

Mandan Public School District

Career & Technical Education

Mandan Public Schools

Health Careers Curriculum



2010

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Preface

The Mandan Public Schools Health Careers Curriculum Committee revised and updated the Health Careers Curriculum. The Health Careers Curriculum Committee included the current 2006 North Dakota Health Careers Content Standards. The committee put forth a great deal of effort to improve and update the Health Careers curriculum so that Mandan Public School students can have access to the best Health Careers Curriculum possible which will assist them in their career planning and career decision making.

The Health Careers Curriculum is articulated in two ways. First, the curriculum is presented based on the 2006 North Dakota Health Careers Content Standards. The first digit in the standards refers to the standard. The second digit refers to the topic. The third digit refers to the benchmark.

The committee identified each benchmark specific student skill and determined the degree to which each benchmark should be addressed in each course. The following IDM coding system was used to convey this:

- I – Introduce
- D – Develop
- M – Master.

The Health Careers Curriculum is also articulated according to the 21st Century Skills. The committee identified which Health Careers Curriculum Benchmarks address specific 21st Century Skills. These 21st Century Skills and the match to the Health Careers Curriculum Benchmarks can be seen in Appendix A.

The Health Careers Curriculum IDM matrix lists both Health Careers I and Health Careers II that are available to students at Mandan High School. Health Careers Courses are available to juniors and seniors at Mandan High School. Please read the course descriptions to learn more about the course content.

I thank the Health Careers Curriculum Committee for their time, effort, and professionalism in working together on this curriculum committee. I also thank the students and parents who serve on the Health Careers Advisory Committee at Mandan High School. Mandan Public School District is fortunate to have such dedicated hardworking professionals. Our students are the beneficiaries.

Dr. Gaylynn Becker
District Curriculum/Data Coordinator

Mandan Public Schools

2010 Health Careers Curriculum Writing Committee Members

<u>Name</u>	<u>Building</u>	<u>Area</u>
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Vision, Mission, Slogan and Philosophy

Mandan Public School District's vision is **“Empowering excellence.”** Its mission is **“Empowering every student to lead a productive life and positively contribute to society.”** Its slogan is **“Mandan Schools: Where the Best Begin.”**

The principal objective of the Board shall be to provide maximum educational opportunities for their students to develop in accordance with their individual needs, abilities, and level of maturity. Teachers shall make efforts to aid students to achieve their maximum development mentally, physically, socially, spiritually, and emotionally so that they may properly adjust to our complex democratic society.

The district shall back up its educational program with supporting services necessary for students' health, safety, and personal well being.

Philosophy of the Health Careers Curriculum is:

The Health Careers program has been developed to provide students, interested in the medical field, assistance in determining an occupation that will best suit their capabilities and interests. The program is a competency based curriculum that is fundamental to a variety of careers in the health care industry. The curriculum allows for training in workplace basics, flexibility in cross networking occupations, as well as preparation for advanced vocational/technical/professional education.

Health Careers Curriculum Codes

- I – Introduce
- D – Develop
- M – Master

Anything beyond the mastery level we assume that reinforcement will occur.

Health Careers Curriculum

Standard 1: Academic Foundations	Health Careers I	Health Careers II
1.1 Know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their student role. This includes reading, writing, mathematics, life sciences knowledge, using health care terminology, and being aware of the history of health care.	I/D	M
1.1.1 Recognize human structure and function	I/D	M
1.1.2 Analyze diseases and disorders	I/D	M
Standard 2: Communication		
2.1 Know the various methods of giving and obtaining information. They will communicate effectively orally, in writing and electronically	I/D/M	M
2.1.1 Practice oral communication	I/D/M	M
2.1.2 Demonstrate written communication	I/D/M	M
2.1.3 Utilize electronic communication	I/D/M	M
Standard 3: Systems		
3.1 Understand how the role of a health care worker relates to departments, organizations, and the overall health care environment. They will identify how key systems affect services performed and quality of care.	I/D	D
3.1.1 Recognize health care delivery system	I/D	D
Standard 4: Employability Skills		
4.1 Understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate skills that support and maintain job functions and upgrade these skills as needed.	I/D	M
4.1.1 Develop employability skills	I	M
4.1.2 Exercise interpersonal communications	I/D	M
4.1.3 Foster personal growth and development	I/D	D
4.1.4 Participate in career decision-making	I/D	I/D

Standard 5: Legal Responsibilities	Health Careers I	Health Careers II
5.1 Understand the legal responsibilities, limitations, and implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws and legislated rights of clients.	I/D	D/M
5.1.1 Relate legal implications to health careers	I/D	M
5.1.2 Use legal practices	I/D	M
Standard 6: Ethics		
6.1 Understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.	I/D	D
6.1.1 Identify legal ethical boundaries	I	D
6.1.2 Exercise ethical practice	I	D
Standard 7: Safety Practices		
7.1 Understand the existing and potential hazards to clients, coworkers, and themselves. They will prevent injury to illness through safe work practices and will follow health and safety policies and procedures.	I/D/M	M
7.1.1 Perform infection control	I/D/M	M
7.1.2 Practice personal safety	I/D/M	M
7.1.3 Recognize environmental safety	I/D/M	M
7.1.4 Identify common safety hazards	I/D/M	
7.1.5 Use emergency procedures and protocols	I/D	D
Standard 8: Teamwork		
8.1 Understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.	I	D
8.1.1 Participate in healthcare teams	I/D	D
8.1.2 Engage in team member participation	I/D	D

