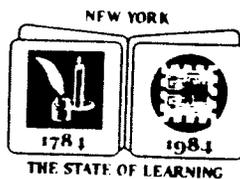
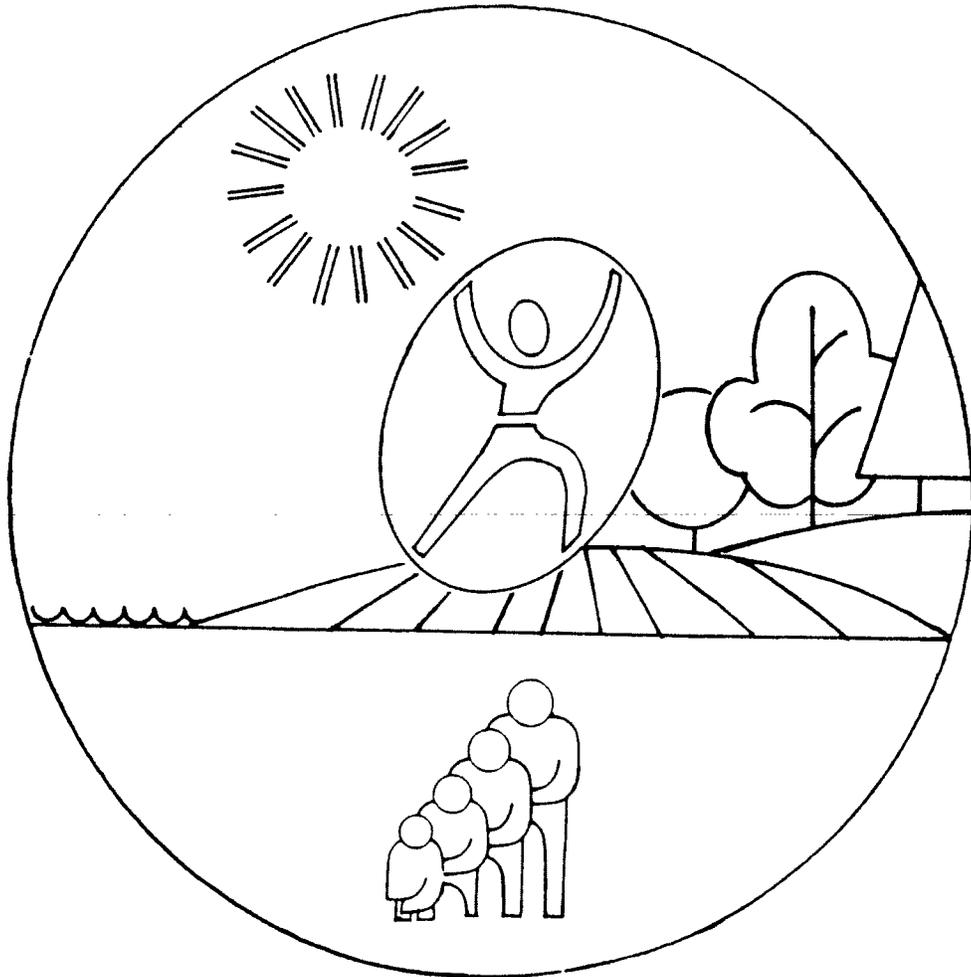
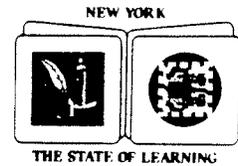


HEALTH OCCUPATIONS EDUCATION CORE CURRICULUM



The University of the State of New York
The State Education Department
Bureau of Business, Health and Service Programs
Albany, New York 12234

Reprinted 1995



THE STATE EDUCATION DEPARTMENT (THE UNIVERSITY OF THE STATE OF NEW YORK) ALBANY, NY 12234

ASSISTANT COMMISSIONER FOR OCCUPATIONAL AND CONTINUING EDUCATION
DIRECTOR, DIVISION OF OCCUPATIONAL EDUCATION PROGRAMS

August 1987

TO: Occupational Education Directors
Principals of Selected Public and Non Public High Schools
Health Occupations Education Coordinators
Health Occupations Education Teachers

FROM: Willard R. Daggett, Division Director *W. R. Daggett*

SUBJECT: Health Occupations Education Core Syllabus

Enclosed please find the final copy of the Health Occupations Education Core syllabus. The Core should be implemented in September 1987.

There is a supplemental resource document available for teachers. Copies may be obtained by calling the Bureau of Business, Health and Service Programs at 518: 474-6240.

Thank you for your continued support and cooperation in implementing the Health Occupations Education programs in New York State.

Enclosure

HEALTH OCCUPATIONS EDUCATION CORE

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Occupational and Continuing Education
Division of Occupational Education Programs
Bureau of Business, Health and Service Programs
Albany, NY 12234

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HEALTH OCCUPATIONS EDUCATION CORE

The Health Occupations Education Core curriculum was developed over a four-year period by teams of writers representing all of the specialized areas of instruction.

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TOTAL TEACHING TIME: 2 UNITS/216 HOURS

DATE: June 1987

HEALTH OCCUPATIONS EDUCATION CORE

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HEALTH OCCUPATIONS EDUCATION CORE

COURSE OVERVIEW

Introduction

Today's society is changing rapidly, in both technological and social aspects. In terms of the health care industry, there has been a shift in orientation regarding the delivery of health services in this nation. More and more people are actively assuming responsibility for their own health, new technology has assumed a larger role in the industry, and a greater percentage of health resources will be required for the care of individuals with chronic and long-term illnesses.

As a result of this shift in health care delivery systems and the recommendations of the Health Occupation Education futuring committee, the Statewide Health Occupations Education program structure has been organized into modules of instruction which will provide students with the broad, transferable skills required by a variety of health provider jobs, both now and in the immediate future. The curriculum in each module has been developed to permit rapid and effective updating as it becomes necessary due to technological changes.

The Health Occupations Education Core is the foundation course for each of the specialized programs. The knowledge and competencies in the Core are considered common to all job titles in the Health Occupations field. These skills have also been identified as useful in many health professions, thus facilitating cross training or retraining. The Core offers options to students by allowing them to explore a variety of jobs within the health industry before choosing a specialized program of study.

In addition to serving as the foundation course for specialized HOE programs, this curriculum may be offered as the basis for an interdisciplinary sequence with other occupational disciplines such as business, home economics, and agriculture. The HOE Core curriculum could also provide an exploration for secondary academic students interested in pursuing post-secondary study in a health profession.

Students who select a sequence in Health Occupations Education must take and pass the State proficiency examination that measures core competencies, when that examination becomes available. Upon approval from the participating schools the students who pass the HOE CORE proficiency examination may receive a waiver for 1/2 unit of health education.

Each module has an overview which identifies the goals of that module, describes the content that will be covered, and lists the skills, knowledge, and behaviors that the student will achieve. Each module contains performance based objectives supported by enabling competencies needed to meet the objectives. Where appropriate, the modules are divided into topics.

Instructional activities are also included in each module which provide innovative strategies that can assist instructors in implementing their lesson plans. A resource document that includes information sheets, worksheets, and activities has been prepared to support the curriculum.

As the instructor develops his or her local course of study, time should be devoted to developing study habits and critical thinking skills.

Goal

The primary goal of the HOE CORE is to provide students with an exploratory experience which will enable them to make short and long-term health care career decisions by providing them with the basic skills, knowledge, and attitudes common to all present and emerging health occupations. The course is also designed to help students gain an appreciation of wellness throughout the life cycle and to develop personal leadership and management skills.

Description

The Health Occupations Education Core identifies factors contributing to the personal health of individuals throughout the life cycle. The skills, knowledge, and behaviors identified in the Core modules include the development of communication techniques, computer literacy, leadership skills, and resource management techniques. Students will build on these skills while exploring the health careers. Terminology is addressed in each module. Handwashing, body mechanics, and measuring vital signs are also addressed.

Skills, Knowledge, and Behaviors to be Developed

The ability to:

1. Develop a professional vocabulary
2. Identify and develop leadership skills
3. Describe the career ladders available in the health field
4. Explain legal and ethical considerations
5. Develop communication skills
6. Develop job preparedness skills
7. Identify community resources available for promoting and maintaining health
8. Discuss the general structure and function of the body systems
9. Measure vital signs
10. Discuss various aspects of the human developmental process
11. Demonstrate hand washing technique
12. Discuss the rules for maintaining a clean environment
13. Discuss the rules for maintaining and promoting a safe environment
14. Demonstrate proper body mechanics
15. Apply appropriate and approved first aid measures
16. Discuss the use of computers in health careers

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Special Population Provision

Students who are educationally handicapped have been classified by the local school district Committee on the Handicapped (COH) and receive special education to the extent needed for progress in school. Most students who require special education attend regular classes in conjunction with specialized instruction and/or related services. In addition to receiving special education, such students must have access to the full range of programs and services provided by the school district. No student can be denied membership or participation in a curricular or extracurricular activity on the basis of a disability. It is important that students with handicapping conditions are ensured access to the total school program.

Most students with handicapping conditions have, by definition, the intellectual capacity to master the curricular content requirements for a high school diploma. Such students must attain the same academic standards as their nonhandicapped peers in order to meet these requirements. Students with handicapping conditions are provided instruction in a wide variety of settings from regular education to special education classes. Teachers providing instruction through these modules should become aware of the needs of those students with handicapping conditions who have been appropriately placed within their classes. Instructional techniques and materials must be modified as needed such students can obtain the information.

