



CITY COLLEGES OF CHICAGO

CCC Adult Education Program
Healthcare Bridge to Careers
High Intermediate ABE
Curriculum Frameworks (6.0-8.9)

Healthcare Bridges to Careers: High Intermediate ABE

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 training program certificate in one of the Career Bridge Programs, 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 enter 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 use their adult secondary credential to move from the ranks of high school dropout to postsecondary graduate, with the possibility of going from low-wage jobs to careers with a livable wage with benefits.

Course Introduction

The **High Intermediate ABE Healthcare Bridge to Careers** course is designed to further develop basic skills in reading, writing, communication, mathematics, readiness, and technology through healthcare-focused instruction. It is the beginning of a pipeline from basic skill development and training experience into technical training, 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, participants will also be prepared to enter the Career Prep II Healthcare program at the Adult Secondary Education level.

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.

High Intermediate (6.0-8.9) Student Learning Outcomes

1. Achieve a 9.0 (or higher) reading level or be able to meet entrance requirements for the healthcare training of choice.
2. Achieve a 9.0 (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 the COMPASS Test
5. Spell, define, and pronounce, at least 80 industry relevant words and abbreviations.
6. Demonstrate speaking and listening skills in one-on-one small group and team meeting situations.
7. Demonstrate knowledge of the HIPPA Privacy Act Guidelines.
8. Apply team-building skills.
9. Demonstrate awareness and sensitivity to cultural issues of healthcare pertaining to nationality, gender, age, sexual orientation, religion, et.al.

10. Demonstrate proficiency in math computations related to the industry.
11. Demonstrate & chart proper pulse taking, respiration rate, blood pressure, height, weight, and digital thermometer use techniques.
12. Observe proper application and removal of a phlebotomist's tourniquet.
13. Develop critical thinking skills, including decision making, problem solving and inference skills.
14. Demonstrate appropriate patient care skills, (i.e. bedside manners, responsibility and accountability, integrity and honesty)
15. Organize and plan resources necessary to support successful employment.
16. Demonstrate personal, patient and environmental safety. (OSHA)
17. Demonstrate the ability to research topics using the internet.
18. Utilize computers to enter, edit, save, store, and print documents using various 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
<p>LA, Reading</p> <p><i>Comprehend a variety of texts, literary forms, and printed materials (complex essays, library reference materials, journals, documentaries, etc.) for specific purposes.</i></p>	<p><u>STAR READING ACTIVITY</u> THE STUDENT WILL read fiction and nonfiction stories (many of them about the history of medicine and health care) and demonstrate competency in applying the twelve strategies of reading from STARS (Strategies To Achieve Reading Success) by.</p> <p>Assignment is presented to class and used for Class Discussion.</p>	<p>SER PREP I , Applying Reading Strategies to Healthcare Related Articles, p33-123; SER (p450-523)</p>	<p>ENGINES OF OUR INGENUITY WORKSHEET- p.434</p> <p>Class Discussion Check List. Check Lists\Class Discussion.xls</p>
<p>Describe relevant details and facts in a variety of printed materials and recognize that acceptable language usage and structure change over time.</p>	<p><u>ARTICLE REVIEW & COMPARISON</u></p> <p>1. Provide students two articles on the same or similar healthcare-related topic. Each article should be written at least 10 years or more apart. Students should compare the language in the two articles; locate the main ideas, details and facts for each.</p> <p><u>LEARN ABOUT FACTS AND DETAILS:</u> Distribute the worksheet for Strategy #2 and #9. Discuss facts and details and how they support and help explain the main idea. Have students read the passage and answer questions. Discuss their answer choices in class discussion.</p>	<p>SER PREP I, Distinguishing Between Fact and Opinion, p23-27; Recalling facts and details, p7-8</p> <p>The internet, medical journals, and magazines</p> <p>STARS(#2-Recalling facts and details), p 14-23, (#9-Distinguishing Between Fact and Opinion), p 92-101</p>	<p>Rubric 4—Analyzing Information</p> <p>STARS- Assist with Preparing for a Test Review: located at the end of handout. Pages 22-23 and 100-101. Strategy Review 1-3, pgs.</p>
<p><i>Apply reading strategies and vocabulary in content areas to improve understanding and fluency.</i> HLC02.01</p>	<p><u>MEDICAL TERMINOLOGY ACTIVITIES:</u></p> <p>1. Students work in pairs to determine meaning of medical terminology in context using healthcare-related articles.</p> <p>2. Students review common prefixes, suffixes and root words used in medical terminology. They use these to create and use words in contextualized sentences.</p>	<p>SER PREP I, Applying Reading Strategies to Healthcare Related Articles, p33-123</p> <p>The Language of Medicine, Basic Word Structure p. 3: Medical prefixes, suffixes, and root meaning</p>	<p>Rubric 4—Analyzing Information</p> <p>Medical Terminology Test</p>

