

## Career Explorations (9th)



**Industry Sector:** [Health Science and Medical Technology](#), [Public Services](#)



**Pathways:** Patient Care, Mental & Behavioral Health and Emergency Response

Students at HSHMC, in the Patient Care, Mental & Behavioral Health, and Emergency Response CTE Pathways, will take this Health Careers exploration course. This course is the introductory internship and career explorations course within the Patient Care Pathway, which is designed to integrate concepts and skills students are developing throughout the pathway for work in direct patient care. Students refine professional skills as they participate in at least 90 hours of supervised internships in local health care settings. Assignments for the course will be considered through these assessment principles: 1) Comprehension of material (understanding of the concepts and facts presented in the readings, lectures, and internship experiences); 2) Analysis of material: Display of understanding of the structure and relationships between the course content and internship experiences; 3) Application of material: Ability to apply concepts and frameworks discussed in the readings and the class to new cases or situations; and 4) Synthesis of the material: Ability to create new ideas or note new conditions from course content and internship experiences. Emphasis is placed on communication, infection control, knowledge of basic patient care skills, legal and medical ethics, and the Health Insurance Portability and Accountability Act (HIPAA). The culminating project for the course is participation in simulation labs that mirror hospital internship assignments, where students demonstrate key principles and practices associated with the department to health care professionals and CTE instructor.

**Last Revised:** August 11, 2017

## Program Information

**Industries / Pathways:** Health Science and Medical Technology Industry, Public Services Industry: Patient Care, Mental & Behavioral Health, and Emergency Response Pathways

**Grade Levels:** 9

**CSU/UC Approval:** No

**Community College Course:** No

**Pathway Sequence(s) That Include This Course:**

**1. Patient Care Pathway Course Sequence:**

Introduction to Health and Human Service Careers or Health Professions and Organizations  
First Aid, Emergency Response and CPR

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Anatomy and Physiology  
Introduction to Public Health or Health and Social Justice or Medical Terminology  
Hospital/Clinical Internship (10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>)  
Realities of Nutrition or Substance Abuse and Public Health  
CPR Recertification  
Advanced Pre-nursing Seminar or Advanced Internship

**2. Emergency Response Pathway Course Sequence:**

Introduction to Health and Human Service Careers or Health Professions and Organizations  
First Aid, Emergency Response and CPR

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Anatomy and Physiology  
Fire Science and Technology I and II  
Fire Technology Internship (Grades 10-11-12)  
CPR Recertification  
Fire Technology III

## CTE Certification Elements

**Course Level:** Introductory

**CALPADS Pathway:** HLT 198, HLT 195, PUB 233

**CALPADS Course Title:** Career Explorations

**State Course ID:** 7920, 7960, 8420

**Total Hours:** 45

**Course Length:** 1 Semester

**Local Course Number:** PC5003, MH5003, ER5003

**Board Approval:** Pending Board Action on 12/7/17

**Labor Market Demand:** High

**Course Type:** Career-Technical Preparation

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## Program Information (continued)

**3. Mental & Behavioral Health Pathway Course Sequence:**

Introduction to Health and Human Service Careers or Health Professions and Organizations  
First Aid, Emergency Response and CPR

*Career Explorations*

Anatomy and Physiology  
Foundations of Mental & Behavioral Health Careers I or Health and Social Justice or Introduction to Public Health  
Mental Health Internship (10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>)  
Foundations of Mental & Behavioral Health Careers II or Substance Abuse and Public Health or  
Introduction to Social Work  
CPR Recertification  
Specialized Mental Health Seminar Project and Exhibition and/or Advanced Mental/Behavioral Health Internship

# Course Competencies and Expected Outcomes

This course is not designed to provide medical ACGME-approved credits, but it does introduce students to the six ACGME Core Competencies (listed and explained below).

The [Accreditation Council for Graduate Medical Education \(ACGME\)](#) is a private, non-profit council that evaluates and accredits more than 9,000 residency programs across 135 specialties and subspecialties in the United States. The ACGME establishes educational standards and common program requirements for all training programs, and ACGME accreditation signifies a program's commitment to maintaining quality education for residents and safe care for patients. A program must be ACGME-accredited in order to receive federal graduate medical education (GME) funds.