Modules include suggestions for modifying instructional strategies and materials. The suggestions are intended to provide teachers with a few examples and should be viewed as a base from which both special and regular education teachers can develop additional strategies.

GENERAL SUGGESTIONS FOR MODIFYING INSTRUCTIONAL TECHNIQUES AND MATERIALS

1. Provide study guide questions for students who may have difficulty selecting the important ideas in reading assignments.
2. Provide an outline of the material being presented for lecturing or demonstrating.
3. Consider pairing students for research and other activities.
4. Use three-dimensional models in addition to diagrams where possible.
5. Give terminology lists to special education teachers to use for reinforcement.
6. Provide techniques for alternative testing.

MODULE: INTRODUCTION TO HEALTH OCCUPATIONS

TOPICS: Overview of Health Careers
Terminology

OVERVIEW OF MODULE

Goal

The purpose of this module is to acquaint the student with current and emerging health careers.

Description

In this module, the student will explore the various aspects of the health field for assistance in making realistic career choices.

Skills, Knowledge, and Behaviors to be Developed

Upon completion of this module, the student will be able to:

1. List reasons why people select careers in health
2. Describe personal characteristics desirable for individuals selecting careers in health
3. Describe various health careers
4. Identify the roles and responsibilities of health service providers
5. Identify emerging health careers
6. Define terms related to health careers

Suggested Teaching Time: 13-17 hours

MODULE: INTRODUCTION TO HEALTH OCCUPATIONS
TOPIC: Overview of Health Careers

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: none
Action: The student will list five reasons why people select a career in health.
Level of Mastery: four out of five

In order to do this, the student must be able to:
 - a. Define related terminology
 - b. List six reasons for working
 - c. List advantages and disadvantages of careers in health

2. Special Condition, Materials, or Equipment: none
Action: The student will describe ten personal characteristics desirable for individuals selecting a career in health.
Level of Mastery: seven out of ten

In order to do this, the student must be able to:
 - a. Define related terminology
 - b. Identify desirable personal characteristics
 - c. State how desirable characteristics enhance the employability of health workers

3. Special Condition, Materials, or Equipment: sunburst
Action: The student will identify the education required for each of the following career levels: (1) professional, (2) technical, and (3) entry.
Level of Mastery: three out of three

In order to do this, the student must be able to:
 - a. Define professional, technical, and entry level
 - b. Identify levels of education for specific job titles (i.e., baccalaureate or above, associate degree, non-degree)
 - c. Review selected school catalogues

4. Special Condition, Materials, or Equipment: sunburst and sunburst worksheet
Action: The student will identify three duties relating to two jobs within each of the following career levels: (1) professional, (2) technical, and (3) entry.
Level of Mastery: two out of three duties for six jobs (two jobs from each level)

In order to do this, the student must be able to:
 - a. Select two job titles from each major category on the HOE Core Sunburst (attached)
 - b. Identify specific duties for selected job titles
 - c. Review selected job descriptions

MODULE: INTRODUCTION TO HEALTH OCCUPATIONS
TOPIC: Overview of Health Careers

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

5. Special Condition, Materials, or Equipment: sunburst
Action: The student will identify three places of employment relating to two jobs within each of the following career levels: (1) professional, (2) technical, and (3) entry.

Level of Mastery: two out of three places of employment for six jobs (two jobs from each level)

In order to do this, the student must be able to:

- a. Identify job opportunities available in communities, institutions, business, industry or other
- b. Match job titles with corresponding places of employment

6. Special Condition, Materials, or Equipment: none
Action: The student will diagram a career ladder from any entry level position to the highest level position in a chosen career.

Level of Mastery: a degree of accuracy and completeness satisfactory to the instructor

In order to do this, the student must be able to:

- a. Define related terminology
- b. Explain the concept of career ladders
- c. Identify job titles on a career ladder for a specific health career

7. Special Condition, Materials, or Equipment: none
Action: The student will diagram a career lattice from any entry level position.
Level of Master: a degree of accuracy and completeness satisfactory to the instructor

In order to do this, the student must be able to:

- a. Define related terminology
- b. Explain the concept of career lattice
- c. Identify job titles on a career lattice

8. Special Condition, Materials, or Equipment: example of an organization chart
Action: The student will list the "chain of command" from the lowest to the highest level.

Level of Mastery: a degree of accuracy and completeness satisfactory to the instructor

In order to do this, the student must be able to:

- a. State the purpose of an organization chart
- b. Complete a sample of a simplified organization chart
- c. Trace the chain of command illustrated on the organization chart

MODULE: INTRODUCTION TO HEALTH OCCUPATIONS
TOPIC: Overview of Health Careers

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

9. Special Condition, Materials, or Equipment: none
Action: The student will identify two new or emerging health careers.
Level of Mastery: one out of two

In order to do this, the student must be able to:

- a. Describe new and emerging health careers
- b. Identify local employment opportunities

10. Special Condition, Materials, or Equipment: none
Action: The student will list three entrepreneurial opportunities in the health field.
Level of Mastery: two out of three

In order to do this, the student must be able to:

- a. Define related terminology
- b. Identify job titles from each major category on the HOE Core Sunburst that provide an opportunity for developing a private business

MODULE: INTRODUCTION TO HEALTH OCCUPATIONS
TOPIC: Terminology

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: a list of basic terms related to health careers (attached)
Action: The student will define ten terms.
Level of Mastery: seven out of ten

In order to do this, the student must be able to:

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

MODULE: INTRODUCTION TO HEALTH OCCUPATIONS

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Prepare a worksheet for students to use when exploring careers. Include questions on duties, training, special knowledge and skills required, employment opportunities, salary range, working hours, time off, travel, etc.
2. Have the students review the series of filmstrips/tapes from Morris-Tuckman Productions, "People Skills" (HR-202). Titles include: "Understanding Yourself," "Understanding Your Relationships With Others," and "Understanding Your Relationship with the Organization."
3. Have the students review the filmstrip/tape from Counselor Films, "Is A Career in Health Services for you."
4. Have the students review the filmstrip/tape from Coronet Instructional Media, "Your Job: You and Your Boss."
5. Have the students review the filmstrips/tapes from J. Weston Walsh Publisher, "215 Activities for Exploring Health Careers" and "50 Word Games for Health Classes."
6. Have the students list qualities of a person they like and qualities of a person they dislike. Compare and contrast qualities, then have them make a list of desirable personal characteristics. The students should evaluate themselves according to the list of personal characteristics they developed.
7. In small groups, have the students identify personal characteristics that health care workers should have and explain why. Discuss those traits that would apply to health workers in different settings, i.e., likes to work with people vs. likes to work independently.
8. Create bulletin boards and display cases featuring a new health career or let students choose an occupation and be responsible for the information to be included on display.
9. Have the students collect current articles relevant to health careers from newspapers and periodicals.
10. Have the students collect classified advertisements of local employment opportunities to share with the class. In small groups, have students critique the advertisements and evaluate their appeal.
11. Have the students develop advertisements for a health career.
12. Have the students select a job and create a paper career ladder. Post the class's career ladders and cross reference all career ladders to identify career lattices.

MODULE: INTRODUCTION TO HEALTH OCCUPATIONS

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

13. Play the terminology "Password" game.

Directions: Divide the class into two groups. Select a volunteer (team player) from each half to sit in front of the group with his or her back to the chalkboard. Write a term on the chalkboard and have group members from each group take turns giving one word clues to the team players. Assign points to the group whose team player successfully guesses the term.

14. Play the terminology "Bingo" game.

Directions: Each player receives one or more bingo cards and a supply of markers. "Caller" receives calling cards. Play as you would play "bingo." First person to get "bingo" will call back their winning card for verification.

15. Create a computerized crossword puzzle for students to complete.

16. Divide the class into groups and have each group brainstorm to choose and agree upon a new health related business venture. Have each group devise a plan for marketing the business.

SUGGESTIONS FOR MODIFYING INSTRUCTIONAL TECHNIQUES AND MATERIALS

1. Have a daily evaluation of personal grooming and adherence to school dress codes.
2. Provide students with computer word searches and flashcards for reinforcement of terminology.

MODULE: INTRODUCTION TO HEALTH OCCUPATIONS

TERMINOLOGY

1. associate degree
2. avocation
3. baccalaureate degree
4. career
5. career ladder
6. career lattice
7. certification
8. compassion
9. competent
10. empathy
11. entry level
12. health professional
13. health team
14. hierarchy
15. job description
16. licensure
17. profession
18. professional
19. proprietary
20. registration
21. technical
22. technician
23. technologist
24. therapist
25. vocation

MODULE: LEGAL AND ETHICAL RESPONSIBILITIES OF HEALTH CARE WORKERS

TOPICS: Legal Aspects
Ethics
Terminology

OVERVIEW OF MODULE

Goal

The purpose of this module is to familiarize the student with the legal and ethical responsibilities of persons in the health field.

Description

This module includes the legal and ethical responsibilities pertinent to the health field.