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	<p>STAR READING ACTIVITY: THE STUDENT WILL read fiction and nonfiction stories (many of them about the history of medicine and health care) and demonstrate competency in applying the twelve strategies of reading from STARS (Strategies To Achieve Reading Success) by.</p> <p>Assignment is presented to class and used for Class Discussion.</p>	<p>SER (Applying Reading Strategies to Healthcare Related Articles), p450-523</p>	<p>ENGINES OF OUR INGENUITY WORKSHEET- p.434 Class Discussion Check List. Check Lists\Class Discussion.xls</p>
<p>Employ literal, evaluative, and inferential strategies to clarify meaning. Develop critical thinking skills, including decision making, problem solving and inference skills.</p>	<p>1. Using healthcare-related material, students use strategies to infer meaning and results from healthcare-related material.</p> <p><u>Learn About Making Predictions:</u> Distribute the worksheet for Strategy #6. Discuss how to use clues in a passage, how does making a prediction relates to cause and effect, read part of a passage out loud, then stop and ask the students to predict what might happen next. Finish reading the passage. Did they correctly predict what would happen?</p> <p><u>Check Your Understanding:</u> Review with students all five sections and their answer choices.</p>	<p>SER PREP I, Making Predictions, p19-22; GED Language Arts, Reading p. 186, Making Inferences</p> <p>The internet, medical journals, and magazines STARS (#6-Making Predictions), p58-67</p>	<p>Rubric 4—Analyzing Information</p> <p>STARS- Assist with Preparing for a Test Review: located at the end of handout. Pages 66-67. Strategy Review 4-6, pgs. 68-71.</p>
<p>Recognize how media uses word choices to affect meaning.</p>	<p><u>Word Meaning in Context:</u> Distribute the worksheet for Strategy #7. Discuss clues to finding word meaning within the context of a sentence or reading passage. <u>Check Your Understanding:</u> Review with students all five sections and</p>	<p>SER, PREP I Finding Word meaning in Context, p28-32; SER, Applying Reading Strategies to Healthcare Related Articles, p33-123</p> <p>STARS (#7-Finding Word</p>	<p>STARS- Assist with Preparing for a Test Review: located at the end of handout. Pages 88-81. Strategy Review 7-9, pgs. 102-105. ENGINES OF OUR</p>

