianson, MT, MA, CRC
Pine Ridge Publications, (812) 876-7211
1051 West Burma Rd.
Bloomington, Indiana 47404

Health Politics and Policy 3rd Edition

Theodor J. Litman
Leonard S. Robins
Delmar, Publishers, Inc.

Medical Law and Ethics

Michael Lipman
Regents/ Prentice Hall
Englewood Cliffs, NJ 07632

The Resume Catalog

200 Damn Good Examples
Yana Parker
Ten Spees Press
P.O. Box 7123
Berkeley, California 94707

A Hospital Handbook in Multi-Culturalism and Religion

Nevill A. Kirkwood
Griffen Paperbacks
Australia

Caring For Patients From Different Cultures

Geri-Ann Galanti
University of Pennsylvania Press
Philadelphia., Pa.

Health Science Fundamentals

Badasch, Shirley A. *Health Science Fundamentals*. N.p.: Prentice-Hall, 2008. Print.

Teaching Ideas & Classroom Activities for Health Care

Haroun, Lee, and Susan R. Royce. *Teaching Ideas & Classroom Activities for Health Care*. New York: Cengage Learning, 2004

Other Required Learning Resources

Access to various website links, key terms listings, unit activities and numerous health care articles will be provided for each unit in the required textbook. Students are required to have access to these resources for completion of assigned readings and activities. Each student will also develop a personal growth portfolio and medical dictionary from technical vocabulary and medical abbreviations that they have learned.

Methods of Instruction

Students will be taught using a variety of teaching methods: Use of Graphic Organizers, Projects, 4 Corners Activities, Webquests, Research Projects, Oral Presentations, Practical Exams, “hands on” structured learning activities in a hospital setting,

Mission of the Roselle Public School District

The Roselle Public School District is committed to and will prepare ALL of our students for college, work, and life. We will provide a safe, clean, positive and supportive learning environment in which ALL students can successfully develop socially, emotionally and academically into lifelong learners and responsible, productive citizens. We will continually strengthen and align our curriculum with state, national and international standards that are engaging, rigorous, relevant, and implemented consistently. We will ensure that all students, parents, staff, and community members are respected and informed in our family friendly schools. We will strive to motivate all of our students through various innovative instructional strategies, methods and techniques. Utilizing students' skills, talents, and unique abilities, we will prepare them to meet the demands of an ever changing competitive 21st Century global society.

Vision

To prepare ALL our students for college, work and life in high achieving Roselle Public Schools.

Core Beliefs

- High Academic Achievement is a priority.
- Continuous improvement is essential.
- Learning is a lifelong process.
- Students, staff, parents and community members are partners in education and all have a personal responsibility in the educational process.
- Every school in Roselle can be a high performing school.
- Curriculum and instruction must foster 21st Century skills.
- Our schools must be clean, safe, orderly, welcoming and nurturing environments where all students and staff can focus on and engage in the process of teaching and learning.
- All children have skills, talents and unique abilities.
- Children are our greatest resource and the key to our global future.
- All children can learn and shall be provided equitable opportunities for a quality, relevant education.
- Preparing our students for college, work and life is a priority.
- Our students deserve and have a right to high quality effective Principals and Teachers.

Roselle Public Schools Philosophy on Career and Technical Education: Health Occupations

The Roselle Board of Education realizes the importance of making the successful transition between school and careers. The Health Occupations course is an ideal situation as it offers sequential learning and job shadowing at different health care agencies. The students learn first-hand about the requirements, training, salary and prerequisites for numerous health careers. The students also learn extensive medical terminology, medical abbreviations, basic anatomy and physiology and how to adapt to the health care environment along with learning workplace readiness skills. This course offers the student the unique opportunity to receive dual credits with the Rutgers University School of Health Related Professions, if they meet the following criteria: participate in a minimum of 3 community service projects, participate in a minimum of 175 clinical shadowing hours, pass the required examination with a grade of 75 or higher, complete the necessary registration forms. If all criteria are met the student will gain 3 tuition free college credits with Rutgers School of Health Related Professions and receive the related transcript.

The Health Occupations” **Dynamics of Health Care in Society**” course meets the National Health Care standards and New Jersey Core Content Curriculum standards and the Career Readiness Practices.

Some core proficiencies that will be addressed in this course are as follows:

In addition to these core proficiencies and others, the students will also have the use of the computer & Internet in their class to help facilitate technology and research skills. Students will take attend clinical job shadowing 4 days per week in three different types of health care agencies for the entire school year. The students will also participate in one or more teleconferencing activities with other schools in the state to enhance both their technology skills, cooperative learning skills, and presentation skills.

Topic Outlines

Marking Period 1- Unit I Healthcare Preparation and Systems-Chapters 1,2,6,16 & 19 (Dynamics of Health Care Text)

Chapter 1

- Healthcare Now and Then
- History of Healthcare
- Healthcare Trends
- Healthcare Facilities/Departments/Specialties

Chapter 2 Health Care Systems/Health Care Economics

Chapter 4 Ethical Issues and Legal Aspects in Health Care

Chapter 6 Diversity in Healthcare

Chapter 16 & 19 Communication in Healthcare

 Verbal and Nonverbal

 Medical Documentation

 Computers in Healthcare

Marking Period II Unit II Clinical Skills & Employment -Chapters 17,3,7(Dynamics of Health Care Text) Chapter 14 & 16 (Diversified Health Occupations Text)

Chapter 17 Safety and Infection Control

Chapter 3 & 7 Personal/ Professional Qualities, Values and Teamwork

Chapter 14 Vital Signs

-Temperature

-Pulse

-Respiration

- Apical Pulse

- Blood Pressure

Chapter 16 Preparing for the World of Work

-Job skills

- Business letter

-Preparing the resume

- Preparing your portfolio

- Developing your PSLP

Marking Period III Unit III Exploring Careers & Health Care Communication- Chapter 2,11,12,13,14, Chapter 15 & 16 (Dynamics of Health Care Text) Chapters 5,18 & 21 (Diversified Health Occupations)

Chapter 11,12,13,14 Exploration of Healthcare Careers

- Researching & Comparing Careers
- Laboratory & Pharmacy
- Diagnostic & Imaging Services
- Therapy & Rehabilitation
- Health Information and Administration

Chapter 15 Health Care Communication

Chapter 16 Computers in Health Care

Marking Period IV Unit IV Health Care Advocacy, Professional Skills, Public Health & Portfolio Review Chapter 3,7,15,20,21(Dynamics of Health Care Text)

Chapter 3 & 7 Personal Qualities and Team Work

Chapter 21 Public Health

Chapter 15 Critical Thinking and Decision Making

Chapter 20 Advocacy

Portfolio as a presentation tool

Rutgers University Exam Preparation

Course Chapters/

Note: If there is a change with the university curriculum, the school district will be notified in advance of any changes, especially those affecting course requirement, grading and online final exam.

Marking Period I	Chapters	Objectives	Standards	Activities/Assignments/Evaluation
Chapter 1 Healthcare Now and Then	Ch 1 Instruct - Power Point Text	<ol style="list-style-type: none"> 1. Recognize the importance of major health care events throughout the ages. 2. Identify major health care facilities and the purpose of each. 3. Describe five types of health care professionals and their roles. 4. List four trends that influence healthcare. 5. Identify various healthcare facilities, different healthcare professionals and various healthcare trends. 6. Describe the history of medicine and how it has changed from its beginnings. 7. Recognize the importance of major health care events throughout 	<p>9.3.HL.4 9.3.HL.2 9.3.HL.4 CRP6 CRP 4 CRP 11</p> <p>CCSS ELA RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2</p>	<p>Assignments:</p> <ol style="list-style-type: none"> 1) Read Chapters 1(pg 1-14) & 2(pages 17-48), outline and complete chapter check point questions 2) Define Key Terms 3) Answer Chapter Wrap Up Questions pages 15 & 16 & 50 & 51 4) Daily Do now and exit ticket 5) Development of rough draft of Portfolio 6) Chart on types of health care providers 7) Flip book for recording of notes 8) Medical terminology and medical abbreviation cards for dictionary <p>Instructional Activities</p> <ol style="list-style-type: none"> 1. Power Point from textbook (Chapter 1 & 2) 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 to the class. 5. Worksheet on departments and medical abbreviations. & Mix and Match Game 6. Students will be given various case studies and will work with a

