High School Professional Studies
Aspiring Medical Professionals Curriculum

Course Description: Aspiring Medical Professionals is designed for students interested in pursuing a career path in the Health Sciences Industry. This course is currently offered onsite at St. Luke's North Hospital. Aspiring Medical Professionals combines professional-based classroom learning with four, two-week internship experiences in the healthcare industry. Students have the opportunity to acquire professional skills in the area of health care, learn about different types of healthcare delivery systems, explore a variety of legal and ethical issues related to medicine, and develop an individual career plan for postsecondary planning. Students gain CPR/AED certification and HIPPA training/certification.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
8 Days	Professional Skills in Health Sciences	Topic 1: Professional Skills Topic 2: Workplace Expectations Topic 3: Confidentiality
8 Days	Communication	Topic 1: Verbal/Non-Verbal Communication Topic 2: Active Listening and Speaking Skills Topic 3: Digital World and Written Communication Topic 4: Medical Communications
5 Days	Becoming a Healthcare Professional	Topic 1: College Success and Resources Topic 2: Diversity in Healthcare in College Topic 3: Healthcare Patient Population Topic 4: Career Plans

6 Days	Roles of Teams in Health Sciences	Topic 1: Building Positive Team Relationships Topic 2: Roles and Responsibilities of Team Members
9 Days	Legal/Ethical Issues in Health Sciences	Topic 1: Patient Rights/Responsibilities Topic 2: Legal Issues and Responsibilities Topic 3: Ethical Issues and Responsibilities
7 Days (multiple checkpoints throughout the semester and 5 days of work time/ presentations	Capstone Experience	

Curriculum Revision Tracking

<u>Spring 2018</u>

- Revised course name from Professional Studies Health Sciences to Aspiring Medical Professionals

<u>Spring 2017</u>

- Delete Unit 3—Add New Unit 3
- Updated to new 2016 ISTE Standards and added appropriate Teaching Tolerance Standards

Unit 1: Professional Skills in Health Sciences

Subject: Aspiring Medical Professionals
Grade: 11-12
Name of Unit: Professional Skills in Health Sciences
Length of Unit: 8 days
Overview of Unit: In Unit 1 student are exposed to a variety of topics and activities that help students understand the importance of building professional skills prior to entering the healthcare industry. Students learn to improve individual skills and learn how these individual professional skills help them advance in their personal career path. Students also learn about information related to specific guidelines and regulations that are key to the rights of patients in the healthcare industry.

Priority Standards for unit:
- NHSS 4.11 Identify personal traits and attitudes desirable in a member of the career ready healthcare team.
  - A. Acceptance of criticism
  - B. Competence
  - C. Dependability
  - D. Discretion
  - E. Empathy
  - F. Enthusiasm
  - G. Honesty
  - H. Initiative
  - I. Patience
  - J. Responsibility
  - K. Self-motivation
  - L. Tact
  - M. Team player
  - N. Willingness to learn
- NHSS 4.12 Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior.
- NHSS 4.21 Apply employability skills in healthcare.
  - A. Chain of command
  - B. Correct grammar
  - C. Decision making
  - D. Flexible
  - E. Initiative
  - F. Integrity
  - G. Loyalty

H. Positive attitude
I. Professional characteristics
J. Prompt and prepared
K. Responsibility
L. Scope of practice
M. Teamwork
N. Willing to learn

Supporting Standards for unit:
- NHSS 7.11 Explain principles of infection control.
    A. Chain of infection
    B. Mode of transmission (direct, indirect, vectors, common vehicle [air, food, water], healthcare-associated infections [nosocomial], opportunistic)
    C. Microorganisms (non-pathogenic, pathogenic, aerobic, anaerobic)
- NHSS 7.12 Classifications (bacteria, protozoa, fungi, viruses, parasites) Differentiate methods of controlling the spread and growth of microorganisms.
    A. Aseptic control (antisepsis, disinfection, sterilization, sterile technique)
    B. Standard precautions
    C. Isolation precautions
    D. Blood borne pathogen precautions
    E. Vaccinations

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Personal traits and attitudes desirable in a member of the career ready healthcare team	Identify	Understand	2
Professional standards as they apply to hygiene	Summarize	Understand	2
Professional standards as they apply to dress	Summarize	Understand	2
Professional standards as they apply to language	Summarize	Understand	2
Professional standards as they apply to confidentiality	Summarize	Understand	2
Professional standards as they apply to behavior	Summarize	Understand	2
Employability skills in health care	Apply	Apply	3

Essential Questions:
1. What are personal traits and attitudes desirable in a member of the career ready healthcare team and why are they important?
2. How does appropriate hygiene, dress, language, confidentiality apply in the workplace/healthcare industry?
3. Why are employability skills, such as decision making, loyalty and teamwork important for health care professionals?

Enduring Understanding/Big Ideas:
1. The personal traits and attitudes desirable in a healthcare team member are acceptance of criticism, competence, dependability, discretion, empathy, enthusiasm, honesty, initiative, patience, responsibility, self-motivation, fact, team player, and willingness to learn. These are important because they are the necessary qualities for maintaining and keeping a job. These qualities also help with the progression of a career transitioning from an employee with minimal responsibility to an employee who assumes responsibilities such as managerial and leadership roles.
2. Appropriate hygiene, dress, and language are important in the workplace so you can keep a job and not offend other healthcare professionals or patients. As a professional, specifically a healthcare professional, first impressions are invaluable. Hygiene, dress, and use of formal and informal language are vital components in determining that "first impression".
3. Maintaining confidentiality is one of the most important skills as a healthcare professional. Understanding the rules and regulations of HIPAA is imperative to assuring patient rights are protected and professional licenses are not put in jeopardy.
4. Employers desire employees to have a certain set of employability skills in addition to specific work-related skills; these skills make you a desirable employee and good part of the healthcare team.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Acceptance of criticism Competence Dependability Discretion Empathy Enthusiasm Honesty Initiative Patience	Chain of infection Mode of transmission (direct, indirect, vectors, common vehicle [air, food, water], healthcare-associated infections [nosocomial], opportunistic) Microorganisms (non-pathogenic, pathogenic, aerobic, anaerobic) Classifications (bacteria, protozoa, fungi, viruses, parasites)