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	their answer choices.	meaning in Context), p72-81; and SER (Applying Reading Strategies to Healthcare Related Articles), p450-523	INGENUITY WORKSHEET- p.434 Class Discussion Check List. Check Lists\Class Discussion.xls
Analyze and apply a variety of strategies and decoding skills to learn a variety of complex new words and to identify the definition of an unfamiliar word in text (e.g. context clues, use of commas, dashes, and parenthesis).	<p><u>STRATEGIES & DECODING SKILLS ACTIVITIES:</u></p> <ol style="list-style-type: none"> Using color-coded index cards, create cards with prefixes, suffixes, and root words. In groups, students work together to create as many “actual” medical terms as possible with the cards. The group with the most accurate words, wins! Select 10 unfamiliar words from several pages on healthcare-related websites, have students locate these words and provide definitions for them based on the context. Then, pair students up to compare and make any necessary adjustments in their definitions. <p><u>Word Meaning in Context:</u> Distribute the worksheet for Strategy #7. Discuss clues to finding word meaning within the context of a sentence or reading passage.</p> <p><u>Check Your Understanding:</u> Review with students all five sections and their answer choices.</p>	<p>SER PREP I, Applying SER, Reading Strategies to Healthcare Related Articles, p33-123; Finding Word Meaning in Context, p28-32</p> <p>The Language of Medicine, p 8 Combining Form,</p> <p>INTERNET</p> <p>STARS (#7-Finding Word meaning in Context), p72-81; and SER (Applying Reading Strategies to Healthcare Related Articles), p450-523</p>	<p>STARS- Assist with Preparing for a Test Review: located at the end of handout. Pages 81-88. Strategy Review 7-9, pgs. 102-105.</p> <p>ENGINES OF OUR INGENUITY WORKSHEET- p.434 Class Discussion Check List. Check Lists\Class Discussion.xls</p>
<p>LA, Writing</p> <p><i>Compose organized and cohesive essays using the five-step writing process for specific purposes.</i> HLC02.01</p>	<p><u>Paragraph Building and The Writing Process:</u> Review the writing process and the writing portion of the GED test. Explain section and begin by discussing brainstorming. Refer to the brainstorming “web” on the handout. Next, distribute the handout on</p>	<p>SER, (The Writing Process), p579-583; (Writing Activity), p584-587; (Hints for Successful Writing), p588-589; (Patterns of Organization), p591-595; (Using Details and Examples), p596-601; (Writing a 5 paragraph</p>	<p><i>Class discussion:</i> Pass out <i>Understanding the Writing Assignment</i> and review it with them. Class Discussion Check List. And Writing Assignments Check Lists\Class</p>

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	<p>brainstorming main ideas for given topics. Do this as a class.</p> <p>Next, distribute <i>Prewriting, Drafting, and Revising</i>. With the given topic, have each of them decide on a specific topic and three to four main points (reasons why). Have them do steps two, three, and four.</p>	<p>Essay), 603-606.</p>	<p>Discussion.xls Check Lists\Writing Assignment.xls</p>
<p>Compose simple narrative descriptions and short essays on familiar topics.</p>		<p>SER PREP I-, The Writing Process, p157-158; Writing Activity, p159-162; Hints for Successful Writing, p163-164</p>	
<p>Write paragraphs with transition sentences, clear connections between all sentences, and construct agreement between subjects and verbs in all types of sentence structures and lengths. HLC08.02</p>	<p>Healthcare Related WRITING Activities:</p> <p>1. After reviewing the writing process, provide students with prompts to write paragraphs on healthcare-related topics.</p> <p>Describe & Write about ways to reduce stress & ways to life a healthy lifestyle.</p> <p><u>Paragraph Building and The Writing Process:</u> Review the writing process and the writing portion of the GED test. Explain section and begin by discussing brainstorming. Refer to the brainstorming “web” on the handout. Next, distribute the handout on brainstorming main ideas for given topics. Do this as a class.</p> <p>Next, distribute <i>Prewriting, Drafting, and Revising</i>. With the given topic, have each of them decide on a specific topic and three to four main points (reasons why). Have them do steps two, three, and four.</p>	<p>SER PREP I, The Writing Process, p157-158; Writing Activity, p159-162; Hints for Successful Writing, p163-164</p> <p>SER, (The Writing Process), p579-583; (Writing Activity), p584-587; (Hints for Successful Writing), p588-589; (Patterns of Organization), p591-595; (Using Details and Examples), p596-601; (Writing a 5 paragraph Essay), 603-606.</p>	<ul style="list-style-type: none"> Class Discussion Check List & Writing Assignment Checklist. . <p><i>Class discussion:</i> Pass out <i>Understanding the Writing Assignment</i> and review it with them. Class Discussion Check List. And Writing Assignments Check Lists\Class Discussion.xls Check Lists\Writing Assignment.xls</p>
<p>Write a summary of an article</p>	<p>Healthcare Related WRITING Activities:</p>	<p>SER PREP I, The Writing</p>	