		<p>the ages.</p> <ol style="list-style-type: none"> 8. Differentiate between early and current beliefs about the causes of disease and treatment. 9. Identify the historical individuals or scientists who made major contributions to the advancement of health care. 10. Identify the principal discoveries and advances in medicine during the 17th through 21st centuries. 11. Identify major health care facilities and the purpose of each. 12. Describe 5 types of health care professionals and their roles. 13. List 4 trend that influence health care 14. Describe & apply the Trinitas Hospital rules and regulations 		<p>partner to determine which healthcare facility the patient would seek treatment. Class discussion after exercise.</p> <ol style="list-style-type: none"> 7. Student should make flashcards of the influential people from chapter and handouts. 8. Students should make flashcards of medical abbreviations and medical terms for the development of a medical dictionary. 9. Orientation to health care clinical setting 10. Review of structured learning responsibilities in each department. 11. Review game of hospital orientation. 12. Trinitas Hospital Orientation test <p>Assessments:</p> <ol style="list-style-type: none"> 1) Quizzes 2) Healthcare Display Poster(rubric) 3) Unit Test 4) Trinitas Hospital Orientation Test 5) Class Participation 6) History of Health Care Research Project on an Event of Discovery in the History of Health Care 7) Chapter Review questions 8) Portfolio Assessment #1 9) Hospital reports and Disease reports for cycle 1,2, 10) Hospital evaluations for cycle 1,2 11) Daily journal check for understanding & exit tickets
--	--	--	--	---

		regarding students on orientation test.		
Chapter 2 Healthcare Systems/ Healthcare Economics	Ch 19 Instructor - Power Point	<ol style="list-style-type: none"> 1. Recognize the importance of health care economics. 2. Identify the various types of health care institutions. 3. Define the most common health care payment methods. 4. Characterize the significance of managed care. 5. Identify the purpose of cost containment measures. 6. Explain the importance of resource management. 	9.3.12.HL.1 9.3.12.H.2 9.3.12.HL.4 CRP3 CRP2 CRP5 CRP6 CRP7 CRP8 CCSS-LA RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2	Assignments: <ol style="list-style-type: none"> 1) Read Chapter 2 & 18 (pages 307-314) outline and complete chapter check point questions 2) Define Key Terms 3) Answer Chapter Wrap Up Questions (pages 315 & 316) 4) Read and respond to questions on Cost Conundrum Article 5) Medicare/Medicaid WebQuest 6) Power Point from Textbook (Chapter 18) recording in flip book graphic organizer 7) Medicare/Medicaid website http://www.cms.hhs.gov/default.asp and complete the webquest on Medicare and Medicaid. 8) Complete Venn Diagram comparing and contrasting Medicare and Medicaid Instructional Activities Power point on topic-instructor- students use graphic organizer or flipbook Students will view the following video about Medicare and Medicaid http://www.youtube.com/watch?v=13vpRmzKuDk Medicare/Medicaid Video Healthcare Reform: Cost of procedure worksheet - "The Price is Right" and the Pre-Test a) Students will view the following video regarding Healthcare Reform video from PBS: http://www.pbs.org/shows/health-care-reform/ Small cartoon explaining healthcare reform https://www.youtube.com/watch?v=X6lVb9aS5rE

			<p>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</p> <p>Students will view the documentary of Sick Around the World and will be responsible for answering the questions given out prior to the movie.</p> <p>Access to care: Ask students what they think are the top 10 leading causes of death in the United States. Allow students to share their ideas, then tell them that the lack of health insurance is the sixth leading cause of death in America among nonelderly adults.</p> <p>POV Critical: PBS: Go to the PBS website http://www.pbs.org/pov/criticalcondition/video_classroom1.php#.VE4u4fnF-So Show the 3 clips separately. Illustrates the struggles of an uninsured American named Karen Dove from Austin, Texas. Then pass out the Student Viewing Guid 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 March 2008</p> <p>Types of Insurance: 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.</p> <p>Introductory video about overall healthcare economics and insurance plans: https://www.youtube.com/watch?v=A4-pkIsDT_Q</p> <p>Discussion of healthcare expenses and health insurance. Co-Payment, Deductibles, limits, Premiums. Worksheet "Two sisters, two plans" will help illustrate.</p>
--	--	--	--

				<p>In class worksheet that students will complete regarding co- payments, 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 piece of paper.</p> <p>Research Report on Insurance(Rubric)</p> <p>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.</p> <p>Assessment:</p> <p>Quizzes on medical terms and content Unit test on content and medical terms Class Participation Research report on types of Insurance (Rubric) Clinical Hospital Report 3 & 4(Rubric) Disease Report 3 & 4(Rubric) Clinical Evaluation 3 & 4(Rubric) Daily journal and exit ticket(Rubric) Portfolio check # 2 (Rubric)</p>
<p>Chapter 4</p> <p>Chapter 4 Ethical Issues and Legal Aspects in Healthcar</p>	<p>Ch 11 Instruct -Power Point Text</p>	<ol style="list-style-type: none"> 1. Understand health care-related laws. 2. Realize the difference between intentional and unintentional torts. 3. Explain the importance of protecting patients’ 	<p>9.3.HL.5 9.3.HL.6 9.3.HL.H1.3 CRP1 CRP2 CRP5 CRP8 CRP9</p>	<p>Assignments:</p> <ol style="list-style-type: none"> 1) Read Chapter(s) 4(pages67-76) and complete outline and chapter check point questions 2) Define Key Terms 3) Study Guide

e		<p>rights.</p> <ol style="list-style-type: none"> 4. Identify ethical principles. 5. Understand ethical decision-making. 6. Recognize ethical dilemmas. 7. Define characteristics of a professional attitude and behavior. 8. Discuss the ethical code for health care professionals. 9. Describe the importance of professional associations. 	<p>CCSS-ELA RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2</p>	<ol style="list-style-type: none"> 4) Answer Chapter Wrap Up Questions(pages 77 & 78) 5) "You be the Judge worksheet" Class will be divided into 4 groups to work on verdicts together. 6) Government Agency Research Report(Rubric) 7) Daily journal, Do now's and Exit tickets 8) Hospital reports, Disease reports 9) Research on HIPAA and Advance Directives(Rubric) <p>Instructional Activities:</p> <ol style="list-style-type: none"> 1) Power Point from Text book Chapter 4- record on flipbook or graphic organizer 2) Students will watch the following videos as a class and discuss: \https://www.youtube.com/watch?v=7Ffgohtk3e0 About 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 3) 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=Amg2hHwyiUc 7 4) Students will view the film, "Silent Killer" from PBS in which it discusses patient safety and malpractice and practitioner honesty and accountability. 5) 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 Power point 6) Students will view the video https://www.youtube.com/watch?v=iUCepl2UUI that illustrates the
---	--	--	---	--

			<p>different types of law</p> <p>7) Students will research our state's Good Samaritan Law in New Jersey and write a paragraph summarizing how it affects health care professionals.</p> <p>8) Students will read the Tarasoff decision handout (resource from text book) and then complete the case study individually.</p> <p>9) Students will complete, "What Doesn't Belong" worksheet in class and will answers will be reviewed as a class.</p> <p>10) 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 students 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.</p> <p>11) https://www.wisc-online.com/learn/career-clusters/health-science/mea4804/you-be-the-judge-legal-components-of-health-c "You be the Judge" interactive program</p> <p>12) Discussion of HIPAA and how it impacts the health care we provide, use online game</p> <p>13) Play the HIPAA game http://www.healthit.gov/sites/default/files/cybersecure/cybersecure.html</p> <p>14) Students will read and complete the "Moral Courage in Action: Case Studies" and answer the questions. Discussion with peers.</p> <p>Assessment: Quizzes& Unit Test on content and medical terms Class Participation</p>
--	--	--	--

				<p>Government Agency Research Report(Rubric)</p> <p>Report on HIPAA and Confidentiality(Multidisciplinary Project with Business Class)</p> <p>Daily journal, Do now and exit ticket(rubric)</p> <p>Hospital and disease reports(rubric)</p> <p>Clinical evaluation(rubric)</p>
<p>Chapter 6 Diversity in Healthcare</p>	<p>Ch 13 Instruct - Power Point</p>	<p>1. Name cultural and ethnic differences that you may encounter in the workplace and explain how they may relate to health care.</p> <p>2. Describe how people of different races and cultures vary physically and psychologically.</p> <p>3. Give examples of cultural differences involving reactions to pain, gender roles, time orientation, and food and nutrition preferences.</p> <p>4. Identify differences among individuals based on socioeconomic factors, age, and religion.</p> <p>5. Describe examples of diverse health</p>	<p>9.3.HL.2</p> <p>9.3.HL.5</p> <p>9.3.HL.6</p> <p>9.3.HL.THR.4</p> <p>CRP1</p> <p>CRP2</p> <p>CRP4</p> <p>CRP5</p> <p>CRP6</p> <p>CRP7</p> <p>CRP8</p> <p>CRP9</p> <p>CRP11</p> <p>CRP12</p> <p>CCSS-ELA</p> <p>RST.11-12.1</p> <p>RST.11-12.7</p> <p>RST.9-12.7</p> <p>SL.11-12-</p>	<p>Assignments:</p> <p>1) Read Chapter 6(pages 99-111) and outline the chapter and complete chapter check point questions</p> <p>2) Define Key Terms</p> <p>3) Study Guide</p> <p>4) Chapter Wrap Up Questions(pages 111,112 & 113)</p> <p>5) Cultural Diversity Case Studies (Mrs Lee and Child with Club Foot #1)</p> <p>6) Multidisciplinary Project on country of choice relating to healthy foods, common diseases and health issues in country. (Teams create power point on country& present to FCS students)</p> <p>Instructional Activities:</p> <p>1) Power Point with discussion points throughout presentation & flipbook graphic organizer</p> <p>2) Students will watch on You Tube: https://www.youtube.com/watch?v=dNLtAj0wy6I Cultural Competencies for Healthcare Providers</p> <p>3) 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 project is to display how aspects of their culture relate to healthcare delivery to</p>

		<p>care practices, including natural remedies and complementary and alternative treatments.</p> <p>6. Identify various healthcare disparities and how these can impact healthcare delivery and patient outcomes.</p>	<p>1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2</p>	<p>help students develop cultural sensitivities.</p> <p>4) 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.</p> <p>5) 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=qPhOZzsj_6Q</p> <p>Assessment: Quizzes Project /Case Studies (Rubric) Class Participation Unit Test Daily journal, exit tickets and Do Now's Disease and Hospital Reports(Rubric) Clinical Evaluation(Rubric) Multidisciplinary project with FCS students – Rubric for grading of power point and oral presentation</p>
Communication in Healthcare	Chpt Instructor or Power Point	<p>1. Explain how the communication process is important in health care.</p> <p>2. Differentiate among the three most common modes of communication and</p>	<p>9.3.HL.THR .2 9.3.HL.THR .3 9.3.HL.THR .4 9.3.HL.THR .1 9.3.HL.HI.1 9.3.HL.DIA.</p>	<p>Assignments:</p> <p>1) Read & outline Chapters16(pages 271-284) & 19(pages 319-329) (Dynamics Text) and complete chapter check point questions & review questions</p> <p>2) Define Key Terms</p> <p>3) Study Guide</p> <p>4) Chapter Wrap Up Questions(pages 267& 268) & (pages 330 & 331)</p>