Responsibility Self-motivation Tact Team player Chain of command Correct grammar Decision making Flexible Initiative Integrity Loyalty Positive attitude Professional characteristics Prompt and prepared Responsibility Scope of practice Teamwork	

Topic 1: Professional Skills

Engaging Experience 1
Title: Professional Attributes and Employability Skills
Suggested Length of Time: 1 day (90 minutes)
Standards Addressed

Priority:

- NHSS 4.11 Identify personal traits and attitudes desirable in a member of the career ready healthcare team.
    - A. Acceptance of criticism
    - B. Competence
    - C. Dependability
    - D. Discretion
    - E. Empathy
    - F. Enthusiasm
    - G. Honesty
    - H. Initiative
    - I. Patience
    - J. Responsibility
    - K. Self-motivation
    - L. Tact
    - M. Team player
    - N. Willingness to learn
- NHSS 4.12 Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior.
- NHSS 4.21 Apply employability skills in healthcare.
    - A. Chain of command
    - B. Correct grammar
    - C. Decision making
    - D. Flexible
    - E. Initiative
    - F. Integrity
    - G. Loyalty
    - H. Positive attitude
    - I. Professional characteristics
    - J. Prompt and prepared
    - K. Responsibility
    - L. Scope of practice
    - M. Teamwork
    - N. Willing to learn

Detailed Description/Instructions: Students brainstorm five different attributes of an effective professional. Teacher facilitates this lesson. Students identify what are the necessary qualities of an effective professional and summarize their findings through the use of the collaborative activity, "Four Corners".
Bloom's Levels: Summarize, Identify
Webb's DOK: 2

Engaging Experience 2
Title: Dress for Success
Suggested Length of Time: 1 day (90 minutes)
Standards Addressed
   Priority:
   - NHSS 4.12 Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior.
   - NHSS 4.21 Apply employability skills in healthcare.
       A. Chain of command
       B. Correct grammar
       C. Decision making
       D. Flexible
       E. Initiative
       F. Integrity
       G. Loyalty
       H. Positive attitude
       I. Professional characteristics
       J. Prompt and prepared
       K. Responsibility
       L. Scope of practice
       M. Teamwork
       N. Willing to learn
Detailed Description/Instructions: Students identify professional dress for interviews, daily work in healthcare environments, and what their professional dress entails in various work environments. Students summarize and share their findings with the class.
Bloom's Levels: Identify, Summarize
Webb's DOK: 2

Topic 2: Workplace Expectations

Engaging Experience 1

Title: What to expect in healthcare?

Suggested Length of Time: 1 day (90 minutes)

Standards Addressed

> *Priority:*
> - NHSS 4.11 Identify personal traits and attitudes desirable in a member of the career ready healthcare team.
>   - A. Acceptance of criticism
>   - B. Competence
>   - C. Dependability
>   - D. Discretion
>   - E. Empathy
>   - F. Enthusiasm
>   - G. Honesty
>   - H. Initiative
>   - I. Patience
>   - J. Responsibility
>   - K. Self-motivation
>   - L. Tact
>   - M. Team player
>   - N. Willingness to learn
> - NHSS 4.12 Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior.

Detailed Description/Instructions: St. Luke's provides a guest speaker to discuss key professional skills needed to work in the healthcare industry. The instructor provides information and expectations for students' professional behavior while participating in shadowing experiences in the healthcare system.

Bloom's Levels: Apply

Webb's DOK: 1

Engaging Experience 2

Title: CPR and Infection Control Training

Suggested Length of Time: 3 days (270 minutes); CPR - 2 days (180 minutes); Infection Control - 1 day (90 minutes)

Standards Addressed

> *Priority:*
> - NHSS 7.11 Explain principles of infection control.
>   - A. Chain of infection

B. Mode of transmission (direct, indirect, vectors, common vehicle [air, food, water], healthcare-associated infections [nosocomial], opportunistic

C. Microorganisms (non-pathogenic, pathogenic, aerobic, anaerobic)

D. Classifications (bacteria, protozoa, fungi, viruses, parasites)

Supporting:

● NHSS 7.12 Differentiate methods of controlling the spread and growth of microorganisms.

A. Aseptic control (antisepsis, disinfection, sterilization, sterile technique)

B. Standard precautions

C. Isolation precautions

D. Blood borne pathogen precautions

E. Vaccinations

Detailed Description/Instructions: Students are trained by an outside professional in the areas of CPR and Infection Control.

Bloom's Levels: Identify, Summarize

Webb's DOK: 2

Topic 3: Confidentiality

Engaging Experience 1

Title: HIPAA Training

Suggested Length of Time: 1 day (90 minutes)

Standards Addressed

> *Priority:*
> - NHSS 4.12 Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior.

Detailed Description/Instructions: Students participate in HIPAA Training obtaining industry certification.

Bloom's Levels: Identify, Summarize

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Timeline: 1 day (90 minutes)

Students will create personalized vision, mission, and value statements on what type of healthcare provider they would like to be.

Situation: What type of healthcare provider do you want to be?
Challenge: Communicate what your purpose is
Specific role: Envisioning what you want your career to look like
Audience: Class
Product/Performance: Printed document that will be hung around the room

Once students present their individual plans the class will create a class set.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Professional Skills	Professional Attributes and Employability Skills	Students brainstorm five different attributes of an effective professional. Teacher facilitates this lesson. Students identify what are the necessary qualities of an effective professional and summarize their findings through the use of the collaborative activity, "Four Corners".	90 minutes
Professional Skills	Dress for Success	Students identify professional dress for interviews, daily work in healthcare environments, and what their professional dress entails in various work environments. Students summarize and share their findings with the class.	90 minutes
Workplace Expectations	What to expect in healthcare?	St. Luke's provides a guest speaker to discuss key professional skills needed to work in the healthcare industry. The instructor provides information and expectations for students' professional behavior while participating in shadowing experiences in the healthcare system.	90 minutes
Workplace Expectations	CPR and Infection Control Training	Students are trained by an outside professional in the areas of CPR and Infection Control.	270 minutes
Confidentiality	HIPAA Training	Students participate in HIPAA Training obtaining industry certification.	90 minutes
ES	Vision, Mission, Values	Students will create personalized vision, mission, and value statements on what type of health care provider they would like to be.	90 minutes

Unit 2: Communication

Subject: Aspiring Medical Professionals
Grade: 11-12
Name of Unit: Communication
Length of Unit: 8 days
Overview of Unit: In Unit 2 students will learn the importance of using a variety of professional communication skills in the healthcare industry. This unit starts with an understanding of the differences between verbal and nonverbal communication and how this type of communication directly impacts patient care. The unit also addresses the components of professional emails and medical charting. Students are exposed to a broad spectrum of medical jargon and abbreviations. The unit provides students with the importance of creating a positive digital footprint and provides the opportunity for students to begin their own professional digital footprint.

