



CCC Adult Education Program
Healthcare Bridges to Careers
Adult Secondary Education
Curriculum Frameworks (9.0 – 12.9)

Background

To meet the demands of the 21st century workforce, today's adult learner must be prepared to pursue one of a range of postsecondary educational opportunities. These opportunities might include working toward a certificate in one of the Career Bridge Sectors, an associate's or a bachelor's degree. While the majority of adults who take the General Educational Development (GED) test do so in order to continue their education, few go on to make the transition to postsecondary education, but those that decide to enroll in postsecondary courses, realize that they are not adequately prepared to transition into college-level courses. Adult Education administrators and educators understand that if given the opportunity to continue their education, these same adult learners stand to make substantial economic and personal gains when they successfully complete postsecondary education or training with the possibility of going from low-wage jobs to careers with a livable wage with benefits.

Course Introduction

The Bridge to Careers - **Low ASE Healthcare Program** is designed to develop the beginning of a pipeline from this training experience into technical training, health maintenance and environmental safety practices, ethical and legal responsibilities and procedures, postsecondary education and finally into meaningful employment. The Healthcare Bridge program prepares one to be successful on the college entrance exam and in career training. At the end of this program training, participants will also be more qualified to make the decisions as to which healthcare occupation they would like to pursue.

Goals of Healthcare Bridge

The Healthcare Bridge Goals and Student Learning Outcomes were developed:

- To help adult learners avoid cycles of remediation at the beginning of their college careers;
- To ease the transition from ABE/GED courses to help adult learners succeed in their postsecondary courses;
- To prepare students to use oral and written communication as a tool in study, work, and life;
- To prepare students to use the appropriate skills to attain and maintain a job; and
- To prepare students to use critical thinking skills;
- To introduce students to the various healthcare career options.

Low ASE (9.0-12.9) Student Learning Outcomes

1. Achieve an 11.0 (or higher) reading level or be able to meet entrance requirements for the healthcare training of choice.
2. Achieve an 11.0 (or higher) math level or be able to meet entrance requirements for the healthcare training of choice.
3. If not already taken, take and pass the GED Test as a Self-Assessment Indicator.
4. Encourage students to take and pass the COMPASS Test.
5. Correctly use at least 100 industry relevant words and abbreviations.
6. Apply speaking and listening skills in one-on-one small group and team meeting situations.

7. Apply appropriate patient care skills to a variety of situations (i.e. bedside manners, responsibility and accountability, integrity and honesty)
8. Demonstrate effective team-building skills.
9. Apply knowledge of HIPPA Privacy Act to healthcare situations.
10. Demonstrate awareness and sensitivity to cultural issues of healthcare pertaining to nationality, gender, age, sexual orientation, religion, et.al.
11. Demonstrate proper application and removal of a phlebotomist's tourniquet.
12. Apply basic-to-complex math computations related to the industry.
13. Utilize higher level skills to demonstrate proper pulse taking, respiration rate, blood pressure, height, weight, and digital thermometer use techniques.
14. Use skills to create, annotate, and read a chart showing a range of vital signs.
15. Develop critical thinking skills, including decision making, problem solving and inference skills.
16. Identify resources necessary to support successful employment.
17. Apply personal, patient, and environmental safety. (OSHA)
18. Utilize computers within a medical facility to enter, edit, save, store, and print documents using various software and hardware applications.

Please Note: The following two Healthcare Instructional Manuals are referenced throughout the Curriculum Frameworks.

*Central States SER Healthcare Career Prep I Instructor's Manual- (SER PREP I)

*Central States SER Healthcare Bridge Program Teacher's Manual – (SER)

Student Learning Outcomes & Objectives	Performance Element (Student Healthcare Activities)	Potential Material Source	Measurement Criteria
Healthcare LA, Reading			
<p>Select appropriate and effective vocabulary, including specific content area vocabulary.</p> <p>Spell, define and correctly use at least 75% industry relevant words or phrases.</p> <p>Use medical terminology within a scope of practice in order to interpret, transcribe and communicate information, data and observations. HLC02.01</p> <p>Apply knowledge of word origins and derivations to comprehend words used in content areas.</p>	<p><u>Medical Terms ACTIVITY</u></p> <p>1. Make flashcards for 100 terms; practice in pairs before playing medical Jeopardy.</p> <p><u>Medical Jeopardy ACTIVITY</u></p> <p>2. Instructor defines the term; students in teams give the term in the form of a question. The team with the most correct responses wins!</p>	<p>SER, Medical Terms p. 3 – 15, 64-65, 82-83 & 90 – 100</p> <p>SER, Medical Math Abbreviations p. 353</p>	<p>Written quiz on 100 industry related terms and abbreviations</p>
<p>Apply knowledge of academic subject matter as needed in the role of a Healthcare worker. Health Science I</p> <p>Demonstrate knowledge of human body structure and functions. HLC02.01</p> <p>Explain the relationship of the aging process and the human body systems. HLC02.01</p>	<p><u>SIMON SAYS ACTIVITY</u></p> <p>1. The teacher will say, “Simon says touch your neighbor’s left femur with you right phalanges”. The game continues until all but one student are sitting or all the terms have been defined.</p> <p><u>HUMAN BODY ACTIVITY</u></p> <p>2. In pairs, students’ research information related to the various systems throughout the human body: the circulatory system, the respiratory system, the digestive system, the nervous system, the reproductive system, the immune system, the musculoskeletal system, the endocrine system, and the excretory system. Then, the must present to the class the parts and their functions for their system.</p>	<p>SER, The Human Body p. 41 – 45 & The Human Skeleton System p. 48 – 52 & The Aging Process p. 33 – 38</p> <p>The internet</p>	<p>Quiz on Bones SER p.51</p> <p>Student oral presentations on various systems in the human body, based on research from SER and the Internet</p>