Standard 9: Health Maintenance Practice	Health Careers I	Health Careers II
9.1 Understand the fundamentals of wellness and the prevention of disease processes. They will be encouraged to practice preventative health behaviors.	I/D/M	D/M
9.1.1 Describe health behaviors	I/D	D
Standard 10: Technical Skills		
10.1 Identify technical skills required for medical careers. They will demonstrate skills and knowledge as appropriate.	I	D
10.1.1 Implement occupational safety	I/D	
10.1.2 Learn skills development in laboratory or clinical setting	I	D
Standard 11: Information Technology Application		
11.1 Use information technology applications. They will demonstrate use as appropriate to healthcare applications.	I/D	D
11.1.1 Utilize communication technology	I/D	D
11.1.2 Use referencing skills	I/D	D

Course Descriptions and Course Outlines

HEALTH CAREERS I

Grade: 11-12

Term: Semester

Credit: One

Prerequisite: none

Description: The Health Careers curriculum is a 360 hour program designed to be taught as a two hour program per day for one semester. The first 180 hours or “core” information is fundamental to a wide variety of careers in the health field. The core curriculum includes units of instruction such as: Introduction to Health Care Delivery, Medical Ethical Responsibilities, Anatomy and Related Disorders, Professional Applications of Wellness and Disease and Concepts, Safety, Monitoring Body Functions, Disease Prevention, Infection Control Standards, CPR, First Aide and Introduction to Health Careers. The second 180 hours of instruction, known as Health Careers II, provides the student the opportunity to expand their skills and knowledge in specific career areas of interest. This makes Health Careers I a prerequisite for Health Careers II.

Completion of course work will make the student eligible to take the certification test to become a Certified Nursing Assistant.

The student should...

Health Careers I	Introduce Develop Master
I. Integrate Problem Solving Methodology	I/D
II. Demonstrate Knowledge of the Health Care Delivery System	
A. Facilities	I
B. Agencies	I
C. Trends	I
D. Insurance	I
E. Organizational Facilities	I
III. Demonstrate the Ability to Communicate and Use Interpersonal Skills Effectively	

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A. Vocational Industrial Clubs of America (VICA)- Professional Development	I
B. Medical Terminology	I/D/M
C. Effective Communication	
1. Cultural Diversity	I/D
2. Client Education	I/D
D. Observation/Reporting/Documentation	I/D
E. Personal Qualities	I/D
IV. Demonstrate Knowledge of Legal and Ethical Responsibilities	
A. Ethics	I/D/M
B. Patient Rights	I/D/M
C. Professionalism	I/D/M
V. Demonstrate an Understanding of Wellness and Disease	
A. Basic Body Structure and Function	I/D/M
B. Planes and Cavities	I/D/M
C. Systems	I/D/M
D. Diseases and Conditions	I/D
E. Vital Signs	I/D/M
F. Nutrition	I/D
G. Human Growth and Development	I/D
1. Human Needs	I/D
2. Life Stages	I/D
VI. Practice Safety and Security Procedures Appropriately	
A. Client Identification	I/D/M
B. Body Mechanics	I/D/M
C. Positioning, Transferring and Moving Patients	I/D/M
D. Accident Prevention	I/D/M
E. Fire and Environmental Safety	I/D/M
F. Government Regulations	I/D
VII. Identify and Respond to Emergency Situations	
A. Disaster Preparedness	I
B. First Aid	I/D
C. CPR	I/D/M
VIII. Demonstrate Infection Control Procedures	
A. Microorganisms	I/D/M
B. Standard Precautions	I/D/M
C. Disinfection/Sterilization	I/D
D. Isolation	I
IX. Identify Computer Applications in Health Care	I
X. Identify and Demonstrate- Career Development Skills	

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A. Employability Skills	
1. Job Searching	I
2. Job-Keeping	I
3. Financial Management	I
B. Personal Career Goals	I

HEALTH CAREERS II

Grade: 11-12

Term: Semester

Credit: One

Prerequisite: Health Careers I

Description: Health Careers II provides students an opportunity to expand their skills and knowledge in a variety of health care related careers. Students should have completed Health Careers I. The emphasis is on observation and a thorough study of health care areas. Students rotate among various departments of a health care facility, or among various facilities in the community to help them become familiar with as many phases of health care as possible. Students spend time in the health care facility where instruction relates the curriculum to actual patient care provided by the professional clinical staff in the facility.

A. Clinical Rotation:

Students move among the various clinical areas according to their interests. The student observes procedures and aids in some of the activities. A task list will be used as a guide for documentation of learning experiences at each station.

B. Task Lists:

A checklist of suggested activities that students may observe, assist with, or participate in while on clinical rotations/job stations: to be signed by supervisors as tasks are completed.

