

## Health Professions and Organizations



Industry Sectors: [Health Science and Medical Technology](#), [Public Services](#), Education, Child Development, and Family Services



Pathways: Patient Care, Mental & Behavioral Health, Emergency Response, Education

This competency-based core course is designed for all students seeking a career in the healthcare, mental health, emergency response, and education fields. The course will focus on health and human services organizations and agencies that operate locally, regionally, nationally and internationally. Potential careers in medicine, behavioral, allied, and public health, social work and health education will be explored. Students will learn to recognize problem situations in health care settings as relate to direct and indirect patient care and they will demonstrate the use of critical and creative thinking skills and logical reasoning for problem resolution. Safety issues, ethical considerations, legal constraints and professional codes will be presented and discussed throughout the course. Students will use the knowledge of disease prevention for the maintenance of optimal health. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy.

Textbook: Introduction to the Health Professions, 6th edition (Stanfield, Cross, Hui)

**Last Revised:** August 14, 2017

Program Information	CTE Certification Elements
<p><b>Industries / Pathways:</b> Health Science and Medical Technology Industry, Public Services Industry, Education, Child Development, and Family Services Industry; Patient Care, Mental &amp; Behavioral Health, Emergency Response, Education Pathways</p>	<p><b>Course Level:</b> Introductory  <b>CALPADS Pathway:</b> HLT 198, HLT 195, PUB 233, EDU 132  <b>CALPADS Course Title:</b> Health Professions and Organizations</p>

**Grade Levels:** 9-10

**CSU/UC Approval:** No

**Community College Course:** Yes

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

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

Introduction to Health and Human Service Careers or

*Health Professions. & Organizations*

First Aid, Emergency Response and CPR

Career Explorations

Anatomy and Physiology

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. & Organizations*

First Aid, Emergency Response and CPR

Career Explorations

Anatomy and Physiology

Fire Science and Technology I and II

Fire Technology Internship (Grades 10-11-12)

CPR Recertification

Fire Technology III

**3. Education Pathway Course Sequence:**

Introduction to Health and Human Services Careers or

*Health Professions. & Organizations*

First Aid, Emergency Response and CPR

Education & Technology I

Education & Technology II

Education Internship (10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>)

*(continued at right)*

**State Course ID:** 7900, 7920, 7960, 8420

**Total Hours:** 45 hours

**Course Length:** 1 Semester

**Local Course Number:** HED202

**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)**

*(Education Pathway Course Sequence continued)*

PSYC 120 Intro to Psychology or COMM 103 Public Speaking

ED 200 Teaching as a Profession

HED 105 Health Education for Teachers

CD 125 Child and Adolescent Development

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

Introduction to Health and Human Service Careers or

*Health Professions. & 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 & Expected Outcomes

Students will:

1. Describe the history of health care and health care systems.
2. Identify different types of communication used in the healthcare setting.
3. Describe the influence of culture on health care practices.
4. Describe ethical and legal issues in the healthcare setting.
5. Describe medical terminology used in the health care settings.
6. Describe the Patient's Bill of Rights, patient privacy and informed consent.
7. Describe and articulate the Health Information Portability and Accountability Act (HIPAA) requirements.
8. Complete the Internet activity on the HOSA web-site.
9. Describe what is meant by "working within their scope of practice" and identify the legal ramifications if they breach their scope of practice.
10. Outline the needs for patient confidentiality.
11. Identify common disorders and diseases that occur within the healthcare setting.
12. Describe safety measures in the workplace.
13. Describe preoperative and postoperative care.
14. Describe common pharmacological agents used in healthcare settings.
15. Describe the 6 Rights of medication administration.
16. Provide examples of how different cultures view death and dying.
17. Outline the process for determining, interpreting, and accurately documenting required information.
18. Describe the documentation and storage systems in use in a given health care environment.
19. Formulate and report information clearly and concisely.
20. Examine and evaluate various social work programs.
21. Assess the needs, services for individuals, families, and groups to restore or enhance their capacity for social functioning.
22. Identify human development and behavior, of social, economic and cultural institutions, and of the interaction of all these factors.
23. Describe the seven major areas of responsibility of health education programs.
24. Collect and analyze data to identify community needs prior to planning, implementing, monitoring and evaluating programs designed to promote and encourage healthy lifestyles, policies, and environments.

