
Wisconsin's Skill Standards for

Health Science Occupations



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Wisconsin's Skill Standards for Health Science Occupations

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Introduction

The healthcare workforce has been talked about in recent years because of the shortage of healthcare workers. At first, it was nurses and now we know it is not just nurses. Many areas of healthcare are suffering from a lack of trained workers. Because of this, ways to introduce students to the broad range of healthcare careers are needed. The high schools have answered this call in many ways, one of which is to offer Health Science Education at the high school level and introduce students to the many areas of healthcare very early in their educational experience.

This is not just a local problem but a national problem so National Healthcare Cluster Foundation Standards have been developed. These are the standards that have been used to develop this document. All of the National Healthcare Cluster Foundation Standards are covered in this document and in the portfolio that was developed for the Health Science Occupations State Skills Standards Co-op.

Wisconsin's Skill Standards for Health Science Occupations is designed to aid the health science instructor, workplace mentor, and school-to-work coordinator in delivering the standards and to provide examples of activities to deliver these standards. These activities are not all inclusive but should be used as a starting point in the process of teaching the work-based component of Health Science Occupations Education.

It is recommended that the health science instructor research industry skill certificates, youth apprenticeship options, and post-secondary articulation opportunities when designing curriculum and learning activities. By aligning curriculum to multiple competencies and skills, health science instructors will help students meet workplace expectations.

This guide is designed to be used by Health Science Occupations instructors in connection with the work-based component of the health science program to develop students' competence and work toward smoother career transitions. Through the use of this document, students' will also make wiser career decisions and have a sound foundation to continuously learn new skills and knowledges.

Unit

A

Academic Foundations

COMPETENCIES

Relate the basic structure and function of the human body to healthy living

Explore the impact of diseases and disorders on various body systems

Instructional Materials

Healthy Living with Disease, Disorders and Age-Related Conditions

1. Simmers, Louise. *Diversified Health Occupations (6th Edition)*. Year: 2004. Description: ISBN 1-401814603
2. *Healthy Living Presentation Assessment Task*.
3. Joseph Neale and Rob Dorit. *The Standard Deviants: Biology*. Media Type: Video
4. Justicia Opoku and Sharon Babcock. *The Standard Deviants: Anatomy*. Media Type: Video
5. Jennifer Wilson. *Body Systems Think Sheet*. Media Type: MS Word Document. Description: For use with learning activity. See MS Word document of same name.
6. <http://www.smallstep.gov/>

Healthy Living Presentation

1. Louise Simmers. *Diversified Health Occupations (6th Edition)*. Year: 2004. Description: ISBN 1-4018-1460-3
2. *Disease/Disorder Brochure Assessment Task*
3. Jennifer Wilson. *Body System Changes Case Studies*. Media Type: MS Word Doc. Description: For use with learning activity. Use MS Word doc with title name.

Healthy Living with Disease, Disorders And Age-Related Conditions

Learning Plan

Why This Skill Is Important

Understanding the basic structures and functions of cells, tissues, organs, and systems is essential in healthcare. In this learning plan you will examine the basic structure of the human body.

Competency

Relate the basic structure and function of the human body to healthy living

Linked External Standards

- Foundation Standard 1: Academic Foundation*
Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills as needed.
- Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

When Your Performance Will Be Acceptable

Your performance will be successful when:

- presentation includes pictures which identify the body planes affected by aging or the disease/disorder
- presentation includes pictures that identify the quadrants of the body affected by aging or the disease/disorder
- presentation includes pictures that identify cavities of the body affected by aging or the disease/disorder
- presentation includes information on how cells are affected by aging or the disease/disorder

- presentation includes information on how tissues are affected by aging or the disease/disorder
- presentation includes information on how organs are affected by aging or the disease/disorder
- presentation includes information on how systems are affected by aging or the disease/disorder
- presentation includes information on how therapies and care rehabilitation affect aging or the disease/disorder
- presentation includes strategies to live a healthy lifestyle to avoid or reduce the impact of the disease/disorder

How You Will Be Evaluated

You will demonstrate your competence:

- by creating a visual or graphic presentation

What You Need to Learn to Master the Competency

This learning plan addresses the following learning objectives to help you master the competency:

- a. Describe the basic structures and functions of cells, tissues, organs, and systems as they relate to homeostasis
- b. Compare relationships among cells, tissues, organs, and systems
- c. Explain body planes, directional terms, quadrants, and cavities
- d. Analyze the interdependence of the body systems as they relate to wellness, disease, disorders, therapies, and care rehabilitation
- e. Describe the components of a healthy lifestyle

Learning Activities

- ____ 1. **Use** prior knowledge to construct a construction paper model/drawing of a body system. The model/drawing should include cells, tissues, and organs. **Display** your work on a bulletin board for others to see and provide feedback on.
- ____ 2. **Observe** a video on the basic structure of the human body. Once the video is finished, **make** any corrections necessary to the bulletin board. Based on the information from the video, **add** the definitions of cells, tissues, organs, and body systems. **List** examples of the different types of cells, tissues, organs, and body systems.

-
- ___ 3. Working in small groups, **research** an assigned body system. **Complete** the corresponding Body System Think Sheet using the Internet or other resources. **Present** your findings to the class.
 - ___ 4. **Review** the body planes and directional terms, body cavities, abdominal quadrants, and nine abdominal regions.
 - ___ 5. Working in small groups, **use** a potato and some craft supplies to **create** a "potato person." Once the "potato person" is created use Popsicle sticks, toothpicks, etc., to label the body planes, abdominal quadrants, and the nine abdominal regions. Groups should **present** to one another to check for accuracy of the body planes, quadrants, and abdominal regions. **Receive** feedback from your instructor and **make** corrections as necessary.
 - ___ 6. **Visit** <http://www.smallstep.gov/> and review the components of a healthy lifestyle. **Choose** a step to research and present to the class.
 - ___ 7. The requirements for a healthy snack can be located at <http://www.smallstep.gov/> website. **Find** a recipe for a healthy snack. **Bring** your healthy snack for the class to enjoy. **Create** a corresponding criteria checklist to use when evaluating your snack, as well as others. **Participate** in peer assessment of snacks. **Provide** feedback to peers as necessary using the checklist you create.
 - ___ 8. **Observe** a presentation by a physical therapist, occupational therapist or a dietician on how they assist people with various diseases and disorders.

Assessment Activities

- ___ 1. **Complete** the Healthy Living Presentation Assessment Task. Given a situation (aging or a disease/disorder) that impacts an individual's health, create a visual or graphic presentation that explains how the body is affected by aging or the disease/disorder. The presentation should also include therapies to assist the individual and information on how a person can live a healthy lifestyle or promote personal wellness

Basic Structure of the Human Body - Learning Plan

Learning Activities - Body System Think Sheet

Directions: Working in a small group, use the Internet or other resources to complete the Body System Think Sheet. Research as many body systems as necessary so each body system is covered. When all students are finished, the small groups should present their findings to the class so all students can record the information.

Body System	Function	Diseases/Abnormalities
Integumentary System		
Skeletal System		
Muscular System		
Nervous System		
Special Senses		
Circulatory System		

Body System	Function	Diseases/Abnormalities
Lymphatic System		
Respiratory System		
Digestive System		
Urinary System		
Endocrine System		
Reproductive System		

Healthy Living Presentation **Performance Assessment Task**

Competency

Relate the basic structure and function of the human body to healthy living

Linked External Standards

- ❑ *Foundation Standard 1: Academic Foundation*
Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- ❑ *Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- ❑ *Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- ❑ *Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to Healthcare applications.

Directions

Given a situation (aging or a disease/disorder) that impacts an individual's health, create a visual or graphic presentation that explains how the body is affected by aging or the disease/disorder. The presentation should also include therapies to assist the individual and information on how to live a healthy lifestyle or promote personal wellness.

Use the attached scoring guide for a list of criteria you will be evaluated on.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
1. presentation includes pictures which identify the body planes affected by aging or the disease/disorder	3	2	1
2. presentation includes pictures that identify the quadrants of the body affected by aging or the disease/disorder	3	2	1
3. presentation includes pictures that identify cavities of the body affected by aging or the disease/disorder	3	2	1
4. presentation includes information on how cells are affected by aging or the disease/disorder	3	2	1
5. presentation includes information on how tissues are affected by aging or the disease/disorder	3	2	1
6. presentation includes information on how organs are affected by aging or the disease/disorder	3	2	1
7. presentation includes information on how systems are affected by aging or the disease/disorder	3	2	1
8. presentation includes information on how therapies and care rehabilitation affect aging or the disease/disorder	3	2	1
9. presentation includes strategies to live a healthy lifestyle to avoid or reduce the impact of the disease/disorder	3	2	1

Why This Skill Is Important

In recent years the media has covered stories on monkey pox outbreaks, AIDS awareness, and new vaccines. In this learning plan you will study immunity, how disease can be spread, and the affects of disease on the body.

Competency

Explore the impact of diseases and disorders on various body systems

Linked External Standards

- Foundation Standard 1: Academic Foundation*
Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- Foundation Standard 10: Technical Skills*
Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.
- Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

When Your Performance Will Be Acceptable

Your performance will be successful when:

- brochure includes information on how the disease/disorder is spread
- brochure includes information on immunity of the disease/disorder
- brochure includes information on how the body systems are affected by the disease/disorder

- brochure includes information on how the aging process plays a role in the disease/disorder
- brochure is word processed or neatly handwritten
- brochure uses proper spelling, grammar, and punctuation

How You Will Be Evaluated

You will demonstrate your competence:

- by creating a brochure on disease

What You Need to Learn to Master the Competency

This learning plan addresses the following learning objectives to help you master the competency:

- a. Analyze methods to control the spread of pathogenic microorganisms
- b. Contrast various types of immunities
- c. Analyze body system changes in light of diseases, disorders, and wellness
- d. Compare the aging process among the body systems

Learning Activities

- ____ 1. **Observe** a pair of examination gloves. **Determine** why the exam gloves are worn while providing certain types of Healthcare. **Discuss** this with your classmates and teacher.
- ____ 2. **Work** in small groups to create a presentation (poster, PowerPoint, etc.) about methods/equipment to control the spread of pathogenic microorganisms. **Use** the Internet and other classroom resources to **gather** information about how these methods/equipment are utilized and why they are important in the healthcare field. All of the following components should be covered: hand washing, gloves, gowns, masks and protective eyewear, care of sharp objects, and mouthpieces.
- ____ 3. **Observe** a presentation by a healthcare specialist on information about OSHA (Bloodborne Pathogen Standards) and the Needlestick Safety and Prevention Act. **Discuss** the guidelines/environment regarding OSHA and the Needlestick Safety and Prevention Act at each of your worksites.

- ___ 4. **Observe** a guest speaker, such as an immunologist, rheumatologist, epidemiologist, allergist, or infectious disease physician and discuss the various types of immunities.
- ___ 5. **Complete** the Body System Changes Case Studies. After being given a brief description of the patient **Determine** what body systems would be affected and how.
- ___ 6. **Pick** an advanced age and gender of a "patient." **Critically think** about the conditions of the various body systems: Integumentary, Skeletal, Muscular, Nervous, Special Senses, Circulatory, Lymphatic, Respiratory, Digestive, Urinary, Endocrine, and Reproductive Systems. **Create** a mini-poster outlining the patient and the condition of their various systems. The Internet or a textbook could serve as a resource.

Assessment Activities

- ___ 1. **Complete** the Disease/Disorder Brochure Assessment Task. **Use** the scoring guide to self-assess your work before submitting it for final evaluation.

Body System Changes Case Studies

Directions: Read each case study below. Then determine what body systems would be affected by the disease/disorder and how.

Case Study A

Sarah is a 16-year old high school student. She and a few of her closest friends have drastically reduced their food intake and some days do not eat at all.

Case Study B

Tom is 53 years old and has been an alcoholic for many years. He works a physically demanding job as well as many hours each week.

Case Study C

Tanya was diagnosed with Multiple Sclerosis last year.

Diseases and Disorders Brochure

Performance Assessment Task

Competency

Explore the impact of diseases and disorders on various body systems

Linked External Standards

- ❑ *Foundation Standard 1: Academic Foundation*
Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- ❑ *Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- ❑ *Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- ❑ *Foundation Standard 10: Technical Skills*
Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.
- ❑ *Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

Directions

With approval from instructor, choose a disease/disorder to examine its impact on body systems. Create a brochure about the disease/disorder to inform others of how the disease is spread, any immunity factors, the affects on body systems, and the impact of the aging process.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
1. brochure includes information on how the disease/disorder is spread	3	2	1
2. brochure includes information on immunity of the disease/disorder	3	2	1
3. brochure includes information on how the body systems are affected by the disease/disorder	3	2	1
4. brochure includes information on how the aging process plays a role in the disease/disorder	3	2	1
5. brochure is word processed or neatly handwritten	3	2	1
6. brochure uses proper spelling, grammar, and punctuation	3	2	1

Unit

B

Communications

COMPETENCIES

Use effective oral communication skills in a healthcare setting

Demonstrate written communication skills that incorporate healthcare practices and procedures

Instructional Materials

Oral Communication Skills in Healthcare

1. *HOSA Administrative Medical Assisting -Telephone Techniques Procedure 1-A or 1-B*. Description: www.hosa.org
2. *Telephone Technique Procedures Assessment Task*
3. *The Exercise of a Schoolboy*. Description: <http://www.history.org/Almanack/life/manners/rules2.cfm>
4. Shirley A. Bdasch and Doreen S. Cheesebroor. *Introductions to Health Occupations*. Media Type: Textbook. Description: any Health Occupations textbook will work
5. *Telephone*
6. *Telephone Message Pad*
7. *Computer with Internet Access*
8. HSTE Instructional Guide. *Telephone Caller Scenarios*. Description: <http://www.texashste.com>

Written Communication and Healthcare Practices

1. *Written Communications Portfolio Assessment Task*
2. *Medical Terminology Project Assessment Task*

Oral Communication Skills in Healthcare Learning Plan

Why This Skill Is Important

A healthcare worker should understand there are many factors in communication. Knowledge of the techniques of communication will increase skills in communicating with co-workers and patients. Communication skills that are responsive rather than reactive and adapt to the needs of clients are necessary for the healthcare worker to be effective in the work setting. In this learning plan you will demonstrate proper communication skills in a healthcare setting.

Competency

Use effective oral communication skills in a healthcare setting

Linked External Standards

- Foundation Standard 2: Communications*
Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- Foundation Standard 5: Legal Responsibilities*
Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws and legislated rights of clients.
- Foundation Standard 6: Ethics*
Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.
- Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

When Your Performance Will Be Acceptable

Your performance will be successful when:

- learner answers phone with self-introduction
- learner answers phone noting appropriate department name

- learner answers phone noting place of business
- learner uses a pleasant voice
- learner is courteous
- learner is clearly audible
- learner determines purpose of call
- learner asks how, what, why, and when of call's purpose
- learner exhibits business etiquette throughout phone call
- learner concludes call with courteous closure

How You Will Be Evaluated

You will demonstrate your competence:

- by participating in a Telephone Technique Procedures role-play
- using phone answering scenarios provided

What You Need to Learn to Master the Competency

This learning plan addresses the following learning objectives to help you master the competency:

- a. Communicate verbally and non-verbally with team colleagues to assure a best result for the client
- b. Adjust communication to other's ability to understand
- c. Apply the elements of communication using the sender-receiver model
- d. Apply active listening skills using reflection, restatement, and clarification techniques
- e. Demonstrate courtesy to others including self introduction
- f. Interpret verbal and non-verbal behaviors to augment communication
- g. Demonstrate skills for interviewing clients

Learning Activities

- ___ 1. **Brainstorm** healthcare scenarios and how effective oral communication is essential to the situation.
- ___ 2. **Participate** in an introduction exercise. **Create** a character. **Discuss** how each character should be introduced.

-
- ___ 3. **View** hospital training film on customer courtesy. **Discuss** how each employee has an important role in the hospital image.
 - ___ 4. **Read** the "Exercise of a Schoolboy" by George Washington (<http://www.history.org/Almanack/life/manners/rules2.cfm>). **Discuss** the importance of manners and how they have or have not changed in the last 200 years.
 - ___ 5. **Observe** a slide or picture that is out of focus. **Speculate** what the picture is about. **Discuss** how good listening skills can bring a picture into focus.
 - ___ 6. **Review** and **discuss** listening skills from a recommended health occupation textbook.
 - ___ 7. **Compare** and **contrast** definitions of *reflection*, *restatement*, and *clarification*. **Determine** how they can be used in healthcare settings.
 - ___ 8. **Formulate** examples of *reflective*, *restatement*, and *clarification* statements.
 - ___ 9. Without speaking, **participate** in a game that utilizes nonverbal communication by arranging self and others in birth-date order. **Remember**, no words - this is a non-verbal activity! **Discuss** the barriers encountered in completing this task.
 - ___ 10. **Role play** telephone scenarios for in-coming and out-going calls. **Practice** taking messages for business telephone calls.
 - ___ 11. **Use** the "HOSA Administrative Medical Assisting -Telephone Techniques Procedure 1-A or 1-B" as preparation for completing the Telephone Technique Procedures Assessment Task.

Assessment Activities

- ___ 1. **Complete** the Telephone Technique Procedures Assessment Task. **Use** the attached scoring guide to self-assess your work before your final presentation.

Telephone Techniques Procedures **Performance Assessment Task**

Competency

Use effective oral communication skills in a healthcare setting

Linked External Standards

- Foundation Standard 2: Communications*
Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- Foundation Standard 5: Legal Responsibilities*
Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- Foundation Standard 6: Ethics*
Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.
- Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

Directions

For this assessment task you will role-play appropriate telephone-answering skills.

1. In the role-play you will answer the phone in a business manner and will include a self-introduction, department, and place of business name.
2. Your voice is to be pleasant, courteous, and clearly understandable.
3. You are to determine the purpose of the call. Scenario will be provided to you and you are to take a message that will include "who, what, why, and when" the call was made.
4. You will exhibit business etiquette throughout the phone call.
5. You will end the phone call with courteous closure.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
1. learner answers phone with self-introduction	3	2	1
2. learner answers phone noting appropriate department name	3	2	1
3. learner answers phone noting place of business	3	2	1
4. learner uses a pleasant voice	3	2	1
5. learner is courteous	3	2	1
6. learner is clearly audible	3	2	1
7. learner determines purpose of call	3	2	1
8. learner asks how, what, why, and when of call's purpose	3	2	1
9. learner exhibits business etiquette throughout phone call	3	2	1

Written Communication and Healthcare Practices

Learning Plan

Why This Skill Is Important

Documentation is required in all healthcare settings. Observation and documentation are key components of healthcare. Documentation is a record of a patient's progress throughout treatment. This record provides information that is needed to allow each healthcare provider to determine the best treatment for the patient. Medical records are also admissible in court so therefore should be accurate and record all treatments.