Priority Standards for unit:
- NHSS 2.11 Model verbal and nonverbal communication.
- NHSS 2.15 Practice speaking and active listening skills.
- NHSS 2.31 Utilize proper elements of written and electronic communication (spelling, grammar, and formatting).

Supporting Standards for unit:
- NHSS 2.13 Identify the differences between subjective and objective information.
- NHSS 2.16 Modify communication to meet the needs of the patient/client and be appropriate to the situation.
- NHSS 2.21 Use common roots, prefixes, and suffixes to communicate information.
- NHSS 2.22 Interpret medical abbreviations to communicate information.
    A. Common abbreviations
    B. Joint Commission official "Do Not Use List"
- NHSS 2.32 Prepare examples of technical, informative, and creative writing.
- NHSS 4.42 Identify strategies for pursuing employment (social media, personal networking, job sites, internships).
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Verbal communication	Model	Apply	2
Nonverbal communication	Model	Apply	2
Speaking	Practice	Apply	2
Active listening skills	Practice	Apply	2
Proper elements of written communication	Utilize	Apply	2
Proper elements of electronic communication	Utilize	Apply	2

Essential Questions:
1. Why is it important to be able to effectively use and interpret both verbal and nonverbal communication?
2. What are the components of active listening? How do you convey that you are actively listening to someone? Why is active listening an imperative professional skill in the healthcare industry?
3. What are the components of a professional email? How do you write professional emails?
4. Why is it important to maintain a positive digital footprint?
5. What are the basic components of medical charting? How do you chart and why is documenting important?
6. Why do you need to know medical jargon and abbreviations?

Enduring Understanding/Big Ideas:
1. Communication is the key to working together on a team effectively. Verbal communication and non-verbals are used together to express the message being delivered. If verbal communication and non-verbals do not match, a message can be misinterpreted. In some circumstances, non-verbal communication in a health care situation (with a patient) may be more important than verbal communication, in order to meet the patient's needs.
2. Active listening is not listening just to respond, but listening to understand the other person's message. Actively listening may help us understand that a person has a different need in the conversation than what we originally anticipated. Simple reflection or checking for understanding with the patient can assure we are properly understanding what the patient is trying to communicate.
3. You write professional emails by understanding appropriate format, use proper punctuation and grammar, and use standards business English. Emailing is utilized every single day and you want to ensure you are portraying yourself and the company in a positive light.

4. Maintaining a positive digital footprint is vital to being an effective professional. As a healthcare professional you have a responsibility to be an upstanding citizen. Posting inappropriate content virtually could be damaging to oneself but also the company you represent. Additionally, many companies check potential candidates' social media accounts. As an aspiring professional, it is vital to understand and practice responsible digital citizenship to ensure decisions made as young adults do not negatively impact future career options.
5. Medical documentation/charting is proof of what medical care was provided to the patient. If the medical care was not written down, then in a court of law, this medical care was never "done or provided". For continuity of a patient's care, it is essential to chart everything related to patient care. Charting should be written in objective wording, avoiding feeling language and subjective information.
6. Most medical facilities will have a list of acceptable medical abbreviations to use. These abbreviations help make the charting process faster. Knowing medical jargon helps you comprehend documentation for patients and for your own personal health care.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
active listening	subjective information objective information

Topic 1: Verbal/Non-Verbal Communication

<u>Engaging Experience 1</u>

Title: Role Play

Suggested Length of Time: 1 day (90 minutes)

Standards Addressed

> *Priority:*
> - NHSS 2.11 Model verbal and nonverbal communication.
>
> *Supporting:*
> - NHSS 2.13 Identify the differences between subjective and objective information.
> - NHSS 2.15 Practice speaking and active listening skills.
> - NHSS 2.16 Modify communication to meet the needs of the patient/client and be appropriate to the situation.
> - NHSS 2.21 Use common roots, prefixes, and suffixes to communicate information.

Detailed Description/Instructions: Students will learn skills to respond appropriately verbally and nonverbally. After students will role play scenarios where they have to respond appropriately, using effective body language and tone. Scenarios could include being confronted by your boss, smelling foul odors, being yelled at by a patient, etc.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Active Listening and Speaking Skills

<u>Engaging Experience 1</u>

Title: Empathy Training

Suggested Length of Time: 1 day (90 minutes)

Standards Addressed

> *Priority:*
> - NHSS 2.15 Practice speaking and active listening skills.
> - NHSS 2.11 Model verbal and nonverbal communication.
>
> *Supporting:*
> - NHSS 2.16 Modify communication to meet the needs of the patient/client and be appropriate to the situation.
> - NHSS 2.21 Use common roots, prefixes, and suffixes to communicate information.

Detailed Description/Instructions: A guest speaker, social worker/hospice from St. Luke's, will share how empathy and active listening was used in patient case scenarios. Students learn empathy training first hand from these case scenarios of patients who are at the end of their life cycle. Students learn how to apply empathy within the active listening skill process.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Digital World and Written Communication

Engaging Experience 1

Title: Digital World

Suggested Length of Time: ½ day (45 minutes)

Standards Addressed

Priority:

- NHSS 2.31 Utilize proper elements of written and electronic communication (spelling, grammar, and formatting).