Skills, Knowledge, and Behaviors to be Developed

Upon completion of this module, the student will be able to:

1. Identify the legal responsibilities of health providers
2. Identify the ethical responsibilities of health providers
3. Discuss confidentiality
4. Define related terminology

Suggested Teaching Time: 3-7 hours

MODULE: LEGAL AND ETHICAL RESPONSIBILITIES OF HEALTH CARE WORKERS
TOPIC: Legal Aspects

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

- I. Special Condition, Materials, or Equipment: none
Action: The student will list five legal responsibilities of persons in the health field.
Level of Mastery: four out of five

In order to do this, the student must be able to:

- a. Define related terminology
- b. Identify the legal responsibilities as they relate to peers (i.e., reporting drug abuse or unsafe practices)
- c. Identify the legal responsibilities as they relate to consumers (i.e., reporting physical and emotional abuse, maintaining confidentiality, accessibility for the handicapped)
- d. Identify the legal responsibilities as they relate to employers (i.e., falsifying records, theft)

MODULE: LEGAL AND ETHICAL RESPONSIBILITIES OF HEALTH CARE WORKERS
TOPIC: Ethics

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: none
Action: The student will list five ethical responsibilities of persons in the health field.
Level of Mastery: four out of five

In order to do this, the student must be able to:

- a. Define related terminology
- b. Discuss the source of ethical codes
- c. Identify ethical responsibilities as they relate to peers (i.e., cooperation, respect)
- d. Identify ethical responsibilities as they relate to consumers (i.e., dependability, punctuality)
- e. Identify ethical responsibilities as they relate to employers (i.e., adhering to policies, honesty)

2. Special Condition, Materials, or Equipment: none
Action: The student will explain the importance of confidentiality.
Level of Mastery: degree of accuracy satisfactory to the instructor

In order to do this, the student must be able to:

- a. Define related terminology
- b. List the types of information which are to be kept confidential
- c. Describe specific situations in which the health provider must maintain confidentiality
- d. Discuss the implications of not maintaining confidentiality

MODULE: LEGAL AND ETHICAL RESPONSIBILITIES OF HEALTH CARE WORKERS
TOPIC: Terminology

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: a list of legal and ethical terms (attached)
Action: The student will define ten terms.
Level of Mastery: seven out of ten

In order to do this, the student must be able to:

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

MODULE: LEGAL AND ETHICAL RESPONSIBILITIES OF HEALTH CARE WORKERS

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Invite a lawyer to address the class.
2. Have the students collect newspaper and journal articles regarding legal problems, suits, etc., involving health care. Discuss the ethical and legal implications.
3. Have the students share personal experiences in which they have been health care clients (i.e., school physicals, emergency room visits, hospitalization).
4. Initiate discussion on why confidentiality is essential in the health field.
5. Provide the students with two case problems, one involving consumer interaction and one involving recordkeeping, have them answer specific questions relating to ethical behavior i.e., computerized information).
6. Correlate confidentiality with maintaining confidentiality of student records.

SUGGESTIONS FOR MODIFYING INSTRUCTIONAL TECHNIQUES AND MATERIALS

1. Give list of legal terms and laws to special education teachers so they can provide students with additional review and reinforcement.
2. Provide students with written definitions of terminology.
3. Written material regarding terminology and laws may need to be simplified and presented in a gradual manner.

MODULE: LEGAL AND ETHICAL RESPONSIBILITIES OF HEALTH CARE WORKERS

TERMINOLOGY

1. accessible
2. aiding and abetting
3. assault
4. battery
5. confidential
6. consumer
7. discrimination
8. equitable
9. ethics
10. informed consent
11. invasion of privacy
12. law
13. libel
14. malpractice
15. moral
16. negligence
17. privileged information
18. slander
19. witness

MODULE: LEADERSHIP AND COMMUNICATION

TOPICS: Personal Leadership Development
Effective Communications
Job Preparation
Student and Professional Organizations
Terminology

OVERVIEW OF MODULE

Goal

The purpose of this module is to help the student identify and develop leadership and communication skills essential for employment in the health field and participation in the community.

Description

In this module various leadership skills will be identified and practiced, including decision making, problem solving, and goal setting. Students will identify the importance of interpersonal relationships and the application of communication skills necessary to become an effective health provider. The student will develop the skills for seeking and obtaining employment, and for identifying organizations that represent the health field.

Skills, Knowledge, and Behaviors to be Developed

Upon completion of this module, the student will be able to:

1. Discuss the functions and styles of a leader
2. Describe the process of problem solving/decision making
3. Identify the need and guidelines for setting a goal
4. Discuss methods of communication
5. Discuss interpersonal relationship skills
6. Write a business letter seeking employment opportunities
7. Prepare a resume
8. Complete an application form
9. Discuss appropriate behaviors for a job interview
10. List the New York State health-related youth organizations
11. Identify two major professional health organizations
12. Define terms related to leadership and communication

Suggested Teaching Time: 23-27 hours

MODULE: LEADERSHIP AND COMMUNICATION
TOPIC: Personal Leadership Development

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: none
Action: The student will describe four functions of a leader.
Level of Mastery: two out of four

In order to do this, the student must be able to:

- a. Define the term "leadership"
- b. Identify leadership characteristics
- c. Identify the four functions of a leader: (1) goal setting, (2) determining methods to meet goals, (3) problem solving, (4) achieving goals

2. Special Condition, Materials, or Equipment: none
Action: The student will describe three leadership styles and list one trait for each.
Level of Mastery: two styles with one trait per style

In order to do this, the student must be able to:

- a. List the three leadership styles: autocratic, democratic, laissez-faire
- b. Discuss the traits of a leader who displays each style

3. Special Condition, Materials, or Equipment: none
Action: The student will describe three guidelines to follow when setting a goal.
Level of Mastery: two out of three

In order to do this, the student must be able to:

- a. Explain the importance of goal setting
- b. Identify realistic goals
- c. Evaluate available resources
- d. Set specific goals
- e. Recognize accomplishment
- f. Modify goals

MODULE: LEADERSHIP AND COMMUNICATION

TOPIC: Personal Leadership Development

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

4. Special Condition, Materials, or Equipment: list of problems
Action: The student will develop a solution to one problem using problem-solving/
decision-making techniques.
Level of Mastery: a degree of accuracy and completeness satisfactory to the
instructor

In order to do this, the student must be able to:

- a. Identify the problem
- b. Set goals
- c. List possible solutions and options
- d. Collect information for each alternative, solution, or option
- e. Analyze alternatives
- f. Select an alternative
- g. Evaluate the outcome
- h. Make modifications if necessary

MODULE: LEADERSHIP AND COMMUNICATION
TOPIC: Effective Communications

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: none
Action: The student will identify three verbal and three nonverbal communication techniques used by health providers.
Level of Mastery: two out of three verbal; two out of three nonverbal

In order to do this, the student must be able to:

- a. Define communication
- b. Identify elements of communication as sender, message, and receiver
- c. Define verbal and nonverbal communication
- d. Identify factors that influence communication
- e. List forms of verbal and nonverbal communication used in the health field

2. Special Condition, Materials, or Equipment: none
Action: The student will identify three skills necessary to be an effective listener as a health provider.
Level of Mastery: two out of three

In order to do this, the student must be able to:

- a. Explain the difference between hearing and listening
- b. Explain the importance of body language in listening to a message as well as in sending the original message
- c. Discuss the importance of rephrasing information to ascertain comprehension
- d. List the listening techniques used by health providers

3. Special Condition, Materials, or Equipment: none
Action: The student will list three traits which contribute to effective interpersonal relationships in the health field.
Level of Mastery: two out of three

In order to do this, the student must be able to:

- a. Define "interpersonal relationships" and "traits"
- b. Differentiate between positive and negative traits in health providers
- c. Identify sensitivity, adaptability, and cooperation as appropriate traits for health providers

MODULE: LEADERSHIP AND COMMUNICATION
TOPIC: Effective Communications

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

4. Special Condition, Materials, or Equipment: telephone call simulation
Action: Using proper technique as a health provider, the student will answer two telephone calls.
Level of Mastery: one out of two

In order to do this, the student must be able to:

- a. Demonstrate proper telephone technique as used by health providers
- b. Demonstrate how to give information and receive information from the caller
- c. Use the appropriate methods of reporting and recording telephone calls

MODULE: LEADERSHIP AND COMMUNICATION
TOPIC: Job Preparation

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: none
Action: The student will describe three methods for locating employment opportunities in the health field.
Level of Mastery: two out of three

In order to do this, the student must be able to:

- a. Locate classified ad section of paper
- b. Identify local employment agencies
- c. Explain use of private contacts for employment opportunities ("networking")

2. Special Condition, Materials, or Equipment: none
Action: The student will write a resume.
Level of Mastery: degree of accuracy and completeness satisfactory to the instructor

In order to do this, the student must be able to:

- a. Define related terminology
- b. Identify information to be included in a resume
- c. Compile data on past schooling
- d. List work experience
- e. Set up resume according to guidelines

3. Special Condition, Materials, or Equipment: the student's resume
Action: The student will write a cover letter to accompany the resume.
Level of Mastery: degree of accuracy and completeness satisfactory to the instructor

In order to do this, the student must be able to:

- a. Define related terminology
- b. Write a business letter
- c. Identify information to be included on a cover letter
- d. Follow established cover letter format

4. Special Condition, Materials, or Equipment: simple health field job application form
Action: The student will complete the application form.
Level of Mastery: maximum of two errors

In order to do this, the student must be able to:

- a. Define related terminology
- b. Explain importance of a correctly and legibly completed form
- c. Print neatly and concisely
- d. Identify information necessary for completing application forms

MODULE: LEADERSHIP AND COMMUNICATION
TOPIC: Job Preparation

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

5. Special Condition, Materials, or Equipment: none
Action: Identify five behaviors that are appropriate at a job interview.
Level of Mastery: four out of five

In order to do this, the student must be able to:

- a. Describe how to prepare for an interview
- b. State appropriate communication techniques
- c. List appropriate behaviors that make a positive impression (i.e., good grooming, punctuality, appropriate dress, display interest, ask pertinent questions)