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<p>Summarize main idea and supporting details from reading passages; make inferences and logical conclusions from reading passages.</p> <p>Understand and apply knowledge of disease and disorders. HLC02.01</p> <p>Analyze relationship between the human body systems & diseases. HLC02.01</p>	<p><u>HEALTHCARE RELATED READING Activities</u></p> <p>1. <u>Tuberculosis</u>: Read excerpt from <u>Diseases</u>; discuss as a class. Answer the following questions in essay form:</p> <p>How did it start? What are the symptoms? Are there treatments or cures?</p>	<p>SER, Presentation of Healthcare Related Articles, Study Guide for Diseases, Disorders, Syndromes, and Conditions , p.123 – 130</p> <p>SER, Reading Strategy, p. 436 – 447; Engines, p. 434-435, 450 - 523 & Figurative Language handouts – 449-</p>	<p>Essay on diseases based on readings in SER</p>
<p>Apply the use of critical reading skills to describe how individual healthcare roles fit into the department, the organization and the overall healthcare environment. Health Science III</p> <p>Evaluate how key systems affect services individuals perform and quality of care. Health Science III</p> <p>Understand systems theory. HLC05.01</p> <p>Demonstrate an understanding of the healthcare delivery system. HLC05.01</p>	<p><u>HEALTHCARE DELIVERY SYSTEMS ACTIVITIES:</u></p> <ol style="list-style-type: none"> 1. Research the cost of two separate healthcare delivery systems using the same client procedures. 2. Prepare a checklist or rubric and visit 2 – 3 healthcare facilities: Private, hospitals, HMO, etc. 3. Select one healthcare delivery service and design a flowchart beginning with scheduling a patient's appointment through billing. 4. Construct a healthcare delivery system model. 5. Diagram the interdependence of health care professions within a given health 	<p>Hospital Visits</p>	<p>Written results of “cost of two separate healthcare systems.</p> <ul style="list-style-type: none"> • Written Checklist or Rubric and visit 2-3 healthcare facilities: Private, hospitals, HOM, etc • Flowchart of the healthcare delivery service • Construction of a healthcare delivery model • Healthcare independence diagram.

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<p>Describe healthcare system results. HLC05.01</p> <p>Illustrate how word choice, language, and literature are powerful means by which culture and values are transmitted.</p> <p>Analyze the cause and effect of system change. HLC05.01</p> <p>Predict how factors such as cost, managed care, technology, an aging population, access to care, lifestyle behavior changes, culture and values may affect various health care delivery system models.</p> <p>Gather and analyze information from a variety of reference materials and tools (e.g. journals, computers, catalogs, encyclopedia, atlas, and thesaurus) to obtain information and evaluate which information best serves the student's purposes.</p>	<p>care delivery system and pertaining to the delivery of quality health care.</p> <ol style="list-style-type: none"> 6. Design a system analysis process that evaluates the following outcomes: client satisfactions, productivity, cost effectiveness, and efficiency. 7. Evaluate the impact of enhanced technology on the healthcare delivery system. 8. Analyze the cause and effect on health care system change based on the influence of: technology, epidemiology, bioethics, socio-economics, and various forms of complimentary (non-traditional) medicine. 	<p>Journals. Computers, Catalogs and Encyclopedias, Thesaurus</p>	<p>System Analysis evaluation design</p> <p>Analysis of cause and effect on healthcare system change based on influence of suggested criteria.</p>