Supporting:

- NHSS 2.32 Prepare examples of technical, informative, and creative writing.
- NHSS 4.42 Identify strategies for pursuing employment (social media, personal networking, job sites, internships).
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: Students learn to create a positive digital footprint when using social media. Students google themselves and analyze what their current digital footprint implies about them. Students are encouraged to sanitize or update any negative information that may produce an unprofessional digital footprint. Students begin to create professional footprints through LinkedIn, Twitter, Instagram, etc. accounts.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Written Communication

Suggested Length of Time: 1.5 days (135 minutes); ½ day on emailing, 1 day on charting

Standards Addressed

Priority:

- NHSS 2.31 Utilize proper elements of written and electronic communication (spelling, grammar, and formatting).

Supporting:

- NHSS 2.32 Prepare examples of technical, informative, and creative writing.

Detailed Description/Instructions: Students learn effective written communication skills. Students are taught the importance of using business English standards throughout emails and appropriate mechanics of medical charting.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 4: Medical Communications

<u>Engaging Experience 1</u>

Title: Medical Jargon Application

Suggested Length of Time: 2 days (180 minutes)

Standards Addressed

> *Priority:*
> - NHSS 2.11 Model verbal and nonverbal communication.
>
> *Supporting:*
> - NHSS 2.21 Use common roots, prefixes, and suffixes to communicate information.
> - NHSS 2.22 Interpret medical abbreviations to communicate information.
>   - A. Common abbreviations
>   - B. Joint Commission official "Do Not Use List"

Detailed Description/Instructions: Students learn buzz words in the medical industry. Students are able to identify commonly used medical acronyms and jargon. This is beneficial when participating in shadowing/internship experiences. After students have completed the activity, they will be given a medical chart to decipher the meaning.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Timeline: 1 day (90 minutes); ½ day (45 minutes) to prepare students; ½ day (45 minutes) to present

Students will create a 30 second elevator speech to communicate why they want to be a healthcare professional.

Situation: Why do you want to be a _____?
Challenge: Communicate this in 30 seconds
Specific Roles: Aspiring healthcare professional
Audience: Class and future employer
Product: Eyejot/Video Product

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Verbal/ Non-Verbal Communication	Role Play	Students will learn skills to respond appropriately verbally and nonverbally. After students will role play scenarios where they have to respond appropriately, using effective body language and tone. Scenarios could include being confronted by your boss, smelling foul odors, being yelled at by a patient, etc.	90 min
Active Listening and Speaking Skills	Empathy Training	A guest speaker, social worker/hospice from St. Luke's, will share how empathy and active listening was used in patient case scenarios. Students learn empathy training first hand from these case scenarios of patients who are at the end of their life cycle. Students learn how to apply empathy within the active listening skill process.	90 min
Digital World and Written Communication	Digital World	Students learn to create a positive digital footprint when using social media. Students google themselves and analyze what their current digital footprint implies about them. Students are encouraged to sanitize or update any negative information that may produce an unprofessional digital footprint. Students begin to create professional footprints through LinkedIn, Twitter, Instagram, etc. accounts.	45 min

Digital World and Written Communication	Written Communication	Students learn effective written communication skills. Students are taught the importance of using business English standards throughout emails and appropriate mechanics of medical charting.	135 min
Medical Communications	Medical Jargon Application	Students learn buzz words in the medical industry. Students are able to identify commonly used medical acronyms and jargon. This is beneficial when participating in shadowing/internship experiences. After students have completed the activity, they will be given a medical chart to decipher the meaning.	180 min
Engaging Scenario	Elevator Speech	Students will create a 30 second elevator speech to communicate why they want to be a healthcare professional.	90 min

Unit 3: Becoming a Healthcare Professional

Subject: Aspiring Medical Professionals
Grade: 11-12
Name of Unit: Becoming a Healthcare Professional
Length of Unit: 5 days
Overview of Unit: In Unit 3 students learn about becoming a healthcare professional. We will cover this because students need to learn the fundamental knowledge to pursue career goals.

Priority Standards for unit:

- NHSS 4.31 Research levels of education, credentialing requirements, and employment trends in health professions.
- NHSS 4.32 Distinguish differences among careers within health science pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development).
- NHSS 6.21 Discuss religious and cultural values as they impact healthcare (such as: ethnicity, race, religion, gender).
- NHSS 6.22 Demonstrate respectful and empathetic treatment of ALL patients/clients (such as: customer service, patient satisfaction, civility).

Supporting Standards for unit:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

- TT.AB.A.16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Levels of education in health professions	Research	Synthesize	3
Credentialing requirements in health professions	Research	Synthesize	3
Employment trends in health professions	Research	Synthesize	3

Differences among careers within health science pathways	Distinguish	Analyze	2
Religious values as they impact health care	Discuss	Understand	1
Cultural values as they impact health care	Discuss	Understand	1
Respectful treatment of all patients/clients	Demonstrate	Apply	2
Empathetic treatment of all patients/clients	Demonstrate	Apply	2

Essential Questions:
1. Why do you need to learn successful study habits before entering college?
2. How do you choose a college that best fits you?
3. What are the different aspects of diversity in the health care profession and how will diversity impact you as a professional?
4. What are the types of patients that hospitals service, what are the current trends in healthcare, and how will this impact you as a professional?
5. How do you create a college plan and begin communicating your life plan?

Enduring Understanding/Big Ideas:
1. Students need to learn successful study habits because colleges and universities expect much more independent learners than the comprehensive high schools. Students need to be aware of what resources are available to them on college campuses so they can utilize them.
2. Students should consider several factors prior to choosing a college. For example, what they want to pursue as a major, the size of the college and the distance from home, etc. This type exploring will help students make a "good match" for his/her postsecondary experience. Students will use Naviance to narrow their choices and give them opportunities to explore options for college.
3. The different aspects of diversity seen in healthcare are very similar to what is seen in high school; socioeconomic status, ethnicity, race, religion, gender, etc. As a healthcare provider, students will come into contact with diverse patients. Patient diversity will impact students as a professional. Students will need to understand and relate to diverse patients, regardless of the differences that might exist between a student and patient. This awareness will help students provide the best healthcare possible regardless of diversity differences. Hospitals and other healthcare delivery systems service all different types of patients. Currently, hospitals service the elderly and patients with mental illness more than any other population. Other state and local data show that mental illness continues to grow and therefore healthcare

providers need to be aware of mental health issues and need to be equipped with skills to help these populations.