## Standards

### California's 2013 CTE Standards

1. **CTE.BF.KPAS.3.4** Research the scope of career opportunities available and the requirements for education, training, certification, and licensure
2. **CTE.BF.KPAS.3.5** Integrate changing employment trends, societal needs, and economic conditions into career planning.

3. **CTE.HTR.KPAS.11.5** Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators
4. **CTE.HSMT.KPAS.9.7** Participate in interactive teamwork to solve real Health Science and Medical Technology sector issues and problems.
5. **CTE.HSMT.KPAS.11.1** Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Health Science and Medical Technology sector program of study.
6. **CTE.HSMT.KPAS.10.1** Interpret and explain terminology and practices specific to the Health Science and Medical Technology sector.
7. **CTE.HSMT.KPAS.3.4** Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
8. **CTE.HSMT.KPAS.3.1** Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
9. **CTE.HSMT.D.4.4** Evaluate potential causes and methods of transmitting infections and how to apply standard precautionary guidelines.
10. **CTE.HSMT.B.10.3** Evaluate potential causes and methods of transmitting infections and how to apply standard precautionary guidelines.
11. **CTE.HSMT.B.10.4** Demonstrate the use of appropriate personal protective equipment (PPE).
12. **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).
13. **CTE.HSMT.B.9.1** Know and implement practices to prevent injury and protect health for self and others..
14. **CTE.HSMT.B.12.1** Understand scope of practice and related skills within prevention, diagnosis, pathology, and treatment occupations.
15. **CTE.HSMT.B.1.1** Know relationship and use of an integrated healthcare delivery system.
16. **CTE.HSMT.B.1.2** Understand the range between prevention, diagnosis, pathology, and treatment procedures..
17. **CTE.HSMT.B.5.6** Demonstrate the correct pronunciation of medical terms.
18. **CTE.HSMT.B.2.1** Know basic human body structure and function in relationship to specific care between prevention, diagnosis, pathology, and treatment.
19. **CTE.HSMT.B.2.3** Recognize common disease and disorders of the human body.
20. **CTE.HSMT.B.4.4** Collect and synthesize information or data about the patient's symptoms and vital signs.
21. **CTE.HSMT.E.2.7** Demonstrate ways in which enhancing and maintaining personal health and well-being are established.
22. **CTE.HSMT.E.2.3** Understand various strategies to improve the health status of individuals and the community.
23. **CTE.HSMT.E.2.9** Expand health knowledge to provide information and referrals and advocacy on a range of health topics more effectively.
24. **CTE.HSMT.E.1.4** Explain how public health can utilize health information and health communications to improve the health of populations.
25. **CTE.HSMT.E.1.5** Explain how public health can utilize social and behavioral interventions to improve the health of populations.
26. **CTE.HSMT.E.6.1** Describe the roles and responsibilities of a member of a Community Emergency Response Team (CERT) in immediate response.

## Next Generation Science Standards

1. **SEP.AID.AK.A** Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.
2. **SEP.CEDS.CK.A** Apply scientific principles and evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects.
3. **SEP.EAE.EKA.C** Construct an oral and written argument or counter-arguments based on data and evidence.
4. **SEP.OECI.OK.C** Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).

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

1. RST.9-10.3 (9th and 10th)
2. [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.](#)
3. RST.11-12.3 (11th and 12th)
4. [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.](#)
5. RST.9-10.9 (9th-10th)
6. [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.](#)
7. RST.11-12.9 (11th and 12th)
8. [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: Introduction to Health and Human Service Careers

### Description:

This unit examines the history of health care and health care delivery systems. It also looks at medical advancements and their impact on health care and costs. It will address insurance and third party payor on health care. This unit also examines the array of health care career opportunities within health care delivery systems and educational requirements for the respective career opportunities. The unit will also address the array and outlook for the respective health care career opportunities.