Competency

Demonstrate written communication skills that incorporate healthcare practices and procedures

Linked External Standards

- Foundation Standard 2: Communications*
Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- Foundation Standard 5: Legal Responsibilities*
Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- Foundation Standard 6: Ethics*
Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.

When Your Performance Will Be Acceptable

Your performance will be successful when:

- portfolio includes a list that cites at least ten or more observable client care signs that should be recorded for observation
- portfolio cites examples of possible client changes that should be reported under each of the observable signs that was listed
- list is word processed and uses proper spelling, grammar, and punctuation
- portfolio includes a list of at least ten subjective and ten objective statements that apply to healthcare

- portfolio includes a summary paper on unethical medical documentation
- paper includes what criminal law relates to situation
- paper includes the ways the situation could be prevented
- paper summarizes the final outcome of situation
- paper is word processed and uses proper spelling, grammar, and punctuation
- reflection includes personal opinion on the outcome of the situation described in paper
- medical terminology project includes interpretation of parts of a medical term provided
- medical terminology project includes identification of the prefixes, roots, and suffixes of medical terms provided
- medical terminology project includes literal translation of basic medical terms provided
- medical terminology project includes transcription of medical diagnosis from medical terminology to a language a patient would understand

How You Will Be Evaluated

You will demonstrate your competence:

- by developing a written communication portfolio
- by completing a medical terminology project

What You Need to Learn to Master the Competency

This learning plan addresses the following learning objectives to help you master the competency:

- a. Report relevant information in a timely manner
- b. Report subjective information
- c. Report objective information
- d. Interpret technical materials used for healthcare practices and procedures
- e. Compile technical information and summaries
- f. Use medical terminology within a scope of practice
- g. Maintain client confidentiality
- h. Understand consequences of inadequate documentation
- i. Perform communication according to regulations, policies, laws, and legislative rights of clients

Learning Activities

- ___ 1. **Participate** in an activity to identify familiar medical terms.
- ___ 2. **Illustrate** word parts/building blocks on how medical terms are formed.
- ___ 3. **Examine** chapter in health occupation textbook on medical terminology.
- ___ 4. **Construct** flashcards containing medical prefixes, suffixes and root words. **Practice** with partner using flashcards.
- ___ 5. **Participate** in medical terminology review such as Jeopardy, Bingo, etc.
- ___ 6. **Practice** using medical terminology software (if available).
- ___ 7. **Transcribe** a variety of medical diagnoses that use medical terms into a form that would be understandable to a patient/client.
- ___ 8. **Complete** a medical language quiz.
- ___ 9. **Construct** a paper airplane and then **compose** directions to make that airplane. **Trade** directions and **translate** information into a finished airplane. **Relate** how correct information prompts healthcare providers to follow information and provide correct treatment.
- ___ 10. **View** videos (if available) that include information on documentation such as: healthcare observation techniques, how to report, and what written information should be recorded.
- ___ 11. **Create** a list of the categories of observation a caregiver should make. **Include** examples of patient changes that should be recorded. **Compile** two lists with statements that would be found in each category. Your list should include objective and subjective statements.
- ___ 12. **Review** definitions of ethics and confidentiality. **Explore** the Internet for examples of unethical medical documentation cases. **Summarize** articles and **prepare** a short paper that includes information on the law that was broken, ways it could have been prevented, the final outcome and whether you agree or disagree with the way it was handled.
- ___ 13. **Review** chapter in a recommended health occupation book on charting and observation of medical records. **Complete** questions from workbook or teacher-prepared documentation.
- ___ 14. **Create** a list of the categories of observations a caregiver should make. Include examples of patient changes that should be recorded.

Assessment Activities

- ____ 1. **Complete** the Written Communications Portfolio Assessment Task. Use the attached scoring guide to self-assess your work before submitting it to the instructor for final evaluation.

- ____ 2. **Complete** the Medical Terminology Project Assessment Task. Use the attached scoring guide to self-assess your work before submitting it to the instructor for final evaluation

Written Communication Portfolio Performance Assessment Task

Competency

Demonstrate written communication skills that incorporate healthcare practices and procedures

Linked External Standards

- ❑ *Foundation Standard 2: Communications*
Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- ❑ *Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- ❑ *Foundation Standard 5: Legal Responsibilities*
Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- ❑ *Foundation Standard 6: Ethics*
Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.

Directions

For this assessment task you will complete a written communication portfolio to include several types of documentation. Note below what will be included in your Health Communication Portfolio.

1. Research observable client care signs by using a Health Occupation textbook.
2. Create a list of possible changes in a client/patient that are observable and should be recorded.
3. Make sure your list uses correct medical terms and is concise using medical documentation format.
4. Create ten (10) subjective and ten (10) objective statements that could be made in healthcare.
5. Research unethical medical documentation by using the Internet, magazines or newspaper.
6. Write a 1-2 page paper on what type of criminal law pertained to your researched situation above. Be sure to cite examples on how the situation could have been prevented.

7. Write a 1-2 paragraph reflection on the final outcome and how it was handled.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
1. portfolio includes a list that cites at least ten or more observable client care signs that should be recorded for observation	3	2	1
2. portfolio cites examples of possible client changes that should be reported under each of the observable signs that was listed	3	2	1
3. list is word processed and uses proper spelling, grammar, and punctuation	3	2	1
4. portfolio includes a list of at least ten subjective and ten objective statements that apply to healthcare	3	2	1
5. portfolio includes a summary paper on unethical medical documentation	3	2	1
6. paper includes what criminal law relates to situation	3	2	1
7. paper includes the ways the situation could be prevented	3	2	1
8. paper summarizes the final outcome of situation	3	2	1
9. paper is word processed and uses proper spelling, grammar, and punctuation	3	2	1
10. reflection includes personal opinion on the outcome of the situation described in paper	3	2	1

Medical Terminology Project **Performance Assessment Task**

Competency

Demonstrate written communication skills that incorporate healthcare practices and procedures

Linked External Standards

- ❑ *Foundation Standard 2: Communications*
Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- ❑ *Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- ❑ *Foundation Standard 5: Legal Responsibilities*
Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- ❑ *Foundation Standard 6: Ethics*
Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.

Directions

For this assessment task you will define a variety of medical terms provided by your instructor.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
1. medical terminology project includes interpretation of parts of a medical term provided	3	2	1
2. medical terminology project includes identification of the prefixes, roots, and suffixes of medical terms provided	3	2	1
3. medical terminology project includes literal translation of basic medical terms provided	3	2	1
4. medical terminology project includes transcription of medical diagnosis from medical terminology to a language a patient would understand	3	2	1

COMPETENCIES

Explore trends in the healthcare system and their affects on present day services

Contrast the types of healthcare facilities and how the services affect our society

Instructional Materials

Healthcare System Trends

1. *History of Healthcare*. Media Type: website. Location: <http://www-mla-hhss.org/histlink.htm>
2. *Healthcare Time-Line Project Assessment Task*
3. *Healthcare Trends Research Project Assessment Task*
4. Marshall W. Raffel and Camille K. Barsukiewicz. *The US Health System Origins and Functions - 5th Edition*. Year: 2002. Media Type: Text. Location: Clifton Park, NY
5. Louise Simmers. *Diversified Health Occupations - 6th Edition*. Year: 2004. Media Type: Textbook. Location: Clifton Park, NY

Types of Healthcare Facilities

1. Louise Simmers. *Diversified Health Occupations - 6th Edition*. Year: 2004. Media Type: Textbook. Location: Clifton Park, NY
2. *Comparison and Contrast Chart Assessment Task*
3. Shirley Chapman. *Medical and Dental Associates P.C.: Insurance Forms Preparation - 3rd Edition*
4. Jerry Diller. *Cultural Diversity: A Primer for the Human Services*. Year: 1999
5. Shabram Heshmet. *Healthcare Economics: Understanding and Integrated Healthcare Delivery System*. Year: 2001

Why This Skill Is Important

Through medical advancements the healthcare industry has seen vast changes. In this learning plan you will examine various trends and changes which have taken place within all facets of the healthcare system.

Competency

Explore trends in the healthcare system and their affect on present day services

Linked External Standards

- Foundation Standard 3: Systems*
Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.

When Your Performance Will Be Acceptable

Your performance will be successful when:

- Healthcare Time-Line Project includes detailed information about milestones in the history of healthcare
- Healthcare Time-Line Project includes specific dates or date ranges identifying when milestones in healthcare occurred
- Healthcare Time-Line Project includes pictures or graphics which illustrate milestones in the history of healthcare
- Healthcare Time-Line Project includes completed two-page written summary
- Healthcare Time-Line Project materials are word processed or neatly written
- Healthcare Time-Line Project includes appropriate spelling, grammar, and punctuation
- Healthcare Trends Research Paper includes information of its affects on modern-day healthcare
- Healthcare Trends Research Paper includes information on the trend's impact on three environmental factors related to healthcare
- Healthcare Trends Research Paper includes predictions of future trends impacting healthcare
- Healthcare Trends Research Paper uses appropriate spelling, grammar, and punctuation
- Healthcare Trends Research Paper materials are word processed or neatly written
- Healthcare Trends Research Paper is at least three pages in length

How You Will Be Evaluated

You will demonstrate your competence:

- by completing a time-line project
- by writing a research paper

What You Need to Learn to Master the Competency

This learning plan addresses the following learning objectives to help you master the competency:

- a. Identify major trends affecting modern-day healthcare
- b. Predict the impact of major trends on healthcare costs
- c. Discuss changing environmental factors (cost, technology, access to care, etc.)
- d. Summarize important milestones in the history of healthcare
- e. Predict major trends which will affect the future of the healthcare system

Learning Activities

- ___ 1. **Discuss** major changes in the healthcare system through history.
- ___ 2. **Complete** a web search outlining information on the history of healthcare. **Develop** a rough draft of specific dates or time periods crucial to the development of current healthcare practices.
- ___ 3. **Examine** and **explain** important milestones in the history of healthcare through completion of Healthcare Time-Line Project. **Summarize** important milestones in healthcare in written form.
- ___ 4. In small groups, **discuss** possible definitions for the words *trend* and *prediction*. **Identify** and **explain** potential trends in healthcare, economy, technology, family and education. **Predict** future trends in each of these areas.
- ___ 5. **Observe** instructor selected videos on current trends affecting healthcare.
- ___ 6. **Identify** one trend which has impacted healthcare. **Examine** and **explain** impacts on environmental factors related to healthcare. **Predict** a future trend and its potential impact on healthcare.
- ___ 7. **Examine** various case studies identifying environmental factors which may affect healthcare in negative ways.

Assessment Activities

- ___ 1. **Complete** the Healthcare Time-Line Project Assessment Task. **Use** the attached scoring guide to self-assess your work prior to submitting it to your instructor for final evaluation.

- ___ 2. **Complete** the Healthcare Trends Research Project Assessment Task. **Use** the attached scoring guide to self-assess your work prior to submitting it to your instructor for final evaluation.

Healthcare Time-line Project **Performance Assessment Task**

Competency

Explore trends in the healthcare system and their affect on present day services

Linked External Standards

- *Foundation Standard 3: Systems*
Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.

Directions

Create a time line including information on milestones and specific dates in the history of healthcare. Graphics and/or pictures should be included to illustrate historical milestones. Complete a two-page written summary highlighting important dates in the history of healthcare.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor. You must achieve a minimum score of 15 to meet the requirements for completing this competency.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
1. Healthcare Time-Line Project includes detailed information about milestones in the history of healthcare	3	2	1
2. Healthcare Time-Line Project includes specific dates or date ranges identifying when milestones in healthcare occurred	3	2	1
3. Healthcare Time-Line Project includes pictures or graphics which illustrate milestones in the history of healthcare	3	2	1
4. Healthcare Time-Line Project includes completed two-page written summary	3	2	1
5. Healthcare Time-Line Project materials are word processed or neatly written	3	2	1
6. Healthcare Time-Line Project includes appropriate spelling, grammar, and punctuation	3	2	1

Healthcare Trends Research Paper **Performance Assessment Task**

Competency

Explore trends in the healthcare system and their affect on present day services

Linked External Standards

- *Foundation Standard 3: Systems*
Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.

Directions

For this assessment task research a current trend in healthcare. Develop a two-page paper including information of the trend's affects on modern-day healthcare and its impact on three environmental factors related to healthcare. Include predictions of future trends which may impact healthcare.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor. You must achieve a minimum score of 15 to meet the requirements for completing this competency.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
1. Healthcare Trends Research Paper includes information of its affects on modern day healthcare	3	2	1
2. Healthcare Trends Research Paper includes information on the trend's impact on three environmental factors related to healthcare	3	2	1
3. Healthcare Trends Research Paper includes predictions of future trends impacting healthcare	3	2	1
4. Healthcare Trends Research Paper uses appropriate spelling, grammar, and punctuation	3	2	1
5. Healthcare Trends Research Paper materials are word processed or neatly written	3	2	1
6. Healthcare Trends Research Paper is at least three pages in length	3	2	1

Why This Skill Is Important

Through medical advancements the healthcare industry has seen vast changes. In this learning plan you will examine various trends and types of services which have impacted the healthcare system.

Competency

Contrast the types of healthcare facilities and how the services affect our society

Linked External Standards

- Foundation Standard 3: Systems*
Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.

When Your Performance Will Be Acceptable

Your performance will be successful when:

- project identifies two facilities which provide healthcare to individuals
- project examines the services provided by two healthcare facilities and the individuals they care for
- project examines individuals serviced by two healthcare facilities
- project explains payment systems utilized by two healthcare facilities
- project explains programs offered to individuals by two healthcare facilities
- project examines how both healthcare services are interconnected with one another in the service they provide
- project investigates potential areas where both services may be disconnected from one another in providing service to individuals
- project uses appropriate spelling, grammar, and punctuation

How You Will Be Evaluated

You will demonstrate your competence:

- through a written exam
- through a comparison and contrast project

What You Need to Learn to Master the Competency

This learning plan addresses the following learning objectives to help you master the competency:

- a. Identify the types of healthcare facilities and the services provided by each
- b. Describe the ways in which agencies provide healthcare for individuals
- c. Explain the various ways that payment is made for the costs of healthcare
- d. Examine populations served by each type of payment and program system utilized by healthcare facilities
- e. Examine the interconnectedness among healthcare agencies

Learning Activities

- ___ 1. **Observe** instructor-selected videos on a variety of healthcare service agencies.
- ___ 2. **Discuss** ways in which healthcare agencies provide service and support to individuals in our communities.
- ___ 3. **Observe** an employee(s) plan from Wausau Benefits or another insurance company. **Identify** various plans available for individuals in need of healthcare. **Examine** costs associated with healthcare and how payments are made.
- ___ 4. **Complete** a website search activity identifying a minimum of five programs or organizations available to individuals needing assistance with healthcare costs.
- ___ 5. **Pair-up** with a classmate. **Complete** a health insurance claim form. **Discuss** the importance or value in filling forms completely, accurately, and neatly. **Examine** potential consequences of not filling forms in this manner.
- ___ 6. **Research** information available on two healthcare facilities, the services they provide, and payment information available to individuals. **Complete** a comparison and contrast chart examining the similarities and differences in services provided by both facilities.

Assessment Activities

- ___ 1. **Complete** the Compare and Contrast Project Assessment Task. **Use** the attached scoring guide to self-assess your work prior to submitting it to your instructor for final evaluation.

Compare and Contrast Project **Performance Assessment Task**

Competency

Contrast the types of healthcare facilities and how the services affect our society

Linked External Standards

□ *Foundation Standard 3: Systems*

Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.

Directions

For this assessment task complete the comparison and contrast chart examining healthcare services provided to individuals by two facilities.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
1. project identifies two facilities which provide healthcare to individuals	3	2	1
2. project examines the services provided by two healthcare facilities and the individuals they care for	3	2	1
3. project examines individuals serviced by two healthcare facilities	3	2	1
4. project explains payment systems utilized by two healthcare facilities	3	2	1
5. project explains programs offered to individuals by two healthcare facilities	3	2	1
6. project examines how both healthcare services are interconnected with one another in the service they provide	3	2	1
7. project investigates potential areas where both services may be disconnected from one another in providing service to individuals	3	2	1
8. project uses appropriate spelling, grammar, and punctuation	3	2	1

Unit

D

Legal Responsibilities

COMPETENCIES

Analyze legal responsibilities, limitations, and implications of actions within the healthcare setting

Identify behaviors and practices that could result in malpractices, liability, or negligence

Instructional Materials

Legal Responsibilities, Limitations, and Actions

1. *www.texashste.com. Client Confidentiality*
2. *Patient's Bill of Rights. Location: www.texashste.com*
3. *Client Confidentiality Standards Assessment Task*

Malpractice, Liability, or Negligence Behaviors

1. *www.texashte.com*
2. *Client Confidentiality Standards Assessment Task*

Legal Responsibilities, Limitations, and Actions **Learning Plan**

Why This Skill Is Important

Any career you select will undoubtedly be impacted by our legal system. The healthcare setting is no exception. In this learning plan you will use problem-solving techniques when confronted with legal dilemmas or issues, maintain client's rights according to the Patient's Bill of Rights, and practice working within a healthcare setting according to standards outlined within the licensure, registration, and legislated scope of practice.

Competency

Analyze legal responsibilities, limitations, and implications of actions within the healthcare setting

Linked External Standards

- ❑ *Foundation Standard 1: Academic Foundation*
Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- ❑ *Foundation Standard 2: Communications*
Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- ❑ *Foundation Standard 3: Systems*
Healthcare workers will understand how their role fits into their department, their organization and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.
- ❑ *Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- ❑ *Foundation Standard 5: Legal Responsibilities*
Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- ❑ *Foundation Standard 6: Ethics*
Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.