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<p>Use context cues and higher order processes to interpret meaning of written material.</p> <p>Read, comprehend, interpret, and analyze a variety of text, literary forms, and printed materials in specific content areas.</p> <p>Read and comprehend age-appropriate material with fluency and accuracy. Identify and analyze new terminology applying knowledge of word origins and derivation in a variety of practical settings.</p> <p>Expand knowledge of word origins and derivation and use idioms, analogies, metaphors, and similes to extend language development.</p>	<p><u>CRITICAL THINKING ACTIVITY</u> 1. Read “How to Live to be 100 or More”; answer comprehension & critical thinking skills questions. Solve the puzzle.</p> <p><u>WORD RELATIONSHIPS, HOMONYMS & LOGIC ACTIVITY</u> 2. Read “Antaeus” I & II; answer questions about word relationships, homonyms and logic.</p> <p>HEALTHCARE ILLNESSES RESEARCH 3. Have students conduct a search on an illness of their choice and select one academic article to read and summarize in one page. Then, ask them to share their summaries in groups.</p>	<p><u>Challenger 8</u> pages 80-89</p> <p><u>Challenger 8</u> 198-218</p> <p>Internet Research</p>	<p>Answers to questions and puzzle solution for #1 & #2</p> <p>Summary of article.</p>
<p>Communications (LA, Writing, Listening & Speaking)</p>			
<p>Demonstrate a smooth transition from paragraph-to-paragraph and apply varied and complex sentence structure in writing.</p> <p>Identify the specific purpose and audience for writing; use logical order to create stated or implied topic sentences, supporting details, and concluding sentences to construct a paragraph.</p>	<p>1. <u>Illness Essay ACTIVITY</u> Have students select an illness that has personally affected them to research and report. Students should write a 5 paragraph essay with an introduction, conclusion and transitions from each paragraph. Have students share their essays with the class and ask questions to see if students are “actively listening”.</p> <p>2. Practice Writing Topics, support & concluding sentences to create a paragraph</p>	<p>SER, Topic Sentences and Writing with Unity p. 526, Topic Sentences and Creating Paragraph Unity p. 527 – 529</p>	<p>SER Practice Test: Sentence Structure & Parallel Structure – Page 530</p> <p>Essay on illness that affected student and follow-up class questions. Use Rubric 8 on “Listen” to evaluate active learning.</p>

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<p>Consistently apply grammatical concepts, structural rules, and conventions of editing, punctuation, capitalization, and word choice to all forms of writings.</p> <p>Evaluate written information for a variety of purposes for its effectiveness and make recommendations for its improvement.</p> <p>Demonstrate written communication skills by producing grammatically correct documents using conventions of Edited American English. HLC02.01</p> <p>Apply speaking and listening skills in one-on-one small group and team meeting situations.</p>	<ol style="list-style-type: none"> <u>Tuberculosis</u>: Read excerpt from <u>Diseases</u>; discuss as a class. Answer the following questions in essay form: How did it start? What are the symptoms? Are there treatments or cures? Illness Essay ACTIVITY Have students select an illness that has personally affected them to research and report. Students should write a 5 paragraph essay with an introduction, conclusion and transitions from each paragraph. Have students share their essays with the class and ask questions to see if students are “actively listening”. 	<p>SER, Nouns and Verbs, p.534 – 535, Fragments, Run-ons, and Comma Splices, Subject – Verb Agreement, p. 548 – 558, Capitalization, 559 – 568 & Punctuation, p. 569 – 577</p> <p>SER, The Writing Process, p. 578 – 589. SER, Patterns of Organization, p. 591 – 594</p>	<p>SER pages 536-541</p> <p><i>Five paragraph essay on illness that affected student</i></p> <p>Follow-Up class Questions. Use Rubric 8 on “Listen” to evaluate to evaluate active listening.</p>
<p>Compose cohesive, with clearly expressed ideas supported by relevant details, expository, narrative, and persuasive essays.</p> <p>Compose narrative, informative and persuasive writing to an essay prompt, using the four-point scoring rubric as a guide, with a clearly focused main idea, followed by coherent and relevant details and examples. Adapt content, vocabulary, voice and tone to the</p>	<p><u>ALCOHOLISM</u>:</p> <ol style="list-style-type: none"> Read “Claire Henson” pages 53-61; answer comprehension questions and discuss: Claire diagnosed her mother as an alcoholic. How would you diagnose an alcoholic? If your patient was an alcoholic, how might you help her? Write an informative essay outlining potential treatment options for alcoholism. 	<p>Everyday Heroes Book</p> <p>SER, Writing a Five Paragraph Essay, p.603 – 606 & Journal Writing Assignment (Critique & Tweak) Writing Practice Exercises</p>	<p>Five Paragraph essay outlining treatment for alcoholism.</p>

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audience purpose and situations.			
<p>Compose and evaluate varies types of writings utilizing the four-point GED Essay Scoring Guide.</p> <p>Apply a variety of response strategies, including rereading, note-taking, summarizing, outlining, and writing formal reports.</p> <p>Develop writing for real or potentially real situations in academic, professional and civic contents (e.g. Evaluate research questions, applications, job applications, business letters, resumes, etc.)</p> <p>Communicate information and ideas in narrative, informative, and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and electronic formats; adapt content, vocabulary, voice and tone to the audience purpose and situation.</p>	<p><u>SYPHILLIS STORY & WRITING ACTIVITY</u></p> <p>1. Read the story; discuss and answer comprehension questions.</p> <p>Write a paragraph to answer:</p> <p>How did it start? What are the symptoms? What is the treatment or cure?</p>	<p>SER, The Writing Process, p. 578 – 589. SER, Patterns of Organization, p. 591 – 594</p> <p>SER, Writing a Five Paragraph Essay, p.603 – 606 & Journal Writing Assignment (Critique & Tweak) Writing Practice Exercises</p> <p><i>Diseases-Syphilis</i> reading</p>	<p>Compose and evaluate varies types of writings utilizing the four-point GED Essay Scoring Guide.</p> <p>Paragraph on start, symptoms and treatment for Syphilis.</p> <p>Five Paragraph essay on Syphilis</p> <p>Apply a variety of response strategies, including rereading, note-taking, summarizing, outlining, and writing formal reports.</p> <p>Develop writing for real or potentially real situations in academic, professional and civic contents (e.g. Evaluate research questions, applications, job applications, business letters, resumes, etc.)</p> <p>Communicate information and ideas in narrative, informative, and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and electronic formats; adapt content, vocabulary, voice and tone to the audience purpose and situation.</p>

