

MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM
HEALTH AND MEDICAL CAREERS COURSE OUTLINE

1. Course Title:

Health and Medical Careers

2. CBEDS Title:

Preparing to work in health care level 1

3. CBEDS Number:

4226

4. Job Titles:

O*NET Codes

DOT Codes

Entry-Level

Medical Secretary	43-6013.00
Pharmacy Aide	31-9095.00
Physical Therapist Aide	31-2022.00

Technical-Level

Central Supply Worker		381.687-010
Dietetic Technician	29-2051.00	
Emergency Medical Technician	29-2041.00	
Medical Records Technician	29-2071.00	
Operating Room Technician		079.374-022
Pharmacy Technician	29-2052.00	
Physical Therapist Assistant	31-2021.00	
Radiologic Technician	29-2034.02	
Respiratory Therapy Technician	29-2054.00	

Professional Level

Dietician	29-1031.00	
Physician and Surgeon	29-1069.99	
Medical Librarian		100.167-026
Physical Therapist	29-1123.00	
Radiologic Technologist	29-2034.01	

5. Course Description:

The one-hour Health and Medical Careers is designed for students interested in health related careers. This course provides the foundation needed for entry-level positions. This program combines Human Anatomy and Physiology with current Health Care Practices. Students will have the opportunity to participate in American Heart Association CPR and First Aid training. Course units include: Occupational Roles & Responsibilities, Medical Terminology, Medical Law & Work Ethic, Vital Signs, Disaster Preparedness, Infection Control, Human Growth & Development, Nutrition, and Common Diseases & Disorders. Integrated throughout the course are career preparation standards, which include workplace basic skills and behaviors, career technical skills, and job employment skills.

6. Hours:

Students receive up to 180 hours of classroom instruction.

7. Prerequisites:

Counselor Approval

8. Date of Revision:

June 16, 2023

9. Course Outline:

Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.

CAREER PREPARATION STANDARDS

I.	WORKPLACE BASIC SKILLS & BEHAVIORS	Class	Standards
A.	Apply skills learned in class.	14	
B.	Analyze information and make decisions.		2.1
C.	Communicate verbally and in writing. <i>(NHS Oral Communication Skills-2.11, 2.12, 2.13, 2.14, 2.15; Key Employability Skills-4.17; Interpersonal Communications-4.21; Cultural, Social, & Ethnic Diversity-6.31, 6.32; Team Member Participation-8.21, 8.24, 8.26)</i>		4.1 4.2
	1. Name elements that influence relationships.		6.3
	2. List three barriers to communication.		8.2
	3. Identify guidelines for telephone techniques.		
D.	Work independently and as a team member in a diverse workplace.		
E.	Explain how culture influences behavior.		
	1. Identify culturally acceptable and effective gestures, terms, & behaviors.		
	2. Recognize communication techniques that create a positive exchange of information.		
	3. Identify common folk medicine practices.		
	4. Compare and contrast cultural differences.		
	5. Explain how understanding cultural beliefs affects you as a health care worker.		
F.	Work reliably, responsibly, and ethically. <i>(NHS Health Care Teams-8.11; Team Member Participation-8.21, 8.27, 8.29)</i>		8.1 8.2
	1. Discuss work ethics.		
	2. List responsibilities of the employer and the employee.		
G.	Identify types of harassment in the workplace. <i>(NHS Legal Practices-5.28)</i>		5.2
	1. Describe complaints.		
	2. Identify laws related to harassment.		
	3. Discuss ROP responsibilities.		
	4. Discuss confidentiality related to harassment.		
	5. Explain steps to follow if there is harassment in the workplace.		

II. CAREER TECHNICAL SKILLS

Use appropriate technology.

- A. Understand and practice occupational safety standards.
- B. Demonstrate an awareness of how a business or industry functions.