- ❑ *Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- ❑ *Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.
- ❑ *Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.
- ❑ *Foundation Standard 10: Technical Skills*
Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.
- ❑ *Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

When Your Performance Will Be Acceptable

Your performance will be successful when:

Retrieving Client Information

- ❑ learner explains department/facility guidelines for retrieving client information that has been filed electronically
- ❑ learner explains department/facility policy regarding who and for what purposes client records can be accessed
- ❑ learner inquires about policy for using the department/facility computer to successfully complete a search for a specific client record(s)
- ❑ learner maintains confidentiality of client information

Coding Client Information

- ❑ learner follows department/facility guidelines for coding categories of client information
- ❑ learner uses the appropriate index to code client diagnosis, anatomic site involved, treatment received, test(s) conducted

- learner verifies with the supervisor that the codes selected are consistent with the client information.
- learner records code appropriately on the billing or claim form
- learner maintains confidentiality of client information
- learner records data/information on the appropriate form
- learner reports physical and emotional changes to the supervisor or designated team member
- recorded data and/or information is accurate
- recorded information is free of spelling and punctuation errors
- learner follows the guidelines of the agency for recording client care or reactions
- learner uses only abbreviations on the agency's approved list
- recorded information is legible and can be understood by others

Recording and Revising Client Records

- learner follows department/facility guidelines for completing charts/forms for new client
- learner is courteous and respectful in gathering information from the client
- learner assures privacy for the client during the gathering of statistical data and medical history information
- learner checks accuracy of all client statistical data
- learner verifies accuracy of client medical history information
- learner includes client identification on each form in the chart
- learner uses only approved abbreviations on the forms
- learner sequences forms and client information per department/facility guidelines
- learner maintains confidentiality of client information

How You Will Be Evaluated

You will demonstrate your competence:

- by handling client information
- in a workplace setting or through use of case study

What You Need to Learn to Master the Competency

This learning plan addresses the following learning objectives to help you master the competency:

- a. Use problem solving techniques when confronted with legal dilemmas or issues
- b. Maintain client's rights according to the Patient's Bill of Rights
- c. Maintain confidentiality
- d. Practice within licensure, certification, registration, and legislated scope of practice.
- e. Evaluate technological threats to confidentiality

Learning Activities

- ___ 1. **Observe** a demonstration by a local attorney on the definitions of legal responsibilities of a healthcare worker. **Discuss** the legal responsibilities within your own healthcare job.
- ___ 2. **Review** the Patient's Bill of Rights. In small groups, **study** each section and **prepare** a Power Point slide show on one section to share with others in the class
- ___ 3. **Take** the Patient Confidentiality Quiz and **discuss** the correct answers.
- ___ 4. In small groups, **discuss** the instructor-provided scenarios pertaining to patient confidentiality.
- ___ 5. **Investigate** how technology can breach confidentiality. **Search out** the safeguards.
- ___ 6. **Discover** what license is needed for your desired career and any legal implications associated with it.

Assessment Activities

- ___ 1. **Complete** the Client Confidentiality Standards Assessment Task. **Use** the attached scoring guide to self-assess your work prior to submitting it to your instructor for final evaluation.

Malpractice, Liability, or Negligence Behaviors

Learning Plan

Why This Skill Is Important

A code of Medical Ethics is a code of conduct that establishes standards that govern decisions and behavior of those entrusted with providing medical care. Many professions related to healthcare have adopted specific codes of ethics. In this learning plan you will compare published professional codes of ethics.

Competency

Identify behaviors and practices that could result in malpractices, liability, or negligence

Linked External Standards

- Foundation Standard 1: Academic Foundation*
Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- Foundation Standard 2: Communications*
Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- Foundation Standard 3: Systems*
Healthcare workers will understand how their role fits into their department, their organization and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.
- Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- Foundation Standard 5: Legal Responsibilities*
Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- Foundation Standard 6: Ethics*
Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.

- Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.
- Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.
- Foundation Standard 10: Technical Skills*
Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.
- Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

When Your Performance Will Be Acceptable

Your performance will be successful when:

Retrieving Client Information

- learner explains department/facility guidelines for retrieving client information that has been filed electronically
- learner explains department/facility policy regarding who and for what purposes client records can be accessed
- learner inquires about policy for using department/facility computer to successfully complete a search for a specific client record(s)
- learner assures confidentiality of client information

Coding Client Information

- learner follows department/facility guidelines for coding categories of client information
- learner uses the appropriate index to code client diagnosis, anatomic site involved, treatment received, test(s) conducted
- learner verifies with the supervisor that the codes selected are consistent with the client information

- learner records code appropriately on the billing or claim form
- learner maintains confidentiality of client information
- learner records data/information on the appropriate form
- learner reports physical and emotional changes to the supervisor or designated team member
- recorded data and/or information is accurate
- recorded information is free of spelling and punctuation errors
- learner follows the guidelines of the agency for recording client care or reactions
- learner uses only abbreviations on the agency's approved list
- recorded information is legible and can be understood by others

Recording and Revising Client Records

- learner follows department/facility guidelines for completing charts/forms for new client
- learner is courteous and respectful in gathering information from the client
- learner assures privacy for the client during the gathering of statistical data and medical history information
- learner checks accuracy of all client statistical data
- learner verifies accuracy of client medical history information
- learner includes client identification on each form in the chart
- learner uses only approved abbreviations on the forms
- learner sequences forms and client information per department/facility guidelines
- learner maintains confidentiality of client information

How You Will Be Evaluated

You will demonstrate your competence:

- by completing a patient confidentiality project

What You Need to Learn to Master the Competency

This learning plan addresses the following learning objectives to help you master the competency:

- a. Comply with policies and requirements for documentation and record keeping
- b. Comply with established risk management criteria and procedures
- c. Follow mandated standards for workplace safety, i.e., OSHA, CDC, CLIA
- d. Identify mandated standards for harassment, labor, and employment laws.
- e. Evaluate technological threats to confidentiality.

Learning Activities

- ___ 1. **Discuss** why people sue.
- ___ 2. **Visit** a local court in action. **Record** situations that pertain to malpractice, liability, or negligence. **Note** any specifics relevant to the healthcare industry. **Be prepared** to discuss your discoveries in class.
- ___ 3. **Complete** a chart detailing court cases. **Compare** your findings with others' charts.
- ___ 4. **Discuss** the terms involved in malpractice.
- ___ 5. Working in small groups, **analyze** court cases related to liability, standard of care, privacy, confidentiality, privileged communication, or negligence. **Discuss** the similarities and differences.
- ___ 6. **Participate** in a discussion with a medical transcriptionist about the importance of record keeping.
- ___ 7. **Investigate** labor laws using the Internet or other resources. **Write** a short report, and **share** your report with others.

Assessment Activities

- ___ 1. **Complete** the Client Confidentiality Standards Assessment Task. **Use** the scoring guide to self-assess your work before submitting for final evaluation

Client Confidentiality Standards Performance Assessment Task

Competencies

Analyze legal responsibilities, limitations, and implications of actions within the healthcare setting

Identify behaviors and practices that could result in malpractices, liability, or negligence

Linked External Standards

- ❑ *Foundation Standard 1: Academic Foundation*
Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- ❑ *Foundation Standard 2: Communications*
Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- ❑ *Foundation Standard 3: Systems*
Healthcare workers will understand how their role fits into their department, their organization and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.
- ❑ *Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- ❑ *Foundation Standard 5: Legal Responsibilities*
Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- ❑ *Foundation Standard 6: Ethics*
Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.
- ❑ *Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

- ❑ *Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.
- ❑ *Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.
- ❑ *Foundation Standard 10: Technical Skills*
Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.
- ❑ *Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

Directions

For this assessment you will practice retrieving client information, coding the information properly and recording the information according to institution standards.

After you have practiced retrieving client care information in the classroom or practice laboratory, you will be given the opportunity to demonstrate this skill when assigned a client in the healthcare facility. Your competence will be assessed by your mentor using this checklist. Carefully review the criteria on the checklist as you prepare yourself for this important client care task. Remember to maintain client confidentiality and consider the legal and ethical ramifications of confidentiality.

When you are assigned to a Health Information Services specialty area, you will be asked to assist in the preparation of a chart/forms for a new client(s). Your thoroughness in performing this skill is critical and will be assessed by your mentor using this checklist. Carefully review the criteria on the checklist as you prepare yourself for this important task.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
Retrieving Client Information			
1. learner explains department/facility guidelines for retrieving client information that has been filed electronically	3	2	1
2. learner explains department/facility policy regarding who and for what purposes client records can be accessed	3	2	1
3. learner inquires about policy for using the department/facility computer to successfully complete a search for a specific client record(s)	3	2	1
4. learner maintains confidentiality of client information	3	2	1
Coding Client Information			
5. learner follows department/facility guidelines for coding categories of client information	3	2	1
6. learner uses the appropriate index to code client diagnosis, anatomic site involved, treatment received, test(s) conducted	3	2	1
7. learner verifies with the supervisor that the codes selected are consistent with the client information	3	2	1
8. learner records code appropriately on the billing or claim form	3	2	1
9. learner maintains confidentiality of client information	3	2	1
10. learner records data/information on the appropriate form	3	2	1
11. learner reports physical and emotional changes to the supervisor or designated team member	3	2	1
12. recorded data and/or information is accurate	3	2	1
13. recorded information is free of spelling and punctuation errors	3	2	1

14. learner follows the guidelines of the agency for recording client care or reactions	3	2	1
15. learner uses only abbreviations on the agency's approved list	3	2	1
16. recorded information is legible and can be understood by others	3	2	1
Recording and Revising Client Records			
17. learner follows department/facility guidelines for completing charts/forms for new client	3	2	1
18. learner is courteous and respectful in gathering information from the client	3	2	1
19. learner assures privacy for the client during the gathering of statistical data and medical history information	3	2	1
20. learner checks accuracy of all client statistical data	3	2	1
21. learner verifies accuracy of client medical history information	3	2	1
22. learner includes client identification on each form in the chart	3	2	1
23. learner uses only approved abbreviations on the forms	3	2	1
24. learner sequences forms and client information per department/facility guidelines	3	2	1
25. learner maintains confidentiality of client information	3	2	1

COMPETENCIES

Summarize the need of professional standards leading legal and ethical requirements

Interpret activities of self and others that adversely affect health safety or welfare of students, clients, and co-workers

Evaluate the implications of medical ethics

Incorporate respect of individual cultural, social, and ethnic diversity within the healthcare environment

Instructional Materials

Standards for Legal and Ethical Requirements

1. Health Science Technology Education. *Court Cases*. Media Type: website document. Location: www.texashte.com/html/eth_liac.htm
2. *New Employee Presentation Assessment Task*

Role of Healthcare Workers and Medical Ethics

4. *Patient's Bill of Rights Scenario Assessment Task*

Implications of Medical Ethics

1. www.texashte.com. *Confidentiality Think Sheet*
2. *Medical Ethics Reflection Assessment Task*
3. www.texashte.com. *Nightingale Pledge*
4. www.texashte.com. *Hippocratic Oath*

Cultural Diversity in Healthcare

1. *Medical Care and Cultural Differences Presentation Assessment Task*

Standards for Legal and Ethical Requirements

Learning Plan

Why This Skill Is Important

Any licensure, regulation, or certification you receive within the healthcare field will require that you be very familiar with a specific set of professional standards. These standards will designate the legal and ethical boundaries of your position. In this learning plan you will determine when an incident is reportable, comply with the non-discriminatory laws, evaluate policy and procedure of employee handbooks, and perform duties according to policy and law.

Competency

Summarize the need of professional standards leading legal and ethical requirements

Linked External Standards

- ❑ *Foundation Standard 1: Academic Foundation*
Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- ❑ *Foundation Standard 2: Communications*
Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- ❑ *Foundation Standard 3: Systems*
Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.
- ❑ *Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- ❑ *Foundation Standard 5: Legal Responsibilities*
Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- ❑ *Foundation Standard 6: Ethics*
Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.

- ❑ *Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- ❑ *Foundation Standard 8: Teamwork*
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- ❑ *Foundation Standard 9: Health Maintenance Practices*
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- ❑ *Foundation Standard 10: Technical Skills*
Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.
- ❑ *Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

When Your Performance Will Be Acceptable

Your performance will be successful when:

- ❑ presentation targets healthcare establishment's policies and procedures
- ❑ presentation includes rules related to healthcare as mandated by OSHA
- ❑ presentation includes rules related to healthcare as mandated by ETC
- ❑ presentation includes rules related to healthcare as mandated by Patient's Rights
- ❑ presentation includes rules related to healthcare as mandated by CDC
- ❑ presentation includes rules related to healthcare as mandated by CLIA
- ❑ presentation follows school guidelines for oral, written, or graphic documents

How You Will Be Evaluated

You will demonstrate your competence:

- by creating a written, graphic, or oral presentation pertaining to healthcare institutional legal and ethical requirements

What You Need to Learn to Master the Competency

This learning plan addresses the following learning objectives to help you master the competency:

- a. Determine when an incident is reportable
- b. Comply with non-discriminatory laws
- c. Comply with institutional policy and procedures employee handbook
- d. Perform duties according to regulations, policies, laws, and legislated rights of clients
- e. Apply the doctrine of informed consent

Learning Activities

- ___ 1. **Complete** an Internet search about "non-discriminatory" laws and "informed consent."
- ___ 2. **Write** a letter to the editor about non-discriminatory laws including steps a healthcare employee must take to abide by the laws.
- ___ 3. **Read** about court cases pertaining to Minor's Law in the document provided by your instructor. **Write** a reflection pertaining to the Minor's Informed Consent law. **Share** your reflection with a peer. **Provide** feedback to another's work.
- ___ 4. **Bring** your employee handbook to class. **Compare** and **contrast** through classroom discussion each institution's policies and procedures, regulations, laws and legislated rights of clients.
- ___ 5. **Observe** a presentation by an administrator or healthcare facility on when an incident is reportable.

Assessment Activities

- ___ 1. **Complete** the New Employee Presentation Assessment Task. **Use** the attached scoring guide to self-assess your work prior to submitting it to your instructor for final evaluation.

New Employee Presentation **Performance Assessment Task**

Competency

Summarize the need of professional standards leading legal and ethical requirements

Linked External Standards

- ❑ *Foundation Standard 1: Academic Foundation*
Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- ❑ *Foundation Standard 2: Communications*
Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- ❑ *Foundation Standard 3: Systems*
Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.
- ❑ *Foundation Standard 4: Employability Skills*
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- ❑ *Foundation Standard 5: Legal Responsibilities*
Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- ❑ *Foundation Standard 6: Ethics*
Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.
- ❑ *Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- ❑ *Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

- ❑ *Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.
- ❑ *Foundation Standard 10: Technical Skills*
Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.
- ❑ *Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

Directions

For this assessment task you will develop a new employee presentation for your place of employment within a healthcare facility.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
1. presentation targets healthcare establishment's policies and procedures	3	2	1
2. presentation includes rules related to healthcare as mandated by OSHA	3	2	1
3. presentation includes rules related to healthcare as mandated by ETC	3	2	1
4. presentation includes rules related to healthcare as mandated by Patient's Rights	3	2	1
5. presentation includes rules related to healthcare as mandated by CDC	3	2	1
6. presentation includes rules related to healthcare as mandated by CLIA	3	2	1
7. presentation follows school guidelines for oral, written or graphic documents	3	2	1

Role of Healthcare Workers and Medical Ethics

Learning Plan

Why This Skill Is Important

The rising need for confidentiality and the issues that they apply to merit knowledge of how to protect yourself as a healthcare worker and the confidentiality of your clients. In this learning plan you will examine fairness and equal treatment of all persons and practice applying respect and responsibility within the ethical framework of the Patient's Bill of Rights.

Competency

Interpret activities of self and others that adversely affect health safety or welfare of students, clients, and co-workers

Linked External Standards

- ❑ *Foundation Standard 1: Academic Foundation*
Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- ❑ *Foundation Standard 2: Communications*
Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- ❑ *Foundation Standard 3: Systems*
Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.
- ❑ *Foundation Standard 5: Legal Responsibilities*
Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- ❑ *Foundation Standard 6: Ethics*
Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.
- ❑ *Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

- Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.
- Foundation Standard 10: Technical Skills*
Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.
- Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

When Your Performance Will Be Acceptable

Your performance will be successful when:

- learner provides a clinician's response on how Patient's Bill of Rights impacted the care given to a patient
- learner provides a clinician's response on how the Patient's Bill of Rights impacted his/her job or work experience
- learner provides a client's point of view and response on how the Patient's Bill of Rights impacted his/her care in a given situation
- learner's response includes support information related to the Patient's Bill of Rights
- learner's response is professionally delivered
- learner's response uses any school or instructor-required formatting or delivery provisions

How You Will Be Evaluated

You will demonstrate your competence:

- through a written or oral project
- by responding to a given or selected scenario

What You Need to Learn to Master the Competency

This learning plan addresses the following learning objectives to help you master the competency:

- a. Demonstrate professionalism when interacting with fellow students, co-workers, and the organization
- b. Respect interdisciplinary roles of team members
- c. Report activities and behaviors by self and others that adversely affect the health, safety, or welfare of students, clients, or co-workers
- d. Demonstrate fairness and equal treatment of all persons
- e. Practice responsibly within the ethical framework of the Patient's Bill of Rights
- f. Value client's independence and determination

Learning Activities

- ___ 1. **Participate** in a discussion led by a social worker or opportunity development specialist about client independence and determination.
- ___ 2. **Summarize** policies of a local healthcare facility concerning a patient's Bill of Rights.
- ___ 3. **Develop** scenarios that depict a breach of patient's rights. **Share** your scenarios with others. **Participate** in discussion about whether or not the scenario is a breach of rights and **determine** why or why not.
- ___ 4. **Read** the document entitled "Lost on the Moon" as provided on the website: www.texashste.com.
- ___ 5. **Participate** in discussion on how the Patient's Bill of Rights may have impacted your own life.
- ___ 6. **Complete** an activity that role-plays empathy. **Discuss** the definition of empathy and relate it any way possible to the healthcare provider's scope of practice.
- ___ 7. **Create** a poster showing an empathetic behavior or action.

Assessment Activities

- ___ 1. **Complete** the Patient's Bill of Rights Scenario Assessment Task. **Use** the scoring guide to self-assess your work before submitting it for final evaluation.