MODULE: LEADERSHIP AND COMMUNICATION
TOPIC: Student and Professional Organizations

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: none
Action: The student will list the two New York State health related youth organizations and two purposes of each organization.
Level of Mastery: two organizations, one purpose of each

In order to do this, the student must be able to:

- a. Explain what the acronyms HOSA (Health Occupations Students of America) and VICA (Vocational Industrial Clubs of America) stand for
- b. Identify common purposes of youth organizations including:
 1. to develop leadership skills
 2. to promote active participation in the chosen career field
 3. to instill respect for the world of work
 4. to instill a feeling of self worth
 5. to instill moral and ethical standards

2. Special Condition, Materials, or Equipment: none
Action: The student will identify two major professional health organizations.
Level of Mastery: two out of two

In order to do this, the student must be able to:

- a. Explain the difference between professional health organizations and student organizations
- b. Identify organizations made up of health professionals
- c. Explain the purpose of any professional organization

MODULE: LEADERSHIP AND COMMUNICATION
TOPIC: Terminology

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: a list of terms related to leadership and communication (attached)
Action: The student will define ten terms.
Level of Mastery: seven out of ten

In order to do this, the student must be able to:

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

MODULE: LEADERSHIP AND COMMUNICATION

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Have the students read the by-laws of either HOSA or VICA.
2. Have VICA and HOSA members visit the classroom and discuss the personal significance of belonging to the organization.
3. Have the students attend a local club meeting of VICA and/or HOSA and discuss in class their impression of the club president as a leader.
4. Discuss the current projects and community activities with which the local youth leadership clubs are involved.
5. Invite a Red Cross representative to visit the class to discuss the statement of understanding between HOSA and the Red Cross. Have the students identify activities in which they would like to be involved and why.
6. Encourage the students to participate in or observe the local or state level skill and leadership competitions.
7. Have the students attend a Board of Education or other business meeting. Have the students report their observations to the class and write a brief report summarizing the types of leadership styles.
8. Have the students discuss how people with handicapping conditions have assumed leadership roles (i.e., Roosevelt).
9. Have the students prepare a two to five-minute speech on a health-related topic. Allow the class to evaluate the effectiveness of each student's presentation.
10. Discuss the leadership roles and styles demonstrated within the school setting.
11. Discuss how advocacy groups have provided leadership and have exerted influence on key issues such as rights for persons with disabilities and minorities.
12. Discuss the job seeking skills that can be developed by belonging to a youth leadership organization.
13. Have students suggest situations that require effective communications and apply the following questions to the situation:
 - a. What is the intended message?
 - b. What is the implied message?
 - c. What external factors affect the message?
 - d. What internal factors affect the message?
 - e. If external/internal factors change, how will the message change?

MODULE: LEADERSHIP AND COMMUNICATION

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

14. Have students spend a class period in another part of the school (library, cafeteria, another classroom, lounge, main office), and instruct them to identify and analyze the factors influencing communication in the situation they are observing. Make prior arrangements for this with the administration and other members of the staff. Provide students with the following guide to assist them:

Factors Influencing Communication

Situation: _____

- a. Static (noise) factors interfering with communication: _____

- b. Skills promoting effective communications: _____

- c. Sender's skills: _____

- d. Receiver's skills: _____

- e. I think effective communication was/was not present in this situation because: _____

15. Assign pairs of students a role-playing situation which emphasizes one element affecting communication. Include a situation which simulates communication efforts with a hearing-impaired or visually-impaired individual (real or volunteer). Have the pairs prepare a two-minute dialogue to satisfy the given situation. As the dialogue is being performed, the other students should analyze the situation using the following items:

- a. Internal factors affecting the communication in the dialogue for each situation.
b. Emotional factors of each individual and how they affected communication.
c. The division and filtering of information.
d. How perspective affected the communication in each of the dialogues.
e. Feedback.

16. Lead a discussion on the effects of lighting, seating, noise, and distance on nonverbal communication. A large light bulb, a large chair, someone shouting, and a very small picture of something might be used, followed by discussion as to what these represent. Sample questions to ask include:

- a. How might each of these affect your receiving the message of a mime in the theater?
b. Could these same elements affect communication in the classroom? How?

MODULE: LEADERSHIP AND COMMUNICATION

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

17. Have students demonstrate sending a nonverbal message to the class. Divide the class into two teams for charades. Each student pulls a word, emotion, idea, etc., from a "hat" and acts it out. Each team is timed for its responses; the team with the least time wins. Some suggestions for the slips of paper:
 - a. Let's be friends.
 - b. Be quiet.
 - c. Stop that.
 - d. Let's have a good time.
 - e. Going my way?
 - f. I mean to do you harm.
 - g. Don't cry.
 - h. Boy, am I bored.
 - i. I am afraid.
 - j. Ugh, I don't like that.

18. After discussing the kinds of body language that produce a reaction ask students to bring in two pictures with examples of good body language and two with examples of poor or negative body language. Have them show the pictures and explain what made them react positively or negatively toward the pictures. Discussion questions:
 - a. How might we work on having our bodies talk more positively to others?
 - b. Should we try to eliminate all the negative ways of nonverbally expressing ourselves? Why? Why not?

19. After a discussion of the differences between hearing and listening, the student will receive a printed list of different kinds of activities (i.e., playing the latest song on the radio, getting instructions from your mother for the third time, taking down notes in class, getting directions on how to play a game) and will be asked to indicate which are listening and which are hearing activities. At the conclusion of the activity, the following questions might be asked of the group:
 - a. Can some of the activities listed as listening activities ever be hearing activities?
 - b. Why do we sometimes just hear instead of listen?
 - c. What might we do to increase good listening skills?
 - d. What is meant by: too many of us only hear and forget to listen?

20. Have students role-play a situation where good oral communication is essential. Suggested situations:
 - a. Giving instructions to a client.
 - b. Making a telephone call to schedule an appointment.
 - c. Getting a client signature (i.e., explaining a procedure, answering questions, completing a form).

21. Identify methods of reporting and recording data used by health providers.

MODULE: LEADERSHIP AND COMMUNICATION

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

22. "You are what you say and do." Brainstorm in small groups what this means to you and why these items are important in any group interaction.
23. Have student volunteers role-play a situation involving two individuals carrying on a good or poor telephone conversation, and have the remaining class members list ways that those conversing exhibited good or poor telephone techniques. Have the students list ways to improve those poor techniques identified.

Sample topics for telephone conversation:
 - a. Person A must tell the caller that the physician being called is not in the office. Person B is very upset and must speak to the physician.
 - b. Person A is calling Person B needing information on a client that is confidential.
 - c. Person A must tell Person B that she or he must change the client's appointment.
24. Have the students simulate communication devices used to assist persons with disabilities (TTY).
25. Invite a representative from your area New York State Unemployment Office and from a local employment agency to speak to the class on the services which they provide and area employment opportunities in health occupations.
26. Brainstorm with students to develop a list of ways in which students may find employment. After sources of potential job openings have been identified, assign each student to use two sources and prepare a written report of the findings.
27. Provide students with an outline similar to the one illustrated below. Have students complete the assessment of their abilities and interests.

Materials Needed: Copies of Self-Assessment Form (below)

SELF-ASSESSMENT

- a. List schools you have attended and any special courses you have completed.
- b. List any special skills/abilities you have.
- c. List any honors you have received.
- d. List any work experience you have had.

Full-time:

Part-time:

Volunteer:

School/clubs/activities:

- e. List any community organizations/activities with which you have been involved.
- f. List any hobbies you have.

MODULE: LEADERSHIP AND COMMUNICATION

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

28. Have students prepare a resume using the information organized in Instructional Strategy No. 27.
29. Provide students with a sample letter requesting permission to use a person's name as a reference. Using the sample letter as a guide, have students compose a letter and mail it to three individuals. Have students prepare stamped, self-addressed, and properly formatted postcards to enclose with request letters to ensure prompt replies.
30. Provide students with the following guide for composing a cover letter:

COVER LETTER

- a. First Paragraph: State position for which you wish to apply and indicate how you learned about the opening.
 - b. Second Paragraph: Explain why you are the right person for the job. Emphasize what you can do and why you are particularly interested in the company and the type of work; refer to enclosed resume.
 - c. Third Paragraph: Ask for an interview. State where, when, and how you can be reached.
31. Direct students to find a health related job opening in the classified section of the newspaper and write a cover letter; have students attach the ads to their completed letters. In small groups, direct students to critique each others' letters, noting omissions, strong points, and areas of weakness.
 32. Prepare a transparency of a job application form. Review with students the terminology and instructions on the form.
 33. Obtain a variety of job application forms from local companies. Divide class into small groups and direct students to study the forms and prepare a listing of the similarities and differences among the application blanks. After students have analyzed the forms, prepare with the class a list of the data required when completing an application for employment.
 34. Using the application forms analyzed in Instructional Strategy No. 28, have the students fill in a blank forms, and exchange and critique each other's completed forms.
 35. From the attached terminology list, have students define all words and use 10 of them in sentences.
 36. Obtain the Getting A Job Process Kit from South Western Publishing Company for practice in applying for work.

MODULE: LEADERSHIP AND COMMUNICATION

SUGGESTIONS FOR MODIFYING INSTRUCTIONAL TECHNIQUES AND MATERIALS

Students who are educationally handicapped and appropriately mainstreamed should be exposed to all of the concepts involved in this module. Different teaching approaches should be considered, however, as the success of these students may depend on the manner in which the information is presented. Below are some suggestions for assisting handicapped students to benefit from the instruction provided through the module and to demonstrate their knowledge and skills in relation to the performance objectives and supporting competencies contained in the module.