4. Students need to create a college plan that will help them make postsecondary college plan. This can be done by researching colleges and looking at their programs of study. These two activities will help the student identify what courses they need to take and make an individual academic plan to determine what order students will need to take courses in. Programs of study (in colleges) are important to understand, as they assure students are meeting all the necessary requirements to earn a certification or degree. Additionally, students need to match their "social" goals with their academic goals. This should be part of the college exploration process. The more students can make an academic plan and engage in extracurricular/social activities while in college, the better "fit" that college will be for the student. This process of creating a college plan will help move students towards understand long and short-term goals to life planning.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
College Associates degree Bachelor's degree	CNA LPN MD DO NP CRNA

Topic 1: College Success and Resources

Engaging Experience 1
Title: College Success Investigation
Suggested Length of Time: 1 day (90 minutes)
Standards Addressed

Priority:

- NHSS 4.31 Research levels of education, credentialing requirements, and employment trends in health professions.

Supporting:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will go over successful study habits (note-taking, study strategies, where to go for help on college campus, writing workshops, etc.). Students will use Naviance (college and career readiness platform) to investigate a college they want to go to and find out the support systems offered within that college system.
Bloom's Levels: Analyze
Webb's DOK: 3

Topic 2: Diversity in Healthcare and College

<u>Engaging Experience 1</u>

Title: Diversity in Healthcare and College

Suggested Length of Time: 1 day (90 minutes)

Standards Addressed

Priority:

- NHSS 6.21 Discuss religious and cultural values as they impact healthcare (such as: ethnicity, race, religion, gender).

Supporting:

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students will participate in a Socratic seminar on the different aspects of diversity within healthcare and college systems. Students will then have a guest speaker from a local university to discuss the importance of diversity and how this will impact their life and career.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: Healthcare Patient Population

<u>Engaging Experience 1</u>
Title: Healthcare Patient Population
Suggested Length of Time: 1 day (90 minutes)
Standards Addressed

Priority:

- NHSS 6.22 Demonstrate respectful and empathetic treatment of ALL patients/clients (such as: customer service, patient satisfaction, civility).

Supporting:

- TT.AB.A.16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

Detailed Description/Instructions: Teacher will provide students with healthcare data defining what populations are served. Students will analysis and discuss the growing populations and trends in patient care needs, as well as the implications these trends have on healthcare needs.
Bloom's Levels: Analyze
Webb's DOK: 3

Topic 4: Design your educational plan

Engaging Experience 1

Title: Design your educational plan

Suggested Length of Time: 1 day (90 minutes)

Standards Addressed

Priority:

- NHSS 4.31 Research levels of education, credentialing requirements, and employment trends in health professions.
- NHSS 4.32 Distinguish differences among careers within health science pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development).

Supporting:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Teacher will introduce designing an individual educational plan and meeting academic, career and personal goals within the healthcare field. This will be the students' capstone project. Please see CAPSTONE unit for more information.

Bloom's Levels: Analyze

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
College Success and Resources	College Success and Resources	Students will go over successful study habits (note-taking, study strategies, where to go for help on college campus, writing workshops, etc.). Students will investigate a college they want to go to and find out the support systems offered.	1 day (90 min)
Diversity in Health Care and College	Diversity in Health Care and College	Students will participate in a Socratic seminar on the different aspects of diversity within healthcare and college. Students will then have a guest speaker from a local university to discuss the importance of diversity and how this will impact their life and career.	1 day (90 min)
Healthcare Patient Population	Healthcare Patient Population	Teacher will pull local data on populations served in hospitals to discuss growing need for healthcare professionals.	1 day (90 min)
Design your educational plan	Design your educational plan	Teacher will introduce designing an individual educational plan and meeting academic, career and personal goals within the healthcare field. This will be the students' capstone project. Please see CAPSTONE unit for more information.	1 day (90 min)

Unit 4: Roles of Teams in Health Sciences

Subject: Aspiring Medical Professionals
Grade: 11-12
Name of Unit: Roles of Teams in Health Sciences
Length of Unit: 6 days
Overview of Unit: In Unit 4 student learn how to become a positive team member when working in a healthcare setting. Students are exposed to a variety of different types of teams that are present within the healthcare industry and learn how group members' roles vary depending on group member's responsibilities.

Priority Standards for unit:
- NHSS 8.11 Evaluate roles and responsibilities of team members.
    A. Examples of healthcare teams
    B. Responsibilities of team members
    C. Benefits of teamwork
- NHSS 8.21 Recognize methods for building positive team relationships (such as: mentorships and team building).

Supporting Standards for unit:
- NHSS 8.12 Identify characteristics of effective teams.
    A. Active participation
    B. Commitment
    C. Common goals
    D. Cultural sensitivity
    E. Flexibility
    F. Open to feedback
    G. Positive attitude
    H. Reliability
    I. Trust
    J. Value individual contributions
- NHSS 8.22 Analyze attributes and attitudes of an effective leader.
    A. Characteristics (interpersonal skills, focused on results, positive)
    B. Types (autocratic, democratic, laissez faire)
    C. Roles (sets vision, leads change, manages accountability)
- NHSS 8.23 Apply effective techniques for managing team conflict (negotiation, assertive communication, gather the facts, clear expectations, mediation).

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Roles and responsibilities of team members	Evaluate	Evaluate	3
Methods for building positive team relationships	Recognize	Identify	2

Essential Questions:
1. How do you build positive team relationships (to include mentorships)?
2. Within a team, how do you proactively deal with conflict (respectful conflict should be present within all teams for the team to be productive)?
3. What are the differences of interdisciplinary, intra-professional, and multidisciplinary healthcare teams and how does this impact patient care?
4. What are the components of an effective team and how does this impact the quality of care?