In 2002, the ACGME launched a competency initiative called the Outcome Project. As a result of this project, ACGME identified six ACGME Core Competencies to be used by GME programs to evaluate their residents in training. The six ACGME Core Competencies are: patient care; medical knowledge; practice-based learning and improvement; interpersonal and communication skills; professionalism; and systems-based practice. Each competency is made up of different milestones residents are required to master at key stages of their medical training.

1. Patient Care: Residents must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.
2. Medical Knowledge: Residents must be able to demonstrate knowledge about established and evolving biomedical, clinical, and cognate (e.g. epidemiological and social-behavioral) sciences and the application of this knowledge to patient care.
3. Practice-Based Learning and Improvement: Residents must be able to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their patient care practices.
4. Interpersonal and Communication Skills: Residents must be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, patients' families, and professional associates.
5. Professionalism: Residents must be able to demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.
6. Systems-Based Practice: Residents must be able to demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.

ACGME Information was gathered from <http://www.ecfmg.org/echo/acgm...> (accessed July 10, 2017).

# Standards

## CTE Pathway Standards

1. CTE.HSMT.B.1.1 [Know relationship and use of an integrated healthcare delivery system.](#)
2. CTE.HSMT.B.2.1 [Know basic human body structure and function in relationship to specific care between prevention, diagnosis, pathology, and treatment.](#)
3. CTE.HSMT.B.4.1 [Conduct basic interview to acquire new knowledge \(e.g., medical and family histories\).](#)
4. CTE.HSMT.B.4.4 [Collect and synthesize information or data about the patient's symptoms and vital signs.](#)
5. CTE.HSMT.B.5.1 [Use medical terminology in patient care appropriate to communicate information and observations.](#)
6. CTE.HSMT.B.5.5 [Know the basic structure of medical terms.](#)
7. CTE.HSMT.B.6.2 [Use active listening skills \(e.g., reflection, restatement, and clarification\) and communication techniques to gather information from the patient.](#)
8. CTE.HSMT.B.6.3 [Formulate appropriate responses to address the patient concerns and questions in a positive manner.](#)
9. CTE.HSMT.B.6.4 [Employ sensitivity and withhold bias when communicating with patients.](#)
10. CTE.HSMT.B.6.6 [Maintain written guidelines of the Health Insurance Portability and Accountability Act \(HIPAA\) in all communications.](#)
11. CTE.HSMT.B.7.1 [Demonstrate observation techniques.](#)
12. CTE.HSMT.B.8.1 [Explain the principles of body mechanics.](#)
13. CTE.HSMT.B.8.5 [Integrate proper body mechanics, ergonomics, safety equipment, and techniques to prevent personal injury to patients and clients.](#)
14. CTE.HSMT.B.9.1 [Know and implement practices to prevent injury and protect health for self and others.](#)
15. CTE.HSMT.B.9.2 [Determine effective health and wellness routines for health care workers \(i.e., stress management, hygiene, diet, rest, and drug use\).](#)
16. CTE.HSMT.B.9.3 [Identify practices to prevent injuries and protect health, for self and others \(i.e., seatbelts, helmets, and body mechanics\).](#)
17. CTE.HSMT.B.9.4 [Know how to access available wellness services \(i.e., screening, exams, and immunizations\).](#)
18. CTE.HSMT.B.9.5 [Identify alternative/complementary health practices as used for injury and disease prevention.](#)
19. CTE.HSMT.B.10.1 [Describe the infection control cycle with consideration of the various types of microorganisms.](#)
20. CTE.HSMT.B.10.2 [Demonstrate use of facility policies and procedures of infection control while performing patient care.](#)
21. CTE.HSMT.B.10.3 [Evaluate potential causes and methods of transmitting infections and how to apply standard precautionary guidelines.](#)
22. CTE.HSMT.B.10.4 [Demonstrate the use of appropriate personal protective equipment \(PPE\).](#)
23. CTE.HSMT.B.10.6 [Use various manual and mechanical decontamination and sterilization techniques and procedures.](#)
24. CTE.HSMT.B.11.1 [Describe basic emergency procedures used to respond to a hazardous spill.](#)
25. CTE.HSMT.B.11.2 [Explain how waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations including hazardous chemicals, biohazards, and radioactive materials.](#)