C. Clinical Rotation Journal:

A form completed by students upon completion of rotation. The form will give students the opportunity to express personal feelings regarding clinical experience.

D. Student Self-Evaluation:

A form completed by the student following rotation, or more often as appropriate.

E. Clinical Evaluation:

A form completed by job station supervisor/personnel upon completion of rotation, or more often as appropriate. Form to be signed by evaluator and student.

- F. The Health Careers instructor will be the liaison between the student and the clinical site for the development of the students' knowledge and skills.
- G. The necessary forms are found in the manual.

Appendix A

21st Century Skills – 12th Grade

The Partnership for 21st Century Skills organization in cooperation with the National Council of Teachers of English developed a 21st Century Skills Map. The 21st Century Skills Map has so far been developed at grades 4, 8, and 12.

We did an alignment between the 21st Century Skills Map and Mandan Public Schools' Health Careers Curriculum. Not all of the 21st Century Skills are addressed by Mandan Public Schools' Health Careers Curriculum. However, some of the skills may also be addressed by other curriculums in Mandan Public Schools. This match is a guide to assist us in the identification of which 21st Century Skills align to specific benchmarks. If someone else did the match, we would expect slightly different results.

We numbered the 12 broad 21st Century Skills 1-12. In front of each 21st Century Skill is a digit which indicates the grade level at which the 21st Century Skill was developed. Each of these 12 skills has 1 or more sub-skills. We numbered the sub-skills with a decimal point followed by another digit in numerical sequence.

The numbers in parenthesis below the 21st Century sub-skills refer to Mandan Public Schools' Health Careers Curriculum. The first digit in the parenthesis refers to the standard. The second digit in parenthesis refers to the topic. The third digit in parenthesis refers to the benchmark.

It is important that these 21st Century Skills be addressed by the various components of the school curriculum. As new state standards and benchmarks are developed, we hope that they will address the 21st Century Skills.

12.1 Creativity and Innovation

12.1.1 Develop and communicate new ideas to others
(2.1.1; 2.2.2; 2.2.3)

12.1.2 Demonstrate originality and inventiveness in work

12.1.3 Act on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs
(10.1.1)

12.2 Critical Thinking & Problem Solving

12.2.1 Frame, analyze and synthesize information in order to solve problems and answer questions
(1.1; 1.1.1; 1.1.2)

12.2.2 Identify and ask significant questions that clarify various points of view
(2.1; 2.1.1; 2.1.2; 2.1.3)

12.2.3 Exercise sound reasoning in understanding
(4.1; 4.1.1; 4.1.2; 4.1.3; 4.1.4)

12.3 Communication

12.3.1 Articulate thoughts clearly and effectively through writing, speaking, and multimedia
(2.1.1; 2.1.2; 2.1.3; 2.1.4)

12.3.2 Articulate thoughts clearly and effectively through writing
(2.1.2)

12.4 Collaboration

12.4.1 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
(8.1; 8.1.1; 8.1.2)

12.4.2 Assume shared responsibility for collaborative work
(8.1.2)

12.4.3 Demonstrate the ability to work effectively with diverse teams
(8.1.1; 8.1.2)

12.5 Information Literacy

12.5.1 Possess and share a fundamental understanding of the ethical/legal issues surrounding the access and use of information
(6.1.1; 6.1.2)

12.5.2 Use information accurately and creatively for the issue or problem at hand
(5.1; 5.1.1; 5.1.2)

12.6 Media Literacy

12.6.1 Understand how media messages are constructed, for what purposes and using which tools, characteristics and conventions
(2.1; 2.1.1; 2.1.2; 2.1.3)

12.7 ICT Literacy

12.7.1 Use technology as a tool to research, organize, evaluate and communicate information, and possess a fundamental understanding of the ethical/legal issues surrounding the access and use of information
(11.1)

12.7.2 Use technology as a tool to communicate information
(11.1.1; 11.1.2)

12.7.3 Use digital technology, communication tools and/or networks appropriately to integrate, evaluate, and create information
(11.1; 11.1.1; 11.1.2)

12.8 Flexibility & Adaptability

12.8.1 Work effectively in a climate of ambiguity and changing priorities
(8.1; 8.1.2)

12.9 Initiative & Self-Direction

12.9.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
(4.1; 4.1.1; 4.1.2; 4.1.3; 4.1.4)

12.9.1 Demonstrate commitment to learning as a lifelong process
(4.1.3; 4.1.4)

12.10 Social & Cross-Cultural Skills

12.10.1 Bridge cultural differences and use differing perspectives to increase innovation and the quality of work
(3.1; 3.1.1)

12.10.2 Leverage the collective intelligence of groups when appropriate
(8.1; 8.1.2)

12.11 Productivity & Accountability

12.11.1 Demonstrate diligence and a positive work ethic (e.g., being punctual and reliable).
(4.1; 4.1.1; 4.1.2; 4.1.3; 4.1.4)

12.12 Leadership & Responsibility

12.12.1 Act responsibly with the interests of the larger community in mind
(6.1)