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Communication (Listening & Speaking)			
<p>Effectively listen & speak using techniques and strategies to clarify and convey messages in a variety of situations and audiences.</p> <p>Communicate effectively, both orally and in writing. Health Science I</p> <p>Compare the relationship of verbal and nonverbal messages within a context.</p> <p>Use communication skills. HLC02.01</p> <p>Apply listening skills as individuals and members of a group in a variety of practical settings (e.g. giving directions, conversations, and interviews, etc.) HLC02.01</p>	<p><u>HEALTHCARE TECHNICAL MATERIALS</u></p> <ol style="list-style-type: none"> 1 Interpret technical used for healthcare practices and procedures 2 Identify and list key words for solving word problems; practice with Contextualized Word Problems. <p><u>COMPLEX ROLE-SCENARIO</u></p> <p>_Design role play scenarios for students to conduct and solve related to healthcare situations that arise between with patients, supervisors, family members, co-workers, etc. Have groups present their solutions.</p> <ol style="list-style-type: none"> 1. <u>Role play</u> - giving directions verbally and then in mime. 2. <u>Job Interview</u>- Learn to listen actively and role play a job interview. 	<p>SER, The Importance of Nonverbal Comm. \ p. 66 – 68.</p> <p><i>Role Play Pairings</i></p> <p>The Importance of Interpersonal Communication Skills p. 110 – 119</p>	<p>Quiz on Contextualized Word Problems</p> <p>Quiz on Key Words</p> <p>Use Rubric 8 “Listen” for evaluating active listening & Communication Skills.</p>
<p>Listen effectively using techniques and strategies to clarify and convey messages in a variety of situations.</p> <p>Use effective speech with tone, expressions, and language appropriate to the situation and audience.</p> <p>Employ effective and consistent interpersonal communications.</p>	<p><u>HEALTHCARE TECHNICAL MATERIALS</u></p> <ol style="list-style-type: none"> 1. Interpret technical materials used for health care practices and procedures. 3. Identify and list key words for solving word problems; practice with Contextualized Word Problems. <p><u>COMPLEX ROLE-PLAY SCENARIOS</u></p> <ol style="list-style-type: none"> 4. Design role play scenarios for students to conduct and solve related to healthcare situations that arise between with patients, supervisors, family members, coworkers, etc. Have groups present 		

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<p>HLC09.01</p> <p>Apply verbal and nonverbal strategies to maintain communication and resolve individual, work, and group conflict.</p> <p>Apply effective communication strategies that demonstrate an understanding of cultural, religious, age, economic groups, and diverse ethnic differences in various employment and social situations. HLC09.01</p> <p>Listen for key words as a way of accurately predicting meaning. HLC09.01</p>	<p>their solutions.</p> <p>PLAY "Keys to Success GAME"</p>	<p>GAME</p>	<p>ONE TEAM WINS</p>
Mathematics			
<p>Demonstrate proficiency in Units of Measurements, Graphing, Statistical Data, Probability and Interpreting Charts and Maps,</p> <p>Demonstrate proficiency in higher orders of mathematics (fractions, decimals, percents and algebra).</p> <p>Apply basic to complex math computations related to the4 industry</p> <p>Solve word problems using mean, mode, median, range, ratios, proportions, square roots, pi, base, and exponents with or without the</p>	<p>HEALTHCARE FRACTIONS ACTIVITY</p> <ol style="list-style-type: none"> Students will complete handouts individually, in pairs and on the board as a class based on their skill needs. If students do not understand, supplemental books (as listed in the bibliography) will be used. Practice word problems Practice reading signed numbers and 	<p>SER, Fractions Contextualized to Health Care, p. 186 – 193, 194, 195 – 199, 200 - 201, 202 -216 & 220 – 233</p> <p>Convert Fractions & Decimals to Solve Quotations About Nursing p.260 262</p> <p>Temperature & Medical Math Conversions Charts p. 287 – 288, 352</p> <p>Proportion, Ration, &</p>	<p>Fraction Assessment p. 236 – 240, Fractions, Decimals, and Percents Skills Tests p. 333 – 335</p> <p>Quiz on word problems</p> <p>Quiz on signed number problems</p>