Enduring Understanding/Big Ideas:
1. Positive team relationships foster trust, effective communication skills, exhibit open-mindedness, respect for differing opinion, understanding of individual roles and responsibilities, and work together towards a common goal.
2. Within a team you deal with conflict by continually assessing the end goal. Seeking first to clarify the other person's intent or idea. You remain your "professional self" (checking your "emotional" self for a feeling of "defensiveness"), respect differences and professionally communicate the pros and cons of each proposed solution.
3. Interdisciplinary teams are a group of healthcare professionals from diverse fields (i.e. - doctor, physical therapist, nurse, occupational therapist) that work together to coordinate a goal for the patient. Intra-professional teams are a team of professionals all from the same profession (i.e. - physical therapists) that collaborate on the same case. Multidisciplinary teams are a team of professionals from different professions/disciplines (i.e. - nurse, teacher, parent, doctor) that work together to coordinate patient care.
4. Effective teams have trust, effective communication skills, exhibit open-mindedness, respect for differing opinion, understanding of individual roles and responsibilities, and work together towards a common goal. The better the team functions, the better quality of patient care.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Active participation Commitment Cultural sensitivity Flexibility Reliability Interpersonal skills Autocratic Democratic Laissez faire Negotiation Assertive communication Mediation	Health care team

Topic 1: Building Positive Team Relationships

<u>Engaging Experience 1</u>

Title: Role Play

Suggested Length of Time: 2 days (180 minutes)

Standards Addressed

Priority:
- NHSS 8.21 Recognize methods for building positive team relationships (such as: mentorships and team building).

Supporting:
- NHSS 8.22 Analyze attributes and attitudes of an effective leader.
    - A. Characteristics (interpersonal skills, focused on results, positive)
    - B. Types (autocratic, democratic, laissez faire)
    - C. Roles (sets vision, leads change, manages accountability)
- NHSS 8.23 Apply effective techniques for managing team conflict (negotiation, assertive communication, gather the facts, clear expectations, mediation).

Detailed Description/Instructions: Students role play different scenarios related to working within teams. A heavy focus is placed on developing both decision-making and conflict management skills.

Bloom's Levels: Identify

Webb's DOK: 2

Topic 2: Roles and Responsibilities of Team Members

Engaging Experience 1
Title: Health Care Teams
Suggested Length of Time: 2 days (180 minutes)
Standards Addressed

Priority:

- NHSS 8.11 Evaluate roles and responsibilities of team members.
    A. Examples of healthcare teams
    B. Responsibilities of team members
    C. Benefits of teamwork

Supporting:

- NHSS 8.22 Analyze attributes and attitudes of an effective leader.
    A. Characteristics (interpersonal skills, focused on results, positive)
    B. Types (autocratic, democratic, laissez faire)
    C. Roles (sets vision, leads change, manages accountability)
- NHSS 8.12 Identify characteristics of effective teams.
    A. Active participation
    B. Commitment
    C. Common goals
    D. Cultural sensitivity
    E. Flexibility
    F. Open to feedback
    G. Positive attitude
    H. Reliability
    I. Trust
    J. Value individual contributions

Detailed Description/Instructions: Students engage in learning from a guest speaker(s) to discuss the use of teams in healthcare, with a specific focus on interprofessional, intra-professional, and multidisciplinary teams.
Bloom's Levels: Evaluate
Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

For this engaging scenario: Students apply their knowledge of positive team membership to determining the best care for a patient in the healthcare system. Case studies will be used to simulate the patient scenarios.

Timeline: 3 days (180 minutes); 1 day as a class; 1 outside work day; 1 day to present

At first the class will work through this cycle as an entire group…
Situation: Have a condition/case study of a patient with an illness
Challenge: What other healthcare professionals do we need? Why do we need them? Have we covered all aspects of this patient's continuity of care?
Specific roles: Students need to have viewpoints from different healthcare providers but also the patient
Audience: Patient and healthcare professionals
Product: Group discussion

Students will then go out and find their own case study and follow the above prompt. Students will create a digital presentation of the scenario and what their findings were;
Situation: Have a condition/case study of a patient with an illness
Challenge: What other healthcare professionals do we need? Why do we need them? Have we covered all aspects of this patient's continuity of care?
Specific roles: Students need to have viewpoints from the healthcare provided but also the patient
Audience: Patient and healthcare professionals
Product: Digital presentation

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Building Positive Team Relationships	Role Play	Students' role play different scenarios related to working within teams. A heavy focus is placed on developing both decision-making and conflict management skills.	180 min
Roles and Responsibilities of Team Members	Health Care Teams	Students engage in learning from a guest speaker(s) to discuss the use of teams in healthcare, with a specific focus on interprofessional, intra-professional, and multidisciplinary teams.	180 min
Engaging Scenario	Case Studies	Students apply their knowledge of positive team membership to determining the best care for a patient in the healthcare system. Case studies will be used to simulate the patient scenarios.	180 min

Board Approved: August 11, 2016
Board Approved with Revisions: January 24, 2019

Unit 5: Legal/Ethical Issues in Health Sciences

Subject: Aspiring Medical Professionals
Grade: 11-12
Name of Unit: Legal/Ethical Issues in Health Sciences
Length of Unit: 9 days
Overview of Unit: In Unit 5 students learn about legal and ethical issues in health care. Students are exposed to a variety of current events currently impacted by legal and ethical issues in the healthcare industry. Students are challenged to critically think about these issues and formulate their own thoughts and opinions surrounding these "hot topic issues" in the healthcare industry.

Priority Standards for unit:
- NHSS 6.11 Differentiate between ethical and legal issues impacting healthcare.
- NHSS 5.23 Summarize the essential characteristics of a patient's basic rights within a healthcare setting.

Supporting Standards for unit:
- NHSS 5.11 Analyze legal responsibilities and implications of criminal and civil law.
  - A. Malpractice
  - B. Negligence
  - C. Assault
  - D. Battery
  - E. Invasion of privacy
  - F. Abuse
  - G. Libel
  - H. Slander
- NHSS 5.21 Apply standards for the safety, privacy and confidentiality of health information (HIPAA, privileged communication).
- NHSS 5.22 Describe advance directives.
- NHSS 5.24 Define informed consent.
- NHSS 5.25 Explain laws governing harassment and scope of practice.
- NHSS 6.12 Identify ethical issues and their implications related to healthcare (such as: organ donation, in vitro fertilization, euthanasia, scope of practice, ethics committee).
- NHSS 6.13 Utilize procedures for reporting activities and behaviors that affect the health, safety, and welfare of others (such as: incident report).
- NHSS 6.21 Discuss religious and cultural values as they impact health care (such as: ethnicity, race, religion, gender).
- NHSS 6.22 Demonstrate respectful and empathetic treatment of ALL patients/clients (such as: customer service, patient satisfaction, civility).