26. CTE.HSMT.B.11.3 [Adhere to the healthcare setting waste management program \(e.g., recycling and reduction of regulated medical, solid, hazardous, chemical, and radioactive waste materials\).](#)
27. CTE.HSMT.B.11.4 [Apply protective practices and procedure for airborne and blood-borne pathogens for equipment and facilities and identify unsafe conditions for corrective action.](#)
28. CTE.HSMT.B.12.1 [Understand scope of practice and related skills within prevention, diagnosis, pathology, and treatment occupations.](#)
29. CTE.HSMT.C.1.1 [Understand the specific roles and responsibilities of health care workers, including the health care administrative role of leadership for individuals and the organization within a variety of health care delivery systems.](#)
30. CTE.HSMT.C.1.6 [Understand the full process of health care delivery \(e.g., from patient illness or injury to recovery\).](#)
31. CTE.HSMT.C.2.4 [Understand the difference between different patient care provider and support roles \(e.g., health care administrator, clinical data specialist, health informatics technician, and billing and coding specialist\).](#)
32. CTE.HSMT.C.5.1 [Understand the alignment of personal and organizational conduct management with ethical and professional standards.](#)
33. CTE.HSMT.D.7.9 [Assess procedures and processes to select, acquire, and maintain inventory.](#)
34. CTE.HSMT.D.8.2 [Use appropriate safety equipment.](#)
35. CTE.HSMT.D.8.5 [Demonstrate proper care in handling and storage of sterile and non-sterile items.](#)
36. CTE.HSMT.D.11.2 [Practice proper body mechanics and safety measures while transferring a patient from an emergency room to the assigned room and document results of the transfer.](#)

## Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects

### Reading

1. RST.9-10.3 (9th and 10th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.](#)
2. RST.11-12.3 (11th and 12th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.](#)
3. RST.9-10.9 (9th-10th) [Compare and contrast findings presented in a text to those from other sources \(including their own experiments\), noting when the findings support or contradict previous explanations or accounts.](#)
4. RST.11-12.9 (11th and 12th) [Synthesize information from a range of sources \(e.g., texts, experiments, simulations\) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.](#)

### Writing

1. WHST.9-10.4, WHST.11-12.4 (9-10 & 11-12) [Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.](#)

# Units

## Unit 1: Understanding the Patient Care Process

### Description:

This is the introductory internship and career exploration course unit for the Patient Care Pathway. Key elements include: the health care team; communicating within the team; the delegation process; and the roles of nurses and health care interns in patient care. Special emphasis is placed on reporting and recording, records handling, and management. Students read and apply concepts at their internship sites.

### Key Topics/Activities:

By the end of this unit, the students will be able to identify and explain the major career fields present in a hospital setting. Students should start analyzing their own interests to see which area of the hospital they want to explore in greater depth with their internship experiences. Once this is established, students should understand the more specific career fields that relate to their individual interests (podiatry, maternal, internal, ER, etc.).

Key concepts will be assessed through performance of skills, written and oral examinations.

## Unit 2: Infection Control in Patient Care

### Description:

The purpose of this unit is to assure that health care interns understand how bloodborne and airborne pathogens can be transmitted in the hospital environment (patient to health care worker, healthcare worker to patient, and patient to patient). Students will assess how the hospital setting they are assigned to for internship placement minimizes opportunities for transmission of pathogens to patients and health care workers.

### Key Topics/Activities:

By the end of this unit, students will understand the different types of preventable infections seen in hospitals as well as the methods of transmission. Students will understand the medical and public health importance of infection prevention and containment in a hospital setting.

Key concepts will be assessed through performance of skills, written and oral examinations.

