



**CCISD Career Tech Center
Health Careers Program
Health Careers Class**

Course Syllabus

Linda Pelli, Instructor
Houghton County Medical Care Facility
1100 Quincy Street
Hancock, MI 49930
(906) 483-2155

I. Course Description

The Health Careers program provides students with the opportunity to explore the many available career options in the health care profession. Students learn CPR (Cardio-Pulmonary Resuscitation), emergency first aid, medical terminology, basic anatomy and physiology, and the communication skills necessary for success in the health care field. After completion of the core curriculum, including—but not limited to—communication skills, professionalism, infection control, legal and ethical issues in health care, confidentiality, and safety, students have an opportunity to experience hands-on training and job shadowing in local facilities with professionals in the careers they would like to explore. Students also research the roles of various health care professionals through reading, accessing internet sites, and viewing educational videos to learn more about the careers they may be interested in pursuing. Guest lecturers in the classroom share their knowledge and demonstrate skills, while field trips allow students to get a first-hand look at many of the career options related to health care.

II. Required Text

Introduction to Health Occupations: Today's Healthcare Worker, Shirley A. Badasch and Doreen S. Chesbro

III. Grading

100 – 96 = A	82 – 80 = B-	69 – 67 = D+
95 – 90 = A-	79 – 77 = C+	66 – 63 = D
89 – 87 = B+	76 – 73 = C	62 – 60 = D-
86 – 83 = B	72 – 70 = C-	

IV. Homework

Students will have both in class assignments and homework to supplement their learning experience. Examples of homework include reports, research, career exploration, interviews, reading assignments, journals regarding all clinical experiences, field trips and guest speakers. There will also be tests at the conclusion of units which will be announced. Journals are also required to be written for all clinical experience, guest speakers and field trips.

V. Lab Assignments

Laboratory sessions will prepare students for clinical site placement. Skills will be learned and practiced in a simulated environment with demonstrations, return demonstrations and discussion. Students must show proficiency on a skill before performing them on the patients in the clinical setting. Any skills the students miss must be made up promptly. Students must pass the skills with 100% competency to ensure patient/student safety in the clinical setting.

VI. Clinicals

Students are granted clinical rotations after completing core curriculum including resident/patient rights, HIPPA, professionalism, safety, infection control, communication, and the following:

- ◆ Negative TB skin test
- ◆ Proof of HBV series
- ◆ Excellent criminal background check
- ◆ Some sites require drug/alcohol screening

Students will be placed in sites of their strong interest and will be able to gain real world exposure to the roles of health care professionals by observation and hands-on experience. Students' roles will vary depending on their individual site and guidelines set by their departments. Students are subject to stringent guidelines regarding work ethics, behavior and dress code while at their site.

VII. Projects

Students have assigned projects during the year. Medical research is done on a subject that interests the student. Students will do in depth research on the condition under the specific guidelines. They will present a PowerPoint presentation to the class on their topic and write a research paper covering in detail all of the required criteria.

VIII. Project Based Learning

Students participate in a surgery or autopsy experience (COSI) with several weeks of pre-activities and post-activities. Each student will complete a professional portfolio. In class students will do lab activities to prepare for the surgery. Lab reports are compiled by the students, presentations are made in class both by demonstrations, lab reports, and oral presentations. Students formulate questions to ask the surgeon or pathologist during the live interactive surgery or autopsy. Follow up activities are done after the surgery or autopsy.

Students participate with AHEC to perform puppet shows R/T Health Care professionals to early elementary school children and other community service projects.

IX. Student Organization – HOSA

All Health Career students are granted the opportunity to participate in our National Student Organization. HOSA is integrated into our HSTE curriculum. Students gain leadership skills, learn teambuilding, participate in community service projects and attend leadership conferences at regional, state and national level.