III. A. JOB EMPLOYMENT SKILLS

*Develop a plan to achieve career goals.
(NHS Career Decision Making-4.42)*

Class Standards

22

- 1. List work related values. 4.4
- 2. Identify resources for occupational research.
- 3. Explain the importance of a vocational portfolio.
- B. Research three health careers.
 - 1. Compare, define, and differentiate the services performed by the therapeutic, diagnostic, information, and environmental services.
 - 2. Interview and write a paper on a person in a health career.
 - 3. Develop a career brochure that explains the career.
- C. Use effective job search strategies. 4.1

(NHS Key Employability Skills-4.12, 4.14, 4.17, 4.18; Career Decision Making 4.41, 4.42) 4.4

 - 1. List places to seek employment opportunities and explain the benefits of each.
 - 2. Explain ways to contact an employer.
 - 3. Explain occasions when a cover letter is used. Write a cover letter.
 - 4. List items required on a resume. Write a resume.
 - 5. Identify items generally requested on a job application. Complete a job application.
 - 6. List some do's and don'ts of job interviewing.
 - 7. Discuss good work skills.
- D. Demonstrate an awareness of the importance of lifelong learning.

CONTENT AREA SKILLS

IV. HEALTH CARE PROVIDERS

Class Standards

5

- A. Identify people on the health team.
- B. Compare and contrast HMO and PPO.
- C. Identify departments in an acute care facility.
- D. Write a report on a volunteer agency.
- E. Compare and contrast profit and non-profit agencies.
- F. Explain services in government and volunteer agencies.
- G. Describe ambulatory care and types of services provided.
- H. Define managed care.
 - I. List types of outpatient care and types of treatment given.
 - J. Discuss the current trends in health care.
- K. Identify medical specialist and specialty areas.
- L. Spell and define unit terminology.

		Class	Standards
V.	ETHICAL ROLE & RESPONSIBILITIES OF A HEALTH CARE WORKER (NHS Legal Practices-5.22, 5.25, 5.26; Ethical Practice- 6.23, 6.25)		
	A. Describe scope of practice.	5	5.2
	B. Identify legal responsibilities in health care.		6.2
	C. Summarize the code of ethics that health care providers follow.		
	D. Explain how each health care user affects the health care team.		
	E. Define living will, advanced directive, durable power of attorney.		
	F. Explain and list the patient/client bill of rights.		
	G. Differentiate between policies and procedures.		
	H. Discuss implications of HIPAA.		
	I. Match legal terms with the correct meanings.		
	J. Define and spell unit terminology.		
VI.	HUMAN GROWTH & DEVELOPMENT		
	A. Identify the steps of development between conception and birth.	8	
	B. List common developments of growth in the first year of life and the age at which they usually occur.		
	C. Define and describe characteristics of early childhood, adolescence, early adulthood, middle and late adulthood.		
	D. Compare life experience to each stage of development.		
	E. Define and spell unit terminology.		
VII.	AGING & ROLE CHANGES		
	A. Identify some body systems and common physical changes that occur with aging.	8	
	B. Explain role changes in the aging person.		
	C. Discuss role changes in a physically disabled person.		
	D. Identify basic human needs that are met through work, environment, socialization, and family relationships.		
	E. Define assistive and adaptive devices.		
	F. Explain ways to encourage independence.		
	G. List some birth defects and the complication that occurs.		
	H. Identify common changes that can occur following the loss of body functions.		
	I. Select a disability and summarize feelings and expectations concerning:		
	1. What you think it would be like to live with the disability.		
	2. The type of care you would expect.		
	3. The way others respond to the disability.		
	J. Define and spell unit terminology.		
VIII.	HOLISTIC HEALTH/ HUMAN NEEDS		
	A. List three parts of holistic health.		
	B. Explain wellness and preventive care.		
	C. Compare holistic health to disease-oriented care.		
	D. Discuss some diseases and disorders of the elderly.		
	E. Name psychological needs that must be met to maintain stability.		
	F. Name physiological needs that must be met to maintain stability.		
	G. Match defense mechanisms with the correct description.	3	
	H. Explain how one uses defense mechanisms daily.		
	I. Define and spell unit terminology.		