		<p>how they are used in health care.</p> <p>3. Describe the different methods and types of patient communication.</p> <p>4. Communicate successfully with patients.</p> <p>5. Explain the importance of accuracy and security in health care recording and reporting.</p> <p>6. Identify the most common communication challenges in health care and know how to overcome them.</p>	<p>4 9.3.HL.DIA.2 9.3.HL.DIA.1 9.3.HL.HI.2 9.3.HL.HI.3\ CRP4 CRP6 CRP11</p> <p>CCSS-ELA RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2</p>	<p>5) Research Project- types of communication devices(rubric)</p> <p>6) Daily journal during clinical experience, Do now's and exit tickets</p> <p>7) Technology in health care project/research report.(Rubric)</p> <p>Instructional Activities: Pre-test and oral review</p> <p>1) Power Point Slides from textbook- for Teacher-Student record on flipbook or graphic organizer</p> <p>2) Students will take turns putting on glasses with vaseline on them that decreases 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.</p> <p>3) Review various communication techniques including reflection, restatement, redirecting, etc. Role play will be used using scenarios</p> <p>4) Post-its will be handed out with the following expressions: Doubt, Surprise, anger, displeasure, pleasure, questioning, shock and just the letter o. Each students will say the word, "OH" with their expression. Other students will try to figure out their expression.</p> <p>5) 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.)</p> <p>6) 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 instructor. www.goldcanyonuniversity.com/wp-content/uploads/2014/02/Tropical-Island.pdf</p> <p>7) Students will read off the "Reading between the Lines". There is an A page and B page. Students will be put in groups of 2 and will take</p>
--	--	---	---	--

			<p>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.</p> <p>8) Students will view a youtube video on how technology is assisting people to communicate. http://www.youtube.com/watch?v=hnn8_YCavIk http://www.youtube.com/watch?v=b7YwrHNyITg</p> <p>9) Ray Romano: Active Listening clip: https://www.youtube.com/watch?v=aP55nA8fQ9I Communication: what could possibly go wrong</p> <p>10) Students will be asked to research alternative communication devices and techniques that are being used or developed to help patients communicate more effectively.</p> <p>Assessment: Quizzes Unit Test Research report on alternative forms of communication devices(Rubric) Daily journal, Do now's and exit tickets (Rubric) Hospital reports & Disease reports(rubric) Clinical Evaluation(Rubric) Class participation Homework reading and outline Research report/project in use of technology in healthcare.(Rubric)</p> <p>Instructional Activities</p> <p>1)SOAP note will be explained by using the following website: http://learn.gwnursing.org/Education/LearningObjects/SOAP_Gonzalez/index.htm</p> <p>2)Reasons why a History would be taken for a patient should be</p>
--	--	--	--

			<p>reviewed with students.</p> <p>3)Discuss with students the elements of a review of systems examination during a physical exam.</p> <p>4)Review with students the correct way to create medical record corrections addendums</p> <p>5)Students will practice military time using the attached worksheet.</p> <p>6)Students will each get a documentation term or a definition and explanation and will have to find the match with another student.</p> <p>7)Students will complete the Common Drug Related Abbreviation and decipher various prescriptions using the abbreviations.</p> <p>8)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.</p> <p>9)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 scenarios and the other student will have practice in appropriate questioning and writing of the SOAP note.</p> <p>Computers in Healthcare:</p> <p>1)Review Power Point from textbook(Instructor) Student record in flipbook or graphic organizer</p> <p>2)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 and answer related questions.</p> <p>3)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.</p>
--	--	--	---

			<p>4)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-aiKllc6uk</p> <p>5)Students will watch a short video of a doctor coming into exam room to see patient and goes right to the computer. http://www.youtube.com/watch?v=ezQb2AT0FZU Discussion of pro's and con's on computers in healthcare.</p> <p>6)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 pro's and con's on remote surgery. http://www.youtube.com/watch?v=d7lojFFHtiA</p> <p>7)Classroom discussion regarding HIPAA and computer use</p> <p>8)Clinical observation regarding the use of HIPAA with patients.</p> <p>9) Clinical observation of the use of technology used in health care to record, test patients and provide a method of communication during structured learning.</p> <p>Assessments:</p> <p>Class Participation</p> <p>Quizzes</p> <p>Unit Test</p> <p>Daily Do now's and exit tickets and journal writing.(Rubric)</p> <p>Hospital report and Disease reports(Rubric)</p> <p>Clinical Evaluation(rubric)</p> <p>Hospital orientation text on HIPAA and Confidentiality</p> <p>Use of Technology in healthcare report/project(Rubric)</p>
--	--	--	---

<p>Marking Period 2 Clinical Skills and Employment</p> <p>Infection Control and Safety</p>	<p>Ch 18 Instruct or Power Point Text</p>	<ol style="list-style-type: none"> Describe the role of the Occupational Safety and Health Administration and the Centers for Disease Control and Prevention in workplace safety and infection control. Explain the basic principles of health care safety. Identify the most common safety precautions and preventive actions used in health care. Outline how infectious diseases are transmitted. Explain how to prevent the spread of infectious disease. Describe and practice PASS & RACE in a fire in healthcare Describe and compare and contrast hazard codes in healthcare. Practice workplace safety in a clinical 	<p>9.3.HL.SUP .2 9.3.HL.SUP .3 9.3.HL.SUP .4 9.3.HL.BRD .4</p> <p>CRP 1 CRP2 CRP3 CRP4 CRP5 CRP7 CCSS-ELA</p> <p>RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2</p>	<p>Assignments:</p> <ol style="list-style-type: none"> Read and outline Chapter 17(pages 289-303) and complete chapter check point questions Define Key Terms-word wall(rubric) Answer review questions pages 304 & 305 Webquest on HIV/Hepatitis(rubric) Assigned reading from nursing journal" handwashing, doing it right" and answer related questions. Research one type of microorganism(rubric)- Multidisciplinary lesson to Biology class Project with FCS class on spread of disease through handwashing and or diseases spread through use of undercooked food and improper food sanitation. <p>Instructional Activities:</p> <p>Pre-test and oral review</p> <p>Blood Borne Pathogens/PPE</p> <p>Open topic with the following activity: MSDS Exploration Fun with MSDS's http://www.ilpi.com/fun/msds/</p> <ol style="list-style-type: none"> Power Point on BBP and include video- instructor chapter 18 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
---	---	---	--	---

		<p>setting.</p> <p>9. Describe and define rules & policies regarding OSHA and hospital policies & procedures.</p> <p>10. Practice standard precautions in a health care setting.</p> <p>11. Describe and apply knowledge of PPE to prevent the spread of communicable diseases.</p>	<p>https://www.youtube.com/watch?v=oxdaSeq4EVU</p> <p>4)HIV/Hepatitis Webquest from internet</p> <p>Hand Hygiene and Sterile Gloving:</p> <p>1) Students will watch the video of a handwashing rap on you tube. https://www.youtube.com/watch?v=VQisWTZx02c</p> <p>2) Students will demonstrate the correct way to wash hands for healthcare providers</p> <p>Followed by practical exam(rubric)</p> <p>3) Students will demonstrate good hand washing technique by using glow germ solution and black light to see how effective their handwashing was to eliminate germs.</p> <p>4)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.</p> <p>Microorganisms//Viruses vs Bacteria/Chain of Infection:</p> <p>1) 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.</p> <p>2)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.</p> <p>3)Discussion of the various types of patient based precautions and</p>
--	--	---	---

			<p>when they would apply to specific patients.</p> <p>4) 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 scenerios presented. http://connectedcalifornia.org/downloads/curriculum/CatchtheFever_CA.pdf</p> <p>5) Students will complete "Breaking the Chain" worksheet on ways to stop the spread of infection.</p> <p>6) Scenerio's for Chain of Infection on web http://www.wisc-online.com/Objects/ViewObject.aspx?ID=NUR1603</p> <p>7) 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)</p> <p>8) 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.</p> <p>9) Students will use the IPads and complete the 3 scenerios from the CDC Solve Outbreak app. Discussion about the progression of infectious diseases.</p> <p>10) Students will watch a short video on types of immunities https://www.youtube.com/watch?v=njNdANeRK3A</p> <p>11) 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,</p>
--	--	--	--

			<p>the disease and the method of transmission for the outbreak. The scribe will use the "Solving the Case" worksheet to organize data.</p> <p>12) The students will watch the movie "Contagion" and have write a short summary after viewing movie.</p> <p>13)Students will read an article about the emergence of CRE in healthcare settings. Prior focus in class on MRSA, VRE, TB, CDiff 14</p> <p>14)Students will go to the CDC website and will be given a topic to research an 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 seperate 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 HAI's, burden of HAI's</p> <p>15)View activity online: http://www.wisc-online.com/Objects/ViewObject.aspx?ID=MEA1204 (effects of disinfection on medical equipment)</p> <p>16)Discussion of the various levels of sanitation needed. (disinfection, sanitation, sterilization, Biohazard waste and sharp containers discussed. (see autoclave and disinfectant use in the Central Supply and Sterile Processing Departments during clinical)</p> <p>16)Students will read a short article on the good bacteria in our bodies and answer questions related to the article.</p> <p>17) Students will review policies and procedures of Trinitas and RWJUH at Rahway for regulations regarding job safety and infection control and codes.</p> <p>18) Students practice using fire extinguisher and following code</p>
--	--	--	--