**CCISD Career Tech Center
Health Careers Program
Health Careers Class**

First Marking Period

Core Curriculum Content

Week 1

- Welcome
- Classroom/Clinical Expectations
- TB tests administered to all students
- Criminal background checks
- Proof of Hepatitis series collected
- Ordering scrubs
- Getting to know you
- Teambuilding activities
- Professionalism in the health care setting
- Confidentiality/HIPPA (How does it affect the health careers student)
- Legal and ethical aspects of breach of confidentiality
- Students to sign and turn in confidentiality statements
- Test on professionalism and confidentiality

Week 2

- Unit 1: Introduction to Being a Health Care Worker
- History of healthcare (dark ages through the twentieth century)
- Comparison of health care in the past with health care in the twentieth and twenty-first centuries
- Advances in medicine in the twentieth century
- Films/discussion/internet research
- Unit 2: Health Care Providers: Understanding Health Care Delivery Systems
- Types of health care providers
- Government agencies
- Volunteer agencies
- Managed care: Quality care and managed costs
- Ambulatory care
- Chain of command
- Organizational chart
- Major services in health care

Week 3

- Introduction to HOSA
- Terminology associated with HOSA
- Participation in HOSA meetings utilizing parliamentary procedure
- PowerPoint and presentations from last year HOSA participants and state and national medal winners. Qualifications and duties to officers. Elections of HOSA officers.

- Chapter 2: Finding the Right Occupation for You
- Unit 1: Career search
- Interests, values, abilities
- Identify and describe personal qualities of a health care worker
- Handouts, homework assignment and quiz
- Resources for occupational research
- Students' assignment on MIHOTT website
- Career assessment quiz (online)
- Students research specific health professions of their interest and strong areas as noted on assessment via web search
- Career exploration follows through with expectations in that field, educational requirements, school offering curriculum in that field, specific role of individual health care providers, earning potential, forecast for individual careers chosen
- Students will interview healthcare professionals in their field of interest (at their place of employment if possible)
- Following the interview, students will prepare an oral presentation and share their interview with the class
- Students organize with a health care professional to speak to our class will receive 50 extra credit points

Week 4

- Oral presentation continue
- Joe Galetto placement coordinator, will interview students for future clinical site rotation placements
- Chapter 3: Medical Ethics and Law (Medical Ethics professor from MTU here as a guest speaker)
- How does each health care worker affect the team
- Code of ethics
- Patient's/Client's bill of rights
- Scope of practice
- Living wills, directive, advanced directives, durable power of attorney, and ombudsman
- Guest speaker: Medical social worker

Week 5

- Chapter 4: Meeting Your Needs and the Needs of Others
- Physiological/psychological needs that must be met to maintain stability
- Contrast and compare differences
- Chapter 5: Communication Techniques
- Enhancing communication with the visually, hearing and/or cognitively impaired patient
- The eye and ear
- Barriers to communication
- Being a good listener
- Differentiating between verbal and nonverbal communication
- Subjective and objective observations
- Charting guidelines

- Upon completion of core curriculum students will interview residents in a health care facility and give an oral presentation to the class.

Week 6

- HOSA Fall Leadership conference with Mr. Burley, HOSA State Advisor
- Blood borne pathogens (Ferris Safety Curriculum)
- HIV, HBV, Hepatitis C, TB
- Potentially infectious material (State Rule 325.7002)
- Exposure/exposure plans
- Universal precautions
- Work practices/SOPs
- PPE
- Lab: Students will participate in demos and return demos hand washing (glow light procedure) application and removal of PPE. Will demonstrate good infection control practices in the health care setting.
- Regulated waste
- Vaccinations
- Post exposure (procedures, prophylaxis and confidentiality)
- Test

Week 7

- Ergonomics (Ferris Safety Curriculum)
- Ergonomic process proactive vs. reactive intervention
- Work related musculoskeletal disorders
- Preventing injuries
- NIOSH awareness training: (1) identifying symptoms, (2) risk factors, and (3) reporting procedures
- NIOSH ergonomic process
- Employer and employee responsibilities
- A reactive approach
- Modifying the environment to prevent injuries
- Written test
- Guest speaker: physical therapist back safety for the health care professional