## Unit 3: Patient Care, Comfort, and Privacy (HIPAA)

### Description:

The focus of this unit is on the provision of care and comfort to promote healing, recovery, and well being. Key elements for study (readings and application) include understanding the patient as a person, and role of comfort, rest, and sleep in patient recovery. Proper methods of communication with patients will be researched and practiced. Students learn about legal and medical requirements related to patient privacy and ethical decision making (including HIPAA). Students link the 4 principles of healthcare ethics (autonomy, justice, beneficence, and nonmaleficence) to their hospital-based internship assignment (e.g. post-surgical ward, maternity, general nursing). Working through internship-specific scenarios, students apply their knowledge of these ethical frames, including confidentiality, legal mandates, and liability. Assigned readings and application accompany this unit.

### Key Topics/Activities:

By the end of this unit, students will understand the importance of patient care, comfort, and privacy. Logical decision-making in a medical environment (including ethical and legal influences) are emphasized. The requirements for HIPAA compliance are also asserted.

Key concepts will be assessed through performance of skills, written and oral examinations.

## Unit 4: Disorders, Treatments, and Basic Pain Management

### Description:

The focus of this unit is to introduce concepts regarding biomedical processes and body systems as they relate to patient care. Students will explore diseases in the following medical categories: Nervous system disorder, musculoskeletal disorder, cardiovascular disorder, respiratory disorder, immune system disorder, digestive disorder, endocrine disorder, or reproductive system disorder. Common disorders of each category will be discussed as well as common treatments. For alleviating pain, special attention will be given to non-invasive and non-pharmaceutical techniques to provide comfort. Psychological methods for pain management are reviewed.

### Key Topics/Activities:

By the end of this unit, students will be able to define the categories of medicine listed above, as well as common diseases and treatments. Students will understand different pain management techniques. The importance of effective treatments and preventing disease are emphasized.

Key concepts will be assessed through performance of skills, written and oral examinations.

## Unit 5: Patient Safety, Positioning, and Ambulation

### Description:

The focus of this unit is on the importance of physical exercise and activity in a patient's recovery in the hospital. Key elements of study through course readings and application include bed rest, range of motion exercises, and ambulation. Proper use of ambulatory and gait assistance devices are reviewed (e.g., canes crutches, walkers, gait belts). Students in this unit of study will demonstrate knowledge of appropriate patient safety procedures and techniques, including transfer, transportation, and positioning. Special attention will focus on bed migration and repositioning, risks and prevention of injury for health care workers, and aiding nurses in repositioning and transfer (e.g., line management).

### Key Topics/Activities:

By the end of this unit, students will understand the importance of patient safety in a hospital setting and apply this knowledge to at least one individual interest area in a hospital (maternity, physical therapy, ER, etc.). Proper ambulation techniques will be shown and practiced. Emphasis is placed on understanding the patient first (condition, limitation, temperament, etc.) then applying this knowledge to identify and perform appropriate transportation techniques.

Key concepts will be assessed through performance of skills, written and oral examinations.

## Unit 6: Vital Signs

### Description:

This unit covers elements of patient assessment. Students will learn about the importance of homeostasis and the four primary vital signs: temperature, pulse, respiration and blood pressure. They will know the different types of temperatures and their averages ranges, as well as how to take an oral temperature. Students will explore and practice finding the different pulse points and learn how to take a radial and carotid pulse, as well as how to measure respirations and how to take a blood pressure reading. They also know how to take height and weight measurements.

### Key Topics/Activities:

- Introduction to Vital Signs
- Temperature, Pulse, and Respiration
- Blood Pressure
- Pulse Oximetry
- Weight and the conversion of pounds to kilograms
- Height and the conversion of inches to feet

Key concepts will be assessed through performance of skills, written and oral examinations.

## Unit 7: Symposium Unit for Health Careers Internship

### Description:

The emphasis of the final unit is on a full synthesis of the internship course content. Students will apply course content to their internship experience over the course of the year. These individual or small group projects will be presented in a public forum, with the intended audience being the hospital preceptors and industry representatives. Students should begin working on this early in the semester and will have dedicated time directly before the Symposium event as well.

### Key Topics/Activities:

By the end of this unit, students will synthesize course content and internship experience and develop a presentation, poster, skit, or exhibit. This work will be presented at the annual Symposium event. The emphasis is on applying information from multiple sources that highlights the breadth of knowledge gained during the internship in an integrative, comprehensive format.

Key concepts will be assessed through performance of skills, written and oral examinations.