				<p>procedures in case of code in a hospital.(Hazardous communication)</p> <p>Assessment: Quizzes Unit Tests (2) Medical terminology cards for medical dictionary Hospital reports 6 & 7 Disease reports 6 & 7 Microorganism research project(rubric) oral presentation to Biology class Handwashing project and food borne illness with FCS class(rubric) Clinical evaluation(rubric) Daily do now's, journal writing and exit ticket. (rubric)</p>
Personal/ Professional Qualities, Values and Teamwork	Ch 10 Instruct or Power Point	<ol style="list-style-type: none"> 1. Recognize personal qualities and skills that are important for health care providers. 2. List professional attributes that benefit all health care workers. 3. Describe values and how they are developed. 4. Identify important values in health care. 5. Detect stress producers. 6. Use strategies to 	9.3.HL.4 9.3.HL.1 9.3.HL.2 CRP1 CRP 2 CRP3 CRP4 CRP9 CCSS-LA RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-	<p>Assignments</p> <ol style="list-style-type: none"> 1) Read & outline Chapters 3(pages53-63) & 7 (pages1115-123) and complete chapter check point questions 2) Define Key Terms- Word Wall(rubric) 3) Answer Chapter Wrap Up Questions(pages 64 & 65 & 124 & 125) 4) Take leadership self- assessment survey 5) Create a list of personal qualities and skills(to be used with portfolio) 6) Create a list of their values and compare and contrast the values needed of a health care worker. 7) Read nursing journal article on nursing leadership and answer related questions. <p>Instructional Activities:</p>

		<p>cope with stress.</p> <p>7. Explain the role of nutrition, exercise, and sleep in maintaining a healthy body.</p> <p>8. Recognize the importance of good health behaviors, personal hygiene, and grooming for the health care professional.</p> <p>9. Explain the characteristics of effective teams.</p> <p>10. Give an example of how a health care team may be composed.</p> <p>11. Characterize the elements of team structure.</p> <p>12. List tips for effective teamwork.</p> <p>13. Explain how to manage conflict.</p> <p>14. Define leadership skills, styles, and responsibilities</p> <p>15. Define critical thinking.</p> <p>16. Discuss the importance of critical thinking in health care.</p> <p>17. Identify the</p>	<p>1,3,4,5</p> <p>RST.11-12.3,9,10</p> <p>WHST.11-12.1,2</p>	<p>Pre-test and oral review</p> <p>1) Power Point from textbook- chapter 10(instructor) Student record on flipbook or graphic organizer</p> <p>2) Have students brainstorm the following 3 topics in small groups, and record it on a large piece of paper:</p> <ul style="list-style-type: none"> -10 great leaders of all time (both good and bad) -Qualities that make a person a leader -Careers which require leadership qualities <p>3) Students will take a Leadership Self –Assessment (found on internet) and will have class discussion about the accuracy of the results.</p> <p>4) 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.</p> <p>Assessments:</p> <p>Quizzes</p> <p>Unit Test</p> <p>Daily journal writing, do now's, exit tickets.(rubric)</p> <p>Hospital and disease reports 8 & 9 (rubric)</p> <p>Clinical evaluation 8 & 9 (rubric)</p>
--	--	--	--	---

		<p>characteristics of a critical thinker.</p> <p>18. Explain the basic problem-solving approach used in health care.</p> <p>19. Compare and contrast the basic problem-solving method with trial-and-error problem solving.</p> <p>20. Explain the best way to study.</p> <p>21. Describe the features of a good study area.</p> <p>22. Outline the learning process and important strategies for learning.</p>		
Vital Signs	Ch 14 Diversified Health Occ.	<p>1. To identify , describe and apply knowledge of vital signs to daily clinical experience.</p> <p>2. To be able to read the clinical thermometer to the nearest tenths of a degree.</p> <p>3. To be able to read and record the oral temperature</p>	<p>9.3.HL.1</p> <p>9.3.HL.2</p> <p>9.2.HL.3</p> <p>9.3.HL.4</p> <p>9.3.HL.5</p> <p>9.3.HL.6</p> <p>CRP 2</p> <p>CRP 3</p> <p>CRP8</p> <p>CRP 11</p> <p>CCSS-ELA</p>	<p>Assignments</p> <p>1.Pre-test on vital signs</p> <p>2. Word wall vocabulary(Rubric)</p> <p>3. Graph vital signs on graphic chart.(Rubric)</p> <p>4. Read and outline chapter 14(349-377) in Diversified Health Occupations text</p> <p>5) Answer chapter review questions(page 377)</p> <p>6)Research one disease of either the respiratory system affecting respiration, circulation and pulse or blood pressure.(Rubric)</p> <p>7) Create a chart of vital signs of 10 males and female patients and compare and contrast the difference in reading between a male and</p>

		<p>accurately. 4. To be able to identify, describe and understand the various methods of taking temperature.</p> <p>5. To be able to measure and record radial pulse to an accuracy within 2 beats + or – per minute.</p> <p>6. To be able to count and record respiration accurately within 2 beats = or – per minute.</p> <p>7. To be able to measure and record blood pressure to an accuracy within+ or – 2 beats of the actual reading.</p> <p>8. To be able to state the normal range for oral temperature, axillary temperature, aural temperature and recta temperature.</p> <p>9. To be able to state the normal range for pulse, respiration and blood pressure.</p> <p>10. To be able to define, pronounce, and spell all key terms related to vital signs.</p>	<p>RST.11-12.1</p> <p>RST.11-12.7</p> <p>RST.9-12.7</p> <p>SL.11-12-1,3,4,5</p> <p>RST.11-12.3,9,10</p> <p>WHST.11-12.1,2</p>	<p>female and analyze results.(rubric)</p> <p>Instructional Activities</p> <p>1.)Students begin unit with discussion on prior knowledge about vital signs to determine level of understanding – Do now</p> <p>2.) Take pre-test on vital signs and oral review –whip around</p> <p>3.) Distribution of graphic organizer flipbook for recording of information</p> <p>4.) Power Point-instructor</p> <p>5.) Demonstrate the types of thermometers on Document camera & pass around for students to see in person.</p> <p>6.) Review of physiology of temperature</p> <p>7.) Students do activity-think-pair-share write regarding causes and treatment-CFU</p> <p>8.) Teacher demo how to take oral temperature</p> <p>9.) Individual students practice taking temperature with partner.</p> <p>10.) Teacher demonstrates other methods of taking temp. (aural, Fever scan/topical) and explains uses for various types of thermometers.</p> <p>11.) Students practice taking temperature and prepare for practical exam.</p> <p>12.) Students each take practical exam on oral temperature.(rubric)</p> <p>13.) Oral review of process of circulation.</p> <p>14.) Students record process of circulation on chart and on flash cards.</p> <p>15.) Students practice steps with partner and quiz each other. Pairing</p>
--	--	--	---	--

		<p>11. To be able to record vital signs on the patient graphic chart with accuracy.</p> <p>12. To be able to identify, describe and understand various conditions related to abnormalities in vital signs.</p>	<p>determined by needs of students.</p> <p>16.) Teacher reviews steps in taking pulse.</p> <p>17. Students record notes on graphic organizer.</p> <p>18.) Students practice taking pulse with a partner. Pairing is then done based on needs of students.</p> <p>19). After practice students are given assignment to take pulse of family members for homework.</p> <p>20.) Students take individual practical exam on pulse.(rubric)</p> <p>21.) Teacher reviews physiology of respiration.</p> <p>22.) Teacher demonstrates how to take respiration.</p> <p>23.) Students view u-tube video on how to take respiration.</p> <p>23.) Students practice taking respiration on classmates and then pairing is based on needs of students.</p> <p>24.) Students take practical exam on respiration.(rubric)</p> <p>25.) Teacher reviews physiology of blood pressure.</p> <p>26.) Students view video on how to take blood pressure.</p> <p>27.) Teacher does demonstration on how to take blood pressure.</p> <p>28.) Students practice taking blood pressure on their classmates.</p> <p>29.) Students practice taking blood pressure on family members.</p> <p>30.) Students take individual practical exam on blood pressure.(rubric)</p>
--	--	--	--

				<p>31.) Teacher reviews physiology and how to take a apical hear- beat.</p> <p>32.) Students practice taking apical on classmates.</p> <p>33.) Practical exam on individual student on taking apical beat.(rubric)</p> <p>34.) Students practice taking vital signs on students during Healthy Friday activities for community service.</p> <p>35.) Students take vital signs of patients in health care agencies.</p> <p>36.) Students take blood pressure of staff and parents during school and community events.</p> <p>Assessments: Quizzes Unit Testing Individual practical exam on Temperature, Pulse, Respiration, Blood pressure and Apical(rubric) Graphic sign recording(rubric) Assignment comparison of male and female vital signs.(rubric) Clinical evaluation(rubric) Do now's, exit tickets and daily journal writing.(rubric) Hospital report and Disease reports # 10 Research project on one disease or disorder that can effect one of the vital signs.(rubric) Rubric to assess blood pressure screening of students, parents or community members.</p>
Preparing for	Chp 16	1.Identify a minimum of	9.2.12.C.1 9.2.12.C.2	Assignments:

Employment	Diversified Health Occupations	<p>5 job-keeping skills and explain why employers consider them essential to the workplace. 2. Write a letter of application/business letter containing all of the required information and using correct form of a business letter.</p> <p>3. Prepare both a college and employment resume containing all of the necessary information and meeting standards for neatness and correctness.</p> <p>4. Complete an application form that meets standards of neatness and correctness for submission to a job.</p> <p>5. Define and pronounce key vocabulary relating to employment.</p> <p>6. Update the student growth portfolio with neatness, accuracy and showing proper Language Arts skill in grammar, spelling and capitalization.</p>	<p>9.2.12.C.3 9.2.12.C.4</p> <p>CRP 2 CRP 4 CRP 6 CRP 7 CRP 8 CRP 10 CRP 11 CCSS-ELA</p> <p>RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2</p>	<p>1. Read and outline chapter 16(pages 445-464)- in Diversified Health Occupations text.</p> <p>2. Practice writing letter to a potential employer from a classified advertisement.</p> <p>3. Complete rough draft resume for college & final resume.(rubric)</p> <p>4. Complete rough draft of resume for a job and final resume.(rubric)</p> <p>5. Complete job application.(rubric)</p> <p>6. NJ CAN reality check activity and analysis.(rubric)</p> <p>7. Update personal growth portfolio.(rubric)</p> <p>8. Answer review questions page 464</p> <p>Instructional Activities</p> <p>1.) Students take pre-test on employment.</p> <p>2.) After completion of pre-test oral review with teacher.(whip-around)</p> <p>3.) Graphic organizer flipbook is distributed for student recording of information.</p> <p>4.) Discussion on the job skills in the workplace.</p> <p>5.) View u-tube video on job skills</p> <p>6.) Business letter power point-instructor</p> <p>7.) Students practice writing a business letter.</p>
------------	--------------------------------	--	---	--

		<p>7. Calculate a budget for the year using the salary from a chosen career.</p>		<p>8.) Students are paired and grade business letters using rubric.</p> <p>9.) Application rules instruction-power point-instructor.</p> <p>10.) Students practice completing an application.</p> <p>11.) Types of resume and steps to preparing a resume-power point.</p> <p>12.) The good, bad and ugly resume- samples handout for students to pick out mistake with a partner and share information.</p> <p>13.) Students complete rough draft of resume and then final draft.(rubric)</p> <p>14.) What to include in a personal growth portfolio- power point</p> <p>15.) Individual students update portfolio</p> <p>16.) NJCAN Reality check- NJCAN website and analysis of what was learned from this activity.</p> <p>Assessments:</p> <p>Unit Test</p> <p>Journal writing entry, Do now's and exit tickets.(rubric)</p> <p>Job Application(rubric)</p> <p>Letter of application(rubric)</p> <p>College resume(rubric)</p> <p>Job resume(rubric)</p>
--	--	--	--	--

				NJ CAN Reality Check(rubric) Clinical evaluation (rubric) Hospital report and Disease report(rubric) Portfolio & resume review by hospital mentor(rubric)
Marking Period 3 Exploring Careers, Health Care Communication /Computers Exploration of Healthcare Careers	Ch 2,3,4,5,6,7,8,9,13 Instruct - Power Point Text	1.List steps for planning a career in health care. 2.Define and differentiate licensure, registration, and certification. 3.Describe 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.	9.3.HL.DIA.1 9.3.HL.DIA.3 9.3.HL.DIA.5 9.3.HL.HI.2 9.3.HL.HI.3 9.3.HL.SUP.1 9.3.HL.SUP.4 9.3.HL.SUP.5 9.3.HL.THR.3 9.3.HL.BRD.1 9.3.HL.BRD.2 9.2.12.C.1 9.2.12.C.3 9.2.12.C.5 9.2.12.C.6	Assignments: 1) Read & outline Chapter11(177-194),12,(197-216) 14-(pages 243-252)(Dynamics text), and complete chapter check point questions 2) Read & outline Chapters 18(550-614) & 21(pages799-832)(Diversified Health text) and complete chapter review questions 3) Complete Career Chart 4) Chapter Wrap Up Question 5) Study Guide for each chapter in unit 6) Development of PSLP(rubric) 7) Research on 1 career and develop a Power Point presentation(rubric) 8) Compare and Contrast 3 post-secondary schools that have a career of choice(rubric) 9) NJ Can- Comparing 2 states and the related salaries for 1 career of choice 10) Read and Outline chapter 8 & 9 Patient Care and Nursing(pages127-141 & 145-156) Daily Do Now's: Each day a new riddle will be placed on smartboard 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

		<p>4. List and explain the benefits of membership in a professional organization.</p> <p>5. State the education, training, and legal requirements for becoming the various healthcare professionals in this unit.</p> <p>6. Describe the typical work responsibilities in each profession.</p> <p>7. List desirable personal characteristics of the various healthcare professionals.</p> <p>8. Identify employment opportunities and key trends for these occupations.</p> <p>9. Gain a better understanding of each field discussed in this unit.</p>	<p>CRP7 CRP10 CRP11 CRP12</p> <p>CCSS-ELA RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2</p>	<p>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 pass)</p> <p>Instructional Activities:</p> <p><u>Overview of Healthcare Careers:</u></p> <p>Complete pre-test on health careers and oral review with instructor.</p> <p>1) Power Point from Ch 2,5,6,7,8 and 9 – Instructor (student record notes on flipbook or graphic organizer)</p> <p>2) 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 class.</p> <p>3) Students will take the "How do you see yourself" survey on a career interest inventory key. Discussion after activity and report out.</p> <p>4) 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.</p> <p><u>Nursing and Dental-Chapter 9 & 10 in Dynamics of Health Care Text</u></p> <p>1) Power Point from textbook Chapter 4 and 5(for instructor) Student</p>
--	--	---	---	--

			<p>record notes in flipbook or graphic organizer</p> <p>2) Students will watch the video of "Life of a Med Surg Nurse" https://www.youtube.com/watch?v=5_mDHUwNAOY</p> <p>3) 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.</p> <p>4) Students will learn how to draw up fluid into a syringe for injection and will inject into an orange. (rubric)</p> <p>5) Students will review the hierarchy of nursing. (APN, BSN, RN, LPN, CNA) & do Mix and Match Game for Review</p> <p>6) Students to complete Investigate it #3 question in textbook. (end of chapter)</p> <p>7) Students will practice bed making, transfers: chair to bed, bed to chair. Practice positioning patient in bed and protocols regarding call bell accessibility and wheelchair skills.</p> <p>8) Students will complete ongoing chart of careers</p> <p>9) Students will record new terms and abbreviations in medical dictionary</p> <p>10) Students will observe in the hospital during structured learning the role, duties and training of various types of nurses as members of the health care team.</p> <p><u>Therapy/Alternative Therapies and Therapy & Rehabilitation (Chapter 13 –Dynamics of Health Care Text</u></p> <p>1) Power Point for instructor chapter 8 in text- students use graphic</p>
--	--	--	--

				<p>organizer and flipbook to record notes</p> <p>2) Students read chapter 13 in text and outline the chapter and do the review questions at the end of the chapter.(pages 221-240)</p> <p>2) 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. (rubric)</p> <p>3) View http://www.youtube.com/watch?v=1Z2Ib4Meul4 about the diversity in physical therapy and the various types of employment opportunities.</p> <p>4) Discussion of body mechanics and transfers. & practice after viewing of video. http://www.youtube.com/watch?v=mvQGXjJwGM</p> <p>5) Students will complete on going chart of careers</p> <p><u>Diagnostic and Imaging:Chapter 12(Dynamics of Health Care text)</u></p> <p>1) Power Point text chapter 7 (for instructor) students record information on graphic organizer of flipbook. (Students outline chapter 12 pages197-220)</p> <p>2) 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?</p> <p>3) Students will watch a short video on the increase of diagnostic test. http://www.youtube.com/watch?v=YGPYe2Qe7p0 4)</p> <p>4) Discussion of the definitions of the various fractures from “Identifying Fractures” Class will view various fractures on smartboard and will try to identify the fracture.</p>
--	--	--	--	--

			<p>5)Students will be given the packet of "Identifying Fractures" and will be asked to identify the various fractures from the pictures. 5) Students will watch a short video about a day in the life of a radiologist technician. http://www.youtube.com/watch?v=HvPA-ipmvUQ</p> <p>6) Students will create their own x-ray using images from the internet and black scratch paper.</p> <p>7) Students will view the website with images of how iphones are being used for diagnostic testing. http://internetmedicine.com/2012/12/14/top-ten-medical-uses-of-the-iphone/</p> <p>8) 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.</p> <p>9) Students will complete ongoing chart of careers</p> <p>10) Students will observe in the hospital during structured learning the role, duties and training of these members of the health care team.</p> <p><u>Lab and Pharmacy(Chapter11) Dynamics of Health Care Text</u></p> <p>1) Students will participate in a Power Point for instructor (Chapter 6) Students record notes in flipbook or graphic organizer.</p> <p>2)Students will review and discuss Emily's Law (Pharmacy tech ruling) http://emilyjerryfoundation.org/emilys-story/ http://www.youtube.com/watch?v=iru56ZO9tKc (interview with pharmacist) Interview with Mr Jerry http://www.youtube.com/watch?v=9jmULQ_m04o3</p> <p>3)Students will watch the following video on Lab Technologist http://www.youtube.com/watch?v=AqNAXCyTh-c</p>
--	--	--	--