Week 8

- Lab practicum: four days
- Students will observe demonstrations and do return demonstrations and demonstrate competency in the following areas:
 - Application and removal of a gait belt
 - Assisting a patient out of bed to a wheelchair
 - Wheelchair safety (including application and removal of leg rests)
 - Bed safety (including use of the call system, side rails, locking the bed, positioning the bed for safe transfers)
 - Two man transfer
 - Ambulating a resident in a hallway with SBA and CGA
 - Transferring from a bed to a gurney and back

- Transporting a resident/patient in a wheelchair
- Transporting a resident/patient on a gurney
- Entering and exiting an elevator with residents
- Assisting a patient who is falling
- Terminology utilized in the rehab setting
- Lab: ROM, hands-on with specialized equipment in the rehab setting
- Field trip: rehab/fitness center
- Career opportunities in physical, occupational, speech therapy, sports medicine
- Classroom guest speaker: Orthotist
- Student site placement guidelines
- Handouts, attendance and behavior policies for sites, skills sheets, review of specific requirements for sites, i.e. drug screening, criminal background checks, TB tests, hepatitis series

Week 9

- Student site placement guidelines
- Review of student placement check off skill lists, site expectations, dress code
- Handouts, attendance and behavior policies for sites, review of specific requirements for sites, i.e. drug screening, criminal background checks, TB tests, HepB verification
- Student placements begin
- Orientation at sites
- Tour of Portage Hospital and Keweenaw Memorial Medical Center and other individual sites
- Students to meet with mentors at their assigned sites and review expectations

Second Marking Period

Weeks 1 and 2

- AHEC representatives here to train students to do puppet show presentations to kindergarten and first grade students regarding health care professionals roles and healthy choices
- Students assigned to classrooms to contact teachers with dates and times to present puppet presentations
- Chapter 6: Medical Terminology
- Roots, suffixes, prefixes
- Word elements
- Combining word elements to form medical terms
- Medical abbreviations
- Handouts, workbook, homework assignments
- Medical terminology and abbreviations games
- Quiz: medical abbreviations/medical terminology
- Clinical days x 2 this week in assigned areas
- Journals due 24 hours after clinical site rotation (follow handout guidelines). Journal should be sent to the instructor as an email attachment in Word Document form.

Week 3

- Chapter 11: Measuring Vital Signs (TPR, BP and Pain the sixth vital sign): This unit includes theory, films discussions, handouts, lab practicums and clinical opportunities to perform vital signs
- Identify all terminology regarding monitoring vital signs
- Measure and record vital signs and identify normal ranges
- Temps (oral, tympanic, digital, rectal, axillary)
- Identify pulse points on an individual
- Record apical and radial pulses
- Blood pressure (accurately take blood pressure using a sphygmomanometer and stethoscope)
- ID factors that alter blood pressure, pulse rate and temperature
- Calculate and/or convert various health measurements
- Graph various health measurements
- Measure and record height and weight
- Calculate a pulse deficit
- Lab practicum: students will practice and demonstrate competency taking and recording vital signs
- Continue testing out on vital signs. Students who qualify to report to MGH Blood Center to test out for certification to assist with vital signs at blood drives at local schools
- Documenting v/s in the health care setting. Utilizing a graph.
- Written exam on medical terminology and vital signs
- Clinical days x2 each week
- Students are able to perform vital signs at clinical sites when competency is demonstrated in the lab. Students to test out at MGH Blood Center for v/s competency to participate at local blood drives by taking vitals.

Week 4

- HOSA community service project. Mitten marathon at Huskvarna Dealer. Students assist with making mittens (fleece) as a group project, mittens donated to the Salvation Army to kick off their Christmas Giving campaign
- Review of competitive events options, students to research individual and group events, handouts, guidelines, and required items. Students involved in state competition last year to present to class hints on preparing for competitive events. What to expect and regional and state competitions.
- Fundraising ideas
- Clinical rotations continue two days per week. Email journals as an attached Word document within 24 hours utilizing the guidelines in the handout to lpelli@copperisd.org.