Patient's Bill of Rights Scenario Performance Assessment Task

Competency

Interpret activities of self and others that adversely affect health safety or welfare of students, clients, and co-workers

Linked External Standards

- ❑ *Foundation Standard 1: Academic Foundation*
Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- ❑ *Foundation Standard 2: Communications*
Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- ❑ *Foundation Standard 3: Systems*
Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.
- ❑ *Foundation Standard 5: Legal Responsibilities*
Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- ❑ *Foundation Standard 6: Ethics*
Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.
- ❑ *Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.
- ❑ *Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.
- ❑ *Foundation Standard 10: Technical Skills*
Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.

□ *Foundation Standard 11: Information Technology Applications*

Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

Directions

For this assessment task you will either write or orally present two points of view on how the Patient's Bill of Rights impacts care and working conditions of a client and a clinician.

1. Read, find, or create a healthcare scenario requiring patient care. Perhaps it is a recap of an experience you were involved in as either a caregiver or client.
2. Write or orally present how the Patient's Bill of Rights impacted both people.
3. Be sure to be able to support your position with quotes or information directly from the Patient's Bill of Rights.
4. Use the attached scoring guide to assist you in this task.
5. Deliver your completed assessment task to your instructor as agreed upon.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
1. learner provides a clinician's response on how Patient's Bill of Rights impacted the care given to a patient	3	2	1
2. learner provides a clinician's response on how Patient's Bill of Rights impacted his/her job or work experience	3	2	1
3. learner provides a client's point of view and response on how the Patient's Bill of Rights impacted his care in a given situation	3	2	1
4. learner's response includes support information related to Patient's Bill of Rights	3	2	1
5. learner's response uses any school or instructor-required formatting or delivery provisions	3	2	1
6. learner's response uses proper spelling, grammar, and punctuation	3	2	1

Why This Skill Is Important

Medical ethics is a broad concept and must be adhered to by all healthcare workers to protect themselves and their clients. In this learning plan you will distinguish between morality and ethics and the legal issues impacting the healthcare industry.

Competency

Evaluate the implications of medical ethics

Linked External Standards

- ❑ *Foundation Standard 1: Academic Foundation*
Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- ❑ *Foundation Standard 3: Systems*
Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.
- ❑ *Foundation Standard 5: Legal Responsibilities*
Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
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- ❑ *Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.
- ❑ *Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

When Your Performance Will Be Acceptable

Your performance will be successful when:

- reflection includes moral issues pertaining to both cases
- reflection includes ethical issues pertaining to both cases
- reflection includes legal issues pertaining to both cases
- reflection notes similarities of the cases
- reflection notes contrasts of the cases
- reflection references any facts from sources
- reflection references any documented opinions or commentaries from sources
- reflection includes personal stance on outcome of each case
- reflection is presented using school or instructor-established guidelines

How You Will Be Evaluated

You will demonstrate your competence:

- by comparing and contrasting two historical medical events
- through a written, graphic, or oral reflection

What You Need to Learn to Master the Competency

This learning plan addresses the following learning objectives to help you master the competency:

- a. Differentiate between morality and ethics and the relationship of each to healthcare outcomes
- b. Differentiate between ethical and legal issues impacting healthcare
- c. Contrast personal, professional, and organizational ethics
- d. Analyze legal and ethical aspects of confidentiality
- e. Discuss bio-ethical issues related to healthcare
- f. Analyze and evaluate the implications of medical ethics

Learning Activities

- ___ 1. **Observe** a presentation on HIPAA by a local healthcare provider.
- ___ 2. **Use** a healthcare occupations textbook to define and give an example of ethical issues, legal issues, and morality. **Document** what you know, want to know, and have learned from reading and gathering information into a class K-W-L Chart.
- ___ 3. With a small group, **study** an assigned part of the HIPAA, and **create** a one-page handout to share with and teach others in the class. **Assemble** all handouts into an HIPAA Handbook for use by all students.
- ___ 4. **Reflect** on the handbook and **discuss** your opinion on whether HIPAA law is too stringent or not. **Poll** others in the class about their opinions. **Document** types of changes felt necessary.
- ___ 5. **Prepare** to debate on the pros and cons of stem cell research. **Use** the Internet or other supported resources to help your team's side.
- ___ 6. **Review** the provided Hippocratic Oath" and the "Nightingale Code of Ethics." **Identify** similarities, differences and implications for the providers.

Assessment Activities

- ___ 1. **Complete** the Medical Ethics Reflection Assessment Task. **Use** the scoring guide to self-assess your work before submitting it for final evaluation.

Medical Ethics Reflection Performance Assessment Task

Competency

Evaluate the implications of medical ethics

Linked External Standards

- a. *Foundation Standard 1: Academic Foundation*
Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- b. *Foundation Standard 3: Systems*
Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.
- c. *Foundation Standard 5: Legal Responsibilities*
Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- d. *Foundation Standard 6: Ethics*
Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.
- e. *Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- f. *Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.
- g. *Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

Directions

For this assessment task you will compare and contrast the Terry Schiavo medical case and Laden and Laleh Bijani conjoined twins medical case and consider the ethical and moral issues tied to each. Prepare to reflect on this contrast in writing or in an oral presentation.

You can be creative with this. Develop an oral presentation with graphic support, develop a panel discussion, or write a reflective paper.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
1. reflection includes moral issues pertaining to both cases	3	2	1
2. reflection includes ethical issues pertaining to both cases	3	2	1
3. reflection includes legal issues pertaining to both cases	3	2	1
4. reflection notes similarities of the cases	3	2	1
5. reflection notes contrasts of the cases	3	2	1
6. reflection references any facts from sources	3	2	1
7. reflection references any documented opinions or commentaries from sources	3	2	1
8. reflection includes personal stance on outcome of each case	3	2	1
9. reflection is presented using school or instructor-established guidelines	3	2	1

Cultural Diversity in Healthcare Learning Plan

Why This Skill Is Important

We live amongst people in our country who have differing backgrounds and cultures. It is our responsibility as healthcare providers to learn about and respect the cultures of others. In this learning plan you will discuss the impact of religion and culture on those giving and receiving healthcare and demonstrate respect of individual cultural, social, and ethnic diversity within the healthcare environment.

Competency

Incorporate respect of individual cultural, social, and ethnic diversity within the healthcare environment

Linked External Standards

- ❑ *Foundation Standard 2: Communications*
Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- ❑ *Foundation Standard 3: Systems*
Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.
- ❑ *Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- ❑ *Foundation Standard 5: Legal Responsibilities*
Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- ❑ *Foundation Standard 6: Ethics*
Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.
- ❑ *Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

Foundation Standard 11: Information Technology Applications

Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

When Your Performance Will Be Acceptable

Your performance will be successful when:

- presentation selects one religious or cultural group in the United States
- presentation includes referenced facts about the culture or belief
- presentation includes how U.S. healthcare provisions impact care received
- presentation includes how U.S. healthcare provisions impact how care is given
- presentation includes information on how the cultural differences or beliefs are related to morals and ethics
- presentation is given using instructor or school-supported format and guidelines

How You Will Be Evaluated

You will demonstrate your competence:

- through a presentation on cultural/religious beliefs and the impact on healthcare in the United States

What You Need to Learn to Master the Competency

This learning plan addresses the following learning objectives to help you master the competency:

- a. Discuss the impact of religion and culture on those giving and receiving healthcare with an understanding of past and present events
- b. Demonstrate respect of individual cultural, social, and ethnic diversity within the healthcare environment

Learning Activities

- ___ 1. **Complete** a web map built around the word "**Respect.**" **Identify** words and phrases that describe "**Respect.**"
- ___ 2. **Research** various cultures, ethnic groups, or religious groups from your community, and **document** how to show respect to them.
- ___ 3. **Search** the Internet or other sources on assigned religious beliefs and healthcare. **Share** your discoveries with others. **Share** your own ideas or beliefs and how healthcare may or may not conflict with them.
- ___ 4. **Search** the Internet or other sources on assigned ethnic beliefs and healthcare. **Share** your own cultural ideals and values and how healthcare may or may not conflict with them.
- ___ 5. **Arrange** for someone within your community to speak about his/her own culture or religion and how our healthcare system may conflict with the speaker's culture or beliefs.
- ___ 6. **Role-play** a health occupations provider giving care to an assigned client with very distinct cultural or religious beliefs. **Demonstrate** how to show respect to them. **Observe** others as they role-play and **provide** feedback to each.

Assessment Activities

- ___ 1. **Complete** the Medical Care and Cultural Differences Presentation. **Use** the attached scoring guide to self-assess your work prior to submitting it to your instructor for final evaluation.

Medical Care and Cultural Differences Presentation **Performance Assessment Task**

Competency

Incorporate respect of individual cultural, social, and ethnic diversity within the healthcare environment

Linked External Standards

- ❑ *Foundation Standard 2: Communications*
Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- ❑ *Foundation Standard 3: Systems*
Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.
- ❑ *Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- ❑ *Foundation Standard 5: Legal Responsibilities*
Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- ❑ *Foundation Standard 6: Ethics*
Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.
- ❑ *Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.
- ❑ *Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

Directions

For this assessment task you will select a religious or cultural group of interest. Develop a written, graphic, or oral presentation on the belief of the selected group and how the group’s beliefs impact how healthcare is delivered.

1. You may use sources or interview data.
2. You will present any religious or cultural beliefs in a professional manner - using factual sources to support your summary.
3. Your presentation is to include how religion impacts giving and receiving healthcare in the United States.

Follow any guidelines your instructor or school has for delivering oral, written or graphic presentations.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
1. presentation selects one religious or cultural group in the United States	3	2	1
2. presentation includes referenced facts about the culture or belief	3	2	1
3. presentation includes how U.S. healthcare provisions impact care received	3	2	1
4. presentation includes how U.S. healthcare provisions impact how care is given	3	2	1
5. presentation includes information on how the cultural differences or beliefs are related to morals and ethics	3	2	1
6. presentation is given using instructor or school-supported format and guidelines	3	2	1

COMPETENCIES

Explain infection control procedures

Apply principles of body mechanics and ergonomics to prevent injury

Evaluate the environmental safety working conditions in a healthcare facility

Assess safety principles within given environments

Explain emergency procedures and protocols utilized in a healthcare setting

Instructional Materials

Implications of Medical Ethics

1. *Nursing Assistant Video Series Tape 5: Infection Control*.
Media Type: Video. Description: Delmar Learning at 10650
Toeppen Drive, Independence KY 41051
2. *Infection Control Education Presentation Assessment Task*
3. *Infection Control Poster Assessment Task*
4. www.cdc.gov. *Center for Disease Control and Prevention*.
Media Type: Websites
5. www.texashte.com. *Texas Health Science Technology
Education*. Media Type: website
6. www.mayhealth.org. *Mayo Health Clinic*. Media Type:
website
7. Louise Simmers. *Diversified Health Occupations - 6th edition*.
Year: 2004. Media Type: Text
8. Marcia Borgstadt. *Understanding and Caring for Human
Diseases*. Year: 1997. Media Type: textbook
9. Ellen Dietz. *Safety Standards and Infection Control for
Dental Assistants*. Year: 2002
10. Michael Kennamer. *Basic Infection Control for the Health
Care Profession*. Year: 2002. Media Type: text

Injury Prevention

1. *Nursing Assistant Video Series Tape 5: Infection Control*.
Media Type: Video. Description: Delmar Learning at 10650
Toeppen Drive, Independence KY 41051
2. *Personal Safety Incidence Report Assessment Task*
3. Louise Simmers. *Diversified Health Occupations - 6th edition*.
Year: 2004. Media Type: Text
4. www.osha.gov. *Occupational Safety and Health
Administration*
5. Barbara Acello. *The OSHA Handbook: The Guidelines for
Compliance in Healthcare Facilities - 3rd Edition*. Year: 2002
6. Ronald Nielson. *OSHA Regulations and Guidelines: A Guide
for Healthcare Providers*. Year: 2002

Working Condition Safety

1. *Nursing Assistant Video Series Tape 3: Environmental Control and Resident Safety*. Media Type: Video. Description: 10650 Toeppen Drive, Independence, KY 41051
2. *Work Safety Simulation Assessment Task*
3. Louise Simmers. *Diversified Health Occupations - 6th edition*. Year: 2004. Media Type: Text
4. William Buckley and Kathy O'Krent. *Torts and Personal Injury Law - 2nd Edition*. Year: 1997. Media Type: book
5. Robert Klinoff. *Introduction to Fire Protection*. Year: 1997

Implications of Medical Ethics

1. Barbara Acello. *The OSHA Handbook: The Guidelines for Compliance in Healthcare Facilities - 3rd Edition*. Year: 2002
2. *Materials Safety Data Sheet Assessment Task*
3. *Safety Brochure Assessment Task*
4. Louise Simmers. *Diversified Health Occupations - 6th edition*. Year: 2004. Media Type: Text

Emergency Procedures and Protocols

1. Human Relations Media. *Dealing with Decisions*. Media Type: video
2. *Disaster Action Plan Assessment Task*
3. Louise Simmers. *Diversified Health Occupations - 6th edition*. Year: 2004. Media Type: Text

Why This Skill Is Important

The healthcare system demands individuals work to ensure the safety of its patients and all persons working within its system. Through this learning plan you will examine and apply safety practices utilized in healthcare today.

Competency

Explain infection control procedures

Linked External Standards

- Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.

When Your Performance Will Be Acceptable

Your performance will be successful when:

- poster project includes information on bloodborne pathogens
- poster project includes information on appropriate infection control procedures
- poster project includes information on appropriate gear utilized to control infections
- poster project uses proper spelling, grammar, and punctuation
- poster project materials are word processed or neatly written
- learner joins a team and develops an education presentation for middle school students
- educational presentation includes realistic scenario requiring infection control procedures
- educational presentation includes roles for all team member participants
- educational presentation includes appropriate infection control procedures to resolve the medical hazard
- educational presentation practiced in front of teacher and class members
- educational presentation performed for middle school students

- educational presentation members complete three peer evaluations on group presentations.

How You Will Be Evaluated

You will demonstrate your competence:

- through a poster project
- through an education presentation to middle school students
- through a written examination

What You Need to Learn to Master the Competency

This learning plan addresses the following learning objectives to help you master the competency:

- a. Explore a variety of medical hazards and/or bloodborne pathogens which require the practice of specific infection control procedures
- b. Practice appropriate cleaning, disinfecting, and sterilizing processes
- c. Contrast medical and surgical asepsis
- d. Investigate bacterial versus viral diseases
- e. Practice appropriate hand washing and sanitizing techniques as well as utilization of protective gear
- f. Outline proper incident reporting procedures

Learning Activities

- ___ 1. **Complete** a Venn Diagram comparing medical versus surgical asepsis techniques.
- ___ 2. **Identify** all employees who have occupational exposure to blood or potentially infectious materials.
- ___ 3. **Observe** a medical professional utilizing appropriate infection control procedures and equipment.
- ___ 4. **Construct** an awareness poster identifying a medical hazard which requires infection control procedures
- ___ 5. To complete a comparison and contrast chart, **examine** a variety of medical websites referencing bacterial versus viral diseases.
- ___ 6. **Watch** a video on cleaning, disinfecting, and sterilizing processes and develop flash/study cards explaining the processes. **Demonstrate** appropriate cleaning, disinfecting, and sterilizing processes through a variety of stations for examination by instructor.

- ___ 7. **Form** groups of three or four to develop an educational presentation for middle school students. **Develop** an education presentation which includes appropriate infection control procedures for a determined medical hazard. Peers will assess and evaluate group presentations. Groups will perform educational presentation in front of middle school students and videotape the performance.

Assessment Activities

- ___ 1. **Complete** the Infection Control Poster Assessment Task. **Use** the attached scoring guide to self-assess your work before submitting it for final evaluation.
- ___ 2. **Complete** the Infection Control Education Presentation Assessment Task. **Use** the attached scoring guide to self-assess your work before submitting it for final evaluation.

Infection Control Poster **Performance Assessment Task**

Competency

Explain infection control procedures

Linked External Standards

- ❑ *Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- ❑ *Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.

Directions

For this assessment task create an infection control poster including information on bloodborne pathogens and appropriate procedures and equipment necessary for infection control.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
poster project includes information on blood borne pathogens	3	2	1
poster project includes information on appropriate infection control procedures	3	2	1
poster project includes information on appropriate gear utilized to control infections	3	2	1
poster project uses proper spelling, grammar, and punctuation	3	2	1
poster project materials are word processed or neatly written	3	2	1

Infection Control Education Presentation **Performance Assessment Task**

Competency

Explain infection control procedures

Linked External Standards

- ❑ *Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- ❑ *Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.

Directions

For this assessment task you will develop an Infection Control Education Presentation for middle school students.

1. Form groups of 3-4 students
2. Construct a scenario in which all members participate.
3. Utilize appropriate infection control procedures for a determined medical hazard.
4. Participate in a peer evaluation.
5. Perform presentation for middle school students.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. educational presentation includes realistic scenario requiring infection control procedures	3 2 1
2. educational presentation includes roles for all team member participants	3 2 1
3. educational presentation includes appropriate infection control procedures to resolve the medical hazard	3 2 1
4. educational presentation practiced in front of teacher and class members	3 2 1
5. educational presentation performed for middle school students	3 2 1
6. educational presentation members complete three peer evaluations on group presentations	3 2 1

Why This Skill Is Important

The healthcare system demands individuals work to ensure the safety of its patients and all persons working within its system. Through this learning plan you will examine, and apply safety practices utilized in healthcare today.

Competency

Apply principles of body mechanics and ergonomics to prevent injury

Linked External Standards

- Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.