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<p>aid of a calculator.</p> <p>Solve signed number problems using the four math operations; identify signed numbers on a number line and a thermometer.</p> <p>Solve complex math problems using the four math operations and graph the results in the complex plane.</p>	<p>a thermometer</p> <p>4. Practice solving complex math problems using the four math operations and graph the results in the complex plane.</p>	<p>Percents Contextualized to Healthcare p. 293 - 331, 339 – 347 & HOSA</p> <p>Decimals p.255 – 259, 263 – 264, 267 – 268, 271 – 284 & 289 – 292</p> <p>Algebra p. 361 – 387</p>	<p>and reading a thermometer</p> <p>Quiz on complex math problems using the four math operations. Graph of results.</p>
<p>Review and apply advanced math skills in calculation, analysis, problem solving and word problems.</p> <p>Identify, develop, and apply problem solving strategies to contextual situations.</p>	<p><u>MEDICAL MATH TERMS DICTIONARY ACTIVITY</u></p> <ol style="list-style-type: none"> Working in groups, have students create a Medical Math Terms Dictionary through text and internet research. Students will complete SER pages individually, in pairs and as a class on the board based on their individual 	<p>SER, General Math p.185, Word Problems Contextualized to Health Care p. 217, 219, 234, 235, 265, 266, 269, 270, 285 & 286</p>	<p>Geometric Shapes Post Test p. 392 & Geometric Shapes Test Key p. 393</p>

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<p>Define complementary, supplementary, and vertical angles, various forms of triangles, perpendicular and parallel lines, transversal, corresponding, alternate interior and alternate exterior angles.</p> <p>Compute with radicals, exponents, and complex numbers.</p> <p>Find the circumference, diameter, and radius of a circle and the perimeter, area and volume of two & three dimensional figures.</p> <p>Determine equations of lines, including parallel and perpendicular lines.</p> <p>Solve one and two-step contextual geometric word problems which involve the Pythagorean Theorem, angles, triangles, and solid figures using appropriate formula.</p> <p>Label angles (e.g. acute, straight, obtuse, right, and reflex, etc.)</p> <p>Interpret slope in a linear model as a rate of change.</p>	<p>skill level(s). Peer-Tutoring, as well as Think Aloud strategies, will be employed. If a concept is not understood by the entire class, supplemental math books will be used.</p> <p>Practice working with and labeling angles</p>	<p>SER, Problem Solving p. 348 – 351, 354 – 360</p> <p>Temperature & Medical Math Conversions Charts p. 287 – 288, 352</p> <p>SER, Pairs of Lines p. 411 – 413 & Lines, Rays and Angles p. 414 – 419, Geometry p. 389 – 391 & 394 - 410</p> <p><i>Top 50 Math Skills</i> <i>Math Skills That Work</i> <i>GED Math</i> <i>Algebra</i></p>	<p>Conversion Charts Worksheets 70% or more</p>

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Healthcare & Safety			
<p>Apply knowledge and understanding about Healthcare Workers roles and responsibilities including their ability to promote the delivery of quality health care. Health Science I</p> <p>Measure human contributions and advancements to science in the following areas: education, industry, medicine, and technology.</p> <p>Describe health care teams and their participation. HLC07.01</p> <p>Create a decision-making plan to solve a health problem (e.g. obesity or high cholesterol, etc.)</p> <p>Describe and apply basic strategies for prevention, maintenance, and early detection of health conditions; explain the benefits of these strategies (e.g. follow doctor's instructions, annual check-ups, and reduce stress, etc.)</p> <p>Describe healthy behaviors. HL06.02</p> <p>Prepare your health portfolio.</p> <p>Understand and describe accepted ethical practices with respect to cultural, social, and ethnic difference within the health care environment. Health Science II</p> <p>Describe legal and ethical practices and boundaries. HLC08.02</p> <p>Understand cultural, social, and ethnic diversity as it relates to healthcare. HLC08.02</p> <p>Compare and contrast health care providers, their roles, and responsibilities in protecting the consumer (e.g. HMO, PPO, and Private Physician, etc.)</p>	<p>THE BEN CARSON STORY-A Physician's Life</p> <p>1. Read the Benjamin Carson essay from <u>Everyday Heroes</u>. Have students answer comprehension questions and discuss responses as a class.</p> <p>5-PARAGRAPH ESSAY ACTIVITIES:</p> <p>2. Students write a 5 paragraph essay paragraph on- "three things you did to change your life for the good".</p> <p>3. Students write a 5 paragraph essay on maintaining a healthy weight. Some possible ideas...</p> <ul style="list-style-type: none"> o Vegetarianism o High Protein o Exercise o No Snacks o No food after six <p>MEDICAL GESTURES ACTIVITY Discuss and demonstrate various medical gestures; Classify gestures as positive or negative.</p>	<p>SER, Introduction to Healthcare, p. 2</p> <p>Organizational Structure of a Hospital ; SER, p. 16</p> <p><u>Essential Reading Skills</u>, "Why Go Veg?"</p> <p>SER, How Our Body is Affected by Stress p. 59 – 63 & The Importance of Good Nutrition, p. 74 – 81</p> <p>SER, Reading Vital Signs p. 84 – 86; Pulse/Blood Pressure Worksheet p. 87; How to Measure p. 101 – 105; How to Measure Body Temperature p.106 & Temperature Worksheet p.107</p> <p>Basic Nursing Assistant Book Internet Research</p>	<p>Medical Occupations Quizzes 46 & 47</p> <p>Identify 10 Gestures Correctly;</p> <p>Written analysis of legal and ethical aspects of confidentiality.</p>