IX.	PSYCHOLOGICAL STAGES IN THE TERMINALLY ILL	Class	Standards
		5	
	<ul style="list-style-type: none"> A. Match psychological stages of a long terminal illness with their names. B. Identify and discuss your feelings about terminal illness. C. Explain the philosophy of hospice care. D. Identify stages of dying. E. Explain how to provide post-mortem care. F. Define and spell unit terminology. 		
X.	CPR-ADULT, CHILD, INFANT <i>(NHS Occupational Safety 10.13)</i>	13	10.1
	<ul style="list-style-type: none"> A. Demonstrate the procedure for Adult, Child, and Infant: <ul style="list-style-type: none"> 1. rescue breathing 2. conscious choking 3. unconscious choking 4. Cardiopulmonary Resuscitation (CPR) 5. Automated External Defibrillator (AED) use 6. Identify items on the emergency crash cart B. Define and spell unit terminology. 		
XI.	FIRST AID <i>(NHS Legal Implications-5.15, 5.16, 5.18; Legal Practices-5.27; Emergency Procedures & Protocols-7.51, 7.53; Occupational Safety-10.13, 10.14)</i>	8	5.1 5.2 7.5 10.1
	<ul style="list-style-type: none"> A. Demonstrate the proper procedure for: <ul style="list-style-type: none"> 1. splint 2. burns 3. shock 4. fractures 5. severe bleeding 6. poisoning 7. heat & cold exposure 8. bone & joint injuries 9. sudden illness 10. applying dressing & bandage B. Define and spell unit terminology. 		
XII.	NATURE OF MICROORGANISMS	5	
	<ul style="list-style-type: none"> A. Define pathogens and non-pathogens. B. List conditions affecting the growth of bacteria C. List ways that microorganisms cause illness. D. Identify ways microorganisms spread. E. Identify ways to prevent the spread of microorganisms. F. Explain generalized and localized infections. G. Compare and contrast the difference in signs and symptoms and generalized and localized infection. H. Develop a chart that shows the chain of infection. I. Define and spell unit terminology. 		

		Health and Medical Careers	
		Class	Standards
XIII.	ASEPSIS <i>NHS-Disease & Disorders-1.22; Infection Control-11, 7.12, 7.13; Personal Safety-7.23; Healthy Behaviors-9.11, 9.13; Occupational Safety-10.11)</i>	5	1.2 7.1 7.2 9.1 10.1
	A. Explain medical and surgical asepsis.		
	B. Demonstrate appropriate hand washing techniques.		
	C. List why asepsis is important.		
	D. Compare and contrast sterile and clean. Using autoclave.		
	E. Name the primary levels of precautions identified in the guidelines developed by the Center for Disease Control (CDC).		
	F. Identify types of transmissions.		
	G. Demonstrate the correct procedure for entering and leaving an area where Transmission-Based precautions are followed.		
	H. Differentiate between Standard precautions and Transmission-Based precautions.		
	I. Apply sterile bandages.		
	J. Define and spell unit terminology.		
XIV.	GENERAL SAFETY, INJURY, & ILLNESS PREVENTION <i>(NHS Personal Safety-7.21, 7.22; Environmental Safety-7.32, 7.33, 7.34; Common Safety Hazards-7.41, 7.42, 7.43, 7.44, 7.45, 7.46; Health Behaviors-9.13, 9.14; Occupational Safety-10.12)</i>	5	7.2 7.3 7.4
	A. Define OSHA and explain the agency's role in safety.		9.1
	B. Differentiate between injury and illness prevention, hazard communication, and exposure control.		10.1
	C. Name places to find information about hazards in a facility.		
	D. Explain the health care worker's role in maintaining a safe workplace.		
	E. Discuss the employee's role in maintaining a safe workplace.		
	F. Identify general safety rules.		
	G. Summarize the importance of safety in a healthcare environment.		
	H. Explain how to use ambulatory devices, transporting devices, and postural supports.		
	I. Explain the importance of safety measures. Crash Cart importance.		
	J. Follow safe practice guidelines when caring for patients/clients.		
	K. Define and spell unit terminology.		
XV.	DISASTER PREPAREDNESS <i>(NHS Legal Implications-5.15, 5.16, 5.18; Legal Practices-5.27; Emergency Procedures & Protocols-7.51, 7.53)</i>	3	5.1 5.2 7.5
	A. Identify what you are responsible for knowing and doing when a disaster occurs.		
	B. List three elements required to start a fire.		
	C. Explain four ways to prevent fires.		
	D. Summarize all safety requirements that protect the employee/student, patient, and employee.		
	E. Define and spell unit terminology.		
XVI.	PRINCIPLES OF BODY MECHANICS & POSITIONS <i>(NHS Personal Safety-7.22)</i>	3	7.2
	A. Define body mechanics.		
	B. List rules of correct body mechanics.		
	C. List principles of body mechanics.		
	D. Demonstrate correct lifting and moving of objects.		
	E. Discuss the importance of proper positioning. Need for the Examination Table.		
	F. Label a diagram with names and positions.		
	G. Identify complications that may occur from improper positioning.		
	H. Define and spell unit terminology.		