When Your Performance Will Be Acceptable

Your performance will be successful when:

- learner identifies a reportable safety incidence for a worker in a healthcare facility
- learner performs the correct sequence in completing a Personal Safety Incidence Report
- Personal Safety Incidence Report includes all required components
- Personal Safety Incidence Report is word processed or neatly hand-written
- Personal Safety Incidence Report uses appropriate grammar, spelling, and punctuation
- Personal Safety Bulletin Board Project (PSBBP) members establish content focus
- PSBBP members establish a project plan
- PSBBP members determine individualized work assignments
- PSBBP includes information on personal safety in a healthcare setting including proper body mechanics and ergonomics
- PSBBP members choose healthcare site and receive permission to display board in setting
- PSBBP members construct bulletin board at site

- PSBBP is word processed or neatly written
- PSBBP and project plan uses appropriate grammar, spelling, and punctuation

How You Will Be Evaluated

You will demonstrate your competence:

- through completion of Personal Safety Incidence Report
- through completion of Personal Safety Promotion Bulletin Board Project

What You Need to Learn to Master the Competency

This learning plan addresses the following learning objectives to help you master the competency:

- a. Utilize personal protective equipment as appropriate to the environment
- b. Explore a variety of hazards healthcare professionals may experience
- c. Examine common orientation procedures utilized by healthcare facilities
- d. Identify the process used in reporting incidents which may affect the health and/or wellness of a healthcare professional

Learning Activities

- ___ 1. **Observe** appropriate use of personal protective equipment utilized in healthcare professions. **Practice** using personal protective equipment in the classroom setting.
- ___ 2. **Observe** instructor-selected videos on proper use of body mechanics and ergonomics utilized in the workplace.
- ___ 3. **Participate** in and complete the instructor-selected materials and assignments.
- ___ 4. **Observe** members of a Human Resource team for a healthcare setting describe orientation practices utilized by healthcare facilities.
- ___ 5. **Identify** incidents healthcare workers may need to report while working in healthcare services. **Practice** procedures utilized by healthcare workers to appropriately report incidents at their workplace.

Assessment Activities

- ___ 1. **Complete** the Personal Safety Incidence Report Assessment Task. **Use** the scoring guide to self-assess your work before submitting it for final evaluation.
- ___ 2. **Complete** the Personal Safety Promotion Bulletin Board Project Assessment Task. **Use** the scoring guide to self-assess your work before submitting it for final evaluation.

Personal Safety Incidence Report **Performance Assessment Task**

Competency

Apply principles of body mechanics and ergonomics to prevent injury

Linked External Standards

- ❑ *Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- ❑ *Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.

Directions

For this assessment task you will complete a Personal Safety Incidence Report pertaining to and an on-the-job injury scenario provided by your instructor.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
1. learner identifies a reportable safety incidence for a worker in a healthcare facility	3	2	1
2. learner performs the correct sequence in completing a Personal Safety Incidence Report	3	2	1
3. Personal Safety Incidence Report includes all required components	3	2	1
4. Personal Safety Incidence Report is word processed or neatly hand-written	3	2	1
5. Personal Safety Incidence Report uses appropriate grammar, spelling, and punctuation	3	2	1

Personal Safety Promotion Bulletin Board Project **Performance Assessment Task**

Competency

Apply principles of body mechanics and ergonomics to prevent injury

Linked External Standards

- ❑ *Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- ❑ *Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.

Directions

For this assessment task you will develop a Personal Safety Promotion Bulletin Board Project.

1. Form groups of two-three students.
2. Develop a bulletin board content focus.
3. Members complete a project plan.
4. Assign individual work assignments for PSBBP team members.
5. Choose healthcare site and obtain permission to display board.
6. Construct bulletin board on personal safety and proper body mechanics and ergonomics.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
1. PSBBP members establish a project plan	3	2	1
2. PSBBP members determine individualized work assignments	3	2	1
3. PSBBP includes information on personal safety in a healthcare setting including proper body mechanics and ergonomics	3	2	1
4. PSBBP members choose health care site and receive permission to display board in setting	3	2	1
5. PSBBP members construct bulletin board at site	3	2	1
6. PSBBP is word processed or neatly written	3	2	1
7. PSBBP and project plan uses appropriate grammar, spelling, and punctuation	3	2	1

Why This Skill Is Important

The healthcare system demands individuals work to ensure the safety of its patients and all persons working within its system. Through this learning plan you will examine and apply safety practices utilized in healthcare today.

Competency

Evaluate the environmental safety working conditions in a healthcare facility

Linked External Standards

- Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

When Your Performance Will Be Acceptable

Your performance will be successful when:

- learner has evaluated a simulation in which an unsafe environment was modified to create a safe working environment
- learner has differentiated safe versus unsafe work environments
- learner has made recommendations for changing an unsafe work environment to a safe work environment
- learner has completed written draft of performance of safety simulation

How You Will Be Evaluated

You will demonstrate your competence:

- through safe work environment simulation

What You Need to Learn to Master the Competency

This learning plan addresses the following learning objectives to help you master the competency:

- a. Modify the environment to create safe working conditions
- b. Demonstrate methods of fire prevention in the healthcare setting
- c. Prevent accidents by using proper safety techniques
- d. Practice good housekeeping in order to maintain a safe work environment

Learning Activities

- ___ 1. **Observe** various safety techniques utilized in a healthcare setting to prevent accidents in the workplace. **Participate** in classroom discussion to examine the importance of utilizing safety techniques.
- ___ 2. **Discuss** and **complete** the materials related to this competency as assigned by your instructor. **Discuss** ways to modify environments where unsafe working conditions may be present.
- ___ 3. **Observe** an OSHA representative presentation about rules and regulations for maintaining a safe work environment at a healthcare facility.
- ___ 4. **Complete** a written summary explaining good housekeeping practices utilized to maintain a safe work environment.
- ___ 5. **Practice** the appropriate fire extinguisher procedure during mock fire.
- ___ 6. **Identify** components of an unsafe work environment. **Determine** which actions are necessary to change an unsafe work environment to a safe work environment. **Perform** necessary actions.
- ___ 7. **Evaluate** additional unsafe work environment simulations. **Recommend** actions to change an unsafe work environment.

Assessment Activities

- ___ 1. **Complete** the Work Safety Simulation Assessment Task. **Use** the attached scoring guide to self-assess your work prior to submitting it for final evaluation

Work Safety Simulation Performance Assessment Task

Competency

Evaluate the environmental safety of working conditions in a healthcare facility

Linked External Standards

- ☐ *Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

Directions

For this assessment task you will participate in a workplace safety simulation to identify safety practices used to turn an unsafe working environment into a safer working environment. Discuss changes or practices utilized to differentiate safe versus unsafe environments and what modifications are necessary.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. learner has evaluated a simulation in which an unsafe environment was modified to create a safe working environment	3 2 1
2. learner has differentiated safe versus unsafe work environments	3 2 1
3. learner has made recommendations for changing an unsafe work environment to a safe work environment	3 2 1
4. learner has completed written draft of performance of safety simulation	3 2 1

Why This Skill Is Important

The healthcare system demands individuals work to ensure the safety of its patients and all persons working within its system. Through this learning plan you will examine, and apply safety practices utilized in healthcare today.

Competency

Assess safety principles within given environments

Linked External Standards

- Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- Foundation Standard 10: Technical Skills*
Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.

When Your Performance Will Be Acceptable

Your performance will be successful when:

- Material Safety Data Sheet includes specific information on working with hazardous material
- Material Safety Data Sheet includes data on product identification about the hazardous material
- Material Safety Data Sheet includes emergency first aid procedures if injury occurs through usage
- Material Safety Data Sheet uses proper spelling, grammar, and punctuation
- Learner researches various components of safety in working with hazardous materials
- Learner develops brochure explaining components of safety in working with hazardous materials
- Brochure includes safety, signs, symbols, and labels related to hazardous materials
- Brochure identifies actions performed when observing a hazardous material problem
- Brochure describes procedures used in safe handling of hazardous materials

- Brochure includes a minimum of three graphics
- Brochure is word processed
- Brochure uses appropriate grammar, spelling, and punctuation

How You Will Be Evaluated

You will demonstrate your competence:

- through completion of Material Safety Data Sheet
- through an investigation
- by creating a brochure

What You Need to Learn to Master the Competency

This learning plan addresses the following learning objectives to help you master the competency:

- a. Explain the purpose of Materials Safety Data Sheets (MSDS)
- b. Understand and adhere to hazardous material labeling requirements
- c. Differentiate and comply with safety signs, symbols, and labels utilized for hazardous materials
- d. Describe appropriate action taken for solving a hazardous material incident
- e. Describe appropriate handling of hazardous materials commonly used in a healthcare environment

Learning Activities

- ___ 1. **Observe** instructor-selected videos on proper handling of hazardous materials in a healthcare environment.
- ___ 2. **Participate** in and **complete** the instructor-selected materials and assignments.
- ___ 3. **Review** a selection of hazardous materials commonly used in a healthcare environment. **Determine** two-three scenarios in which safety practices may be necessary when working with this material. **Share** scenarios with peers. **Discuss** their interpretations and recommendations.
- ___ 4. **Examine** information on hazardous materials. **Summarize** the information and complete the Materials Safety Data Sheet.

- ___ 5. **Discuss** appropriate handling practices utilized when dealing with hazardous materials and recommended actions in the event of a hazardous material incident.

Assessment Activities

- ___ 1. **Complete** the Safety Brochure Assessment Task. **Use** the scoring guide to self-assess your work before submitting it for final evaluation.
- ___ 2. **Complete** the Materials Safety Data Sheet Assessment Task. **Use** the scoring guide to self-assess your work before submitting it for final evaluation.

Medical Ethics Reflection **Performance Assessment Task**

Competency

Assess safety principles within given environments

Linked External Standards

- ❑ **Foundation Standard 7: Safety Practices**
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- ❑ **Foundation Standard 10: Technical Skills**
Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.

Directions

For this assessment task you will construct an information brochure explaining appropriate handling practices utilized in dealing with hazardous materials. Explain the recommended actions taken in the event of a hazardous materials incident.

1. Explain safety practices used in working with hazardous materials.
2. Include appropriate safety signs, symbols, and labels related to hazardous materials
3. Identify actions performed when observing a hazardous material problem.
4. Use a minimum of three graphics in the brochure.
5. Use appropriate grammar and spelling.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
1. Learner researches various components of safety in working with hazardous materials	3	2	1
2. Learner develops brochure explaining components of safety in working with hazardous materials	3	2	1
3. Brochure includes safety, signs, symbols, and labels related to hazardous materials	3	2	1
4. Brochure identifies actions performed when observing a hazardous material problem	3	2	1
5. Brochure describes procedures used in safe handling of hazardous materials	3	2	1
6. Brochure includes a minimum of three graphics	3	2	1
7. Brochure is word processed	3	2	1
8. Brochure uses appropriate grammar, spelling, and punctuation	3	2	1

Material Safety Data Sheet **Performance Assessment Task**

Competency

Assess safety principles within given environments

Linked External Standards

- ❑ *Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- ❑ *Foundation Standard 10: Technical Skills*
Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.

Directions

For this assessment task complete the Materials Safety Data Sheet.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
1. Material Safety Data Sheet includes specific information on working with hazardous material	3	2	1
2. Material Safety Data Sheet includes data on product identification about the hazardous material	3	2	1
3. Material Safety Data Sheet includes emergency first aid procedures if injury occurs through usage	3	2	1
4. Material Safety Data Sheet uses proper spelling, grammar, and punctuation	3	2	1
5. Material Safety Data Sheet is word processed or neatly written	3	2	1

Emergency Procedures and Protocols **Learning Plan**

Why This Skill Is Important

The healthcare system demands individuals work to ensure the safety of its patients and all persons working within its system. Through this learning plan you will examine, and apply safety practices utilized in healthcare today.

Competency

Explain emergency procedures and protocols utilized in a healthcare setting

Linked External Standards

- Foundation Standard 7: Safety Practices*
Health care workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- Foundation Standard 9: Health Maintenance Practices*
Health care workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.
- Foundation Standard 10: Technical Skills*
Health care workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.

When Your Performance Will Be Acceptable

Your performance will be successful when:

- Decision making process form is completed for rough draft of Disaster Action Plan
- Disaster Action Plan includes a specific emergency which may occur in a health care environment
- Disaster Action Plan includes specific information about location and type of health care setting
- Disaster Action Plan includes specific procedures for health care workers to follow
- Disaster Action Plan includes an evacuation plan if the health care setting becomes unsuitable for care of patients
- Disaster Action Plan is word processed or neatly written
- Disaster Action Plan uses appropriate grammar, spelling, and punctuation
- Student evaluates personal Disaster Action Plan after examining current Disaster Action Plan utilized by local health care facility

How You Will Be Evaluated

You will demonstrate your competence:

- by completing a Disaster Action Plan
- through a written examination

What You Need to Learn to Master the Competency

This learning plan addresses the following learning objectives to help you master the competency:

- a. Interpret the evacuation plan for the health care setting
- b. Construct an emergency plan for a health care setting in response to a natural disaster or other emergency
- c. Evaluate the facility procedure for a fire or natural disaster drill

Learning Activities

- ___ 1. **Participate** in and **complete** the instructor assignments selected for this learning plan.
- ___ 2. **Brainstorm** possible disasters or emergencies a health care facility would need to have an action plan for. **Share** your ideas with your peers.
- ___ 3. **Discuss** reasons health care facilities would need to have a Disaster or Emergency Action Plan in place.
- ___ 4. In small groups, **discuss** obstacles which may occur during a disaster or emergency. **Develop** alternative actions to ensure safety during a disaster or emergency.
- ___ 5. **Examine** the decision making process. **Complete** the decision making form outlining steps to plan actions during a disaster.
- ___ 6. **Create** a Disaster Action Plan for a health care environment. **Examine** a current Disaster Action Plan utilized by a local health care facility. **Compare** both plans and **evaluate** the effectiveness of your Disaster Action Plan.
- ___ 7. **Review** information provided from teacher for competency. **Complete** written examination.

Assessment Activities

- ___ 1. **Complete** the Disaster Action Plan Assessment Task. **Use** the scoring guide to self-assess your work before submitting it for final evaluation.

Disaster Action Plan **Performance Assessment Task**

Competency

Explain emergency procedures and protocols utilized in a healthcare setting

Linked External Standards

- ❑ *Foundation Standard 7: Safety Practices*
Health care workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- ❑ *Foundation Standard 9: Health Maintenance Practices*
Health care workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.
- ❑ *Foundation Standard 10: Technical Skills*
Health care workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.

Directions

For this assessment task you will complete a Disaster Action Plan for a healthcare environment. Include procedures utilized by current healthcare facilities and specific emergencies which may necessitate the utilization of a plan. Perform a peer evaluation of other developed action plans.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor. You must attain a minimum score of 20 points to meet the requirements of this competency.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. Decision making process form is completed for rough draft of Disaster Action Plan	3 2 1
2. Disaster Action Plan includes a specific emergency which may occur in a health care environment	3 2 1
3. Disaster Action Plan includes specific information about location and type of health care setting	3 2 1
4. Disaster Action Plan includes specific procedures for health care workers to follow	3 2 1
5. Disaster Action Plan includes an evacuation plan if the health care setting becomes unsuitable for care of patients	3 2 1
6. Disaster Action Plan is word processed or neatly written	3 2 1
7. Disaster Action Plan uses appropriate grammar, spelling, and punctuation	3 2 1
8. Student evaluates personal Disaster Action Plan after examining current Disaster Action Plan utilized by local health care facility	3 2 1

COMPETENCIES

Apply the team concept in providing quality patient care

Collaborate with others to formulate team objectives

Instructional Materials

Purpose of Teamwork

1. Louise Simmers. *Diversified Health Occupations - 6th edition*. Year: 2004. Media Type: Text
2. *Investigative Interview Assessment Task*
3. *Team PowerPoint Presentation Assessment Task*
4. Tom Means. *Communication for the Workplace*. Year: 2001
5. Sherry Meekly. *Multi-Skilling - Team Building for the Healthcare Provider*. Year: 1999

Team Collaboration

1. Sherry Makely. *Multi-Skilling - Team Building for the Healthcare Provider*. Year: 1999
2. *Team Presentation Assessment Task*
3. Tom Means. *Communication for the Workplace*. Year: 2001
4. Louise Simmers. *Diversified Health Occupations - 6th edition*. Year: 2004. Media Type: Text
5. www.swmed.edu. Interactive Ethics. Description: Click on: Web Page Directories>Home Pagers>E

Why This Skill Is Important

Today's healthcare system requires its members to work together as a team. In this learning plan you will identify what a successful team looks like and how to think and work as a member of a team.

Competency

Apply the team concept in providing quality patient care

Linked External Standards

- Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

When Your Performance Will Be Acceptable

Your performance will be successful when:

- investigative PowerPoint includes information on team purpose and goals
- investigative PowerPoint includes information on team member roles
- investigative PowerPoint includes information on team member responsibilities
- investigative PowerPoint includes documentation on team strategies
- investigative PowerPoint uses proper spelling, grammar, and punctuation
- learner interviews two members from two different health teams from different settings
- interview includes team member roles and responsibilities
- interview includes team purpose and goals
- interview includes member's choice in team or facility
- interview includes why healthcare needs team concept
- interview includes benefits of members working as a team
- interview includes drawbacks of members working as a team
- interview includes drawbacks to healthcare lacking team concept
- learner created interview worksheet
- learner comparison and contrast chart of different teams
- learner presented information to peers

How You Will Be Evaluated

You will demonstrate your competence:

- through a PowerPoint presentation
- completed outside of class
- through an interview
- completed outside of class

What You Need to Learn to Master the Competency

This learning plan addresses the following learning objectives to help you master the competency:

- a. Recognize characteristics of effective teams
- b. Analyze roles of various team participants
- c. Explain expectations necessary for members of a successful team
- d. Describe the quality of service provided by healthcare services with team concept
- e. Forecast and discuss healthcare services with no team concept
- f. Accept compromise when necessary to ensure best client outcome

Learning Activities

- ___ 1. **Begin** a K-W-L chart about your knowledge of teamwork. **Form** small groups and **share** K-W portion with one another. **Compare** your responses with other groups. **Complete** "L" portion of K-W-L chart.
- ___ 2. **Look** through a variety of local newspapers. **Note** the number of teams portrayed in articles or pictures. **Discuss** the importance of teams to successfully complete tasks.
- ___ 3. **Read** a variety of case studies about various teams. **Discuss** which teams are more successful in providing care for patients.
- ___ 4. **Visit** a website which provides information on healthcare fields. **Utilize** information about various jobs which apply to healthcare.
- ___ 5. **Visit** the school Library and Career Centers to **explore** various sources of information regarding healthcare jobs.
- ___ 6. **Observe** healthcare providers in their work environment. **Interview** them about their roles as a team member in healthcare.

Assessment Activities

- _____ 1. **Complete** the Team PowerPoint Presentation Assessment Task. **Use** the scoring guide to self-assess your work before submitting for final evaluation.
- _____ 2. **Complete** the Investigative Interview Assessment Task. **Use** the scoring guide to self-assess your work before submitting for final evaluation.