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<p>or story; include a beginning, middle, and ending.</p>	<ol style="list-style-type: none"> 1. Divide the class in half, provide each half with one healthcare-related article—1 on diabetes in children and 1 on diabetes complications. Students must read and provide a one paragraph summary of the article. 2. Upon completion of the summaries, students should switch articles and summaries with a partner. The partner reads the article and provides suggestions/comments on their partner's summary based on the provided rubric. <p><u>Introductions and Conclusions.</u> Emphasize its importance on the writing portion of the GED exam. <i>Review it with the class and provide examples to enhance understanding.</i> Distribute <i>Essay Evaluation Guide</i>.</p> <p>Distribute <i>Five Paragraph Essay Assignments</i>. Review and answer any questions they may have. Tell them they have 45 minutes to complete their rough draft. Give them 45 minutes to proofread, revise and write a final copy. Tell them that, in time, they will need to do all of this in 45 minutes as this is the time allotted for the writing portion of the GED test.</p>	<p>Process, p157-158; Writing Activity, p159-162; Hints for Successful Writing, p163-164</p> <p>SER (Applying Reading Strategies to Healthcare Related Articles) p. 450-523)</p> <p>SER, (The Writing Process), p579-583; (Writing Activity), p584-587; (Hints for Successful Writing), p588-589; (Patterns of Organization), p591-595; (Using Details and Examples), p596-601; (Writing a 5 paragraph Essay), 603-606.</p>	<ul style="list-style-type: none"> • Determine after two exercises of signs of improvement were indicated. • Individual Discussion: Determine key points to allocate better improvement strategy • Class Discussion Check List & Writing Assignment Checklist <p>Determine after two exercises if signs of improvement were indicated. Individual Discussion: with each student to determine key points to allocate a better improvement strategy. Class Discussion Check List. Check Lists\Class Discussion.xls Check Lists\Writing Assignment.xls</p>
<p>Write narrative answers to a variety of content area questions and use descriptive</p>	<p><u>Healthcare Related WRITING Activities</u></p> <ol style="list-style-type: none"> 1. Using the “summary” articles, have students write 3-5 questions with 	<p>SER PREP I, Reading Strategies to Healthcare Related Articles, p33-123</p>	

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language to convey specific meaning.	answers regarding the content of the article. Select the best 10 questions for each article and create a worksheet for the students to complete and check their work.		
Apply punctuation, capitalization, correct spelling, grammatical concepts and structural rules in all forms of writing.	<p>Administer Pretest: <i>Fragments, Run-ons, and Comma Splices</i>. Give students the answers and have them mark their paper. Distribute the packets: <i>Fragments, Run-On Sentences, and Comma Splices</i>. Review what constitutes a sentence fragment.</p> <p>Distribute the packets: Capitalization activities, parallel structure, punctuation.</p>	<p>SER PREP I, Writing Activity, p159-162; Punctuation, p125-138; Capitalization, p139-145</p> <p>SER, Writing with Unity and Cohesiveness p526-560; Writing Activity, p584-587; Punctuation, p569-577; Capitalization, p561-568, Test Prep Review</p>	<p>Rubric 3—Capitalization and Punctuation</p> <p>Practice Test: Students do this independently. Review their answers with them. Post Test: Administer the same test. Students compare the number correct with their pretest score.</p> <p>Follow-up with additional handouts “Test Prep Reviews” from the internet.</p>
Compose and organize a logical letter and/or email for a specific purpose using appropriate grammar and writing conventions. HLC08.02	<p>CNA ROLE-PLAYING ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Have students’ role play as Nurse’s Assistants. They must complete an end of shift report to the head nurse using information provided regarding the day’s events and patients. 2. Complete a cover letter for a CNA job advertisement. 	Nursing Assistants Module 14, p 1277	<p>Discuss and evaluate the ability to Listen effectively, follow instructions, and group unity.</p> <ul style="list-style-type: none"> - Class Discussion Checklist - Collaboration of Group Exercises Checklists
<p>Communication (Listening and Speaking)</p> <p>Apply specific techniques to listen effectively to clarify messages in a variety of team-building situations. HLC02.01</p>	<p><u>Importance of Listening and Understanding Communication</u> Vital Signs, Temperature, Interpreting Food Labels, How observant are you?, Bingo game, and the Non-Verbal Communication Card Game. (PowerPoint presentation) The Importance</p>	<p>SER: Health Care Activities Manual, several pages (pgs. 63, 68-71,79-81, 85-87, 102-107, 153-185), (PP) PP\The <u>Importance of Listening and Understanding Nonverbal Comm.ppt</u></p>	<p>Discuss and evaluate the ability to Listen effectively, follow directions, instructions, and group unity. <u>Check Lists\Class Discussion.xls</u> If group exercise. Use <u>Check Lists\Collaboration of Group</u></p>