Auditory activities may necessitate special consideration for a hearing impaired student unaccompanied by an interpreter in order to minimize tension which may result during periods of activities requiring listening skills.

1. For a student proficient in lipreading, be ready to; restate directions, provide written directions, and show by example.
2. Enlist the assistance of an aide or student volunteer.
3. The learning situation can be further enhanced for a hearing impaired student by:
 - a. Directly facing the student when speaking
 - b. Placing all speakers in close proximity to student
 - c. Speaking clearly in a natural tone and at a normal rate
 - d. Using hand gestures and facial expressions as cues
 - e. Emphasizing the use of visual and reading materials
4. Provide the interpreter or special education teacher with lesson information (vocabulary list, lesson outline) prior to scheduled instruction, if possible, so the resource person may use the material as a preliminary introduction and a review for the student.
5. Call on the student to answer questions under nonthreatening circumstances.
6. Keep distracting external stimuli to a minimum.

A speech impairment causes a student's speech pattern to differ significantly from the norm and interferes with oral communication. This condition will affect a student's willingness to speak in class. Be attuned to such reluctance, which may or may not be related to an impairment in speech, and encourage a verbal response. Do not demand one.

1. For the student who never volunteers, who omits words, or who scrambles syntax, it may prove helpful to:
 - a. Direct questions you know the student can correctly answer in a small group situation first
 - b. Be flexible -- the student should be comfortable with choice of topic(s) for speech(es)
 - c. Assist student to organize what she or he wants to say (i.e., written outline)
 - d. Give student key words or phrases to build upon

MODULE: LEADERSHIP AND COMMUNICATION

SUGGESTIONS FOR MODIFYING INSTRUCTIONAL TECHNIQUES AND MATERIALS, continued

2. For the student who seems unable to address the subject succinctly when speaking, try to:
 - a. Structure the question to guarantee success
 - b. Reduce required answer
 - c. Reword or terminate question appropriately if student is having obvious problems responding correctly

Some educationally handicapped students may find situations involving special skills difficult. To alleviate apprehension and anxiety in such instances, structure questions or an assignment that the student may relate to past knowledge or experience.

The strategies below are provided as a general resource for the occupational instructor to meet individual student needs.

1. Provide students with a summary of key points presented by guest speakers. Relate the points to the classroom instruction.
2. Provide for frequent review of key information to be learned by the students.
3. Allow students to tape record key informational lectures to use in conjunction with written notes for studying course material.
4. At the conclusion of instruction in major topics and subtopics, provide a written list of key concepts and terminology. (Provide such lists to the student's special education instructor.)
5. It may be necessary to simplify and organize worksheets and other written material for some students so as to present concepts in a more gradual manner.
6. Some students can benefit from maintaining a sequentially organized notebook containing key information necessary to achieve the module competencies.
7. Remember that the special needs student may require additional review and reinforcement of learned material. In order to facilitate the process, enlist the help of the student's special education teacher or building resource person to assist in providing supplemental instruction. Share manuals, textbooks, vocabulary lists, and lesson outlines with this person.
8. Use demonstrations frequently when appropriate. Provide concrete experiences — first-hand practical illustrations. Reinforce oral lessons with direct experience, audiovisual aids, and field trips.
9. Use materials with appropriate vocabulary. Scan workbooks, manuals, or texts for new words and level of difficulty. Communicate with the special education teacher or building resource person if student requires additional supplemental instruction. If possible, provide this person with the textbook and outline areas to review with the student.

MODULE: LEADERSHIP AND COMMUNICATION

SUGGESTIONS FOR MODIFYING INSTRUCTIONAL TECHNIQUES AND MATERIALS, continued

10. Use the student's strengths (i.e., manipulative skills) to enhance development of weaker skills (i.e., quantitative reasoning).
11. Written directions and instruction for class work may be helpful to some students.
12. Provide procedures for obtaining information from the "Directory Assistance" to students with handicapping conditions.
13. Provide a checklist of necessary information needed during emergency situations.

MODULE: LEADERSHIP AND COMMUNICATION

TERMINOLOGY

1. adaptability
2. analyze
3. autocratic
4. classified ad
5. communication
6. cover letter
7. criteria
8. decision
9. democratic
10. empathy
11. evaluate
12. eye contact
13. goal
14. interaction
15. interpersonal
16. laissez-faire
17. leadership
18. motivate
19. networking
20. nonverbal
21. priority
22. problem
23. realistic
24. record
25. reference
26. report
27. resume
28. solution
29. trait
30. verbal

MODULE: PERSONAL HEALTH AND WELLNESS

TOPICS: Optimal Health
Nutritional Needs
Terminology

OVERVIEW OF MODULE

Goal

The purpose of this module is to enable students to identify the concepts of wellness, including those factors which affect health.

Description

This module identifies the factors that affect optimal health. The holistic approach to health will be explored.

Skills, Knowledge, and Behaviors to be Developed

Upon completion of this module, the student will be able to:

1. Explain the concept of optimal health
2. Describe the factors which affect health
3. Identify community resources for promoting and maintaining health
4. Explain the relationship between nutrition and health
5. Define terms related to personal health and wellness

Suggested Teaching Time: 26-30 hours

MODULE: PERSONAL HEALTH AND WELLNESS
TOPIC: Optimal Health

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: World Health Organization's definition of health
Action: The student will describe three aspects of health.
Level of Mastery: two out of three

In order to do this, the student must be able to:

- a. Define related terminology
- b. Discuss the W.H.O. definition of health
- c. Identify the physical, mental, and social aspects of health and how they affect and are affected by one another
- d. List two physical, two social, and two mental factors which affect health

2. Special Condition, Materials, or Equipment: none
Action: The student will define optimal health and holism.
Level of Mastery: a degree of completeness and accuracy acceptable to the instructor

In order to do this, the student must be able to:

- a. Differentiate between optimal health and wellness
- b. Discuss the philosophy of holistic health

3. Special Condition, Materials, or Equipment: none
Action: The student will describe the effects of five positive health habits on the body.
Level of Mastery: three out of five

In order to do this, the student must be able to:

- a. Describe ways physical, social, and mental health depend on a balanced diet
- b. Explain the benefits of regular exercise on physical, social, and mental health
- c. Describe ways to prevent or relieve fatigue
- d. Identify reasons people need sleep
- e. Describe basic skin care, including prevention and treatment of some common problems
- f. Describe basic care of the hair and nails, including prevention and treatment of some common problems
- g. Explain how to prevent eye injury, strain, and blindness
- h. Explain how to prevent hearing loss
- i. Explain how to prevent dental problems

MODULE: PERSONAL HEALTH AND WELLNESS
TOPIC: Optimal Health

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

4. Special Condition, Materials, or Equipment: none
Action: The student will explain three ways in which one's health is affected by excessive stress.
Level of Mastery: two out of three
- In order to do this, the student must be able to:
- Define the term "stress"
 - Describe the stress response
 - Differentiate between desirable and undesirable levels of stress
 - Identify principal sources of stress: physical, mental, social, and change
 - Identify the effects of stress on health
5. Special Condition, Materials, or Equipment: none
Action: The student will list four diseases or conditions of the body in which cigarette smoking is a contributing factor.
Level of Mastery: three out of four
- In order to do this, the student must be able to:
- Define related terminology
 - Identify harmful materials in cigarette smoke
 - Identify several immediate physical effects of inhaling smoke from one cigarette
 - Describe diseases or conditions of the body that result from smoking
 - Explain results of exposure to smoking
 - Describe the effects of cigarette smoking on the fetus
6. Special Condition, Materials, or Equipment: none
Action: The student will list three immediate and three long-term effects of alcohol on health.
Level of Mastery: two out of three, two out of three
- In order to do this, the student must be able to:
- Define related terminology
 - Compare alcohol content of various beverages
 - Explain the processes of absorption and breakdown of alcohol in the body
 - Describe the immediate and long-term effects of alcohol on health
 - Identify the effects of alcohol consumption on the fetus

MODULE: PERSONAL HEALTH AND WELLNESS
TOPIC: Optimal Health

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

7. Special Condition, Materials, or Equipment: the four classifications of drugs
Action: The student will list one immediate and one long-term effect of abuse of each classification on health.
Level of Mastery: six out of eight

In order to do this, the student must be able to:

- a. Define related terminology
- b. Explain how and why drugs are used
- c. Identify the four classifications of drugs: stimulants, depressants, narcotics, hallucinogens
- d. Describe the immediate physical, mental and/or social effects of commonly abused drugs in each classification
- e. Describe the long-term physical, mental and/or social effects of commonly abused drugs in each classification
- f. Describe the effects of abused drugs on the fetus

8. Special Condition, Materials, or Equipment: none
Action: The student will list three early signs and three complications of one sexually transmitted disease.
Level of Mastery: two out of three of each

In order to do this, the student must be able to:

- a. Identify sexually transmitted diseases
- b. Describe the method of transfer of sexually transmitted diseases (i.e., syphilis, gonorrhea, herpes, AIDS, chlamydia)
- c. Describe the physical symptoms of sexually transmitted diseases
- d. Discuss complications of sexually transmitted diseases
- e. Describe effects of sexually transmitted diseases on the fetus and on the newborn infant