### Key Topics/Activities:

- Career explorations (CTE)
- Explore health career options (CTE)
- Examine a nurse's role, examining duties and hour by hour account of responsibilities.
- Investigate health care careers, shadowing experiences and present findings and experiences
- Explore the history of medicine

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

## Unit 2: Professional Qualities of a Health Care Worker

### Description

This unit explores professional comportment and identifies qualities and expectations of healthcare workers that enhance patient safety and consumer confidence. Identified educational training and career planning,

### Key Topics/Activities

- Address the importance of professional appearance as it relates to professionalism, credibility and leadership.
- Investigate the importance of communication, using the activity, "Communication: Listening in the Workplace".
- Explore what it takes to be an effective team member at school and in the workplace.
- Practice effective communication through the "He Said, She Said" activity.

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

## Unit 3: Understanding the Patient as a Person

### Description

This unit examines the art of providing care and compassion to health care consumers and considers cultural influences and communication approaches in the delivery of care.

### Key Topics/Activities

- Understand important elements of communication using the activity, “The Great Communicator”.
- Explore personality disorders and their effects and treatment plans.
- Understanding death and dying, including social-emotional implications for health care workers, family members and friends.
- Understand the meaning and importance of “Cultural Competence” and recognizing our personal bias’ and how that affects others around us.
- Explore the multifaceted cultural impact on health care and its implications.

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

## Unit 4: Legal and Ethical Principles

### Description

This unit covers ethical and legal issues in health care including the Health Information Portability and Accountability Act (HIPAA), confidentiality, patient privacy, informed consent, and the Patient Bill of Rights.

### Key Topics/Activities

- Understand the importance of confidentiality using the “For Your Eyes Only” activity.
- Explore legal issues in health care and their implications.
- Understand medical ethics and legality in the healthcare system.
- Participate in “Our Lips Are Sealed” activity, exploring the importance of HIPAA laws and confidentiality.
- Understand the importance of patient rights, medical office confidentiality and HIPAA laws.

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

## Unit 5: Social Work

### Description

Through this unit students will examine how social work in the health field involves programs and services that meet the special needs of the ill, disabled, and elderly. Students learn how the profession of social work, encompasses the emotional, social, cultural and physical needs of patients. The effort of social work focuses on individual patients, groups of patients and how to bring meaningful changes in terms of their total health.

Students learn how social workers help people overcome some of life's most difficult challenges: poverty, discrimination, abuse, addiction, physical illness, divorce, loss, unemployment, educational problems, disability, and mental illness. They help prevent crises and counsel individuals, families, and communities to cope more effectively with the stresses of everyday life.

### Key Topics/Activities

- Understand the role of child, family and school social workers
- Explore the job description and daily work of medical social workers
- Understand the role, importance, and duties of mental health and substance abuse social workers
- Research the role of military social workers
- Understand the impact and role of community social workers

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).



## Unit 6: Health Education

### Description

This unit focuses on how health education is an expanding field that emphasizes on the importance of preventative health care. Students learn how health educators use educational skills and a sound knowledge of public health to educate the public on health and disease, what can be done to maintain good health, prevent disease, or secure treatment. Through this unit students will be able to explore the variety of work settings for health educators: public health departments, nonprofit organizations, private businesses, hospitals and clinics, schools, colleges and universities.

### Key Topics/Activities

- Assess need for health education in education and in our community
- Plan and implement health education, depending on grade level, content will be altered.
- Evaluate the effectiveness of health education and long-term effects on society.
- Manage health education programs and usage accountability in the school setting.
- Serve as a health education resource, understanding the complexity and breadth of knowledge needed for credibility in the workplace.
- Advocate for public health and health education in the classroom and in our community.

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).