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	of Listening and Understanding Non-verbal Communication.		Exercises.xls
Demonstrate active listening; follow oral multi-step instructions, which include expanded details and sequencing words (e.g. give instructions, tell a story, explain a process, or how to operate an ATM machine). HLC02.01	<u>ORAL-MULTI-STEP Instruction Activities</u> 1. Create three step-by-step instruction sheets for a) how to deliver a baby, b) administer CPR, and c) stop someone from choking. 2. 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 form choking. 3. 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 student is listening and demonstrating the instructions, and 1 student is the "patient".	The internet and teacher-developed handouts	Rubric 8—Communication
Clearly communicate an understanding of complex ideas using a variety of strategies (e.g. restating the idea to clarify meaning, and summarizing, rephrasing). HLC02.01	<u>COMPLEX MEDICAL ORAL PROCEDURES</u> 1. Students must find a medical article that explains a complex medical procedure. After reading, they should create a short summary of the article to explain orally to the class.	The internet	Rubric 8—Communication
Communicate strategies verbally and nonverbally to maintain communications and to resolve conflict. HLC02.01	1. <u>"CHARADES & CLUE"</u> —Use medical terms, phrases and professions to solve the clue for your team. From, <i>Cultural Gestures</i> , p1-12.	SER PREP I- Cultural Gestures, p1-12	Rubric 8—Communication
Mathematics <i>Apply mathematical concepts and vocabulary to perform multi-step word problems.</i>	<u>MATHEMATICAL TERMS ACTIVITY</u> 1. Use mathematical terms such as liters, pints, pounds, and cc's to describe something within the hospital or medical office. Solve health care word problems	SER PREP I, Multiplication and division of decimals word problems, p183-184 Bridges to Careers- PREP II, p60-71	Rubric 1—Mathematical Word Problems Understanding Fractions

