

# *Medical Services Occupations*

## COURSE OUTLINE

### **DESCRIPTION:**

Medical Service Occupations is designed for students interested in Health Careers. Students receive instruction in career path options, related mathematics, medical terminology, basic anatomy and physiology, infection control, nutrition, legal and ethical principles, basic medical filing, and safety/first aid. Activities in this course include work-based learning that connects students to industry and the local community.

### **INFORMATION:**

PRE-REQUISITE: None

LENGTH: One Year

SECTOR: Health Science and Medical Technology

PATHWAY: Patient Care

ARTICULATED: No

UC A-G APPROVAL: No

### **O\*NET SOC CODES:**

29-2071.00 Medical Records and Health Information Technicians

29-2099.07 Surgical Assistants

31-9092.00 Medical Assistants

31-9099.00 Health Care Support Workers, All Other

<b>Orientation</b>
<ul style="list-style-type: none"> <li>A. Introduce the course and facilities.</li> <li>B. Discuss the syllabus and major objectives.</li> <li>C. Explain applicable classroom management procedures, the ROP Student Rules of Conduct, and any operational guidelines.</li> <li>D. Review instructor/student expectations.</li> <li>E. Explain enrollment and attendance requirements and procedures.</li> <li>F. Review grading and student evaluation procedures.</li> <li>G. Discuss the community classroom aspect of the program if applicable.</li> <li>H. Discuss the “next steps” related to additional education, training, and employment.</li> <li>I. Review classroom safety, emergency, and disaster procedures.</li> </ul>
<b>1. Communication Skills</b>
<ul style="list-style-type: none"> <li>A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite.</li> <li>B. Read and interpret written information and directions.</li> <li>C. Practice various forms of written communication appropriate to the occupation.</li> <li>D. Practice positive body language skills.</li> <li>E. Practice professional verbal skills for resolving a conflict.</li> <li>F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.</li> </ul>
<b>2. Interpersonal Skills</b>
<ul style="list-style-type: none"> <li>A. Demonstrate positive teamwork skills by contributing to a group effort.</li> <li>B. Practice the importance of diversity awareness and sensitivity in the workplace.</li> <li>C. Define sexual harassment in the workplace and identify the employee’s role and responsibility.</li> <li>D. Practice participation skills.</li> <li>E. Identify different personality types and strategies for working effectively with each type.</li> <li>F. Practice business and social etiquette skills appropriate to the occupation.</li> <li>G. Discuss the role of business and personal ethics in the decision-making process.</li> <li>H. Evaluate various job-related scenarios and justify decisions based on ethics.</li> <li>I. Demonstrate flexibility and adaptability in working with others.</li> <li>J. Demonstrate the use of time management skills.</li> </ul>

**3. Employability Skills**

- A. Demonstrate appropriate attendance and punctuality practices for the classroom and worksite if applicable.
- B. Prepare a resume, cover letter, and job application forms.
- C. Demonstrate interviewing techniques using appropriate tone and body language.
- D. Demonstrate appropriate dress and grooming standards in seeking employment and for the workplace.
- E. Identify strategies for employment retention.
- F. Analyze the impact of social networking on employability.
- G. Identify the need for continuing education, professional development, and professional growth in chosen field.
- H. Identify appropriate procedures for leaving a job.
- I. Identify sources of job information, including electronic sources.
- J. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.

**4. Leadership**

- A. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- B. Work with peers to promote divergent and creative perspectives.
- C. Demonstrate how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- D. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- E. Employ ethical behaviors and actions that positively influence others.
- F. Use a variety of means to positively impact the direction and actions of a team or organization.
- G. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.

**5. Personal and Occupational Safety**

- A. Demonstrate procedures to be followed in case of emergencies.
- B. Discuss ways to report a potential safety hazard to a supervisor.
- C. Identify and discuss cyber ethics, cyber safety, and cyber security.
- D. Describe three levels of medical asepsis.
- E. Apply personal safety practices to and from the job.
- F. Describe the procedure for reporting a work-related hazard or injury.
- G. Recognize the effects of substance abuse in the workplace.
- H. Explain the importance of CAL-OSHA.
- I. Define and discuss ergonomics and proper body mechanics in relationship to working conditions.
- J. Describe the methods of Universal Precautions/Standards that prevent the spread of microorganisms.
- K. Demonstrate proper hand washing and gloving techniques.

