



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

HEALTHCARE SCIENCE

COURSE: 25.525 General Medicine

UNIT: 10.2 Therapeutic Services Self-Study



INTRODUCTION

Annotation:

The course is designed to offer students (preferably upper classmen -juniors or seniors) the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of each of the major departments of the average acute care setting/hospital, including but not limited to: Orthopedics, Cardiology, Diagnostic Imaging, MedSurg, Gastroenterology, Urology, and Customer Care Services. Students focusing on a career path in medicine (Pre-Med) or on a career in one of the ancillary departments noted above will apply classroom/lab knowledge and skills in the clinical setting as they participate in direct client care. The work-based learning strategy appropriate for this course is a minimum 40-hour clinical practicum.

When taken as the fourth course in the Therapeutic Services -Nursing career pathway, students successfully completing may be eligible to sit for Patient Care Technician Certification.

Grade(s):

<input type="checkbox"/>	9 th
<input type="checkbox"/>	10 th
<input checked="" type="checkbox"/>	11 th
<input checked="" type="checkbox"/>	12 th

Time: Twenty 50 minute periods

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

HS-TGM-9. Students will acquire skills according to career interest and apply those skills in a clinical setting for a minimum of 40 hours.

- a. Demonstrate understanding of knowledge and skills for career focus.
- b. Perform objectives and complete assigned tasks in assigned clinical area according to facility standards according to their scope of practice.

HS-TGM-5. Students will understand the importance of and demonstrate data collection as it relates to the goals, objectives, and implementation of the treatment plan according to their scope of practice.

- a. Observe, record, and report client behavior.
- b. Assist treatment team in observing, reporting, and recording client healthcare needs, strengths, and problems.
- c. Follow policies and protocols of the facility.
- d. Understand and demonstrate all necessary interventions of the patient treatment plan as it relates to their scope of practice.
- e. Examine and demonstrate the importance of client collaboration and acceptance in identifying and implementing appropriate interventions in the treatment plan.
- f. Assist in identifying potential educational needs.

GPS Academic Standards:

SCSh3. Students will identify and investigate problems scientifically.

SCHSh4. Students use tools and instruments for observing, measuring and manipulating scientific equipment and materials.

SCSh5. Students will demonstrate the computation and estimation skills necessary for analyzing data and developing reasonable scientific explanations.

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

Healthcare facilities offer many career opportunities in the career pathways. Some knowledge and skills are related to many healthcare careers and are therefore transferrable. Acquiring additional career specific knowledge and skills and applying what has been learned in a healthcare setting provides an opportunity for students to gain a deeper understanding of how specific careers fit in the overall picture of healthcare services. This experience may assist students in deciding not only if they want to pursue a career in healthcare but also which careers are of most interest.

Essential Questions:

- What types of healthcare career(s) am I interested in acquiring more knowledge and skills and applying what I have learned in a clinical or simulated clinical setting?
- What do I need to know and be able to do to perform effectively in a designated area of a clinical or simulated clinical setting?

Knowledge from this Unit:

The student should know:

- Detailed information about specific career(s) in healthcare related facilities
- How to communicate in the career-specific role including special terminology
- How team members work together
- The code of ethics for the career area
- The scope of practice for the career-specific area
- The policies and procedures for the career-specific area
- The safety practices required for the career-specific area
- How to develop a skills evaluation rubric for the career specific area
- How to function professionally in the career-specific area
- How to safely perform basic skills needed for the career area
- How to collect and report data for the career-specific area

Skills from this Unit:

Students should be able to:

- Communicate effectively with staff and patients/clients/residents

- Work effectively and professionally as a team member within the scope of practice for this career
- Apply principles of safety in performing approved basic career-specific skills
- Demonstrate at least 3 career specific skills based on developed skills evaluation sheets
- Demonstrate adherence to facility policies and procedures for career-specific area
- Utilize career-specific terminology appropriately
- Collect and report appropriate data



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
☒ Objective assessment - multiple-choice, true- false, etc.
☐ Quizzes/Tests
☐ Unit test
☐ Group project
☒ Individual project
☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
☒ Self-check rubrics
☐ Self-check during writing/planning process
☐ Journal reflections on concepts, personal experiences and impact on one's life
☒ Reflect on evaluations of work from teachers, business partners, and competition judges
☐ Academic prompts
☐ Practice quizzes/tests
☒ Subjective assessment/Informal observations
☐ Essay tests
☒ Observe students working with partners
☐ Observe students role playing
☐ Peer-assessment
☐ Peer editing & commentary of products/projects/presentations using rubrics
☐ Peer editing and/or critiquing
☐ Dialogue and Discussion
☐ Student/teacher conferences
☐ Partner and small group discussions
☐ Whole group discussions
☐ Interaction with/feedback from community members/speakers and business partners
☒ Constructed Responses
☐ Chart good reading/writing/listening/speaking habits
☒ Application of skills to real-life situations/scenarios
☐ Post-test

Assessment(s) Title:

Career Specific Task Evaluation Template

Assessment(s) Description/Directions:

Students will research and help develop a task list for a chosen career and independently practice and master skills to the satisfaction of the instructor. They will apply the skills in a facility or simulated facility based setting.

Attachments for Assessment(s): Please list.

Career Specific Task Template



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction**1. Identify the Standards. Standards should be posted in the classroom for each lesson.**

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HS-TGM-5. Students will understand the importance of and demonstrate data collection as it relates to the goals, objectives, and implementation of the treatment plan according to their scope of practice.

SCSh3. Students will identify and investigate problems scientifically.

SCSh4. Students use tools and instruments for observing, measuring and manipulating scientific equipment and materials.

SCSh5. Students will demonstrate the computation and estimation skills necessary for analyzing data and developing reasonable scientific explanations.

2. Review Essential Questions.

- What types of healthcare career(s) am I interested in acquiring more knowledge and skills and applying what I have learned in a clinical or simulated clinical setting?
- What do I need to know and be able to do to perform effectively in a designated area of a clinical or simulated clinical setting?

3. Identify and review the unit vocabulary.

4. Assessment Activity. Obtain a list of facility specific careers from local healthcare facilities where students will be going for their practicum or in the absence of local facilities like a hospital or acute care facility, create a list from the internet (<http://www.netdoctor.co.uk/health-services-guide/hospital-departments.htm> This is a link to a list of departments for the UK as an example) http://www.alaha.org/resources_terms.aspx?id=1149 This is a sample website from Alabama). It can be hospitals, clinics, doctors' offices, independent labs, rehabilitation centers, assisted living settings, funeral homes, veterinarian' office, school-based clinics, pharmaceutical companies, medical supply companies, etc. Use this as the basis for guiding students and allowing them to choose an area for independent research.

5. Give Etc.

6. Obtain job description

Attachments for Learning Experiences: Please list.

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.



UNIT RESOURCES

Web Resources:

<http://www.utsouthwestern.edu/utsw/cda/dept118220/files/300656.html> ethical cases

Attachment(s):

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		