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	contextualized to healthcare and some not-contextualized to health care. Write algebraic expressions and express them as a verbal expression and vice versa. p. 382	SER, Mathematical Word problems (pgs. 218, 220, 235, 266-267, 270, 286, 330-331, 358-359, 382), Test Prep Review	Review, p. 203-205 Decimal Assessment Test, p. 292 Additional Word problems, p. 330-331 Fractions & decimals Skills Test, p. 334-336
<i>Understand and interpret units of measurement, graphs, charts, maps and data probability.</i>	<u>Number sense, concepts and operations involving problem solving in charts and graphs</u> Review section with learners in order to demonstrate proficiency in number sense, concepts and operations involving problem solving in charts, graphs, tables, and measurement instruments.	SER, Reading, Maps, Graphs and Charts, p124; SER, Reading, Maps, Graphs and Charts, p340-359, Test Prep Review Bridges to Careers PREP II, p28-35	
Demonstrate and chart data from graphs, schedules and measurement instruments (i.e proper pulse taking, respiration rate, blood pressure and digital thermometer use techniques.)	<u>VITAL SIGNS ACTIVITY</u> 1. Have students practice Taking Vital Signs on one another and recording the information on the medical chart. 2. Taking pulse and measuring heart rate using the Lab Assignment from Bridges to Careers.	SER PREP I, Reading, Maps, Graphs and Charts, p124 Nursing Assistants, p79, Taking Vital Signs Bridges to Careers Prep II, p36-37	Converting without a given equivalency, p 358-359 Follow-up with additional handouts of word problems from the internet. www.math.com & www.testpreview.com
<i>Perform all four basic math operations with whole numbers and fractions.</i>	<u>Understanding fractions</u> Both in contextualized to healthcare and real world. (e.g. It's a Dog's Life, Foul Weather or Fowl Weather?, Weighing In!, Dangerous Fractions) (PowerPoint presentation) Jeopardy and Double Jeopardy: The learner is able to engage in a tournament for knowledge. Individual and Team Based.	SER prep I, Fraction activities contextualized to healthcare, p170-177; SER, Fraction activities: (pgs. 191, 196, 211, 220) Fractions contextualized to healthcare: pgs. 195, 201, 211, 218, 235), (PP) <u>PPJEOPARDY, Fractions.ppt</u> and <u>PPDOUBLE JEOPARDY, Fractions.ppt</u> , Test Prep Review	Rubric 2—Mathematical Numeric Problems Understanding Fractions Review, p. 203-205 Fraction Assessment Test, p. 238-240 Fractions & decimals Skills Test, p. 334-336 Converting without a given equivalency, p. 358-359 Follow-up with additional handouts of word problems

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			from the internet. www.math.com & www.testprepreview.com
Write expressions or equations using multiple operations, fractions, exponents, and parentheses. (i.e. height and weight)	<u>Understanding equations and inequalities</u> Distributing the Math sections of Fractions, Problem Solving, and Algebra will help learner's composite the Mathematical Properties necessary to understanding equations and inequalities.	SER PREP I-, Fraction activities contextualized to healthcare, p170-177 SER, Fractions (pgs. 191-241), Problem Solving (pgs. 340-361), Algebra (pgs. 365-388), (PP) PP\JEOPARDY, Fractions.ppt and PP\DOUBLE JEOPARDY, Fractions.ppt , Test Prep Review	<ul style="list-style-type: none"> - Understanding Fractions Review,p.203-205 - Decimal Assessment Test, p. 292 - Additional Word problems, p. 330-331 - Fractions & decimals Skills Test, p. 334-336 - Converting without a given equivalency, p. 358-359 - Follow-up with additional handouts of word problems from the internet. www.math.com & www.testprepreview.com
Health & Safety <i>Demonstrate knowledge and understanding about the importance of managing stress.</i>		SER PREP I, Stress, p77-84	
Describe stress, the causes of stress and ways to handle stress. Demonstrate appropriate patient care skills (i.e,	STRESS ACTIVITY 1. Group discussion: What are the top three things that cause stress for you? What are some healthy strategies for dealing with these stressors? 2. STRESS- How Observant are you? Have a colleague come to the classroom and aggressively argue with you for about one minute...then leave. Distribute "How Observant Are you?" and have the student complete it. Have students share their observations for class discussion.	SER PREP I, Stress, p77-84 SER, Stress, p60-62, How Observant are you? p.63 Nursing Assistant – "Providing Basic Care", page 51	Check Lists\Class Discussion.xls Check Lists\Public Speaking.xls Providing Basic Care Review Questions- page 68