<b>6. Introduction to the Health Career Field</b>
<ul style="list-style-type: none"><li>A. Identify the milestones in the advancement of health care.</li><li>B. Discuss the current and future medical trends.</li><li>C. Describe various health care facilities and services.</li><li>D. Explain the functions of the medical specialty units.</li><li>E. Distinguish components of the health care delivery system.</li><li>F. Identify current technological trends in health care.</li><li>G. Describe the basic components of the Affordable Care Act (ACA).</li></ul>
<b>7. Skills Required of Health Professionals</b>
<ul style="list-style-type: none"><li>A. Identify personal characteristics and abilities necessary for success in the health care field.</li><li>B. Demonstrate the ability to build relationships by communicating empathy.</li><li>C. Explain the need to communicate and listen effectively across cultures and all levels of care.</li><li>D. Identify work values and styles that best align to health care occupations.</li><li>E. Identify paid and unpaid experiences that help build toward a career in health care.</li><li>F. Develop a career/education plan.</li></ul>
<b>8. Legal and Ethical Principles</b>
<ul style="list-style-type: none"><li>A. Identify the principles of bioethics in common health careers.</li><li>B. Discuss ethical practices including respect for others, malpractice and liability and patient confidentiality.</li><li>C. Describe the key components of the Health Insurance Portability and Accountability Act (HIPAA).</li><li>D. Demonstrate written documentation that serves as a legal record of the care given to the client.</li><li>E. Discuss current ethical concerns in the medical field.</li><li>F. Discuss different types of abuse and the healthcare worker's mandated reporting obligations.</li><li>G. Identify basic legal and ethical terminology.</li><li>H. Identify the various parts of the Patient's Bill of Rights.</li><li>I. Identify federal vs. state marijuana implications.</li></ul>
<b>9. Medical Terminology</b>
<ul style="list-style-type: none"><li>A. Demonstrate the use of medical terminology on medical documentation.</li><li>B. Identify anatomical descriptors and fundamental human body structures.</li><li>C. Identify common medical abbreviations used in the health care environment.</li></ul>

**10. Anatomy and Physiology**

- A. Describe the organization of the human body from cell to system.
- B. Describe organs of the human body in relation to the plane, region, or cavity of location.
- C. Demonstrate understanding of the human body systems and their major components and function.
- D. Describe common disorders/diseases of the various human body systems.

**11. Nutrition**

- A. Identify common nutrients and food sources.
- B. Describe the My Plate.
- C. Discuss the recommended daily allowance (RDA) of nutrients.
- D. Demonstrate the ability to read the food product label for nutrition facts.
- E. Identify different types of diets (e.g., low sodium, diabetic, etc.).
- F. Identify common vitamin and dietary deficiencies.
- G. Identify the effects that dietary choice can have on the effectiveness of certain medications.
- H. Identify the effects that certain food ingredients (e.g., sugars, saturated fats, caffeine) can have on one's health.

**12. Vital Signs**

- A. Demonstrate the correct procedure for measuring and recording a patient's temperature.
- B. Demonstrate the correct procedure for measuring and recording a patient's pulse.
- C. Demonstrate the correct procedure for measuring and recording a patient's respiration rate.
- D. Demonstrate the correct procedure for measuring and recording a patient's pain level.
- E. Demonstrate the correct procedure for measuring and recording a patient's blood pressure (manually).
- F. Demonstrate the correct procedure for measuring and recording a patient's blood pressure (electronically).
- G. Demonstrate the correct procedure for cleaning, disinfecting, and storing vital sign equipment.
- H. Discuss factors that influence the patient's vital signs including the normal and abnormal values.
- I. Identify the four vital signs and the body functions measured by each.
- J. Describe the equipment and methods used to obtain and record a patient's vital signs.