Week 5

- Project assignment: Medical research (handout 102). Written research is counted as a project assignment for the marking period while the PowerPoint oral presentation will be counted as the first semester exam. Each student will research a medical topic of their choosing (stipulation: no duplication of disease/disorder in class). This assignment will include web based research utilizing approved medical web sites, written research and PowerPoint presentation to class utilizing guidelines listed in handout. PowerPoint due first Monday after Christmas break (1/3). Paper due 1/10.

Week 6

- Computer lab three days this week to work on medical research
- Clinical rotations two days

Week 7

- Continue with computer lab (PowerPoint presentations due next week). Three days. No clinical this week
- HOSA Christmas community service projects:
- Students host HCMCF Christmas party with caroling, serving refreshments, interacting and visiting with residents, reminiscing about past Christmas experiences. Journal experience and turn in by Friday.
- Christmas package delivery for Little Brothers Friends of the Elderly to isolated elderly in remote areas. Students will be assigned partners and will be responsible to get directions to their homes and set up a time to visit, sing Christmas carols and to deliver packages provided by Little Brothers. Deliver packages, visit with assigned individuals and report by oral presentation to class on experience.

Week 8

- PowerPoint/oral presentations on medical research are presented to class all week
- Written research papers due
- Clinical

Week 9

- Two days of clinical practicum
- COSI: Surgery pre-op projects in class this week. Hands-on laboratory and computer based assignments to prepare for orthopedic surgery (knee replacement live with COSI)

Week 10

- Surgery live/interactive at CCISD Distance Learning Room
- Post-op activities
- Rehab/physical therapy activities and tours with opportunities to speak with Health Care professionals in the rehab department.

Third Marking Period

Week 1

- Introduction of portfolios: criteria, handouts, pass out binders, pages etc. Samples of last year outstanding student portfolios will be present to review
- Review of HOSA activities that students have chosen for competitive events
- Begin American Red Cross: CPR adult, child, infant and use of AED
- Lecture, lab, demo, return demo
- Evaluation: Demonstrate competency of required skills through scenarios along with passing written exam for each unit
- Responding to an emergency

- Moving an adult
- Caring for shock
- Life threatening emergencies: checking an unconscious adult, child and infant
- Checking a conscious adult, child and infant
- Conscious choking victim
- Breathing devices
- Clinical (1) day only this week to accommodate certification process

Week 2 and 3

- Rescue breathing for the adult, child and infant
- Recognizing a heart attack
- Cardiac chain of survival, use of AED
- CPR adult, child, infant
- Life threatening emergencies in infants and children
- First aid. Upon completion of this unit, participants will become familiar with how to recognize and care for victims of sudden illness and injuries and will be able to:
 - Recognize injuries
 - Demonstrate how to control bleeding
 - General care for burns
 - Caring for muscle, bone and joint injuries
 - Students will demonstrate competencies in the lab practicum with scenarios and also will pass the written exam to receive certifications
- Clinicals this week will focus on emergency medicine
- Tour: ER/trauma unit at local hospitals

Weeks 4 and 5

- Guest speaker in class, paramedics with MGH, tour of ambulance and learn of careers in emergency medicine. Demonstration of emergency equipment in the rig.
- Students to participate in mock disaster as victims. HOSA (community service). This could possibly include evening or weekend involvement, the time and places to be announced by local agencies. Extra credit will be granted for students participating in evening and weekend disasters.
- Portfolios will be checked by instructor for progress to date. Final portfolio assignments: Lesson plans, cover letter and resume (handouts/instructions from instructor). This has to be a working resume reflecting the skills you have learned in this class. Wireless computer lab will be here this week. Portfolio cover should be completed at this time.
- Upon completion of cover letter and resume, students may use free time to break into their HOSA teams to prepare and review for testing and skills events. Stations will be set up in classroom. Mrs. Pelli will be available to answer questions and to assist you as needed.