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bedside manners, responsibility and accountability, integrity and honesty) Demonstrate knowledge of the HIPPA Privacy Act & OSHA environmental safety guidelines.		"Using Good Body Mechanics"- page 27	Using Good Body Mechanics Review Questions- page 38
Articulate the difficulty and complexity of behavior change (e.g. diets, life-styles, quitting smoking, new job, divorce, refraining from sex, etc.) HLC06.02	<p>Creating "Action Plans" ACTIVITY</p> <p>1. Divide students into group, each with a different Action Plan topic. Topics include, creating a healthy diet, quitting smoking, dealing with divorce, finding a job, etc. Each group must create a step-by-step Action Plan that describes the "how to" for each topic.</p> <p><u>Activity</u> Instruct learner to write a one page paper on any behavioral change they may have experienced. In a scale of 1 through 10, How difficulty was it for them to accomplish this change? Were you the only one affected by this behavioral change? Were there others affected by this change? Was it a Positive or Negative experience for you? Are there any recommendations you would like to share?</p>	Life Experience Internet websites: (i.e., WebMD)	<p>Check Lists\Class Discussion.xls Check Lists\Public Speaking.xls</p>
<p>Workforce/Life Skills <i>Understand how to apply for a job.</i></p>		SER, Goals, p192-199; Job Application, p227-229; Interviewing, p230-240	
Participate in Mock Interviews and apply skills to obtain various positions. HLC02.01 Organize and plan resources	<p>HEALTH RELATED MOCK INTERVIEWS</p> <p>1. Using role play scenarios for various healthcare-related positions, partners will practice interviewing for jobs in the field. First, each student will create a</p>	SER, Interviewing, p230-240 INTERNET RESEARCH: The ten best interviewing tips.	<ul style="list-style-type: none"> - Discuss and evaluate the ability to incorporate these tips into the mock interviews. - Check Lists/Class

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necessary to support successful employment	list of potential interview questions for their position; then, they will interview partners.		<u>Discussions.xls</u> - <u>If group exercise use Check Lists/Collaboration of Group Exercises.xls</u>
Adapt language (diction/structure, style for audience, purpose, and situation). HLC02.01			
Technology <i>Use computers and other electronic devices to enter, edit, save, store and print documents to enhance personal learning and performance. HLC04.01</i>	PERSONAL E-MAIL ACTIVITY 1. Students should establish a personal email address, if they do not already have one. They should send the instructor at least two emails with attached documents throughout the class. WEB-SEARCH ACTIVITY 2. Students should conduct web searches on information related to healthcare-related topics. They should summarize that information in a word processing document. GENERAL COMPUTER SKILLS 3. Students should complete the modules: Computer Skills, E-Mail Skills, Word Processing Skills, and Web Skills using the Basic Online Skills Tutorials.	Basic Online Skills: http://www.ctdlc.org/remediation/	Rubric 6—Computer Literacy Rubric 7—Email
Create and save documents using a word processing program, retrieve, interpret, store on disk, and record computerized information. HLC04.01	Healthcare-Word-Processing ACTIVITY 1. Students must complete at least two writing assignments using a word processing program. They should save it and retrieve it for revisions 2. Students should complete the Word Processing Skills module using the Basic Online Skills Tutorial.	Basic Online Skills: http://www.ctdlc.org/remediation/	Rubric 6—Computer Literacy

References

The materials used to facilitate learning of the student learning outcomes for the Low Intermediate ABE-Healthcare course include, but are not limited to, the following:

Source	Title	Abbreviation
SER Central States Jobs for Progress, Inc	Healthcare Career Prep Level I Curriculum	SER PREP I
SER Central States Jobs for Progress, Inc	Healthcare Bridge Program Teachers Manual	SER
States' Career Clusters Initiative	Health Science	HLC**.**

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

The Language of Medicine Bridges to Careers Manual		
Web-site: Test Prep Review	www.testprepreview.com	Test Prep Review
Web-site: Math	www.math.com	Math
Book	Computer Concepts, 5 th edit. Enhanced	Computer Concepts
Book (ISBN# 0 7609 3590 4)	STARS (Strategies To Achieve Reading Success) Series H Published by Curriculum Associates, Inc.	STARS