Team PowerPoint Presentation **Performance Assessment Task**

Competency

Apply the team concept in providing quality patient care

Linked External Standards

Foundation Standard 8: Teamwork

Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

Directions

For this assessment task you will investigate how a healthcare team works together in a setting of your choice. Include information on team purpose, goals, roles, member responsibilities, and team strategies. The PowerPoint should include proper spelling, grammar, and punctuation.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. investigative PowerPoint includes information on team purpose and goals	3 2 1
2. investigative PowerPoint includes information on team member roles	3 2 1
3. investigative PowerPoint includes information on team member responsibilities	3 2 1
4. investigative PowerPoint includes documentation on team strategies	3 2 1
5. investigative PowerPoint uses proper spelling, grammar, and punctuation	3 2 1

Investigative Interview **Performance Assessment Task**

Competency

Apply the team concept in providing quality patient care

Linked External Standards

- ❑ *Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

Directions

For this assessment task you will complete an investigative interview. Interview two members of different health teams from different settings. The interview should include purpose, goals, roles, and responsibilities of team members.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
1. interview includes team member roles and responsibilities	3	2	1
2. interview includes team purpose and goals	3	2	1
3. interview includes members' choice in team or facility	3	2	1
4. interview includes why healthcare needs team concept	3	2	1
5. interview includes benefits of members working as a team	3	2	1
6. interview includes drawbacks of members working as a team	3	2	1
7. interview includes drawbacks to healthcare lacking team concept	3	2	1
8. learner created interview worksheet	3	2	1
9. learner creates a comparison and contrast chart of different teams	3	2	1
10. learner presents information to peers	3	2	1

Why This Skill Is Important

Healthcare providers work together successfully in various settings to meet the needs of their clients. In this learning plan you will examine strategies and problem-solving practices which will enable you to become a successful and collaborative team member.

Competency

Collaborate with others to formulate team objectives

Linked External Standards

- Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

When Your Performance Will Be Acceptable

Your performance will be successful when:

- team presentation establishes a primary goal
- team presentation members establish project plan
- team presentation members determine individualized work assignments
- team presentation members establish timeline with checkpoints to monitor progress of project
- team members construct display board for utilization during presentation
- team members utilize proper spelling, grammar, and punctuation on project plan and display board
- team members present project plan presentation to classmates for peer evaluation and constructive feedback
- group role-play members determine individualized assignments
- group role-play members establish effective interpersonal dialogue
- group role-play members outline team problem-solving techniques in role-play script
- group role-play members present role-play to classmates utilizing successful team concept
- learners provide constructive feedback for group presentations
- learners present group information to peers

How You Will Be Evaluated

You will demonstrate your competence:

- through team presentation and display board
- completed inside and outside of class
- through mock emergency role-play
- completed in class

What You Need to Learn to Master the Competency

This learning plan addresses the following learning objectives to help you master the competency:

- a. Respect the expertise and contributions of all team members
- b. Communicate verbally and non-verbally with team colleagues to assure a best result for the client
- c. Respond to given critical situations appropriately as a member of a team
- d. Review team actions to examine what happened and why it happened to make improvements

Learning Activities

- ___ 1. **Form** small groups for a team challenge to **solve** a given problem or perform a task. Group problems or tasks will be assessed by another team challenge group in the form of an evaluation. Groups will have 10 minutes to complete assigned tasks.
- ___ 2. **Observe** a presentation by a Human Resources member from your local hospital. **Identify** the importance of current healthcare workers participating as team members in their working environment.
- ___ 3. In small groups, **brainstorm** ways that healthcare workers attempt to ensure general health to community members outside of the healthcare facility. **Discuss** ways the facility itself and all healthcare workers within act as a team. **Determine** team presentation and display board project.
- ___ 4. **Visit** various websites or reference materials about people who you know are effective team members. **Complete** the Portrait of a Team Player Write-Up.
- ___ 5. **Form** small groups to **complete** a healthcare role-play topic. Groups will **create** a role-play scenario addressing various criteria for role-play presentation. Peers will **assess** and **evaluate** group presentations.

Assessment Activities

- ___ 1. **Complete** the Team Presentation Assessment Task. **Use** the scoring guide to self-assess your work before submitting it for final evaluation.
- ___ 2. **Complete** the Mock Emergency Role-Play Assessment Task. **Use** the scoring guide to self-assess your work before submitting it for final evaluation.

Team Presentation **Performance Assessment Task**

Competency

Collaborate with others to formulate team objectives

Linked External Standards

Foundation Standard 8: Teamwork

Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

Directions

For this assessment task you will develop a primary goal utilized by a healthcare team to solve a problem.

1. Develop a team project plan.
2. Determine team member work assignments.
3. Develop a timeline with checkpoints for the team project.
4. Construct a project board identifying team plan.
5. Present plan with project board to peers for evaluation.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
1. team presentation establishes a primary goal	3	2	1
2. team presentation members establish project plan	3	2	1
3. team presentation members determine individualized work assignments	3	2	1
4. team presentation members establish timeline with checkpoints to monitor progress of project	3	2	1
5. team members construct display board for utilization during presentation	3	2	1
6. team members utilize proper spelling, grammar, and punctuation on project plan and display board	3	2	1
7. team members present project plan presentation to classmates for peer evaluation and constructive feedback	3	2	1

Mock Emergency Role-Play **Performance Assessment Task**

Competency

Collaborate with others to formulate team objectives

Linked External Standards

Foundation Standard 8: Teamwork

Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

Directions

For this assessment task you will form small groups of two-three students to complete a healthcare role-play.

1. Create a role-play scenario realistic for a healthcare worker(s).
2. Members will determine individual parts with all members participating.
3. Members will develop effective interpersonal dialogue.
4. Members will utilize problem-solving techniques.
5. Members will present role-play to class.
6. Members will participate in evaluations of other groups in role-play scenarios.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. group role-play members determine individualized assignments	3 2 1
2. group role-play members establish effective interpersonal dialogue	3 2 1
3. group role-play members outline team problem-solving techniques in role-play script	3 2 1
4. group role-play members present role-play to classmates utilizing successful team concept	3 2 1
5. learners provide constructive feedback for group presentations	3 2 1
6. learners present group information to peers	3 2 1

Unit

H

Health Maintenance Practices

COMPETENCIES

Apply behaviors that promote health and wellness

Evaluate the validity of alternative health practices

Instructional Materials

Health and Wellness

1. webMD.
http://webmd.com/webmd_today/home/default. Media Type: website
2. *Wellness Campaign Assessment Task*
3. Louise Simmers. *Diversified Health Occupations (6th Edition)*. Year: 2004.
Description: ISBN# 1-4018-1460-3
4. Jennifer Wilson. *Behaviors Data Retrieval Chart*. Media Type: MS Word Document.
Description: Created for use with learning activity. Find MS Word document with title name.

Wellness Campaign

1. Louise Simmers. *Diversified Health Occupations (6th Edition)*. Year: 2004. Media Type: Textbook
2. *Alternative Health Practices Paper Assessment Task*
3. Jennifer Wilson. *Alternative Health Practices Data Retrieval Chart*. Media Type: MS Word Document. Description: For use in a learning activity. Use the MS Word document with same title.

Why This Skill Is Important

Lack of exercise, high-fat diets, and stressful careers all contribute to the health problems in the United States. In this learning plan you will organize a wellness campaign to educate others about how and why to create and maintain a healthy lifestyle.

Competency

Apply behaviors that promote health and wellness

Linked External Standards

- Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.
- Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

When Your Performance Will Be Acceptable

Your performance will be successful when:

- wellness campaign topic has been identified and approved by the course instructor
- campaign promotes school health fair to the student body
- learners have created a display board that highlights ways to prevent disease and injury through health screenings and examinations as appropriate to the group's wellness campaign topic
- learners have created a display board that promotes ways to prevent disease and injury as appropriate to the group's wellness campaign topic
- learners have created a display board that provides statistics related to unhealthy behaviors as appropriate to the groups wellness campaign topic
- learners have created a display board that identifies consequences of unhealthy behaviors as appropriate to the group's wellness campaign topic

- learners have created a handout, educational activity, or a promotional item to be read/completed/given away at the school health fair that summarizes the wellness campaign topic
- all work is word processed or neatly handwritten
- all work uses proper spelling, grammar, and punctuation

How You Will Be Evaluated

You will demonstrate your competence:

- through the development of a wellness campaign

What You Need to Learn to Master the Competency

This learning plan addresses the following learning objectives to help you master the competency:

- a. Advocate available preventive health screening and examinations
- b. Use practices that promote the prevention of disease and injury
- c. Adopt personal appearance and hygiene habits appropriate to the healthcare environment and industry expectations
- d. Identify incentives to promote healthy behaviors
- e. Examine statistics related to unhealthy behaviors
- f. Discuss consequences of unhealthy behaviors (i.e., insurability)

Learning Activities

- ____ 1. **Visit** the webMD website. **Click** on "Health Tools." **Investigate** the various health tools on the website. As a class, **discuss** and then **write** a reflection about your health habits and what you learned about your lifestyle by reviewing the health tools.
- ____ 2. **Use** the Internet/textbooks to gather information to create a poster that promotes available preventative health screenings and examinations for cancer, obesity, Alzheimer's, diabetes, vision, hearing, heart and vascular health, mental health, arthritis, and back pain. Each small group should **complete** at least one poster.

-
- ___ 3. Using the Internet/textbooks, **find** information about personal appearance and hygiene habits appropriate to the healthcare environment and industry expectations. Next, **sketch** a healthcare employee who has adopted personal appearance and hygiene habits appropriate to the healthcare environment and industry expectations. Sketches should focus on areas including: generally good health, rest, exercise, good posture, exercise, attire, name badge, personal hygiene, nails, hair, jewelry, and makeup.
 - ___ 4. **Bring** your employee handbook to class. **Compare** and **contrast** with another classmate guidelines about personal appearance and hygiene habits appropriate to the healthcare environment and industry expectations. When you are finished **write** a written reflection to your teacher summarizing your comparisons.
 - ___ 5. **Observe** a presentation by a work/life specialist about effective incentives that promote health behaviors, examine statistics related to unhealthy behaviors, and consequences of unhealthy behaviors. After the presentation, **write** how this information will impact your personal and professional life now and in the future.
 - ___ 6. **Complete** the Behaviors Data Retrieval Chart to gather information about ways to prevent common injuries, statistics, and consequences of unhealthy behaviors.

Assessment Activities

- ___ 1. **Complete** the Wellness Campaign Assessment Task. **Use** the attached scoring guide to self-assess your work before submitting it for final evaluation.

Health and Wellness - Learning Plan

Learning Activities – Behaviors Data Retrieval Chart

Directions: Using the Internet or other resources, complete the Behaviors Data Retrieval Chart.

Injury/Unhealthy Behavior	Prevention	Statistics	Consequences
Smoking			
Alcoholism			
Drug Abuse			
High Fat/Calorie Diet			
Inactivity			
Back Pain			

Injury/Unhealthy Behavior	Prevention	Statistics	Consequences
Diabetes			
Mental Health Problems			
Vision and Hearing Problems			
Heart and Vascular Health			
Arthritis			

Wellness Campaign **Performance Assessment Task**

Competency

Apply behaviors that promote health and wellness

Linked External Standards

- ❑ *Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- ❑ *Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.
- ❑ *Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

Directions

Working in a small group, develop a wellness campaign to be presented at a school health fair or classroom. Information about your wellness topic should be presented on a display board and include a handout, educational activity, or a promotional item to summarize your wellness campaign topic.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. wellness campaign topic has been identified and approved by the course instructor	3 2 1
2. learners have promoted the school health fair to the student body	3 2 1
3. learners have created a display board that highlights ways to prevent disease and injury through health screenings and examinations as appropriate to the group's wellness campaign topic	3 2 1
4. learners have created a display board that promotes ways to prevent disease and injury as appropriate to the group's wellness campaign topic	3 2 1
5. learners have created a display board that provides statistics related to unhealthy behaviors as appropriate to the group's wellness campaign topic	3 2 1
6. learners have created a display board that identifies consequences of unhealthy behaviors as appropriate to the group's wellness campaign topic	3 2 1
7. learners have created a handout, educational activity, or a promotional item to be read/completed/given away at the school health fair that summarizes the wellness campaign topic	3 2 1
8. all work is word processed or neatly handwritten	3 2 1
9. all work uses proper spelling, grammar, and punctuation	3 2 1

Why This Skill Is Important

Alternative health practices have received more attention in recent years. In this learning plan you will examine various alternative health practices.

Competency

Evaluate the validity of alternative health practices

Linked External Standards

- Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.
- Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

When Your Performance Will Be Acceptable

Your performance will be successful when:

- research paper includes an overview of the alternative health practice
- research paper includes pros of the alternative health practice
- research paper includes cons of the alternative health practice
- learner interviews an alternative healthcare provider
- interview with provider includes observation/participation of the alternative health practice
- interview with provider includes how the provider measures effectiveness of the alternative health practice
- learner interviews at least two alternative healthcare patients
- interview with patients includes outcomes of the alternative health practice
- interview with patients includes pros of the alternative health practice from the patient's perspective
- interview with patients includes cons of the alternative health practice from the patient's perspective

- research paper is word processed or neatly handwritten
- research paper uses proper spelling, grammar, and punctuation

How You Will Be Evaluated

You will demonstrate your competence:

- by writing a paper

What You Need to Learn to Master the Competency

This learning plan addresses the following learning objectives to help you master the competency:

- a. List alternative health practices
- b. Compare pros and cons of alternative health practices
- c. Describe how to measure effectiveness of alternative health practices
- d. Discuss consequences of alternative health practices
- e. Interact with an alternative healthcare provider

Learning Activities

- _____ 1. **Use** the Internet/textbook to complete the Alternative Health Practices Data Retrieval Chart.
- _____ 2. **Write** three case studies identifying three different alternative health practices. The case studies should **highlight** the concerns of the patient and their personal attitudes about alternative health practices. **Turn** these into your teacher for feedback.
- _____ 3. **Observe** several alternative health providers in a panel discussion. **Use** the Alternative Health Practices Data Retrieval Chart to gather information you need from the panel discussion. **Summarize** the presentations by writing a thank-you note to each of the resource speakers highlighting what you learned from the presentations.
- _____ 4. **Work** in small groups to lead the class through one of the alternative health practices discussed in class. As a class, **discuss** the alternative health practices you participated in. **Create** a mini-poster to help educate others. Your poster should **outline** one of the alternative health practices discussed in class including pros and cons, effectiveness, consequences, and local providers.

Assessment Activities

1. **Complete** the Alternative Health Practices Paper Assessment Task. **Use** the attached scoring guide to self-assess your work before submitting it to your instructor for final evaluation.

Alternative Health Practices - Learning Plan

Learning Activities – Alternative Health Practices Data Retrieval Chart

Directions: Working in a small group, use the Internet or other resources to complete the Alternative Health Practices Data Retrieval Chart.

Alternative Health Practice	What are the pros? Cons?	How is effectiveness measured?	Are there any consequences? List.	Local Provider
Holistic				
Nutritional Methods				
Mind and Body Control				
Energetic Touch Therapy				

Alternative Health Practice	What are the pros? Cons?	How is effectiveness measured?	Are there any consequences? List.	Local Provider
Body Movement				
Spiritual				
Cultural				

Alternative Health Practice Paper **Performance Assessment Task**

Competency

Evaluate the validity of alternative health practices

Linked External Standards

- Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.
- Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

Directions

Write a research paper about an alternative health practice. To get your information you will need to interview and observe/participate in an alternative health practice and interview at least two alternative healthcare patients. You may also get information from the Internet or other sources.

Use the attached scoring guide to self-assess your work before submitting it for final evaluation.

Be sure to indicate which of the Core Employability Skills you addressed in this learning experience by completing the Core Employability Skills Self Assessment Checklist.

Scoring Standard

All criteria must be met with a minimum of 1. Additional scoring standards may be added by your instructor.

Rating Scale

- 3 Proficient - able to perform criterion independently
- 2 Intermediate - has performed criterion; may need additional training or supervision
- 1 Introductory - is familiar with criterion, but is unable or has not had the opportunity to perform tasks; additional training required

Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
1. research paper includes an overview of the alternative health practice	3	2	1
2. research paper includes pros of the alternative health practice	3	2	1
3. research paper includes cons of the alternative health practice	3	2	1
4. learner interviews an alternative healthcare provider	3	2	1
5. interview with provider includes observation/participation of the alternative health practice	3	2	1
6. interview with provider includes how the provider measures effectiveness of the alternative health practice	3	2	1
7. learner interviews at least two alternative healthcare patients	3	2	1
8. interview with patients includes outcomes of the alternative health practice	3	2	1
9. interview with patients includes pros of the alternative health practice from the patients perspective	3	2	1
10. interview with patients includes cons of the alternative health practice from the patients perspective	3	2	1
11. research paper is word processed or neatly handwritten	3	2	1
12. research paper uses proper spelling, grammar, and punctuation	3	2	1

APPENDIX A

Core Employability Competencies Assessment Task

Competencies

Relate the basic structure and function of the human body to healthy living

Explore the impact of diseases and disorders on various body systems

Use effective oral communication skills in a healthcare setting

Demonstrate written communication skills that incorporate healthcare practices and procedures

Explore trends in the healthcare system and its effect on present day services

Contrast the types of healthcare facilities and how the services affect our society

Analyze legal responsibilities, limitations, and implications of actions within the healthcare setting

Identify behaviors and practices that could result in malpractices, liability, or negligence

Summarize the need of professional standards leading legal and ethical requirements

Interpret activities of self and others that adversely affect health safety or welfare of students, clients, and co-workers

Evaluate the implications of medical ethics

Incorporate respect of individual cultural, social, and ethnic diversity within the healthcare environment

Explain infection control procedures

Apply principles of body mechanics and ergonomics to prevent injury

Evaluate the environmental safety working conditions in a healthcare facility

Assess safety principles within given environments

Explain emergency procedures and protocols utilized in a healthcare setting

Apply the team concept in providing quality patient care

Collaborate with others to formulate team objectives

Apply behaviors that promote health and wellness

Evaluate the validity of alternative health practices

Directions

Core Employability Competencies are those life skills that employers, co-workers, and mentors must possess for success in the workplace.

The competencies addressed throughout this course are linked to the Core Employability Competencies (skills) of the Health Sciences Coop. As you complete each Assessment Task (assignment) required, consider how you demonstrated or used one or more Core Employability Skills. These can easily be transferred to your Health Services Occupation Education Portfolio, as well.