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Between ethical and legal issues impacting healthcare	Differentiate	Analyze	3
Essential characteristics of a patient's basic rights within a healthcare setting	Summarize	Analyze	3

Essential Questions:
1. What are patient rights and how do they impact patients, healthcare professionals, and quality care?
2. How do legal issues impact healthcare professionals?
3. How do ethical issues impact healthcare professionals?
4. What are the differences between legal and ethical issues in healthcare and how do they impact both the patient and the professional?

Enduring Understanding/Big Ideas:
1. Patient rights are provided to patients by healthcare professionals and impact quality of care. Professionals provide patients with patient rights and have an understanding of what those rights entail. Healthcare professionals also have a professional obligation to be advocates to uphold patient rights in times when patients are unable to advocate for themselves.
2. Legal issues impact healthcare professionals by defining what they can and cannot do. Healthcare professionals need to abide by these legal issues in order to maintain their license and to assure patients are receiving quality care.
3. Ethical issues impact healthcare professionals because ethics are governed by different views and/or beliefs. These are the "gray" areas of healthcare and are influenced by many different facets within the case scenarios. Ethical issues allow healthcare professionals to look outside their lens to ensure they are doing what is best for all parties.
4. Legal and ethical issues are different because legal is black and white (what the law says versus what it doesn't say). Ethical is a little grayer and varies by the patient and situation. Ultimately healthcare professionals need to look at treatment from both viewpoints, discuss this situation with the patient, and move forward with a legal and morally sound and/or ethical decision.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Assault Battery Invasion of privacy Abuse Libel Slander Confidentiality Privileged communication Harassment Empathy Civility	Malpractice Negligence Advance directives Informed consent Scope of practice Organ donation In vitro fertilization Euthanasia

Topic 1: Patient Rights/Responsibilities

Engaging Experience 1

Title: Bill of Rights Research

Suggested Length of Time: 2 days (180 minutes)

Standards Addressed

> *Priority:*
> - NHSS 6.11 Differentiate between ethical and legal issues impacting healthcare.
> - NHSS 5.23 Summarize the essential characteristics of a patient's basic rights within a healthcare setting.

> *Supporting:*
> - NHSS 5.21 Apply standards for the safety, privacy and confidentiality of health information (HIPAA, privileged communication).
> - NHSS 5.22 Describe advance directives.
> - NHSS 5.24 Define informed consent.
> - ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
> - ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will research different examples of patient's bill of rights. Based upon research, they will then write their own bill of rights for patients.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Legal Issues and Responsibilities

Engaging Experience 1

Title: Legal Issues and Responsibilities Jeopardy

Suggested Length of Time: 2 days (180 minutes)

Standards Addressed

> *Priority:*
> - NHSS 6.11 Differentiate between ethical and legal issues impacting healthcare.
>
> *Supporting:*
> - NHSS 5.11 Analyze legal responsibilities and implications of criminal and civil law.
>   - A. Malpractice
>   - B. Negligence
>   - C. Assault
>   - D. Battery
>   - E. Invasion of privacy
>   - F. Abuse
>   - G. Libel
>   - H. Slander
> - NHSS 5.21 Apply standards for the safety, privacy and confidentiality of health information (HIPAA, privileged communication).
> - NHSS 5.25 Explain laws governing harassment and scope of practice.
> - ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
> - ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: After researching common legal responsibilities and implications of civil and criminal law on work in health care, students will participate in a Jeopardy game to test their decision-making skills based upon their learning.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: Ethical Issues and Responsibilities

<u>Engaging Experience 1</u>

Title: Ethical Dilemma Fishbowl

Suggested Length of Time: 2 days (180 minutes)

Standards Addressed

> *Priority:*
> - NHSS 6.11 Differentiate between ethical and legal issues impacting healthcare.
>
> *Supporting:*
> - NHSS 6.12 Identify ethical issues and their implications related to healthcare (such as: organ donation, in vitro fertilization, euthanasia, scope of practice, ethics committee).
> - NHSS 6.13 Utilize procedures for reporting activities and behaviors that affect the health, safety, and welfare of others (such as: incident report).
> - NHSS 6.21 Discuss religious and cultural values as they impact health care (such as: ethnicity, race, religion, gender).
> - NHSS 6.22 Demonstrate respectful and empathetic treatment of ALL patients/clients (such as: customer service, patient satisfaction, civility).
> - ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
> - ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: After conducting research and analyzing different ethical dilemmas in health care, students will participate in a fishbowl activity where they will present the dilemma and their recommendation for action. An example topic could be the abuse of healthcare providers, as nurses rank 3rd in the country in workplace violence, behind law enforcement and taxicab drivers. Other students can enter the fishbowl to agree/disagree with the decisions and debate accordingly.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

For this engaging scenario we will take what was learned to determine the legal and ethical issues within a healthcare system. We will use case studies to determine the best care for a patient, what is legal, and how to not infringe our own ethical moral compass.