			<p>4) Students will discuss job overview of the following occupations: * Clinical laboratory technologists * Clinical laboratory technicians * Laboratory assistants * Pharmacists * Pharmacy technicians – Students will observe in the hospital during structured learning the role, duties and training of these members of the health care team.</p> <p>5) 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 Power Point in which each group will find a copy of a lab report of their designated lab test. http://labtestsonline.org/ -CBC -Chem Screen -Lyme Titer -Sed Rate -LFT's -Lipid panel</p> <p>6) Students will use the class before the assessment to play other students board games to review for unit test.</p> <p>Assessment: Career Board Game Project Quizzes Unit Tests: #1 (Overview and Nursing/Med Surgical) Unit Test: #2 (Lab, Pharm, Dentistry, Imaging, Therapy) Unit Test: 3 3 (Alternative Therapies and Rehabilitation) Daily journal entry, Do now's, and exit tickets.(rubric) Hospital report and Disease report(rubric) Clinical evaluation(rubric) Research report on one career power point presentation(rubric) Development of PSLP(rubric) Compare and Contrast 3 post-secondary schools that have a career of choice(rubric) NJ Can- Comparing 2 states and the related salaries for 1 career of choice</p>
--	--	--	---

<p>Chapter 16 Communication in Healthcare</p>	<p>Ch , 16 and 20 for Instructor or</p>	<p>1. Explain how the communication process is important in health care.</p> <p>2 .Differentiate among the three most common modes of communication and how they are used in health care.</p> <p>3. Describe the different methods and types of patient communication.</p> <p>4. Communicate successfully with patients.</p> <p>5. Explain the importance of accuracy and security in health care recording and reporting.</p> <p>6. Identify the most common communication challenges in health care and know how to overcome them.</p> <p>7. Use good telephone manners in communication.</p>	<p>9.3.HL.THR .2 9.3.HL.THR .3 9.3.HL.THR .4 9.3.HL.THR .1 9.3.HL.HI.1 9.3.HL.DIA.4 9.3.HL.DIA.2 9.3.HL.DIA.1 9.3.HL.HI.2 9.3.HL.HI.3\ CRP4 CRP6 CRP11 CCSS-ELA RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2</p>	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Read & outline Chapter 16(pages 271-288) and complete chapter check point questions 2. Define Key Terms 3. Complete Study Guide 4. Answer Chapter Wrap Up Questions 287 & 288 5. Research the types of communication disorders(example CVA) (rubric) <p>Instructional Activities: Pre-test on chapter in advance of instruction and oral review.</p> <ol style="list-style-type: none"> 1) Power Point Slides from textbook for instructor chapter(16) student record notes on graphic organizer of flipbook 2) Students will take turns putting on glasses with vaseline on them that decreases 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. 3) Review various communication techniques including reflection, restatement, redirecting, etc. Role play will be used using scenarios 4) Post-its will be handed out with the following expressions: Doubt, Surprise, anger, displeasure, pleasure, questioning, shock and just the letter o. Each students will say the word, "OH" with their expression. Other students will try to figure out their expression. 5) 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.) 6) Activity to make students aware of how important communication is if
--	---	---	--	--

	<p>8. State the purposes of medical documentation.</p> <p>9. Explain the advantages of computerized medical record systems.</p> <p>10. Distinguish the different types of information found in patient records.</p> <p>11. Identify the characteristics of good medical documentation.</p> <p>12. Define the various types of progress notes.</p> <p>13. Explain why military time is used in health care documentation and interpret military time designations.</p> <p>14. Discuss the roles of computers and technologies in health care.</p> <p>15. Recognize basic computer hardware</p>	<p>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 instructor. www.goldcanyonuniversity.com/wp-content/uploads/2014/02/Tropical-Island.pdf</p> <p>7) Students will read off the "Reading between the Lines". There is an A page and 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.</p> <p>8) Students will view a youtube video on how technology is assisting people to communicate. http://www.youtube.com/watch?v=hnn8_YCavIk http://www.youtube.com/watch?v=b7YwrHNyITg</p> <p>9) Ray Romano: Active Listening clip: https://www.youtube.com/watch?v=aP55nA8fQ9I Communication: what could possibly go wrong</p> <p>10) Students will be asked to research alternative communication devices and techniques that are being used or developed to help patients communicate more effectively.</p> <p>Assessment: Quizzes Unit Test Communication Disorders Project(Rubric) Daily Hospital journal, Do now's, exit tickets.(rubric) Hospital and Disease Reports(Rubric) Hospital Evaluation (Rubric) Class participation</p> <p>Optional Activities 1)SOAP note will be explained by using the following website:</p>
--	---	---

		<p>components and their operations.</p> <p>16. List general rules for electronic mail, correspondence, research, and document transmission.</p> <p>17. Explain the importance of computer security.</p> <p>18. Identify the most common uses of computers in health care</p> <p>19. Define key technological advances in health care.</p> <p>20. Describe the trends toward health care globalization and outsourcing.</p> <p>21. Summarize the value of continuing education and self-directed studies to learn about new trends in health care technology.</p>	<p>http://learn.gwnursing.org/Education/LearningObjects/SOAP_Gonzalez/index.htm</p> <p>2) Reasons why a History would be taken for a patient should be reviewed with students.</p> <p>3) Discuss with students the elements of a review of systems examination during a physical exam.</p> <p>4) Review with students the correct way to create medical record corrections addendums</p> <p>5) Students will practice military time using the attached worksheet.</p> <p>6) Students will each get a documentation term or a definition and explanation and will have to find the match with another student.</p> <p>7) Students will complete the Common Drug Related Abbreviation and decipher various prescriptions using the abbreviations.</p> <p>8) 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.</p> <p>9) 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 scenarios and the other student will have practice in appropriate questioning and writing of the SOAP note.</p> <p>Computers in Healthcare-Chapter 19 Dynamics in Health Care Text Assignments</p> <p>Read chapter 19 in text pages 319-330)</p>
--	--	--	---

			<p>Answer review questions page 331 & 323</p> <p>Uses of Technology in Health care research project (rubric)</p> <p>Use of technology in each hospital department included in hospital journal</p> <p>Instructional Activities</p> <p>Pre-test before beginning instruction and oral review.</p> <p>1) Review Power Point for instructor chapter 20 from textbook- students use graphic organizer or flipbook to record notes.</p> <p>2) 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.</p> <p>3) 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.</p> <p>4) 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-aiKllc6uk</p> <p>5) Students will watch a short video of a doctor coming into exam room to see patient and goes right to the computer. http://www.youtube.com/watch?v=ezQb2AT0FZU Discussion of pro's and con's on computers in healthcare.</p> <p>6) 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 pro's and con's on remote surgery. http://www.youtube.com/watch?v=d7lojFFHtiA</p> <p>7) Classroom discussion regarding HIPAA and computer use</p> <p>8) Students observe use of computers in health care for testing, treatment and recording of patient information during structured learning at the hospital daily.</p>
--	--	--	---

				Assessments: Class Participation Quizzes Test Project on use of technology in healthcare(rubric0 Daily journal assignment, Do now's and exit tickets.(Rubric) Hospital reports and Disease reports(rubric) Clinical Evaluation(rubric) Chapter outline and review questions
Marking Period 4 Health Care Professional Skills/ Advocacy And Portfolio Review Personal/ Professional Qualities, Values and Teamwork	Ch 10 or instructor or	1 Recognize personal qualities and skills that are important for health care providers. 2. List professional attributes that benefit all health care workers. 3. Describe values and how they are developed. 4. Identify important values in health care. 5. Detect stress producers. 6. Use strategies to cope with stress. 7. Explain the role of	9.3.HL.4 9.3.HL-THR.2 CRP1 CRP2 CRP3 CRP4 CRP9 CCSS -ELA RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-	Assignments: 1. Read and outline Chapters 3-(page 53-65) & 7-(pages 115-125) and complete chapter check point questions 2. Define Key Terms 3. Chapter Wrap Up Questions Pages 66 & 126 4. Study Guide 5. Hospital and disease reports Instructional Activities: Pre-test and oral review 1) Power Point from textbook chapter 10 for instructor and students record information in graphic organizer or flipbook 2) 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

		<p>nutrition, exercise, and sleep in maintaining a healthy body.</p> <p>8. Recognize the importance of good health behaviors, personal hygiene, and grooming for the health care professional.</p> <p>9. Explain the characteristics of effective teams.</p> <p>10. Give an example of how a health care team may be composed.</p> <p>11. Characterize the elements of team structure.</p> <p>12. List tips for effective teamwork.</p> <p>13. Explain how to manage conflict.</p> <p>14. Define leadership skills, styles, and responsibilities.</p> <p>15. Define critical thinking.</p>	12.1,2	<p>-Careers which require leadership qualities</p> <p>3) Students will take a Leadership Self –Assessment (found on internet) and will have class discussion about the accuracy of the results.</p> <p>4) 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.</p> <p>5) 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.</p> <p>Assessments:</p> <p>Class participation Quizzes Unit Test Clinical evaluation(rubric) Hospital and Disease reports(rubric) Daily journal entry, Do now's and exit tickets.(rubric) Leadership survey analysis</p>
--	--	--	--------	---