<b>13. The Metric System, Weights and Measures</b>
<ul style="list-style-type: none"> <li>A. Demonstrate accuracy in measuring volume, length, and weight using the metric system and household measurements.</li> <li>B. Demonstrate accuracy when converting between pounds and kilograms.</li> <li>C. Identify units of measurement in the metric and household systems for weight, length, and liquid.</li> <li>D. Identify common measuring equipment and describe steps to accurately convert common measurements between the household and metric systems.</li> <li>E. Accurately convert traditional time to military time.</li> <li>F. Accurately calculate drug dosages including tablets, liquids, and injections.</li> </ul>
<b>14. First Aid and CPR</b>
<ul style="list-style-type: none"> <li>A. Recognize and discuss the correct procedure for administering Cardiopulmonary resuscitation (CPR).</li> <li>B. Discuss and demonstrate the removal of foreign airway body obstructions.</li> <li>C. Identify the important components of First Aid treatment.</li> <li>D. Demonstrate proper bandaging of common wounds.</li> <li>E. Identify the risk factors, signs, and symptoms of cardiac arrest.</li> <li>F. List the signs and symptoms of choking.</li> <li>G. Identify three types of burns and treatment for each.</li> <li>H. Discuss the common signs, symptoms, and basic treatment of sudden illness, including fainting, bleeding, shock, stroke, musculoskeletal injuries, seizures, poisoning, and marine injuries.</li> </ul>
<b>15. Death, Dying, and Disease Process</b>
<ul style="list-style-type: none"> <li>A. Describe the stages of the grieving process defined by Kubler-Ross.</li> <li>B. Discuss the rights of the dying resident.</li> <li>C. Identify the purpose of hospice care.</li> </ul>
<b>16. Portfolio Design</b>
<ul style="list-style-type: none"> <li>A. Develop personal marketing and computer skills by refining your digital portfolio for post-secondary and employment acceptance.</li> <li>B. Compile best samples of original works and documents for a variety of purposes, which shows a progression in the acquisition of knowledge and/or skills.</li> <li>C. Demonstrate knowledge of competencies through journaling or summary of selected works or documents.</li> <li>D. Revise professional resume and cover letter to align with skills and objective statements of the relevant industry.</li> <li>E. Dress professionally and practice interviewing techniques using portfolio materials.</li> <li>F. Assemble industry and employability documents (resume, cover letter, certifications, recommendation letters, etc.).</li> </ul>

- G. Create a “leave behind” book or folder.
- H. Display portfolio materials during a fair, community event, competition, or professional panel review.
- I. Evaluate and utilize feedback to improve portfolio.

## Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.).	1A, B, D 3B, C, D, I, J 16A-I	2 3 10	2 3		LS 11-12.6 SLS 11-12.2
2. Students will complete an online career assessment to identify interests, skills, and work values. Using the data, students will analyze their ability to serve various populations, as well as determine which health care profession would best match their abilities and interests.	7A, D, E	3	3	-----	SLS 11-12.2
3. Students will explore in detail a health care career of their choice. Students will write a paper 3-5 pages in length, double-spaced. Students will incorporate online research, results from informal assessments, and information gathered through industry and post-secondary tours.  Each paper will be organized into six parts as follows: Part 1: Introduction - Personal Assessment. Part 2: Requirements for entry into the career. Part 3: Describing the job. Part 4: Describing the profession today. Part 5: Outlining the steps to go from here to there. Part 6: Projected growth.	1B, C 7A, D-F	3	3	-----	SLS 11-12.2 WS 11-12.7
4. Using current medical events, students will identify and debate the ethical issues surrounding the event and analyze how their personal belief systems impact their response to patients/co-workers. At the conclusion of the debate, students will write a 1-2 page reflection, taking a side and defending their personal position.	1A, B, D-F 2B, D-J 4B 8A, E	2 8	2 5 8 9	B6.0 B13.0	LS 11-12.6 SLS 11-12.1d WS 11-12.7
5. Students will transcribe medical reports/documents and explain in layman's terms to a partner or the class.	1A-C 9A-C	2	2 10	B5.0 B6.0	RSTS 11-12.4
6. Students will generate relevant questions, conduct research and prepare an informational brochure about a disease or condition that impacts high school students.	2A, D, I, J 4C 9A-C 10A-D	2 11	2 10	B13.0	WS 11-12.6 WS 11-12.7



Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
7. After analyzing the nutritional value and calorie content of their own diet, students will analyze the current nutritional habits of a specified person/population. Students will develop and defend a 5-day meal plan that addresses the needs of their person/population in a 3-4 page report.	1A, B, F 11C, H 14A-C	5 11	2 5	B2.0 B3.0 B6.0 B9.0	LS 11-12.6 WHSST 11-12.4 WS 11-12.7
8. Students will collect the vital signs of other students, recording the results. Students will compare and contrast the results obtained and speculate on the cause of the differences, taking into consideration the effects of exercise, medications, time of day, and nutrition on the results.	1B, C 12A-J	2 5 11	2 10	B4.0 B6.0	LS 11-12.6 WS 11-12.7
9. Students will accurately calculate medical dosage requirements based on various patient, disease, and medication parameters. After completing the exercise, students will write a 250-word essay on the following prompt: To what degree are you willing to be responsible for the proper administration of medication to a patient?	1B, C 4G 9A, C 13A-C	2 12	2 5 8	B3.0	N-Q2 N-Q3
10. In teams, students will research an ethical issue surrounding Cardiopulmonary Resuscitation. Students will debate both sides of the issue. When the debate is done, students will write a 2-3 page paper supporting their position on the issue and responding to the opposition's perspectives/opinions.	1A, D-F 2A, B, G 4B, D, E 8A-C 14A-H	2 5 9	2 8	B12.0	SLS 11-12.1 WS 11-12.7
11. Students will run a mock clinic/urgent care.	1A-F 2A, B, D-F, H-J 3A,E 4C 5A, B, D, E, H-K 7A, C 8D, F, G 9A-C 10B, D 12A-F 13A-D	2 5 8	2 5 6 7 8 9 10	B2.0 B3.0 B4.0 B5.0 B6.0 B7.0 B10.0 B11.0 B12.0	LS 11-12.6 RSTS 11-12.4 SLS 11-12.1d SLS 11-12.1b

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
	14A-H				
12. Students will draft an Advanced Directive after comparing the directives of their family members. Students will write a reflection paper regarding the conversations they had with family on this topic.	1A-C 2B, G 8B, D, E, G 15B	2 8	2 5 7	B6.0 B12.0	LS 11-12.6 SLS 11-12.1 WS 11-12.7

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
13. Students will write a 250 word essay on the following prompt: If a patient does not have an advance directive, family members (with some having priority over others) have the right to authorize medical decisions, including the right to authorize terminating life support systems. If there is an advance directive, should family members be able to override it? Why or why not?	2G, H 4D 8E 15A, B	2 12	2 8	B12.0	WHSST 11-12.4

## Standards Assessed in this Program

## Career Ready Practices

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned to personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial well-being.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural/global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

## Anchor Standards

**2.0 Communications**

- Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

**3.0 Career Planning and Management**

- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

**4.0 Technology**

- Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

**5.0 Problem Solving and Critical Thinking**

- Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

**6.0 Health and Safety**

- Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.

**7.0 Responsibility and Flexibility**

- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.

**8.0 Ethics and Legal Responsibilities**

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

## 9.0 Leadership and Teamwork

- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

## 10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

## Pathway Standards

### Health Science and Medical Technology – Patient Care

**B2.0** Understand the basic structure and function of the human body and relate normal function to common disorders.

**B3.0** Know how to apply mathematical computations used in healthcare delivery system.

**B4.0** Recognize and practice components of an intake assessment relevant to patient care.

**B5.0** Know the definition, spelling, pronunciation, and use of appropriate terminology in the healthcare setting.

**B6.0** Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.

**B7.0** Apply observation techniques to detect changes in the health status of patients.

**B9.0** Implement wellness strategies for the prevention of injury and disease.

**B10.0** Comply with protocols and preventative health practices necessary to maintain a safe and healthy environment for patients, healthcare workers, coworkers, and self within the healthcare setting.

**B11.0** Comply with hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.

**B12.0** Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning.

**B13.0** Research factors that define cultural differences between and among different ethnic, racial, and cultural groups and special populations.

## Common Core State Standards

### ENGLISH LANGUAGE ARTS

#### Language Standards

**LS 11-12.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Reading Standards for Science and Technical Subjects

**RSTS 11-12.4:** Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context.

## Speaking and Listening Standards

**SLS 11-12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others ideas and expressing their own clearly and persuasively.

**SLS 11-12.1b:** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**SLS 11-12.1d:** Respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence made on all sides of an issue, resolve contradictions when possible, and determine what additional information or research is required to deepen the investigation or complete the work.

**SLS 11-12.2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

## Writing Standards

**WS 11-12.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments and information.

**WS 11-12.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

## Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

**WHSST 11-12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

## MATHEMATICS

### Number and Quantity

**N-Q2:** Define appropriate quantities for the purpose of descriptive modeling.

**N-Q3:** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.