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Work	Role Play Inappropriate & Appropriate Behaviors		
<p>Apply knowledge and understanding of safety policies and procedures which prevent accidents, illnesses, and injuries. Health Science II</p> <p>Demonstrate knowledge of emergency procedures and protocols. HLC06.01</p> <p>Explain infection control practices & procedures. HLC06.01</p> <p>Understand occupational safety techniques. HLC10.01</p> <p>Identify common safety hazards. HLC06.01</p> <p>Employ personal safety practices. HLC06.01</p> <p>Evaluate the benefits of safety items (e.g. seat belts, safety helmets, protective glasses, baby/child car seats, and gloves for certain chemicals).</p>	<p>Research, list and learn:</p> <ol style="list-style-type: none"> 1. Emergency procedures and protocols 2. Infection control practices and procedures 3. Occupational safety techniques 4. Common safety hazards 5. Personal safety practices. 	<p>First Aid & CPR Instructors</p>	<p>Quiz on:</p> <ul style="list-style-type: none"> - Emergency Procedures & Protocols. - Infection control practices and procedures - Occupational safety techniques - Common safety hazards - Personal safety practices
<p>Identify safe and appropriate equipment and as appropriate to the environment. HLC06.01</p> <p>Understand the importance of reporting health & safety concerns.</p> <p>Apply personal, patient, and environmental safety. (OSHA).</p>	<p><u>INTERNET HOUSEHOLD SAFETY ACTIVITY</u></p> <ol style="list-style-type: none"> 1. Web Search: Ask students to conduct an internet search for common household safety concerns and personal safety practices. After their searches, place students in groups to synthesize their results into one list to present to the class. 2. <u>GUEST SPEAKER</u> Invite the local Fire Department to come and discuss the benefits of seat belts, baby/child car seats, safety helmets, and fire 	<p><i>Internet Research</i></p>	<p>50 Writing Skills Rubric</p>

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	prevention. Have students create a list of questions to ask.		
<p>Demonstrate knowledge of key employability skills, how employability skills enhance employment opportunities and job satisfaction. Health Science III</p> <p>Demonstrate and apply appropriate time management at home and at the work place. Health Science III</p> <p>Follow multi-step directions and prioritize tasks to complete them.</p> <p>Describe and use key employability skills. HLC09.01</p> <p>Evaluate need for personal growth and development. HLC09.01</p> <p>Utilize career decision-making strategies. HLC09.01</p> <p>Organize records and files to maintain data as required. HLC04.1</p> <p>Discuss and describe how individuals adapt to the dynamics of change. HLC09.01</p> <p>Identify ways that individuals accept responsibility for own actions. HLC09.01</p>	<p><u>HEALTHCARE JOB-FAIR</u> 1. Attend several Healthcare job fairs or partner with other CCC campuses and plan your own Healthcare job fair.</p> <p><u>HEALTHCARE POLICY & PROCEDURES HANDBOOK ACTIVITY</u> 2. Research & prepare a Healthcare Company Policies & Procedures Handbook.</p> <p><u>MOCK INTERVIEWS</u> 3. Have adult learners participate in Mock Interviews and simulated problem and work-solution situations.</p> <p><u>HEALTHCARE PROFESSIONAL GUEST SPEAKERS:</u> 4. Invite or have adult learners to invite health related speakers to class</p> <p>5. <u>HEALTHCARE MEDICAL TERMINOLOGY & ABBREVIATIONS</u> Decompose medical terms in context to give meaning & Explain medical abbreviations in context to give accurate meanings</p>	<p>HEALTHCARE FAIR</p> <p>GUEST SPEAKERS</p> <p>MEDICAL DICTIONARY</p>	<p>Student prepared Health care Company Handbook</p> <p>Use Rubric 8 for communication evaluation.</p> <p>Quiz on Medical Terminology</p>

Student Learning Outcomes & Objectives	Performance Element (Student Healthcare Activities)	Potential Material Source	Measurement Criteria
<p>Apply knowledge of Federal HIPAA Privacy Act to healthcare situations.</p> <p>Healthcare Skills- OSHA Patient & Personal Safety; Patient Care Skills: applying and removing phlebotomist's tourniquet; chart vital signs;; recognition of personal space of patient; use of a sphygmomanometer & thermometer.</p> <p>Use skills to create, annotate and read a chart showing a range of vital signs.</p> <p>ETHICS- Demonstrate awareness and sensitivity to cultural issues of healthcare pertaining to nationality, gender, age, sexual orientation, religion, etc.</p>	<p><u>SELF-ASSESSMENT ACTIVITY</u> 6. Engage in continuous self-assessment and goals modification for personal and professional growth.</p> <p><u>CRITICAL THINKING SKILLS ACTIVITIES:</u> 7. Formulate solutions to problems using critical thinking skills (analyze, synthesize, evaluate) independently or in teams.</p> <p>Assess consequences of HIPAA violations to career, and job.; Create and compare various scenarios to identify HIPAA Violations</p> <ul style="list-style-type: none"> ➤ Integrate patient care skills into class simulations ➤ Plan the steps required to obtain an accurate blood pressure and vital sign readings ➤ Criticize behavior/attitudes in class simulations ➤ Assess proper use of medical devices to obtain accurate readings <p><u>ETHICS ACTIVITY</u> Judge class simulations and compare to knowledge acquired of cultural differences</p> <p>Apply knowledge of healthcare ethics to class simulations</p>		<p>Test of HIPPA & OSHA</p> <p>Goal Journal or chart</p>