Week 6

- Clinical (two times)
- Medical math: calculating intake and output and documentation, graphing
- Medical spelling: CD ROM lesson review, classroom spell down, written test
- Medical terminology and abbreviations

- HOSA: preparation and review for regional competitive events next week (HOSA officers to assist with final preparations for Regional Leadership Conference).

Week 7

- (M) Clinical one day this week
- (T) Review day for HOSA regionals. All students will have classroom time to practice skills, meet with their individual teams and prepare for regional competitions
- (W) Regional HOSA Leadership Conference: all day Wednesday
- (Th/Fri) Continue with medical math, medical spelling, medical terminology and medical abbreviations

Week 8

- Final touches on portfolios due this week
- Making a good first impression
- Lesson: Preparing for the professional interview/job expectations in the health care field
- Students will be assigned to health care professionals who will interview them for specific health care positions. Students will be in the health care setting for the interview. Students will bring completed portfolios to the interview. The health care professional will evaluate the student's interview with the rubric provided by the instructor and will return it. The instructor will review the findings with the students.
- Interviews to be at assigned places and times
- Clinicals

Week 9

- Clinical practicum x2
- Individual meetings with instructor to review interview evaluations
- Field trip (two days)
- Regional Medical Center: NICU, ICU, Rehab, OB, Pediatrics, Emergency/Trauma, Cardiology, including cardiac cath lab, lab. Students will spend time in units of choice as space/staff allows.)
- Campus visit: NMU Allied Health Programs

Fourth Marking Period

Week 1

- Careers in the Operating Room
- Surgical Scrub: Aseptic Techniques
- Applying gowns and gloves and maintaining a sterile environment
- Films: Surgery Live
- Tour of OR/ACU
- Guest lecturer: OR Tech, anesthesiologist
- Clinicals

Week 2

- Clinical rotations
- Understanding Alzheimer's Disease (guest speaker: Marja Salani, RN, CCMH)

- Dealing with Difficult Behaviors: reading assignments and oral presentations
- Videos/role playing
- Tour: Woodland Haven (award winning Alzheimer's Unit)

Week 3

- Film: The Notebook
- AHEC representatives here to train students to do puppet show presentations to kindergarten and first grade students regarding health care professionals' roles and healthy choices. Student assigned to classrooms to contact teachers with dates and times to present puppet presentations.
- HOSA: State qualifiers to prepare for state competitions
- Along with normal two clinical days, students to have an additional clinical: students to be assigned to do small group activities in Alzheimer's Unit with recreational therapist and instructor.

Week 4

- Death and Dying
- Guest speakers from local hospice
- End of life training
- Care of the terminally ill patient, identifying pain, observation and reporting, interventions to ease pain

Week 5

- Clinical x2
- Grief: stages of grieving. Assisting the grieving patient and family
- Lecture and discussion. Guest speaker: grief counselor
- Film: Tuesdays with Morrie
- HOSA state qualifiers review for competitive events
- Other students to work with recreational therapist with HCMCF residents assisting with outings, w/c bowling and BINGO

Week 6

- Clinicals
- HOSA State leadership conference in Traverse City for state qualifiers
- Guest speakers: Forensic nursing, careers in forensic medicine
- Presentation by sexual assault response team (Dial HELP)
- Field trip: PHS pathology department, meet the pathologist

Week 7

- Presentations by HOSA state competitors and medal winners. Planning for Nationals.
- Final days at clinical sites for students
- Wrap up. Year in review. Student evaluations turned in. Thank you notes sent to sites and mentors by students. Books turned in. Lab clean up.
- Site evaluations reviewed with students. Games/fun/team activities.
- Year end awards picnic will be scheduled to be before first school is dismissing seniors.

Weeks 8 and 9

- Seniors are done. Juniors will have special field trips and videos planned.