9. Special Condition, Materials, or Equipment: none
Action: The student will list four effects of environmental pollutants on health.
Level of Mastery: three out of four

In order to do this, the student must be able to:

- a. Define related terminology
- b. Identify the effects of common air pollutants on health
- c. Identify the effects of common noise pollutants on health
- d. Identify the effects of water pollution on health
- e. Identify the effects of solid waste on health
- f. Identify the effects of radiation on health

MODULE: PERSONAL HEALTH AND WELLNESS
TOPIC: Optimal Health

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

10. Special Condition, Materials, or Equipment: none
Action: The student will identify five community agencies involved in the promotion and maintenance of health.
Level of Mastery: four out of five

In order to do this, the student must be able to:

- a. Identify resources used to locate community agencies
- b. Identify clinics and organizations available in the local community

MODULE: PERSONAL HEALTH AND WELLNESS
TOPIC: Nutritional Needs

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials, and Equipment: none
Action: The student will list four reasons for eating a balanced diet.
Level of Mastery: three out of four

In order to do this, the student must be able to:

- a. Define related terminology
- b. Describe ways that physical, mental, and social health depend on a balanced diet
- c. Describe how the body uses food for fuel

2. Special Condition, Materials, and Equipment: none
Action: The student will list seven nutrients and give a food source for each.
Level of Mastery: four out of seven nutrients and the corresponding food

In order to do this, the student must be able to:

- a. Define the term "nutrient"
- b. List the nutrients and identify the function of each
- c. Identify the nutrients contained in common foods

3. Special Condition, Materials, or Equipment: none
Action: The student will list four factors that affect an individual's nutritional status.
Level of Mastery: three out of four

In order to do this, the student must be able to:

- a. Define related terminology
- b. Discuss the roles of meal planning, eating habits, and food availability in maintaining good nutrition
- c. Discuss the factors that affect a person's eating habits
- d. Identify the relationship between calorie intake, energy expenditure, rapid growth, and weight control
- e. Identify high fuel and low fuel foods
- f. Identify the common nutritional problems and the factors contributing to these problems
- g. Identify the criteria necessary to assess a person's nutritional status

MODULE: PERSONAL HEALTH AND WELLNESS
TOPIC: Terminology

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: a list of related terms (attached)
Action: The student will define ten terms.
Level of Mastery: seven out of ten

In order to do this, the student must be able to:

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

MODULE: PERSONAL HEALTH AND WELLNESS

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Have the student research how various cultures view health.
2. Discuss the terms "optimal health" and "holism" so that students become familiar with other people's perceptions of the concept. Have the students identify how the various perceptions may be influenced by culture.
3. Have the students develop their own definition of health and describe their personal plan to incorporate that definition into their own lives to attain and maintain optimal health. Discuss how people who are disabled can also be considered healthy.
4. Have the students identify stressful situations, such as a family argument or preparing for a final exam, where their physical or mental wellness was affected. Have them describe their symptoms (headache, nausea, malaise, posture, appetite).
5. Discuss how an individual can be physically healthy but not mentally or socially healthy.
6. Discuss various behaviors that are manifested when an individual is not physically, mentally, and/or socially well.
7. Discuss how an individual's behavior can affect the health of others: i.e., family, peers, teachers.
8. Have the students keep a log of their daily activities for a week. Have them describe the possible effects of each activity on their health.
9. Provide audiovisuals and computer assisted instruction (CAI) for individualized instruction.
10. Have the students prepare a two to five-minute speech on the subject of health and holistic health care.
11. Have the students identify community agencies or groups which assist individuals in maintaining or attaining optimal health. Have the students write business letters to the appropriate individuals representing the agencies or groups, inviting them to describe to the class or youth organization the role they play in assisting the community to stay healthy.
12. Have the students differentiate between health education and health occupations education.
13. Have the students select a physical problem such as acne, obesity, or disabling condition, and discuss its effect on an individual's social and emotional behavior.
14. ~~From the attached terminology list, have student define all words and use 10 in sentences.~~
15. Discuss how various cultures view disabilities and compare what is considered a handicapping condition.

MODULE: PERSONAL HEALTH AND WELLNESS

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

16. Provide a list of community agencies that assist individuals in maintaining optimal health. Include a list of agencies that deal specifically with handicapping conditions (i.e., Muscular Dystrophy Association, Multiple Sclerosis Society).
 17. Discuss why people smoke and possible reasons why habitual smokers do not quit even when they have experienced the ill effects of cigarette smoke.
 18. Obtain pictures or displays from the American Cancer Society showing normal lungs and those diseased or damaged from cigarette smoke.
 19. Have the students prepare a presentation for young children on the hazards of cigarette smoke.
 20. Invite a representative of the local police department to speak to the class on testing blood for alcohol level, how the test is done, what age group is most often involved, how many drivers are tested monthly, etc.
 21. Using a table identifying blood alcohol levels (body weight vs. number of drinks), have the students calculate how many drinks they would have to imbibe before reaching the blood alcohol level constituting legal drunkenness.
 22. Discuss the influences that can lead a person to decide to drink or not to drink.
 23. Have a member of Alcoholics Anonymous (AA) speak to the class on the definition of alcoholism and the effects of alcoholism on one's lifestyle.
 24. Have the students develop posters that illustrate the advantages of abstinence or moderate use of alcohol.
 25. Invite a volunteer from the local community hotline for people in trouble with drugs to speak to the class.
 26. Have the students develop posters that can be used in elementary schools to convince that age group not to abuse drugs.
 27. Discuss the reasons for drug use and abuse and identify possible solutions to avoid abuse.
 28. Discuss environmental barriers that inhibit persons with disabilities from fully accessing the community.
 29. Discuss the major causes of fatality among teenagers. Students may prepare projects regarding suicide, head, trauma and illness to investigate the implications for teenagers.
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30. Invite a speaker from a community agency to address pertinent issues (i.e., pollution, sexually transmitted diseases).

MODULE: PERSONAL HEALTH AND WELLNESS

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

31. Have the students discuss how they, as health providers, will become positive role models.
32. Have the students discuss the conflict between ethics and addiction as it relates to health providers.
33. Provide the students with a variety of anti-stress activities such as deep breathing exercises and yoga.
34. Ask the students to select a television commercial promoting products that could affect a person's health. Have the students critique the advertisement, identifying the overt and covert symbols used to promote the product and how that product could effect one's health.
35. Show the filmstrip/tape from Human Relations Media, "Holistic Health: Treating the Whole Person."
36. Show the filmstrip/tape from Guidance Associates, "Nutrition: Foods, Fads, Frauds, and Facts."
37. Obtain information and invite guest speakers from the National Dairy Council in your region. Pamphlets, filmstrips, and other resources are available.
38. Show the filmstrip/tape from Walt Disney Films, "AIDS Part I and II."

MODULE: PERSONAL HEALTH AND WELLNESS

TERMINOLOGY

1. addiction
 2. calorie
 3. carbohydrates
 4. carcinogen
 5. dependence
 6. depressant
 7. diseases
 8. drug
 9. euphoria
 10. fats
 11. genitals
 12. habituation
 13. hallucinogen
 14. handicap
 15. holistic health
 16. infirmity
 17. minerals
 18. narcotic
 19. nicotine
 20. nutrients
 21. proteins
 22. sexually transmitted diseases (STD)
 23. stimulant
 24. stressor
 25. tolerance
 26. venereal disease (VD)
 27. vitamins
 28. wellness
 29. withdrawal
-

MODULE: OVERVIEW OF THE HUMAN BODY

TOPICS: Introduction to the Human Body
Measuring Vital Signs
Terminology

OVERVIEW OF MODULE

Goal

The purpose of this module is to introduce the student to the body systems, their functions, and interrelationships. The student will measure and report vital signs as an indication of body functioning.

Description

This module emphasizes the general structure and function of the 10 systems and describes their relationship to each other. Terminology, cellular structure, tissues, organs, and vital signs are included.

Skills, Knowledge, and Behaviors to be Developed

Upon completion of this module, the student will be able to:

1. Discuss general structure and functions of body systems
2. Describe the relationships among body systems
3. Measure and write vital signs: temperature, pulse, respirations, and blood pressure
4. Define terms related to the human body and vital signs

Suggested Teaching Time: 28-32 hours

MODULE: OVERVIEW OF THE HUMAN BODY
TOPIC: Introduction to the Human Body

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: diagram of cell structure
Action: The student will identify the three major parts of a cell.
Level of Mastery: two out of three

In order to do this, the student must be able to:

- a. Define related terminology
- b. Describe the major parts of a cell: membrane, nucleus, cytoplasm
- c. Label the parts of a cell

2. Special Condition, Materials, or Equipment: none
Action: The student will list four types of tissues.
Level of Mastery: three out of four

In order to do this, the student must be able to:

- a. Define related terminology
- b. Identify the types of tissues: epithelial, muscular, nervous, connective

3. Special Condition, Materials, or Equipment: none
Action: The student will list five body cavities.
Level of Mastery: four out of five

In order to do this, the student must be able to:

- a. Define related terminology
- b. Identify the body cavities: thoracic, abdominal, pelvic, cranial, spinal

4. Special Condition, Materials or Equipment: none
Action: The student will list the ten body systems.
Level of Mastery: seven out of ten

In order to do this, the student must be able to:

- a. Define related terminology
- b. Identify the body systems: skeletal, muscular, circulatory, nervous, urinary, integumentary, respiratory, reproductive, endocrine, digestive