Student Learning Outcomes & Objectives	Performance Element (Student Healthcare Activities)	Potential Material Source	Measurement Criteria
			Class simulations
Workplace and Technology			
<p>Use common interaction techniques in employment situations</p> <p>Participate in a discussion using leadership skills to reach a group goal or an assigned project.</p> <p>Identify methods to manage or overcome communication anxiety and apprehension.</p>	<p><u>CNA ROLE-PLAY ACTIVITIES:</u></p> <ol style="list-style-type: none"> 1. Create role play situations that are typical for CNA's such as interacting with a supervisor, patient, bedside manner, solving problems, asking questions, etc. Have students work in groups to come up with solutions to their role play scenarios. 	Teacher-developed role plays	
<p>Demonstrate and apply appropriate time management at home and at the work place.</p> <p>Follow multi-step directions and prioritize tasks to complete them.</p>	<p><u>WEEKLY SCHEDULE ACTIVITIES:</u></p> <ol style="list-style-type: none"> 1. Ask students to keep a schedule for one week in which they write down what they do every hour. Then, conduct an analysis activity in pairs in which students determine how they could better manage their time. 2. Create three step-by-step instruction sheets for a) how to deliver a baby, b) administer CPR, and c) stop someone from choking. <p><u>ROLE PLAY SCENARIOS ACTIVITIES:</u></p> <ol style="list-style-type: none"> 3. Create three role play situations in which an individual call's 911 and needs help to a) deliver a baby, b) administer CPR, or c) stop someone from choking. 4. Divide the students into groups of 3, each person has a different scenario. Then, they each take turns calling 911 and receiving their step-by-step instructions. 1 student is the 911 operator, 1 	CPR Instructor	<p>One week schedule and resulting analysis</p> <p>Use Rubric 8 to evaluate communication.</p>

Student Learning Outcomes & Objectives	Performance Element (Student Healthcare Activities)	Potential Material Source	Measurement Criteria
	student is listening and demonstrating the instructions, and 1 student is the "patient".		
<p>Demonstrate use of technology applications as to process ideas, communicate results and to enhance learning and performance. Health Science I</p> <p>Utilize communication technology. HLC04.01</p> <p>Communicate information via email (e.g. add attachments, forward feature, etc.) to instructors, peers, supervisors, and coworkers.</p>	<p><u>MASTERING COMPUTER SKILLS</u></p> <p>1. Students should complete and master the modules: Computer Skills, E-Mail Skills, Word Processing Skills, and Web Skills using the Basic Online Skills Tutorials.</p>	<p>Basic Online Skills: http://www.ctdlc.org/remediation/</p>	<p>Use communication technology (fax, email, and internet) to access and distribute data and other information.</p>
<p>Apply information technology applications to all career specialties and demonstrate use as appropriate to health care applications. Health Science III</p> <p>Use computers, networks and other electronic devices within a medical facility as an investigation, research, and problem solving tools to enhance learning and performance. (i.e., enter, edit, save store, and print documents using various software and hardware applications.)</p> <p>Select appropriate technology and adapt use of software and technology to new situations.</p> <p>Identify common tools equipment, machines and materials required for job performance and demonstrate appropriate skills when using in the workplace.</p> <p>Utilize communication technology. HLC04.01</p> <p>Apply technology skills and knowledge to research and investigate problems, independently search for and identify potential work, career, and study</p>	<p><u>POWER POINT PAIRING ACTIVITY</u></p> <p>1. Individually, in pairs, or in teams have adult learners prepare PowerPoint Presentation of one or several health science/related careers or services.</p> <p>2. <u>HEALTHCARE RESEARCH ACTIVITY:</u> Each student will be assigned five health care occupations. The student will research on the Internet to answer three basic questions:</p> <ul style="list-style-type: none"> ➤ What are the requirements for this profession? ➤ What are the most important skills to have? ➤ What is the job outlook? (e.g. need, salary. possibility for advancement, etc.) <p>Information will be placed on file cards and given to the class as an</p>	<p>The Internet</p> <p>SER 46&47</p>	<p>Power Point presentation of health related careers or services.</p> <p>Occupations Qui on 5 Healthcare occupations.</p> <p>Oral report on various healthcare occupations.</p>