Timeline: 3 days (180 minutes); 1 day as a class; 1 outside work day; 1 day to present

At first the class will work through this cycle as an entire group…
Situation: Have a condition/case study of a patient with an illness
Challenge: What are the legal implications? What are the ethical dilemmas?
Specific roles: Students need to have viewpoints from different healthcare providers but also the patient
Audience: Patient and healthcare professionals
Product: Group discussion

Students will then go out and find their own case study and follow the above prompt. Students will create a digital presentation of the scenario and what their findings were;
Situation: Have a condition/case study of a patient with an illness
Challenge: What other healthcare professionals do we need? Why do we need them? Have we covered all aspects of this patient's continuity of care?
Specific roles: Students need to have viewpoints from the healthcare provided but also the patient
Audience: Patient and healthcare professionals
Product: Digital presentation

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Patient Rights/ Responsibilities	Bill of Rights Research	Students will research different examples of patient's bill of rights. Based upon research, they will then write their own bill of rights for patients.	180 min
Legal Issues and Responsibilities	Legal Issues and Responsibilities Jeopardy	After researching common legal responsibilities and implications of civil and criminal law on work in health care, students will participate in a Jeopardy game to test their decision-making skills based upon their learning.	180 min
Ethical Issues and Responsibilities	Ethical Dilemma Fishbowl	After conducting research and analyzing different ethical dilemmas in health care, students will participate in a fishbowl activity where they will present the dilemma and their recommendation for action. Other students can enter the fishbowl to agree/disagree with the decisions and debate accordingly.	180 min
Engaging Scenario	Case Studies	For this engaging scenario we will take what was learned to determine the legal and ethical issues within a healthcare system. We will use case studies to determine the best care for a patients, what is legal, and how to not infringe our own ethical moral compass.	180 min

Capstone Experience

Subject: Aspiring Medical Professionals
Grade: 11-12
Name of Unit: Capstone Experience
Length of Unit: 7 days; (multiple checkpoints throughout semester and 5 days of work time/presentations)
Overview of Unit: This unit encompasses all the culminating events for the Health Services Class. Students will be asked to create an individual career plan that will help with future post-secondary planning. Students will also maintain a digital portfolio, in the form of a website, of all the work they have created/participated in during Health Services.

Priority Standards for unit:

- NHSS 4.11 Identify personal traits and attitudes desirable in a member of the career ready healthcare team.
    - A. Acceptance of criticism
    - B. Competence
    - C. Dependability
    - D. Discretion
    - E. Empathy
    - F. Enthusiasm
    - G. Honesty
    - H. Initiative
    - I. Patience
    - J. Responsibility
    - K. Self-motivation
    - L. Tact
    - M. Team player
    - N. Willingness to learn
- NHSS 4.12 Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior.
- NHSS 4.21 Apply employability skills in healthcare.
    - A. Chain of command
    - B. Correct grammar
    - C. Decision making
    - D. Flexible
    - E. Initiative
    - F. Integrity
    - G. Loyalty
    - H. Positive attitude

I. Professional characteristics
   J. Prompt and prepared
   K. Responsibility
   L. Scope of practice
   M. Teamwork
   N. Willing to learn
- NHSS 2.11 Model verbal and nonverbal communication.
- NHSS 2.15 Practice speaking and active listening skills.
- NHSS 2.31 Utilize proper elements of written and electronic communication (spelling, grammar, and formatting).
- NHSS 3.11 Compare healthcare delivery systems.
   A. Non-profit and for profit (such as: hospitals, ambulatory facilities, long-term care facilities, home health, medical and dental offices, mental health services)
   B. Government (such as: CDC, FDA, WHO, OSHA, Public Health systems/Health Departments, Veteran's Administration)
- NHSS 3.14 Discuss healthcare economics and common methods of payment for healthcare.
   A. Private health insurance (such as: Blue Cross, Affordable Care Act - ACA)
   B. Managed care (such as: HMOs, PPOs, medical home)
   C. Government programs (Medicare, Medicaid, Tricare, and Workers' Compensation)
   C. Non-profit (such as: March of Dimes, American Heart Association)
- NHSS 8.11 Evaluate roles and responsibilities of team members.
   A. Examples of healthcare teams
   B. Responsibilities of team members
   C. Benefits of teamwork
- NHSS 8.21 Recognize methods for building positive team relationships (such as: mentorships and team building).
- NHSS 6.11 Differentiate between ethical and legal issues impacting healthcare.
- NHSS 5.23 Summarize the essential characteristics of a patient's basic rights within a healthcare setting.

Supporting Standards for unit:
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Timeline: Multiple checkpoints throughout the semester with 5 days of work time/presentations

Situation: Create an individual career plan, college plan, and explore college options, with emphasis on academic, career, and personal goals

Challenge: What will your career look like? What are your vision, mission, and values? What are your strengths? What are areas of growth? How can you help the healthcare field?

Specific role: Use self-assessment and reflection to make a career plan

Audience: Professionals, peers, parents, instructor

Product:

Example:

Career/Future Plan

Who you are?

Analytical, driven, ambitious, perceptive, creative, enjoy working with numbers / money, inquisitive, systematic, disciplined

Education

A Levels – Maths, Chemistry, Physics
Masters – MChem
PhD – Computational Chemistry
MBA - Warwick

Employment etc

Sun Valley – factory operative
Exe Computers – owner/manager
Severn Trent Laboratories
- Analyst
- Team Leader
- Logistics Manager
E-Local Trading – Futures Trader

Personal preferences
Being involved in a competitive environment with opportunities for performance
Values
Maximise return on time, create efficiency, contribute to team objectives or perform as individual
Limitations
International experience, foreign language

My Goals:

Short Term	Mid Term (2-5 yrs)	Long Term >5yrs
Work – Secure a position with opportunity for progression on demonstration of ability	Develop into a senior role	Head business unit/venture
Home – Visit brother in Canada. Support younger brother in developing surgery plans	Confirm commitment to long term relationship	Support family situation

Current competencies, skills, knowledge, experience
Analytical, modelling, chemistry, logistics, systems, processes, project management, innovation
Interest rate futures markets, technical, fundamental, psychological
Management, property, trading, research, business improvement

Development needs and skills required for current job and future goals
Understanding of other investment techniques – to be satisfied by majoring in Finance during the MBA
Gain exposure to company strategy to add to day to day performance management experience and to lay foundation for more senior position
Participate in opportunities to create and develop new business units or entry into new markets.

Action Plan
Develop plan to utilise MBA placement as an opportunity to experience and demonstrate ability to potential future employers. Investigate trading availability in sectors other than banking e.g. EON, BP

Students will also have a digital portfolio (website) of all the work completed, journals, logs of hours, etc. that were completed in this course

Example:

Students will present their presentations to parents, nurses, and peers in a formal setting.

Students will also participate in a written comprehensive final in the form of a self-evaluation. The paper will address all shadowing experiences, goals they have obtained, goals they still need to reach, and their personal philosophy as a healthcare professional.

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.