Determine whether you met the skill and its indicator within the classroom or worksite setting. Provide a brief description of how you met each skill.

Add your completed scoring guides to your career portfolio.

Core Employability Competency (Skills) Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
Basic Skills			
Reading—Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules	Classroom	Worksite	How:
Writing—Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs and flow charts	Classroom	Worksite	How:
Mathematics—Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques	Classroom	Worksite	How:
Listening—Receives, attends to, interprets, and responds to verbal messages and other cues	Classroom	Worksite	How:
Speaking—Organizes ideas and communicates orally	Classroom	Worksite	How:
Career Development—Understands application process, develops personal career goals, understands individual potential	Classroom	Worksite	How:

Core Employability Competency (Skills) Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
Personal/Interpersonal			
Displays responsibility, self-esteem, sociability, self-management, integrity and honesty, and extends these skills to facilitating working well with others	Classroom	Worksite	How:
Demonstrates integrity/honesty and chooses ethical courses of action	Classroom	Worksite	How:
Serves clients/customers, working to satisfy customer's expectations	Classroom	Worksite	How:
Participates as a member of a team, contributing to group efforts	Classroom	Worksite	How:
Demonstrates leadership skills, including teaching others new skills	Classroom	Worksite	How:
Works well with women and men from diverse backgrounds	Classroom	Worksite	How:
Accepts criticism and applies suggestions for improvement	Classroom	Worksite	How:
Identifies needs and communicates in appropriate manner	Classroom	Worksite	How:
Manage time, prioritize responsibilities, and meet completion dates as specified by employer and client	Classroom	Worksite	How:
Shows enthusiasm and commitment by meeting expectations and priorities of the organization	Classroom	Worksite	How:
Thinking/Information			
Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reason, and acquire and utilize information to aid these	Classroom	Worksite	How:
Organizes, maintains, interprets, communicates information, using computers to aid this task where necessary	Classroom	Worksite	How:
Recognizes problems and devices and implements plans of action	Classroom	Worksite	How:
Generates new ideas through creative thinking	Classroom	Worksite	How:
Makes decisions through specifying goals and constraints, generating alternatives, considering risks, and evaluating and choosing the best alternatives	Classroom	Worksite	How:
Uses efficient learning techniques to acquire and apply new knowledge and skills	Classroom	Worksite	How:

Core Employability Competency (Skills) Scoring Guide

<i>Criteria</i>	<i>Ratings</i>		
Systems/Technology			
Understands complex interrelationships of systems and works with a variety of technologies	Classroom	Worksite	How:
Knows how social, organizational, and technological systems work and operates effectively within them	Classroom	Worksite	How:
Understands relationships among technological functions, pinpoints errors in technologies' performance and corrects problems in operations	Classroom	Worksite	How:
Selects the appropriate tools or equipment for a task, including computers and related technologies	Classroom	Worksite	How:
Understands the function and proper procedures for technologies related to a task	Classroom	Worksite	How:
Prevents, identifies, or solves problems with equipment, including computers and other technologies	Classroom	Worksite	How:
Understands basic safety precautions and takes measures to implement them	Classroom	Worksite	How:

APPENDIX B

DPI Health Science Occupations Education **Course Outcome Summary**

Information

Project Type: Co-op

Developers: Kim Vosicky - WIDS with Wisconsin Health Science Education Faculty Jennifer Genrich, Linda Bastable, Margaret Conachen, Jennifer Wilson, and Dori Volmer

National Healthcare Cluster Foundation Standards

☐ *Foundation Standard 1: Academic Foundation*

Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.

Indicators

1.1 Human Structure and Function

1.11 Describe the basic structures and functions of cells, tissues, organs, and systems as they relate to homeostasis

1.12 Compare relationships among cells, tissues, organs, and systems

1.13 Explain body planes, directional terms, quadrants, and cavities

1.14 Analyze the interdependence of the body systems as they relate to wellness, disease, disorders, therapies, and care rehabilitation

1.20 Diseases and Disorders

1.21 Compare selected diseases/disorders including respective classification(s), causes, diagnoses, therapies, and care/rehabilitation to include biotechnological applications

1.22 Analyze methods to control the spread of pathogenic microorganisms

1.23 Contrast various types of immunities

1.24 Analyze body system changes in light of diseases, disorders, and wellness

1.25 Compare the aging process among the body systems

☐ *Foundation Standard 2: Communications*

Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.

Indicators

2.1 Oral Communications Skills

2.11 Adjust communication to other's ability to understand

2.12 Apply the elements of communication using the sender-receiver model

APPENDIX B—Course Outcome Summary

- 2.13 Apply active listening skills using reflection, restatement, and clarification techniques
- 2.14 Demonstrate courtesy to others including self introduction
- 2.15 Interpret verbal and non-verbal behaviors to augment communication and within scope of practice
- 2.16 Demonstrate interviewing skills
- 2.2 Written Communication Skills
 - 2.21 Report relevant information in order of occurrence
 - 2.22 Report subjective information
 - 2.23 Report objective information
 - 2.24 Analyze communications for appropriate response and provide feedback
 - 2.25 Organize, write, and compile technical information and summaries
 - 2.26 Use medical terminology within a scope of practice in order to interpret, transcribe, and communicate information, data, and observations

□ *Foundation Standard 3: Systems*

Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.

Indicators

- 3.1 Systems Theory
 - 3.11 Describe systems theory and its' components
 - 3.12 Construct a general systems model using inputs, throughputs, and a feedback loop
- 3.2 Healthcare Delivery System
 - 3.21 Construct a healthcare delivery system model
 - 3.22 Predict where and how factors such as; cost, managed care, technology, an aging population, access to care, alternative therapies, and lifestyle/behavior changes may affect various healthcare delivery system models
 - 3.23 Project outcomes as interconnected components of a modified healthcare system
 - 3.24 Calculate the cost effectiveness of two separate healthcare delivery systems using the same client procedure
- 3.3 Healthcare Delivery System Results

- 3.31 Diagram the interdependence of healthcare professions within a given healthcare delivery system and pertaining to the delivery of quality healthcare
- 3.32 Design a system analysis process that evaluates the following outcomes; client satisfaction, productivity, cost effectiveness, and efficiency
- 3.33 Evaluate the impact of enhanced technology on the healthcare delivery system
- 3.4 System Change
- 3.41 Analyze the cause and effect on healthcare system change based on the influence of: technology, epidemiology, bio-ethics, socio-economics, and various forms of complimentary (non-traditional) medicine

□ *Foundation Standard 4: Employability Skills*

Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.

Indicators

- 4.1 Key Employability Skills
 - 4.11 Adapt to the dynamics of change
 - 4.12 Adopt personal appearance and hygiene habits appropriate to the healthcare environment and industry expectations
 - 4.13 Practice personal integrity and honesty
 - 4.14 Evaluate work assignments and initiate action with confidence commensurate with work assignment
 - 4.15 Formulate solutions to problems using critical thinking skills (analyze, synthesize, evaluate) independently and in teams
 - 4.16 Interact appropriately and respectfully with diverse ethnic, age, cultural, religious, and economic groups in various employment and social situations
 - 4.17 Exhibit respectful and empathetic behavior when interacting with peers, superiors, subordinates, and customers in one-on-one and group situations
 - 4.18 Follow attendance policies of the employer or educational institution
 - 4.19 Accept responsibility for own actions
- 4.2 Interpersonal Communications
 - 4.21 Communicate in a straightforward, understandable, accurate, and timely manner

APPENDIX B—Course Outcome Summary

- 4.22 Listen attentively to verbal instruction, requests, and other information to verify accuracy
- 4.23 Provide written communication that is accurate and grammatically correct, using nomenclature appropriate to the environment
- 4.24 Interpret technical materials used for healthcare practices and procedures
- 4.3 Personal Growth and Development
- 4.31 Engage in continuous self-assessment and goals modification for personal and professional growth
- 4.32 Manage time, prioritize responsibilities, and meet completion dates as specified by employer and client
- 4.33 Show enthusiasm and commitment by meeting expectations and priorities of the organization
- 4.4 Career Decision-making
- 4.41 Explore a potential health science career path in at least one of the following healthcare services: diagnostic, therapeutic, information, or environmental
- 4.42 Consider levels of education, credentialing requirements, employment opportunities, workplace environments, and career growth potential for a service area

- *Foundation Standard 5: Legal Responsibilities*
Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws and legislated rights of clients.

Indicators

- 5.1 Legal Implications
- 5.11 Analyze legal responsibilities, limitations, and implications of actions
- 5.12 Use problem solving techniques when confronted with legal dilemmas or issues
- 5.13 Compare and contrast behaviors and practices that could result in malpractice, liability, or negligence
- 5.14 Comply with policies and requirements for documentation and record keeping
- 5.15 Comply with established risk management criteria and procedures
- 5.16 Determine when an incident is reportable
- 5.17 Comply with non-discriminatory laws
- 5.18 Comply with institutional policy and procedure

5.2 Legal Practices

- 5.21 Perform duties according to regulations, policies, laws, and legislated rights of clients
- 5.22 Maintain clients' rights according to the Patients' Bill of Rights
- 5.23 Maintain confidentiality
- 5.24 Practice within licensure, certification, registration, and legislated scope of practice
- 5.25 Apply the doctrine of informed consent
- 5.26 Evaluate technological threats to confidentiality
- 5.27 Follow mandated standards for workplace safety, i.e., Occupational Safety and Health Administration (OSHA), Centers for Disease Control (CDC), Clinical Laboratory Improvement Amendments (CLIA)
- 5.28 Apply mandated standards for harassment, labor, and employment laws

□ *Foundation Standard 6: Ethics*

Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.

Indicators

6.1 Legal and Ethical Boundaries

- 6.11 Differentiate between morality and ethics and the relationship of each to healthcare outcomes
- 6.12 Differentiate between ethical and legal issues impacting healthcare
- 6.13 Contrast personal, professional, and organizational ethics
- 6.14 Analyze legal and ethical aspects of confidentiality
- 6.15 Discuss bio-ethical issues related to healthcare
- 6.16 Analyze and evaluate the implications of medical ethics

6.2 Ethical Practice

- 6.21 Demonstrate professionalism when interacting with fellow students, co-workers, and the organization
- 6.22 Respect interdisciplinary roles of team members
- 6.23 Report activities and behaviors by self and others that adversely affect the health, safety, or welfare of students, clients, or co-workers
- 6.24 Demonstrate fairness and equal treatment of all persons
- 6.25 Practice responsibly within the ethical framework of the Patients' Bill of Rights

APPENDIX B—Course Outcome Summary

- 6.26 Value clients' independence and determination
- 6.3 Cultural, Social, and Ethnic Diversity
- 6.31 Discuss the impact of religions and cultures on those giving and receiving healthcare with an understanding of past and present events
- 6.32 Demonstrate respect of individual cultural, social, and ethnic diversity within the healthcare environment
- *Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

Indicators

- 7.1 Infection Control
 - 7.11 Practice infection control procedures
 - 7.12 Practice appropriate cleaning, disinfecting, and sterilizing processes
 - 7.13 Contrast medical and surgical asepsis
- 7.2 Personal Safety
 - 7.21 Manage a personal exposure incident in compliance with OSHA regulations
 - 7.22 Apply principles of body mechanics and ergonomics
 - 7.23 Use personal protective equipment as appropriate to the environment
- 7.3 Environmental Safety
 - 7.31 Modify the environment to create safe working conditions
 - 7.32 Demonstrate methods of fire prevention in the healthcare setting
 - 7.33 Prevent accidents by using proper safety techniques
 - 7.34 Practice good housekeeping by maintaining a safe work environment
- 7.4 Common Safety Hazards
 - 7.41 Use Materials Safety Data Sheets (MSDS)
 - 7.42 Adhere to hazardous labeling requirements
 - 7.43 Comply with safety signs, symbols, and labels
 - 7.44 Take appropriate action when observing a hazardous material problem
 - 7.45 Apply safety principles within given environments
 - 7.46 Handle hazardous chemicals commonly used in the healthcare environment in an appropriate manner

7.5 Emergency Procedures and Protocols

7.51 Interpret the evacuation plan for the healthcare setting

7.52 Construct an emergency plan for a healthcare setting in response to a natural disaster or other emergency

7.53 Follow the facility procedure when a fire is discovered

☐ *Foundation Standard 8: Teamwork*

Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

Indicators

8.1 Healthcare Teams

8.11 Apply the team concept in providing quality patient care

8.12 Recognize characteristics of effective teams

8.13 Analyze roles of various team participants

8.14 Respond to given critical situations appropriately as a member of a team

8.15 Accept compromise as necessary to ensure a best outcome

8.2 Team Member Participation

8.21 Communicate verbally and non-verbally with team colleagues to assure a best result for the client

8.22 Collaborate with others to formulate team objectives

8.23 Act responsibly as a team member, completing assigned tasks in a timely and effective manner

8.24 Actively listen to other team members

8.25 Exercise leadership skills as appropriate

8.26 Respect and value the expertise and contributions of all team members

8.27 Work collaboratively with persons from diverse backgrounds to accomplish a common goal

8.28 Apply corrective action to an acknowledged conflict situation

8.29 Exhibit a strong sense of team identity and commitment to purpose

☐ *Foundation Standard 9: Health Maintenance Practices*

Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.

APPENDIX B—Course Outcome Summary

Indicators

9.1 Healthy Behaviors

9.11 Apply behaviors that promote health and wellness

9.12 Advocate available preventive health screening and examinations

9.13 Use practices that promote the prevention of disease and injury

9.14 Use appropriate safety practices as related to high-risk behaviors

☐ *Foundation Standard 10: Technical Skills*

Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.

Indicators

10.1 Occupational Safety

10.11 Apply Standard Precautions as described in the rules and regulations set forth by the Occupational Safety and Health Administration (OSHA)

10.12 Demonstrate safety procedures to protect clients, co-workers, and self

10.13 Obtain Cardiopulmonary Resuscitation (CPR) certification

10.14 Obtain First Aid certification

☐ *Foundation Standard 11: Information Technology Applications*

Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

Indicators

11.1 Communication Technology

11.11 Organize records and files to maintain data as required

11.12 Use communication technology (Fax, E-mail, Internet) to access and distribute data and other information

Core Abilities

A. Basic Skills

Indicators

1. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules

2. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs and flow charts

APPENDIX B—Course Outcome Summary

3. Mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
 4. Listening—receives, attends to, interprets, and responds to verbal messages and other cues
 5. Speaking—organizes ideas and communicates orally
 6. Career Development—understands application process, develops personal career goals, understands individual potential
- B. Personal/Interpersonal Skills—displays responsibility, self-esteem, sociability, self-management, integrity and honesty, and extends these skills to facilitating working well with others

Indicators

1. Demonstrates integrity/honesty and chooses ethical courses of action
 2. Serves clients/customers, working to satisfy customer's expectations
 3. Participates as a member of a team, contributing to group efforts
 4. Demonstrates leadership skills, including teaching others new skills
 5. Works well with women and men from diverse backgrounds
 6. Accepts criticism and applies suggestions for improvement
 7. Identifies needs and communicates in appropriate manner
 8. Manage time, prioritize responsibilities, and meet completion dates as specified by employer and client
 9. Shows enthusiasm and commitment by meeting expectations and priorities of the organization
- C. Thinking/Information Processing Skills—thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reason, and acquire and utilize information to aid these

Indicators

1. Organizes, maintains, interprets, communicates information, using computers to aid this task where necessary
2. Recognizes problems and devices and implements plans of action.
3. Generates new ideas through creative thinking
4. Makes decisions through specifying goals and constraints, generating alternatives, considering risks, and evaluating and choosing the best alternatives
5. Uses efficient learning techniques to acquire and apply new knowledge and skills

- D. Systems/Technology—understands complex interrelationships of systems and works with a variety of technologies

Indicators

1. Knows how social, organizational, and technological systems work and operates effectively within those systems
2. Understands relationships among technological functions, pinpoints errors in technologies' performance, and corrects problems in operations
3. Selects the appropriate tools or equipment for a task, including computers and related technologies
4. Understands the function and proper procedures for technologies related to a task
5. Prevents, identifies, or solves problems with equipment, including computers and other technologies
6. Understands basic safety precautions and takes measures to implement them

Competencies, Linked Exit Learning Outcomes, and Performance Standards

Unit A—Academic Foundations

1. **Relate the basic structure and function of the human body to healthy living**

Properties

Domain: Cognitive

Level: Synthesis

Linked External Standards

- Foundation Standard 1: Academic Foundation*
Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

- Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

Performance Standards

You will demonstrate your competence:

- by creating a visual or graphic presentation

Your performance will be successful when:

- presentation includes pictures which identify the body planes affected by aging or the disease/disorder
- presentation includes pictures that identify the quadrants of the body affected by aging or the disease/disorder
- presentation includes pictures that identify cavities of the body affected by aging or the disease/disorder
- presentation includes information on how cells are affected by aging or the disease/disorder
- presentation includes information on how tissues are affected by aging or the disease/disorder
- presentation includes information on how organs are affected by aging or the disease/disorder
- presentation includes information on how systems are affected by aging or the disease/disorder
- presentation includes information on how therapies and care rehabilitation affect aging or the disease/disorder
- presentation includes strategies to live a healthy lifestyle to avoid or reduce the impact of disease/disorder

2. Explore the impact of diseases and disorders on various body systems

Properties

Domain: Cognitive

Level: Analysis

Linked External Standards

- Foundation Standard 1: Academic Foundation*
Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.

APPENDIX B—Course Outcome Summary

- Foundation Standard 6: Ethics*
Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.
- Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

Performance Standards

You will demonstrate your competence:

- by participating in a Telephone Technique Procedures role-play
- using phone answering scenarios provided

Your performance will be successful when:

- learner answers phone with self-introduction
- learner answers phone noting appropriate department name
- learner answers phone noting place of business
- learner uses a pleasant voice
- learner is courteous
- learner is clearly audible
- learner determines purpose of call
- learner asks how, what, why, and when of call's purpose
- learner exhibits business etiquette throughout phone call
- learner concludes call with courteous closure

2. Demonstrate written communication skills that incorporate healthcare practices and procedures

Linked External Standards

- Foundation Standard 2: Communications*
Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.

- Foundation Standard 5: Legal Responsibilities*
Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws and legislated rights of clients.
- Foundation Standard 6: Ethics*
Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.