XVII.	OUR BODY AND HOW IT FUNCTIONS	3
	A. Identify terms relating to the body.	
	B. Label a diagram of the body cavities.	
	C. Explain why health care workers must have a basic knowledge of body structures and how they function.	
	D. Define and spell unit terminology.	
	THE SKELETAL SYSTEM	5
	A. Label a diagram of major bones in the body.	
	B. Label a diagram of major types of bone fractures.	
	C. Identify common diseases and disorders of the skeletal system.	
	D. Select from a list the functions of bones.	
	E. Define and spell unit terminology.	
XVI.	INTEGUMENTARY SYSTEM	5
	A. Label a diagram of a cross section of skin.	
	B. List the main functions of the skin.	
	C. Identify three main layers of the skin.	
	D. Match common disorders of the integumentary system with their description.	
	E. Describe how the integumentary system protects the body.	
	F. Define and spell unit terminology.	
XVII.	THE CIRCULATORY SYSTEM	5
	A. Label a diagram of the heart and blood vessels.	
	B. Recognize functions of the circulatory system.	
	C. Identify common diseases and disorders of the circulatory system.	
	D. List the parts of the circulatory system through which blood flows.	
	E. Describe how the circulatory system supports life.	
	F. Define and spell unit terminology.	
XVIII.	RESPIRATORY SYSTEM	5
	A. Label major organs of the respiratory system on a diagram.	
	B. Describe the flow of oxygen through the body.	
	C. Identify common diseases and disorders of the respiratory system.	
	D. Describe how the respiratory system supports life.	
	E. Define and spell unit terminology.	

Health and Medical Careers

		Class	Standards
XXII.	DIGESTIVE SYSTEM		
A.	Label major organs of the digestive system on a diagram.	5	
B.	Describe the flow of oxygen through the body.		
C.	Identify common diseases and disorders of the digestive system.		
D.	Describe how the digestive system supports life.		
E.	Define and spell unit terminology.		
XXIII.	NERVOUS SYSTEM	5	
A.	Label major organs of the nervous system on a diagram.		
B.	Describe the flow of oxygen through the body.		
C.	Identify common diseases and disorders of the nervous system.		
D.	Describe how the nervous system supports life.		
E.	Define and spell unit terminology.		
XXIV.	ENDOCRINE SYSTEM	5	
A.	Label major organs of the endocrine system on a diagram.		
B.	Describe the flow of oxygen through the body.		
C.	Identify common diseases and disorders of the endocrine system.		
D.	Describe how the endocrine system supports life.		
E.	Define and spell unit terminology.		
XXV.	THE URINARY SYSTEM	5	
A.	Label major organs of the urinary system on a diagram.		
B.	Anatomical clay model of Urinary system		
C.	Identify common diseases and disorders of the urinary system.		
D.	Describe how the urinary system supports life.		
E.	Define and spell unit terminology.		
XXVI.	UNDERSTANDING THE PATIENT AS A PERSON <i>(NHS Healthy Behaviors-9.11)</i>	3	9.1
A.	Identify causes of stress that may affect an individual.		
B.	Describe steps that may lead to a crisis situation.		
C.	Compare and contrast coping mechanisms.		
D.	Define and spell unit terminology.		
XXVII.	MEDICAL TERMINOLOGY & ABBREVIATIONS <i>(NHS Human Structure & Function-1.13; Written Communication Skills-2.26)</i>		
A.	Define roots, prefixes, and suffixes.		1.1
B.	Define work elements.		2.2
C.	Match medical terms with their correct meanings.		
D.	Divide medical terms into elements.		
E.	Combine word elements to form medical terms.		
F.	Recognize and define abbreviations that are commonly used by healthcare workers.		
G.	Replace terms with abbreviations.		
H.	Define and spell unit terminology.		