Student Learning Outcomes & Objectives	Performance Element (Student Healthcare Activities)	Potential Material Source	Measurement Criteria
<p>opportunities.</p> <p>Create a wide-range of formats for personal, educational, and work usage.</p>	<p>oral report. Students will take notes and be questioned on various occupations.</p> <p><u>RESEARCH HEALTHCARE CAREER PATH</u></p> <p>3. Research & explore a potential health science career path in at least one of the following healthcare services: diagnostic, therapeutic, information, or environmental. Have adult learners to include: educational level(s), employment opportunities, workplace environment, and career growth for the career.</p>	<p>Speakers & Internet</p>	<p>Completed Career Path</p>
<p>Demonstrate knowledge of College System.</p> <p>Demonstrate understanding of grading system, concept of due dates, late work, homework and group work</p> <p>Demonstrate ability to read, interpret and complete a job application</p> <p>Work collaboratively in a team environment to produce an Outcome.</p>	<p><u>MY CAREER PATH ACTIVITY</u> Design a “My Career Path” Chart & include required courses from a college catalog.</p> <p><u>DATE BOOK ACTIVITY</u> Keep a date book for assignments and tests. Compute grade averages</p> <p><u>JOC APPLICATION ACTIVITY</u> Complete application for further educational and employment goals</p> <p><u>ROLE PLAY ACTIVITY</u> Role play team interaction in a variety of healthcare situations</p>	<p>Local College catalogs</p> <p>INTERNET</p>	<p>“My Career Path” Chart & including required course from a college catalog.</p> <p>Date book for assignments and tests including computed grade averages</p> <p>Accurate completed job application</p> <p>Use Rubric 8 for communication evaluation</p>

The materials used to facilitate learning of the student learning outcomes for the High Adult Secondary Education Healthcare course include, but are not limited to, the following:

Source	Title	Abbreviation
SER Central States Jobs for Progress, Inc	Healthcare Career Prep Level II Curriculum	SER
States' Career Clusters Initiative	Health Science	HLC**.**

**(These are state standards that are correlated to the Healthcare Bridge Curriculum Frameworks)*

CCC Curriculum Frameworks
Keys to Success GAME

CCC ABE/GED Curriculum Frameworks

Source	Author	Publisher	Year
Everyday Heroes	Johnson, Beth	Townsend Press	1996
Diseases	Dobson, Mary	Quercus	2007
Top 50 Writing Skills	Collins, Tim	McGraw-Hill/Wright	2006
Top 50 Math Skills	Collins, Tim	McGraw-Hill/Wright	2004
Math Skills That Work	Mitchell, Robert & Emery	Contemporary	1991
GED Math	Northcutt, Ellen	Steck-Vaughn	2004
Algebra	Haenisch, Siefried	Circle Press	1998
Focus on Grammar 4, 3 rd Ed	Fuchs, Marjorie & Bonner	Pearson/Longman	2006
Challenger 8	Murphy, Corea	New Readers Press	1989
Essential Reading Skills	McWhorter, Kathleen	Pearson/Longman	2007
Phenomenon, Critical Thinking Skills		McGraw-Hill/Jamestown	1975

Check Lists\Class Discussion.xls
Check Lists\Public Speaking.xls
Check Lists\Understanding Basic Technology.xls
Check Lists\Collaboration of Group Exercises.xls
Check Lists\Writing Assignments.xls

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AVWSTI/DALEY 2009

PPJEOPARDY.Fractions.ppt and PP\DOUBLEJEOPARDY.Fractions.ppt

Additional Resources

1. Grammar & Writing Skills for the Health Care Professional, 2nd Edition- Doreen & Lorraine Villemaire
2. Mathematics for the Health Sciences, A Comprehensive Approach, Joel R. Helms
3. Math for Healthcare Professionals/W Workbook, Mike Kennamer
4. Decisions for Health- Book One, Steck-Vaughn, Vician Bernstein
5. <http://www.arcademicskillbuilders.com/games/frog/frog.html>, Language- synonyms, homonyms, antonyms, , page
6. <http://nlvm.usu.edu/> form of numbers, math, page
7. http://www.aplusmath.com/cgi-bin/Homework_Helper/mtable Math - multiplication table, , page
8. <http://www.mccc.edu/~kellid/CompFDP.htm> Math- number relationships, , page
9. http://www.wisc-online.com/objects/index_tj.asp?objID=ABM1401 Math key words- worded problems, , page
10. <http://www.ck12.org/~crippel/computerlab/tutorials/mouse/page1.html> - Computer technology-how to use the mouse, c, page
11. <http://www.learnthenet.com/english/section/email.html> - Computer technology, e-mail
12. <http://www.tv411.org> – reading, writing, vocabulary, math
13. OSHA STANDARDS http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=10051
14. HIPAA guidelines - <http://www.hhs.gov/ocr/privacy/index.html>
15. Dealing with aggressive behavior - <http://74.125.47.132/search?q=cache:UhLU1PYEQDgJ:ice-cm.medtau.org/ICUaggressive.pdf+healthcare+TEAM+MEMBERS,+chart&cd=9&hl=en&ct=clnk&gl=us>
16. AORN position statement – Allied healthcare providers <http://www.asatt.org/oldfiles/members/memdownloads/AlliedHealth06.pdf>
17. The Nurse's Act <http://www.idfpr.com/dpr/WHO/nurs.asp>
18. CNA nursing assistant facts - <http://www.idph.state.il.us/nar/cnafacts.htm>
19. Dictionary of Occupational Titles (DOT) http://www.occupationalinfo.org/dot_n5.html
20. You're Hired- Book One- Charting Your Career Path; Contemporary Books; ISBN: 0-8092-4031-9
21. You're Hired: Book Two- Getting the Right Job; Contemporary Books, ISBN: 0-8092-4030-0
22. Communication Skills that Work- Book Two, Contemporary Books ISBN: 0-8092-4122-6