		<p>16. Discuss the importance of critical thinking in health care.</p> <p>17. Identify the characteristics of a critical thinker.</p> <p>18. Explain the basic problem-solving approach used in health care.</p> <p>19. Compare and contrast the basic problem-solving method with trial-and-error problem solving.</p> <p>20. Explain the best way to study.</p> <p>21. Describe the features of a good study area.</p> <p>22. Outline the learning process and important strategies for learning.</p>		
Chapter 21 Public Health	Ch 22 For instructor or	<ol style="list-style-type: none"> 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 	<p>9.3.HL.3 9.3.HL.4 9.3.HL.5 9.3.HL.6 9.3.HL-THR.2</p> <p>CRP1 CRP4 CRP5 CRP6 CRP7</p>	<p>Assignments:</p> <ol style="list-style-type: none"> Read & outline Chapter 21 (pages 343-360) and complete chapter check point questions Define Key Terms- word wall (rubric) Answer objectives in the front of the book and review questions at end of chapter Research report on one public health issue prominent today. (rubric) <p>Instructional Activities:</p>

		<p>nursing.</p> <p>3. Explain approaches to patient/client empowerment.</p> <p>4. Differentiate primary, secondary, and tertiary prevention and how these concepts can be applied in different nursing settings.</p> <p>5. Outline the various components of disease management and how those provide for health promotion.</p> <p>6. Discuss how Healthy People 2020 priority areas and leading health indicators relate to the goals of Healthy People 2020.</p> <p>7. Explain the nurse's role in disaster response in the community.</p> <p>8. Differentiate the major categories of complementary/alternative healthcare medicine.</p>	<p>CRP8 CRP9 CRP 12</p> <p>CCSS-ELA</p> <p>RST.11-12.1</p> <p>RST.11-12.7</p> <p>RST.9-12.7</p> <p>SL.11-12-1,3,4,5</p> <p>RST.11-12.3,9,10</p> <p>WHST.11-12.1,2</p>	<p>Administer pre-test before introducing the unit and oral review.</p> <p>Distribute graphic organizers and flipbook for student use.</p> <p>1) Discuss emergency response and triage tags</p> <p>2) Have students read and take notes on the section of the textbook that describes primary, secondary and tertiary prevention.</p> <p>3) On the board have students contribute and populate the characteristics of each level of prevention.</p> <p>4) Use example of Dental Caries and have students identify each component of each level of prevention as it pertains to dental cavities.</p> <p>5) Students to 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)</p> <p>6) Students read the article "Hurricane Sandy: Competencies Needed to Contend with Natural Disaster" (8.1) and will write 5 interesting facts from article that they will share with classmates. What were the lessons learned?</p> <p>7) Project: Students were asked to get into pairs and choose an objective from Healthy People 2020. Students will work together 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 on baseline data and how they will evaluate the program. This project is hypothetical and will be presented in a series of Power Point/prezi slides to illustrate to the class on their program. Peers will offer suggestions and constructive criticism on how they</p>
--	--	---	---	---

		<p>9. Discuss major issues that surround the use of complementary/alternative medicine.</p> <p>10. Describe ways in which you could use your knowledge of complementary/alternative therapies when working with clients.</p>	<p>would improve this scenario.</p> <p>8) Students will read the article, "Caring for Patients on Kidney Dialysis in a Disaster" and answer the questions on the sheet..</p> <p>9) 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-heroes-homeless-doctor-jim-withers/index.html</p> <p>10) 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. (hippotherapy, music therapy, aromatherapy, etc.)</p> <p>Dis11)Disaster Response discussion. Students will help make a word is the various types of disaste disorders that could occur in the Students will be placed in to groups of 2-3 and each group will have to pecific disaster including prepare, respond, recover and then we will site for accuracy on American Red Cross website redcross.org/prepare/disaster-safety-library</p> <p>12) Students will watch a video called "The New Medicine" which is narrated by Dana Reeves and discusses the benefits of complementary modalities.</p> <p>Assessments:</p> <p>Chapter outline and review questions Unit test Word wall vocabulary</p>
--	--	--	--

				Research report on common public health issue today.(rubric) Power point on Disaster.(rubric)
Chapter 15 Critical Thinking and Problem Solving	Chap 15	<ol style="list-style-type: none"> 1. Define critical thinking. 2. Discuss the importance of critical thinking in health care. 3. Identify the characteristics of a critical thinker. 4. Explain the basic problem-solving approach used in health care. 5. Compare and contrast the basic problem-solving method with trial-and-error problem solving. 6. Explain the best way to study. 7. Describe the features of a good study area. 8. Outline the learning process and important 	<p>9.3.HL.1 CRP 2 CRP 6 CRP 7 CRP 8</p> <p>CCSS-ELA RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2</p>	<p>Assignments:</p> <ol style="list-style-type: none"> 1) Read & outline Chapter 15(pages 257-270) and complete chapter check point questions 2) Define Key Terms- word wall 3) Study Guide 4) Chapter Wrap Up Questions(269 & 270 5) Problem solving assignment <p>Do Now:- Introduction to Chapter 15</p> <ol style="list-style-type: none"> 1) Students can try to solve a logic puzzle that can be obtained online. http://www.logic-puzzles.org/ (10.1) <p>Instructional Activities: Pre-test and oral review</p> <ol style="list-style-type: none"> 1) Power Point from textbook for instructors chapter 15- students are to be given graphic organizer of flipbook for recording information 2) Review "Solving a Problem" handout with students and discuss completed graphic organizer to clarify the steps to solve a problem 3) Class will be divided into 5 groups and each group with tackle a different problem on Student Handout 11-3 using a blank graphic organizer. 4) Divide class into 6 groups and each group will use strategy to problem solve and complete their graphic organizer in order to accomplish goal of problem solving. Each group will be responsible for presenting the problem and then stating the correct steps their group took in order to generate a solution to problem. The class will then critique their steps and offer constructive suggestions on whether there are other solutions.

		strategies for learning.		Assessment Class participation Unit test Word wall Chapter outline and review questions Final PSLP(rubric) Final portfolio(rubric)
Unit 20 Advocacy	Chpt 20	1. Define advocacy and its purpose 2. Identify characteristics of an advocate 3. Understand a selected topic for advocacy 4. Identify the target audience 5. Utilize resources to support advocacy 6. Communicate the needs or requests of the community 7. Identify problems 8. Describe the roles that must be assumed and the tasks that must be undertaken to find solutions to these problems 9. Effect changes and influence outcomes 10. Demonstrate communication skills, such as listening carefully and being	9.3.HL.6 9.3.HL-THR.2 9.3.HL.THR.4 CRP1 CRP2 CRP5 CRP9 CCSS-ELA RST.11-12.1 RST.11-12.7 RST.9-12.7 SL.11-12-1,3,4,5 RST.11-12.3,9,10 WHST.11-12.1,2	Assignments 1.Read and outline chapter 20(pages 333-340) 2. Answer review questions at end of the chapter(341-342) 3.Complete 20-3, 20-4 & 20-5 and provide analysis of each case study Instructional Activities Pre-test and oral review 1.Students will identify various ways that a healthcare provider could be an advocate for 1) patient 2) hospital 3) colleague 2. Students will be paired together and each group will choose a healthcare advocacy topic in which they will debate. Debate should be well researched and students will be encouraged to provide work cited to support their facts with research.- 4 corners activity 3.Studens will participate in a jigsaw activity based on case studies provided in the text and report out Assessments Chapter outline and review questions Analysis of case studies Unit test

		firmly but not offensively assertive, that are essential to effective advocacy.		
--	--	---	--	--

SOURCES:

Chapter 1: Healthcare Now and Then

"History and Trends of Healthcare." *Robeson K12 School*. N.p., 2005. Web. 8 Mar. 2016.

<<http://www.robeson.k12.nc.us/cms/lib6/NC01000307/Centricity/Domain/550/B%20%20History%20and%20Trends.pdf>>

"History of Healthcare." *My Teachers Page*. Butler County Area Technology Center, n.d. Web. 8 Mar. 2016.

<<http://www.myteacherpages.com/webpages/trogers/intro.cfm?subpage=378060>>.

Tyson, Peter. "The Hippocratic Oath Today." *PBS*. PBS, 27 Mar. 2001. Web. 09 Mar. 2016.

Chapter 2: Health Care Systems and Economics

"Banking Insurance- Cheap Insurance - Company Insurance -healthy Care 2015." *YouTube*. YouTube, n.d. Web. 26 Feb. 2016.

<<https://www.youtube.com/watch?v=X6IVb9aS5rE>>.

"How Do Deductibles, Coinsurance and Copays Work?" *How Do Deductibles, Coinsurance and Copays Work?* N.p., n.d. Web. 26 Feb. 2016.

<<http://www.bcbsm.com/index/health-insurance-help/faqs/topics/how-health-insurance-works/deductibles-coinsurance-copays.html>>.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. <https://www.youtube.com/watch?v=A4-pklsDT_Q>. (5)

"Investopedia Video: Medicare Vs. Medicaid." *YouTube*. YouTube, n.d. Web. 26 Feb. 2016.

<<http://www.youtube.com/watch?v=13vpRmzKuDk>>.

"Read the Law." *HHS.gov*. N.p., 26 Aug. 2015. Web. 26 Feb. 2016. <<http://www.hhs.gov/healthcare/about-the-law/read-the-law/index.html>>.

Allen, Marcia. "Don't Risk It. Lesson Plan: Health Insurance." Missouri Department of Insurance, n.d. Web. 1 Mar. 2016.

<<https://insurance.mo.gov/Contribute%20Documents/HealthInsLessonPlan.pdf>>.

Gawande, Atul. *Cost Conundrum*. N.p., 1 June 2009. Web. 29 Jan. 2016. <<http://www.newyorker.com/magazine/2009/06/01/the-cost-conundrum>>.