XXVIII. THE 24-HOUR CLOCK/ MILITARY TIME

- A. Recognize time on a 24-hour clock.
- B. Express 24-hour time/ military time verbally and in writing.
- C. Convert Greenwich time to local time.
- D. Define and spell unit terminology.

XXIX. BASIC NUTRITION

- A. Name functions of food.
- B. Name basic nutrients and explain how they maintain body function.
- C. Explain the food pyramid.
- D. Compare personal diet with recommendations on the food pyramid.
- E. Develop a menu for a diabetic patient.
- F. Define and spell unit terminology.

XXX. TEMPERATURE, PULSE, & RESPIRATION

- A. Define vital signs.
- B. List functions that influence body temperature.
- C. Name sites that can be used to measure temperature.
- D. Measure a temperature with electronic digital thermometer, temporal scanning and tympanic thermometers
- E. Demonstrate how to measure oral, tympanic,temporal scanning and record results.
- F. Define pulse.
- G. Explain pulse oximetry.
- H. Identify sites where pulse may be counted.
- I. Identify a normal adult pulse rate.
- J. List functions that may influence the pulse rate.
- K. Demonstrate counting and recording a radial pulse accurately.
- L. Recognize too fast of a respiration.
- M. Relate types of abnormal respirations to their correct name.
- N. Name functions that affect respiration.
- O. Explain the importance of not being obvious when counting respiration.
- P. Demonstrate how to count and record respirations accurately.
- Q. Define and spell unit terminology.

XXXI. BLOOD PRESSURE

- A. Define blood pressure.
- B. Explain systolic and diastolic pressure.
- C. List functions that increase blood pressure.
- D. List functions that can reduce blood pressure.
- E. State the normal range of blood pressure.
- F. Demonstrate how to measure and record blood pressure accurately.
- G. Explain how vital signs provide information about the patient's health.
- H. Define and spell unit terminology.

Total Approved Course Hours 180

10. Additional Items:

- a. Articulation:** This course is articulated with HLTH 40: Introduction to Health Professionals at Chabot College (1.5 credits)
- b. UC/CSU a-g:** This course counts as a UC/CSU Area “g”: College Preparatory Elective.
- c. Academic Credit:** Students can earn up to 10 elective credits.
- d. Instructional Strategies:** lecture, group discussion brainstorming, projects reading assignments, role-playing simulation cooperative groups guest speakers, oral questioning multimedia guided practice demonstration work-based learning
- e. Instructional Materials:**

Textbook: Introduction to Health Occupations, By Shirley A. Badasch, Doreen S. Chesebro
- Prentice Hall (2020) - Hardback - 738 pages - ISBN 0130457450:

f. Certificate Competency List:

- Identify health care systems and facilities
- Describe various health careers and qualifying requirements
- Demonstrate professional qualities of a health care worker
- State basic legal and ethical responsibilities in health care
- Identify basic medical terminology
- Identify anatomy and physiology functions of the human body systems
- Demonstrate appointment scheduling and telephone techniques
- State cultural diversity areas of concern
- Demonstrate Vital Signs skills, TPR charting, height and weight taking
- Identify appropriate nutrition and related diets
- Demonstrate proper infection control techniques
- Record Growth charts based on age and weight for male and female babies
- Identify first aid procedures and demonstrate BLS/CPR techniques, identify items on crash cart
- Describe dental anatomy and demonstrate flossing techniques

Required proficiency level for certificate of completion includes:

1. Overall grade level of a “B” or higher for both semesters.
2. Minimum student mastery level for each proficiency is to perform correctly with direct supervision.
3. Demonstrate occupational specific and general workplace skills.
4. Sexual Harassment and bullying awareness and reporting is included in the curriculum
5. Students get lessons on HIPAA and OSHA guidelines
6. Students are required to understand patients rights and respect and dignity of patients in health industry
7. Ability to take Precision Exams industry certification

After successfully completing and practicing the ASHI BLS CPR and First Aid classes, the student will be eligible for special industry certificates.