Performance Standards

You will demonstrate your competence:

- by developing a written communication portfolio
- by completing a medical terminology project

Your performance will be successful when:

- portfolio includes a list that cites at least ten or more observable client care signs that should be recorded for observation
- portfolio cites examples of possible client changes that should be reported under each of the observable signs that were listed
- list is word processed and uses proper spelling, grammar, and punctuation
- portfolio includes a list of ten subjective statements and ten objective statements that apply to healthcare
- portfolio includes a summary paper on unethical medical documentation
- paper includes what criminal law was involved
- paper includes the ways the situation could be prevented
- paper summarizes the final outcome of situation
- paper is word processed and uses proper spelling, grammar, and punctuation
- reflection includes personal opinion on the outcome of the situation described in paper
- medical terminology project includes interpretation of parts of a medical term provided
- medical terminology project includes identification of the prefixes, roots, and suffixes of medical terms provided
- medical terminology project includes literal translation of basic medical terms provided
- medical terminology project includes transcription of medical diagnosis from medical terminology to a language a patient would understand

Unit C—Healthcare Delivery Systems

1. Explore trends in the healthcare system and their affect on present day services

Linked External Standards

Foundation Standard 3: Systems

Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.

Performance Standards

You will demonstrate your competence:

- by completing a time-line project
- by writing a research paper

Your performance will be successful when:

- Healthcare Time-Line Project includes detailed information about milestones in the history of healthcare
- Healthcare Time-Line Project includes specific dates or date ranges identifying when milestones in healthcare occurred
- Healthcare Time-Line Project includes pictures or graphics which illustrate milestones in the history of healthcare
- Healthcare Time-Line Project includes completed two-page written summary
- Healthcare Time-Line Project materials are word processed or neatly written
- Healthcare Time-Line Project includes appropriate spelling, grammar, and punctuation
- Healthcare Trends Research Paper includes information of its affects on modern day healthcare
- Healthcare Trends Research Paper includes information on the trend's impact on three environmental factors related to healthcare
- Healthcare Trends Research Paper includes predictions of future trends impacting healthcare
- Healthcare Trends Research Paper uses appropriate spelling, grammar, and punctuation
- Healthcare Trends Research Paper materials are word processed or neatly written
- Healthcare Trends Research Paper is at least 3 pages in length

2. Contrast the types of healthcare facilities and how the services affect our society

Linked External Standards

Foundation Standard 3: Systems

Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.

Performance Standards

You will demonstrate your competence:

- through a comparison and contrast project

Your performance will be successful when:

- project identifies two facilities which provide healthcare to individuals
- project examines the services provided by two healthcare facilities and the individuals they care for
- project examines individuals serviced by two healthcare facilities
- project explains payment systems utilized by two healthcare facilities
- project explains programs offered to individuals for care by two healthcare facilities
- project examines how both healthcare services are interconnected with one another in the service they provide
- project investigates potential areas where both services may be disconnected from one another in providing service to individuals
- project uses appropriate spelling, grammar, and punctuation

Unit D—Legal Responsibilities

1. Analyze legal responsibilities, limitations, and implications of actions within the healthcare setting

Linked External Standards

Foundation Standard 1: Academic Foundation

Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.

Foundation Standard 2: Communications

Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.

APPENDIX B—Course Outcome Summary

- ❑ *Foundation Standard 3: Systems*
Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.
- ❑ *Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- ❑ *Foundation Standard 5: Legal Responsibilities*
Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- ❑ *Foundation Standard 6: Ethics*
Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.
- ❑ *Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- ❑ *Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.
- ❑ *Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.
- ❑ *Foundation Standard 10: Technical Skills*
Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.
- ❑ *Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

Performance Standards

You will demonstrate your competence:

- by handling client information
- in a workplace setting or through use of case study

Your performance will be successful when:

- learner explains department/facility guidelines for retrieving client information that has been filed electronically

Retrieving Client Information

- learner explains department/facility policy regarding who and for what purposes client records can be accessed
- learner inquires about policy for using the department/facility computer to successfully complete a search for a specific client record(s)
- learner maintains confidentiality of client information

Coding Client Information

- learner follows department/facility guidelines for coding categories of client information
- learner uses the appropriate index to code client diagnosis, anatomic site involved, treatment received, test(s) conducted, learner confirms the accuracy of all client information/data entered on the form
- learner verifies with the supervisor that the codes selected are consistent with the client information
- learner records code appropriately on the billing or claim form
- learner maintains confidentiality of client information
- learner records data/information on the appropriate form
- learner reports physical and emotional changes to the supervisor or designated team member
- recorded data and/or information is accurate
- recorded information is free of spelling and punctuation errors
- learner follows the guidelines of the agency for recording client care or reactions
- learner uses only abbreviations on the agency's approved list
- recorded information is legible and can be understood by others

Recording and Revising Client Records

- learner follows department/facility guidelines for completing charts/forms for new client
- learner is courteous and respectful in gathering information from the client

APPENDIX B—Course Outcome Summary

- learner assures privacy for the client during the gathering of statistical data and medical history information
 - learner checks accuracy of all client statistical data
 - learner verifies accuracy of client medical history information
 - learner includes client identification on each form in the chart
 - learner uses only approved abbreviations on the forms
 - learner sequences forms and client information per department/facility guidelines
 - learner maintains confidentiality of client information
- 2. Identify behaviors and practices that could result in malpractices, liability, or negligence**

Linked External Standards

- Foundation Standard 1: Academic Foundation*
Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- Foundation Standard 2: Communications*
Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- Foundation Standard 3: Systems*
Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.
- Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- Foundation Standard 5: Legal Responsibilities*
Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws and legislated rights of clients.
- Foundation Standard 6: Ethics*
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- Foundation Standard 7: Safety Practices*
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- Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.
- Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.
- Foundation Standard 10: Technical Skills*
Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.
- Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

Performance Standards

You will demonstrate your competence:

- by completing a patient confidentiality project

Your performance will be successful when:

- learner explains department/facility guidelines for retrieving client information that has been filed electronically

Retrieving Client Information

- learner explains department/facility policy regarding who and for what purposes client records can be accessed
- learner inquires about policy for using the department/facility computer to successfully complete a search for a specific client record(s)
- learner maintains confidentiality of client information

Coding Client Information

- learner follows department/facility guidelines for coding categories of client information
- learner uses the appropriate index to code client diagnosis, anatomic site involved, treatment received, test(s) conducted, learner confirms the accuracy of all client information/data entered on the form
- learner verifies with the supervisor that the codes selected are consistent with the client information

Unit E—Ethics

1. Summarize the need of professional standards leading legal and ethical requirements

Linked External Standards

- Foundation Standard 1: Academic Foundation*
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- Foundation Standard 2: Communications*
Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- Foundation Standard 3: Systems*
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- Foundation Standard 7: Safety Practices*
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- Foundation Standard 8: Teamwork*
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- Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.
- Foundation Standard 10: Technical Skills*
Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.
- Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

Performance Standards

You will demonstrate your competence:

- by creating a written, graphic, or oral presentation pertaining to healthcare institutional legal and ethical requirements

Your performance will be successful when:

- presentation targets healthcare establishment's policies and procedures
- presentation includes rules related to healthcare as mandated by OSHA
- presentation includes rules related to healthcare as mandated by ETC
- presentation includes rules related to healthcare as mandated by Patient's Rights
- presentation includes rules related to healthcare as mandated by CDC
- presentation includes rules related to healthcare as mandated by CLIA

APPENDIX B—Course Outcome Summary

- presentation follows school guidelines for oral, written, or graphic documents

2. Interpret activities of self and others that adversely affect health safety or welfare of students, clients, and co-workers

Linked External Standards

- Foundation Standard 1: Academic Foundation*
Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- Foundation Standard 2: Communications*
Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- Foundation Standard 3: Systems*
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- Foundation Standard 8: Teamwork*
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- Foundation Standard 9: Health Maintenance Practices*
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- Foundation Standard 10: Technical Skills*
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- Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

Performance Standards

You will demonstrate your competence:

- through a written or oral project
- by responding to a given or selected scenario

Your performance will be successful when:

- learner provides a clinician's response on how the Patient's Bill of Rights impacted the care given to a patient
- learner provides a clinician's response on how the Patient's Bill of Rights impacted his/her job or work experience
- learner provides a client's point of view and response on how the Patient's Bill of Rights impacted his/her care in a given situation
- learner's response includes support information related to the Patient's Bill of Rights
- learner's response is professionally delivered
- learner's response uses any school or instructor-required formatting or delivery provisions

3. Evaluate the implications of medical ethics

Linked External Standards

- Foundation Standard 1: Academic Foundation*
Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- Foundation Standard 3: Systems*
Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.
- Foundation Standard 5: Legal Responsibilities*
Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- Foundation Standard 6: Ethics*
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APPENDIX B—Course Outcome Summary

- Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.
- Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

Performance Standards

You will demonstrate your competence:

- by comparing and contrasting two historical medical events
- through a written, graphic, or oral reflection

Your performance will be successful when:

- reflection includes moral issues pertaining to both cases
- reflection includes ethical issues pertaining to both cases
- reflection includes legal issues pertaining to both cases
- reflection notes similarities of the cases
- reflection notes contrasts of the cases
- reflection references any facts from sources
- reflection references any documented opinions or commentaries from sources
- reflection includes personal stance on outcome of each case
- reflection is presented using school or instructor-established guidelines

4. Incorporate respect of individual cultural, social, and ethnic diversity within the healthcare environment

Linked External Standards

- Foundation Standard 2: Communications*
Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.

- Foundation Standard 3: Systems*
Healthcare workers will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.
- Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
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- Foundation Standard 6: Ethics*
Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.
- Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.
- Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

Performance Standards

You will demonstrate your competence:

through a presentation on cultural/religious beliefs and the impact on healthcare in the United States

Your performance will be successful when:

- presentation selects one religious or cultural group in the United States
- presentation includes referenced facts about the culture or belief
- presentation includes how U.S. healthcare provisions impact care received
- presentation includes how U.S. healthcare provisions impact how care is given

APPENDIX B—Course Outcome Summary

- presentation includes information on how the cultural differences or beliefs are related to morals and ethics
- presentation is given using instructor or school-supported format and guidelines

Unit F.—Safety Practices

1. Explain infection control procedures

Linked External Standards

- Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.

Performance Standards

You will demonstrate your competence:

- through a poster project
- through an education presentation to middle school students

Your performance will be successful when:

- poster project includes information on bloodborne pathogens
- poster project includes information on appropriate infection control procedures
- poster project includes information on appropriate gear utilized to control infections
- poster project uses proper spelling, grammar, and punctuation
- poster project materials are word processed or neatly written
- learner joins a team and develops an education presentation for middle school students
- educational presentation includes realistic scenario requiring infection control procedures
- educational presentation includes roles for all team member participants
- educational presentation includes appropriate infection control procedures to resolve the medical hazard
- educational presentation practiced in front of teacher and class members

- educational presentation performed for middle school students
- educational presentation members complete three peer evaluations on group presentations

2. Apply principles of body mechanics and ergonomics to prevent injury

Linked External Standards

- Foundation Standard 7: Safety Practices
- Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- Foundation Standard 9: Health Maintenance Practices
- Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.

Performance Standards

You will demonstrate your competence:

- through completion of Personal Safety Incidence Report
- through completion of Personal Safety Promotion Bulletin Board Project

Your performance will be successful when:

- learner identifies a reportable safety incidence for a worker in a healthcare facility
- learner performs the correct sequence in completing a Personal Safety Incidence Report
- Personal Safety Incidence Report includes all required components
- Personal Safety Incidence Report is word processed or neatly hand-written
- Personal Safety Incidence Report uses appropriate grammar, spelling, and punctuation
- Personal Safety Bulletin Board Project (PSBBP) members establish content focus
- PSBBP members establish a project plan
- PSBBP members determine individualized work assignments
- PSBBP includes information on personal safety in a healthcare setting including proper body mechanics and ergonomics
- PSBBP members choose healthcare site and receive permission to display board in setting
- PSBBP members construct bulletin board at site

APPENDIX B—Course Outcome Summary

- PSBBP is word processed or neatly written
- PSBBP and project plan uses appropriate grammar, spelling, and punctuation

3. Evaluate the environmental safety working conditions in a healthcare facility

Linked External Standards

- Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

Performance Standards

You will demonstrate your competence:

- through safe work environment simulation

Your performance will be successful when:

- learner has evaluated a simulation in which an unsafe environment was modified to create a safe working environment
- learner has differentiated safe versus unsafe work environments
- learner has made recommendations for changing an unsafe work environment to a safe work environment
- learner has completed written draft of performance of safety simulation

Assess safety principles within given environments

Linked External Standards

- Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- Foundation Standard 10: Technical Skills*
Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.

Performance Standards

You will demonstrate your competence:

- through completion of Material Safety Data Sheet
- through an investigation
- by creating a brochure

Your performance will be successful when:

- Material Safety Data Sheet includes specific information on working with hazardous material
 - Material Safety Data Sheet includes data on product identification about the hazardous material
 - Material Safety Data Sheet includes emergency first aid procedures if injury occurs through usage
 - Material Safety Data Sheet uses proper spelling, grammar, and punctuation
 - Learner researches various components of safety in working with hazardous materials
 - Learner develops brochure explaining components of safety in working with hazardous materials
 - Brochure includes safety, signs, symbols, and labels related to hazardous materials
 - Brochure identifies actions performed when observing a hazardous material problem
 - Brochure describes procedures used in safe handling of hazardous materials
 - Brochure includes a minimum of three graphics
 - Brochure is word processed
 - Brochure uses appropriate grammar, spelling, and punctuation
- 4. Explain emergency procedures and protocols utilized in a healthcare setting**

Linked External Standards

- Foundation Standard 7: Safety Practices*
Healthcare workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.
- Foundation Standard 10: Technical Skills*
Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.

Performance Standards

You will demonstrate your competence:

- by completing a Disaster Action Plan

Your performance will be successful when:

- Decision-making process form is completed for rough draft of Disaster Action Plan
- Disaster Action Plan includes a specific emergency which may occur in a healthcare environment
- Disaster Action Plan includes specific information about location and type of healthcare setting
- Disaster Action Plan includes specific procedures for healthcare workers to follow
- Disaster Action Plan includes an evacuation plan if the healthcare setting becomes unsuitable for care of patients
- Disaster Action Plan is word processed or neatly written
- Disaster Action Plan uses appropriate grammar, spelling, and punctuation
- Student evaluates personal Disaster Action Plan after examining current Disaster Action Plan utilized by local healthcare facility

Unit G.—Teamwork

5. Apply the team concept in providing quality patient care

Linked External Standards

- Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

Performance Standards

You will demonstrate your competence:

- through a PowerPoint presentation
- completed inside of class
- through an interview
- completed outside of class

Your performance will be successful when:

- investigative PowerPoint includes information on team purpose and goals
- investigative PowerPoint includes information on team member roles
- investigative PowerPoint includes information on team member responsibilities
- investigative PowerPoint includes documentation on team strategies
- investigative PowerPoint uses proper spelling, grammar, and punctuation
- learner interviews two members from two different health teams from different settings
- interview includes team member roles and responsibilities
- interview includes team purpose and goals
- interview includes members choice in team or facility
- interview includes why healthcare needs team concept
- interview includes benefits of members working as a team
- interview includes drawbacks of members working as a team
- interview includes drawbacks to healthcare lacking team concept
- learner created interview worksheet
- learner comparison and contrast chart of different teams
- learner presented information to peers

2. Collaborate with others to formulate team objectives

Linked External Standards

- Foundation Standard 8: Teamwork*
Healthcare workers will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

Performance Standards

You will demonstrate your competence:

- through team presentation and display board
- completed inside and outside of class
- through mock emergency role-play

Your performance will be successful when:

- team presentation establishes a primary goal

APPENDIX B—Course Outcome Summary

- team presentation members establish project plan
- team presentation members determine individualized work assignments
- team presentation members establish timeline with checkpoints to monitor progress of project
- team members construct display board for utilization during presentation
- team members utilize proper spelling, grammar, and punctuation on project plan and display board
- team members present project plan presentation to classmates for peer evaluation and constructive feedback
- group role-play members determine individualized assignments
- group role-play members establish effective interpersonal dialogue
- group role-play members outline team problem-solving techniques in role-play script
- group role-play members present role-play to classmates utilizing successful team concept
- learners provide constructive feedback for group presentations
- learners present group information to peers

Unit H.—Health Maintenance Practices

1. Apply behaviors that promote health and wellness

Linked External Standards

- Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.
- Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

Performance Standards

You will demonstrate your competence:

- through the development of a wellness campaign

Your performance will be successful when:

- campaign promotes school health fair to the student body
- learner creates a display board that highlights ways to prevent disease and injury through health screenings and examinations as appropriate to the group's wellness campaign topic
- learner creates a display board that promotes ways to prevent disease and injury as appropriate to the group's wellness campaign topic
- learner creates a display board that provides statistics related to unhealthy behaviors as appropriate to the group's wellness campaign topic
- learner creates a display board that identifies consequences of unhealthy behaviors as appropriate to the group's wellness campaign topic
- learner creates a handout, educational activity, or a promotional item to be read/completed/given away at the school health fair that summarizes the wellness campaign topic
- all work is word processed or neatly handwritten
- all work uses proper spelling, grammar, and punctuation

2. Evaluate the validity of alternative health practices

Linked External Standards

- Foundation Standard 4: Employability Skills*
Healthcare workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- Foundation Standard 9: Health Maintenance Practices*
Healthcare workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.
- Foundation Standard 11: Information Technology Applications*
Healthcare workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

Performance Standards

You will demonstrate your competence:

- by writing a paper

Your performance will be successful when:

- research paper includes an overview of the alternative health practice
- research paper includes pros of the alternative health practice
- research paper includes cons of the alternative health practice

APPENDIX B—Course Outcome Summary

- learner interviews an alternative healthcare provider
- interview with provider includes observation/participation of the alternative health practice
- interview with provider includes how the provider measures effectiveness of the alternative health practice
- learner interviews at least two alternative healthcare patients
- interview with patients includes outcomes of the alternative health practice
- interview with patients includes pros of the alternative health practice from the patients perspective
- interview with patients includes cons of the alternative health practice from the patients perspective
- research paper is word processed or neatly handwritten
- research paper uses proper spelling, grammar, and punctuation