Source	Author	Publisher
Nursing Assistants A Basic Study Guide		First Class Books, Inc
Grammar Form and Function 3B	Milada Broukal and Ingrid Wisniewska	
GED Language Arts, Reading		Steck-Vaughn
GED Essay Writing		Steck- Vaughn
Start Smart Reading Strategies		Steck-Vaughn
The Language of Medicine, 8 th Edition	Davi-Ellen Chabner	
Rubrics 7 & 8	Lorraine Cross	AVWSTI/Daley 2009
Web-site: Test Prep Review	www.testprepreview.com	Test Prep Review
Web-site: Math	www.math.com	Math
Computer Concepts, 5 th edit. Enhanced		Computer Concepts
STARS (S trategies T o A chieve R eadin G S uccess)		Curriculum Associates, Inc
Grammar & Writing Skills for the Health Care Professional, 2 nd Edition-	Doreen & Lorraine Villemaire	
Mathematics for the Health Sciences, A Comprehensive Approach,	Joel R. Helms	
Math for Healthcare Professionals W Workbook,	Mike Kennamer	
Decisions for Health- Book One,	Vician Bernstein	Steck-Vaughn

[Check Lists\Class Discussion.xls](#)

Lorena Gutierrez

AVWSTI/DALEY 2009

[Check Lists\Public Speaking.xls](#)

[Check Lists\Understanding Basic Technology.xls](#)

[Check Lists\Collaboration of Group Exercises.xls](#)

[Check Lists\Writing Assignments.xls](#)

[*PP\JEOPARDY.Fractions.ppt](#) and [PP\DOUBLEJEOPARDY.Fractions.ppt](#) - (Available upon Request)

Additional Resources

1. <http://www.arcademicskillbuilders.com/games/frog/frog.html>, Language- synonyms, homonyms, antonyms, , page
2. <http://nlvm.usu.edu/> form of numbers, math, page
3. http://www.aplusmath.com/cgi-bin/Homework_Helper/mtable Math - multiplication table, , page
4. <http://www.mccc.edu/~kelld/CompFDP.htm> Math- number relationships, , page
5. http://www.wisc-online.com/objects/index_tj.asp?objID=ABM1401 Math key words- worded problems, , page
6. <http://www.ck12.org/~crippel/computerlab/tutorials/mouse/page1.html> - Computer technology-how to use the mouse, c, page
7. <http://www.learnthenet.com/english/section/email.html> - Computer technology, e-mail
8. <http://www.tv411.org> – reading, writing, vocabulary, math
9. OSHA STANDARDS http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=10051
10. HIPAA guidelines - <http://www.hhs.gov/ocr/privacy/index.html>
11. Dealing with aggressive behavior - <http://74.125.47.132/search?q=cache:UhLU1PYEQDgJ:ice-ccm.medtau.org/ICUaggressive.pdf+healthcare+TEAM+MEMBERS,+chart&cd=9&hl=en&ct=clnk&gl=us>
12. AORN position statement – Allied healthcare providers <http://www.asatt.org/oldfiles/members/memdownloads/AlliedHealth06.pdf>
13. The Nurse's Act <http://www.idfpr.com/dpr/WHO/nurs.asp>
14. CNA nursing assistant facts - <http://www.idph.state.il.us/nar/cnafacts.htm>
15. Dictionary of Occupational Titles (DOT) http://www.occupationalinfo.org/dot_n5.html
16. Top 50 Math Skills, 2004, Mc-Graw Hill, Publishing,; Robert Mitchell & Delores Emery
17. Top 50 Writing Skills, 2004, Mc-Graw Hill Publishing
18. You're Hired- Book One- Charting Your Career Path; Contemporary Books; ISBN: 0-8092-4031-9
19. You're Hired: Book Two- Getting the Right Job; Contemporary Books, ISBN: 0-8092-4030-0
20. Communication Skills that Work- Book Two, Contemporary Books ISBN: 0-8092-4122-6