PBS. PBS, n.d. Web. 26 Feb. 2016. <<http://www.pbs.org/now/shows/health-care-reform/>>.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. <<http://www.scholastic.com/nextgeneration/pdf/health-ed-guide.pdf>>.

Sick Around the World Teacher Guide. PBS, n.d. Web. 29 Jan. 2016. <[\[tc.pbs.org/wgbh/pages/frontline/teach/sickaroundtheworld/hisck.pdf\]\(http://www-tc.pbs.org/wgbh/pages/frontline/teach/sickaroundtheworld/hisck.pdf\)>.](http://www-</p></div><div data-bbox=)

Texas Education Agency, 2012. Web. 29 Jan. 2016. <<http://data.cteunt.org/content/files/health/principles-health-science/unit-1-health-care-systems-history-of-health-care/insurance/01-insurance.pdf>>.

Chapter 4: Ethical Issues in Health Care

"Do No Harm." *ConnectEd: The California Center for College and Career*. N.p., 2007. Web. 9 Feb. 2016.

<http://www.connectedcalifornia.org/downloads/curriculum/DoNoHarm_CA.pdf>.

"HEALTH SCIENCE." *Health Science*. N.p., n.d. Web. 26 Feb. 2016. <<http://www.ncpublicschools.org/cte/program-areas/health/>>.

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.

<<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/Courage-and-Distress/Moral-Courage-in-Action-Case-Studies.pdf>>.

PBS. PBS, n.d. Web. 26 Feb. 2016. <http://www.pbs.org/wgbh/nova/education/activities/3106_combatdo_01.html>. 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.

Chapter 6: Diversity in Health Care

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. <<http://data.cteunt.org/content/files/health/principles-health-science/unit-16-cultural-diversity/cultural-diversity/16-cultural-diversity.pdf>>.

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. <<http://tec.sagepub.com/content/12/3/333.short>>.

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>.

Chapters 11-14 Health Careers

"Career Clusters Interest Survey." *careertech.org*. N.p., n.d. Web. 24 Feb. 2016. <<http://www.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf>>.

"Health Care Career Game." *Utah Education Network*. N.p., n.d. Web. 24 Feb. 2016. <www.uen.org>.

Bennett, MD, John. "Top Ten Medical Uses of iPhones." *InternetMedicine.com*. N.p., 14 Dec. 2012. Web. 24 Feb. 2016. <<http://internetmedicine.com/2012/12/14/top-ten-medical-uses-of-the-iphone/>>.

Career Research." *Career Research Project 2*. N.p., n.d. Web. 24 Feb. 2016. <<http://jichs.ccsdschools.com/common/pages/DisplayFile.aspx?itemId=11045761>>.

Emily Jerry Foundation. N.p., n.d. Web. 24 Feb. 2016. <<http://emilyjerryfoundation.org/>>.

Radiographer- Identifying Fractures." Texas Education Agency, 2014. Web. 24 Feb. 2016.

<https://pilgrimterminology.files.wordpress.com/2015/10/do_investigatingxr.pdf>.

Chapter 16 & 19 Communication and Computers in Health Care

"1961 Electronic Medical Records." *YouTube*. YouTube, n.d. Web. 01 Mar. 2016."The Importance of Communication in Healthcare: The Time Is Now."*YouTube*. YouTube, n.d. Web. 26 Feb. 2016. <<http://www.youtube.com/watch?v=b7YwrHNyITg>>.

"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. <<https://www.youtube.com/watch?v=aP55nA8fQ9I>>.

"Tele Surgery - "Lindbergh Operation"" *YouTube*. YouTube, n.d. Web. 01 Mar. 2016.

"Treating the Computer, Not the Patient." *YouTube*. YouTube, n.d. Web. 01 Mar. 2016.

Bub, B. "The Patient's Lament: Hidden Key to Effective Communication: How to Recognise and Transform." *Medical Humanities* 30.2 (2004): 63-69. Web. 26 Feb. 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.

Chapter 16 Preparing for the World of Work and Leadership

"Professional Conduct." *PsycEXTRA Dataset* (n.d.): n. pag. *Health Science*. Texas Education Agency. Web. 1 Mar. 2016.

<<http://data.cteunt.org/content/files/health/health-science/unit-11-occupationally-specific-knowledge-and-skills/professional-conduct/11-professional-conduct.pdf>>.

"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 Mar. 2016

Elliot, Emma. "My Name Is Mrs. Simon Questions." *Yumpu*. Texas Health Science, n.d. Web. 1 Mar. 2016.

Elliot, Emma. "My Name Is Mrs. Simon." *Ladies Home Journal* (1984): 69-71. Web. 1 Mar. 2016.

Management/, and Leadership Skills. *List of Action Verbs for Resumes & Professional Profiles* (n.d.): n. pag. Web. 1 Mar. 2016.

Chapter 8 Public Health and Safety

"America's Homeless Doctor Brings Health Care to Streets." CNN. Cable News Network, n.d. Web. 01 Mar. 2016.

<<http://www.cnn.com/2015/05/07/us/cnn-heroes-homeless-doctor-jim-withers/index.html>>.

"Disaster Safety Library | American Red Cross." American Red Cross. N.p., n.d. Web. 01 Mar. 2016. <<http://www.redcross.org/prepare/disaster-safety-library>>.

"Relaxation Techniques." University of Maryland Medical Center. N.p., n.d. Web. 01 Mar. 2016.

<<http://umm.edu/programs/sleep/patients/relaxation>>.

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.1Mar.2016.

Mbewe, Catherine, and Marcia Jones. "Hurricane Sandy: Competencies Needed to Contend with Natural Disaster." *Academy of Medical-Surgical Nurses* 22.4 (2013). Web. 1 Mar. 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 March 1, 2016.

Reeve, Dana, and Liev Schreiber, perf. *The New Medicine*. Dir. Muffie Meyer. 2006. DVD-ROM.

Chapter 17 Safety & Infection Control

"Catch the Fever." *ConnectEd: The California Center for College and Career*. Health Science & Biomedical Program of Study, 2007. Web. 4 Mar. 2016.

"Good Bacteria Welcome." *Experience Life*. N.p., 01 Sept. 2011. Web. 09 Mar. 2016

"Infection Control Precautions." *S.F. Dept. Public Health*. N.p., Aug. 2005. Web. 4 Mar. 2016.

"Types of Immunity." *YouTube*. YouTube, n.d. Web. 04 Mar. 2016. <<https://www.youtube.com/watch?v=njNdANeRK3A>>.

Centers for Disease Control and Prevention. Centers for Disease Control and Prevention, 13 Jan. 2016. Web. 04 Mar. 2016.

<<http://www.cdc.gov/getsmart/healthcare/>>.

Centers for Disease Control and Prevention. Centers for Disease Control and Prevention, 03 Mar. 2016. Web. 04 Mar. 2016.

<<http://www.cdc.gov/hai/>>.

Chain of Infection. (n.d.). Retrieved March 04, 2016, from <https://www.wisc-online.com/learn/career-clusters/health-science/nur1603/chain-of-infection>

Houston, Teresa, Liz Zehner, and Karen Sadvige. "The Dirty Dozen." *Advance Healthcare Network*. N.p., n.d. Web. 9 Mar. 2016.

<<http://nursing.advancweb.com/Features/Articles/The-Dirty-Dozen-in-Infection-Control.aspx>>.

Immunity and Disease." *Texas Education Agency*. N.p., 2011. Web. 4 Mar. 2016. <<http://data.cteunt.org/content/files/health/world-health-research/unit-2-investigative-lessons/02-09-immunity-and-diseases/02.09-immunity-diseases.pdf>>.

Typhoid Mary, the Most Dangerous Woman in America. WGBH Educational Foundation, 2004. DVD.

Chapter 10 Critical Thinking and Problem Solving

"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 Mar. 2016. <<http://www.logic-puzzles.org/>>.

"Solving a Problem." *Iowa Public Television*. Iowa Public Television, 2003. Web. 9 Mar. 2016. <http://www.iptv.org/explore/PDFs/SolveaProblem.pdf>

CTE Standards

21st Century Life and Careers / Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

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.

21st Century Life and Careers / Career Awareness, Exploration, and Preparation (9.2)

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.2.12.C.3 Identify transferable career skills and design alternate career plans.

9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

CAREER CLUSTER: HEALTH SCIENCE (HL)

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.

PATHWAY: BIOTECHNOLOGY RESEARCH & DEVELOPMENT (HL-BRD)

9.3.HL-BRD.3 Demonstrate basic knowledge of recombinant DNA, genetic engineering, bioprocessing, monoclonal antibody production, nanotechnology, bioinformatics, genomics, proteomics and transcriptomics to conduct biotechnology research and development.

9.3.HL-BRD.5 Determine processes for product design and production and how that work contributes to an understanding of the biotechnology product development process.

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: DIAGNOSTIC SERVICES (HL-DIA)

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)

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)

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.

English Language Arts Standards/ Literacy in Science and Technical Subjects/ Grades 11-12.

CCSS.ELA-LITERACY.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Craft and Structure:

CCSS.ELA-LITERACY.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.

CCSS.ELA-LITERACY.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CCSS.ELA-LITERACY.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

English Language Arts Standards / Writing for History/Social Studies, Science and Technology/ Grade 11-12

Text Types and Purposes:

CCSS.ELA-LITERACY.WHST.11-12.1 Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.WHST.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.11-12.2.A Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.11-12.2.C Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.WHST.11-12.2.D Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.11-12.2.E Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing:

CCSS.ELA-LITERACY.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.