MODULE: OVERVIEW OF THE HUMAN BODY
TOPIC: Introduction to the Human Body

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

5. Special Condition, Materials, or Equipment: none
Action: The student will list one function of each body system.
Level of Mastery: seven out of ten

In order to do this, the student must be able to:

- a. Define related terminology
- b. Identify the major functions of each body system
- c. Match systems with related functions

6. Special Condition, Materials, or Equipment: none
Action: The student will list two organs found in each body system.
Level of Mastery: 14 out of 20, including one of each system

In order to do this, the student must be able to:

- a. Define related terminology
- b. Match systems with corresponding organs
 1. skeletal -- spine, femur
 2. muscular -- deltoid, hamstring
 3. circulatory -- heart, vessels
 4. nervous -- brain, spinal cord
 5. urinary -- kidneys, bladder
 6. integumentary -- skin, nails
 7. respiratory -- lungs, diaphragm
 8. reproductive -- testes, ovaries
 9. endocrine -- pituitary, adrenals
 10. digestive -- stomach, intestines

7. Special Condition, Materials, or Equipment: none
Action: The student will identify three activities of daily living that require the involvement of more than one body system.
Level of Mastery: two out of three

In order to do this, the student must be able to:

- a. Define related terminology
- b. Identify various activities of daily living (ADL): i.e., combing hair, eating, walking, sitting.
- c. List the body systems responsible for proper functioning during each ADL

MODULE: OVERVIEW OF THE HUMAN BODY
TOPIC: Measuring Vital Signs

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: glass oral thermometer
Action: The student will measure the temperature.
Level of Mastery: within .2 degrees (F) or .1 degree (C) of instructor's reading

In order to do this, the student must be able to:

- a. Define related terminology
 - b. Identify numerical markings on a thermometer (Fahrenheit/Centigrade)
 - c. Maintain medical asepsis
 - d. Handle equipment safely
 - e. Place a thermometer in another person's mouth, giving correct instructions to that person and observing time limits
 - f. Remove thermometer and read temperature
 - g. State the normal oral temperature in degrees of Fahrenheit/Centigrade
2. Special Condition, Materials, or Equipment: a time piece with a second hand
Action: The student will measure a radial pulse.
Level of Mastery: within four beats of instructor's measurement

In order to do this, the student must be able to:

- a. Define related terminology
 - b. Locate the radial pulse
 - c. Count the beats for one minute
 - d. State the normal range of pulse rate
3. Special Condition, Materials, or Equipment: a time piece with a second hand
Action: The student will count respirations.
Level of Mastery: within two of instructor's count

In order to do this, the student must be able to:

- a. Define related terminology
- b. Identify the parts of breathing: inspiration and expiration
- c. Count respiratory rate
- d. State the normal respiratory range

MODULE: OVERVIEW OF THE HUMAN BODY
TOPIC: Measuring Vital Signs

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

4. Special Condition, Materials, or Equipment: stethoscope and sphygmomanometer
Action: The student will measure a blood pressure.
Level of Mastery: within 6 mm/Hg of instructor's reading

In order to do this, the student must be able to:

- a. Define related terminology
 - b. Use a stethoscope
 - c. Locate the brachial pulse
 - d. Place the cuff properly on a person
 - e. Manipulate the bulb and valve
 - f. Identify the numerical markings on the sphygmomanometer column or dial
 - g. Differentiate between the systolic and diastolic sounds
 - h. State the normal range for blood pressure
 - i. Maintain medical asepsis
 - j. Handle equipment safely
5. Special Condition, Materials, or Equipment: paper and pencil
Action: The student will write three sets of vital signs.
Level of Mastery: three out of three

In order to do this, the student must be able to:

- a. Write a blood pressure as a fraction with systolic over diastolic
- b. Write temperature followed by pulse and then respiration

MODULE: OVERVIEW OF THE HUMAN BODY
TOPIC: Terminology

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: a list of related terms attached
Action: The student will define ten terms.
Level of Mastery: seven out of ten

In order to do this, the student must be able to:

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

MODULE: OVERVIEW OF THE HUMAN BODY

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Provide the students with a variety of materials (i.e., styrofoam, string, beads) to create a cell model.
2. Have the students prepare posters depicting the 10 systems. Suggestions for posters: cell, three types of tissue, organs contained in a system.
3. Using an overhead projector and transparencies, label the structures of the cell and have the students label similar diagrams.
4. Obtain a long bone from the butcher and have it cut in half so that students can identify the various parts.
5. Have the students assume various positions and describe the muscle movements involved in maintaining each position.
6. Using wall charts, call on individual students to describe the path that blood travels to and from the heart.
7. Obtain a cow's heart from the butcher, cut in half, and identify the anatomical parts.
8. Provide the students with different types of thermometers for identification: oral, electronic, disposable, and digital.
9. Have the students observe the effect that exercise has on the pulse rate by having students take each other's pulse after running in place for one minute.
10. Have the students practice taking respirations on each other so that they can perform the skill without the "client" being aware that their respirations are being counted.
11. Have the students observe the effect that lying down has on blood pressure by taking readings and comparing them with those taken in an upright position.
12. Have the students identify the organs in the chest using an anatomical model.
13. Have the students draw posters diagramming and labeling the parts of the digestive system.
14. Using large poster paper, ask each student to lie on the paper and have a buddy trace the outline. Each student should then fill in the long bones, lungs, heart, digestive organs, and major blood vessels.
15. Obtain X-rays that outline the urinary system and have the students identify the structures that they see.

MODULE: OVERVIEW OF THE HUMAN BODY

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

16. Using charts, discuss the path of sound waves from the external ear to the brain.
17. Using charts, discuss the path of light rays from the cornea to the brain.
18. From the attached terminology list, have students define all words and use 10 in sentences.
19. Play the Body Flasher Game. Using three by five cards, write an organ name on one side of each card and the corresponding system on the back. Divide the class into teams and have a caller flash the cards to see which team can correctly identify all the body systems.

SUGGESTIONS FOR MODIFYING INSTRUCTIONAL TECHNIQUES AND MATERIALS

1. Label models and display for reinforcement of body parts.
2. Use a kitchen timer to alert students to one and three minute intervals.
3. Enlarge a drawing of a thermometer for display and practice reading.

MODULE: OVERVIEW OF THE HUMAN BODY

TERMINOLOGY

1. abdomen
2. anatomy
3. blood pressure
4. cavity
5. cell
6. circulation
7. cranium
8. cytoplasm
9. elimination
10. endocrine
11. epithelial
12. excretes
13. gland
14. hormone
15. integumentary
16. membrane
17. metabolism
18. nervous
19. nucleus
20. organ
21. oxygen
21. physiology
22. pulse
23. reproductive

MODULE: OVERVIEW OF THE HUMAN BODY

TERMINOLOGY, continued

24. respiration
25. secretion
26. skeletal
27. spinal
28. system
29. temperature
30. thoracic
31. tissue
32. urinary
33. vessels

ABBREVIATIONS

1. ADL
2. B.P.
3. TPR
4. F
5. C
6. mm
7. Hg
8. G.I.
9. G.U.

MODULE: LIFE CYCLE

TOPICS: Developmental Process
The Family Unit
Human Sexuality
Terminology

OVERVIEW OF MODULE

Goal

Upon the successful completion of this module, the student will be able to list the physical, emotional, social, and psychological developmental processes of the individual throughout the life cycle.

Description

This module includes the basic principles of human growth and development, the functions of the family unit, and the awareness of issues related to human sexuality.

Skills, Knowledge, and Behaviors to be Developed

Upon completion of this module, the student will be able to:

1. Identify the four stages of the life cycle
2. Identify the developmental characteristics of each stage of the life cycle
3. Discuss the grieving process
4. Identify the various types of family units
5. Describe the functions of the family unit
6. Discuss the human reproductive process
7. Discuss topics related to sexuality
8. Define terms related to the life cycle

Suggested Teaching Time: 21-25 hours

MODULE: LIFE CYCLE
TOPIC: Developmental Process

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: none
Action: The student will list in sequence the four stages of the life cycle.
Level of Mastery: four out of four

In order to do this, the student must be able to:

- a. Identify the stages of the life cycle: infancy (infant, toddler); childhood (preschool and school-aged child); adolescence; adulthood (the adult, senior adult)
- b. Identify the age span represented by each stage of the life cycle

2. Special Condition, Materials, or Equipment: none
Action: The student will describe the four developmental aspects of growth and development.
Level of Mastery: three out of four

In order to do this, the student must be able to:

- a. Differentiate between "growth" and "development"
- b. Discuss physical, social, emotional, intellectual, and social growth and development
- c. Discuss the five levels of Maslow's "Hierarchy of Needs"
- d. Describe the influences of heredity and environment on growth and development

3. Special Condition, Materials, or Equipment: none
Action: The student will list one characteristic of the physical, emotional, intellectual and social aspects of development of infancy.
Level of Mastery: three out of four

In order to do this, the student must be able to:

- a. Identify physical characteristics of growth and development: rapid growth, nutritional changes, gross motor skills
- b. Identify emotional characteristics of growth and development: trust, love
- c. Identify intellectual characteristics of growth and development: language, recognition
- d. Identify social characteristics of growth and development: exploration, interaction with others

MODULE: LIFE CYCLE
TOPIC: Developmental Process

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

4. Special Condition, Materials, or Equipment: none
Action: The student will list one characteristic of the physical, emotional, intellectual, and social aspects of development of childhood.
Level of Mastery: three out of four

In order to do this, the student must be able to:

- a. Identify the physical, emotional, intellectual, and social growth and development of childhood:
physical: growth spurts, fine motor coordination
emotional: hero worship, formation of friendships
intellectual: reasoning, intellectual comprehension
social: team work, expanding relationships
- b. Discuss the maturation of skills from infancy through childhood

5. Special Condition, Materials, or Equipment: none
Action: The student will list one characteristic of the physical, emotional, intellectual, and social aspects of development of the adolescent.
Level of Mastery: three out of four

In order to do this, the student must be able to:

- a. Identify physical, emotional, intellectual, and social aspects of adolescence:
physical: rapid spurt in growth, change in body proportions, puberty, masturbation
emotional: new capacities for emotions, emotional upheavals or mood swings, the development of self concept, identity, sexual identity
intellectual: possible further development of higher intellectual skills (abstract, symbolic, and logical reasoning)
social: insecurity leading to conformity with peers, a loosening of ties to the family unit, exploration of career/occupational roles
- b. Complete a personal self assessment of growth and development

6. Special Condition, Materials, or Equipment: none
Action: The student will list one characteristic of the physical, emotional, intellectual, and social aspects of development of adulthood.
Level of Mastery: three out of four

In order to do this, the student must be able to:

- a. Identify the physical, emotional, intellectual, and social growth and development of adulthood:
physical: completion of growth, musculoskeletal changes
emotional: forming satisfying relationships, self gratification, self actualization
intellectual: life-long learning, job training and retraining
social: identify with community, changing relationships

MODULE: LIFE CYCLE
TOPIC: Developmental Process

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

7. Special Condition, Materials, or Equipment: none
Action: The student will describe in sequence the five stages of grieving as described by Dr. Kubler Ross.
Level of Mastery: three out of five

In order to do this, the student must be able to:

- a. Identify types of losses (i.e., job, friends, body part, death, divorce)
- b. Discuss different attitudes and feelings about loss
- c. Describe each stage in the grieving process:
 1. denial and isolation
 2. anger
 3. bargaining
 4. depression
 5. acceptance

MODULE: LIFE CYCLE
TOPIC: The Family Unit

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: none
Action: The student will describe four types of family units.
Level of Mastery: three out of four

In order to do this, the student must be able to:

- a. Define the term "family"
- b. Identify four types of family units: nuclear, extended, single-parent, and blended
- c. Discuss examples of each family unit type

2. Special Condition, Materials, or Equipment: none
Action: The student will list four functions of a family unit.
Level of Mastery: three out of four

In order to do this, the student must be able to:

- a. Identify the functions of the family
- b. Discuss how different types of family units function

MODULE: LIFE CYCLE
TOPIC: Human Sexuality

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: none
Action: The student will identify five physiological changes that occur during puberty.
Level of Mastery: three out of five

In order to do this, the student must be able to:

- a. Define related terminology
- b. Describe the physiological changes of puberty
 1. Change in body proportions
 2. Growth of axillary and pubic hair
 3. Developed genitalia
 4. Development of breasts
 5. Voice differences
 6. Onset of menstruation
 7. Ejaculation
 8. Increased hormonal activity, increased perspiration, and the development of acne

2. Special Condition, Materials, or Equipment: none
Action: The student will describe the physiology of the reproductive process.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor

In order to do this, the student must be able to:

- a. Define related terminology
- b. Explain the menstrual cycle
- c. Describe the process of fertilization, implantation, and fetal development

3. Special Condition, Materials, or Equipment: case studies on sexuality
Action: The student will complete a problem-solving/decision-making activity related to a case situation.
Level of Mastery: a degree of understanding acceptable to the instructor

In order to do this, the student must be able to:

- a. Identify issues related to human sexual relationships (sexually transmitted disease, homosexuality, premarital sex, family planning, pregnancy, parenting)
- b. Complete a problem-solving/decision-making activity

MODULE: LIFE CYCLE
TOPIC: Terminology

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: a list of related terms (attached)
Action: The student will define ten terms.
Level of Mastery: seven out of ten

In order to do this, the student must be able to:

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

MODULE: LIFE CYCLE

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Invite a public health nurse, school nurse, school psychologist, or other professional to speak to the class on the developmental process throughout the life cycle.
2. Discuss the problems that children and parents face in each stage of the family life cycle. Have the students write a paper on their role as a family member.
3. Develop an interview sheet and have the students interview individuals in various stages of the life cycle, asking questions related to what the individual sees as factors contributing to good health.
4. Plan visits to a child day care center, an adult day care center, a pediatric unit in an acute care facility, and a nursing home. Have the students compare the behaviors manifested by the individuals in a well care setting as compared to an ill care setting.
5. Have available a wide selection of audiovisuals on the developmental process and family interactions for individualized instruction.
6. Discuss the perceptions that older and younger people have in regard to illness. How do these age groups perceive chronic illness?
7. Have students draw on personal experiences and observations to develop a list of types of families (i.e., traditional two-parent, single-parent, childless, adoptive, extended, foster homes, emancipated minors). Discuss the effects of family composition on family interaction. Invite guest speakers and interview others to add to the discussion.

Have students role-play situations, involving different types of families. Discuss the similarities and differences.
8. Present films, videotapes, or television programs depicting family life with particular attention to family communication and interaction. Discuss each family situation, noting the family style (authoritarian, democratic, permissive), and its effect on family members. Develop a chart showing the characteristics of each family style; have students research and identify family styles prevalent in various cultures and add this information to the chart. Have students write essays describing their preference of family style, using the chart as a reference.
9. Have the students write an autobiography, interview another student, make a videotape or movie, or write a short play concerning a family's composition, style, and values.

MODULE: LIFE CYCLE

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

10. Prepare a handout of Maslow's pyramid describing human's hierarchy of needs. In small groups have the students discuss specific examples of how each level of need can be attained.
11. Have the students read excerpts from On Death and Dying by Dr. Kubler Ross. After class discussion, have the students write essays on their feelings relating to death and dying.
12. Using models or diagrams, have the students trace the path of a fertilized egg from ovary to uterus.
13. Develop case studies for small group discussion, including such topics as: premarital sex, family planning, parenting, and sexually transmitted diseases. Have the students as a group identify the pros and cons involved in deciding how to handle any potential problems noted in the case studies.
14. From the attached terminology list, have the students define all words and use 10 of them in sentences.
15. Discuss aging as a continuing process throughout the life cycle.

MODULE: LIFE CYCLE

TERMINOLOGY

1. bargaining
2. denial
3. depression
4. development
5. ejaculation
6. emotional
7. estrogen
8. fetus
9. growth
10. heredity
11. infertility
12. isolation
13. intellectual
14. maturation
15. menarche
16. menopause
17. menstruation
18. parenting
19. physical
20. progesterone
21. puberty
22. semen
23. social
24. socialization
25. testosterone

MODULE: MICROBES AND THE ENVIRONMENT

TOPICS: Asepsis
Terminology

OVERVIEW OF MODULE

Goal

The purpose of this module is to have the student identify the principles and techniques of asepsis.

Description

The students will learn how to prevent the spread of microorganisms by protecting themselves and others, using procedures such as proper handwashing and disinfection techniques.

Skills, Knowledge, and Behaviors to be Developed

Upon completion of this module, the student will be able to:

1. List the classifications of pathogenic microorganisms
2. List the methods of transmission of microbes
3. List the practices for preventing the transmission of microbes
4. List the body's defenses against microorganisms
5. Demonstrate proper handwashing techniques with an understanding of the principles involved
6. Discuss the importance of medical and surgical asepsis
7. Discuss the various methods of sterilization and disinfection
8. Define terms related to asepsis

Suggested Teaching Time: 23-27 hours

MODULE: MICROBES AND THE ENVIRONMENT
TOPIC: Asepsis

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: none
Action: The student will list the six classifications of pathogenic microorganisms.
Level of Mastery: four out of six

In order to do this, the student must be able to:

- a. Define related terminology
- b. Classify pathogenic microorganisms as follows:
 1. Virus
 2. Rickettsie
 3. Bacteria
 4. Protozoa
 5. Molds and fungi (yeasts)
 6. Mycoplasms

2. Special Condition, Materials, or Equipment: none
Action: The student will list five practices for preventing the transmission of microbes.
Level of Mastery: four out of five

In order to do this, the student must be able to:

- a. Define related terminology
- b. Identify conditions conducive to microbial growth such as darkness, warmth, moisture, and an adequate food source
- c. Describe the transmission of microorganisms through direct and indirect contact
- d. Identify practices that prevent the transmission of microbes

MODULE: MICROBES AND THE ENVIRONMENT
TOPIC: Asepsis

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

3. Special Condition, Materials, or Equipment: none
Action: The student will list three of the body's defenses against microorganisms.
Level of Mastery: two out of three

In order to do this, the student must be able to:

- a. Discuss barriers to microbe entry such as the skin, cilia, and mucus
- b. Describe the function of white blood cells
- c. Describe the function of antibodies
- d. Define active and passive immunity

4. Special Condition, Materials, or Equipment: soap, water, handbrush, and paper towels
Action: The student will wash his or her hands using the correct technique.
Level of Mastery: a degree of accuracy and completeness satisfactory to the instructor

In order to do this, the student must be able to:

- a. Assemble equipment (soap, waste basket, paper towels)
- b. Adjust the water temperature to warm
- c. Apply soap, wet and lather hands well
- d. Rub hands in circular motion. Clean between the fingers by interlacing them. Hands are pointed downward while washing.
- e. Rinse the hands, with hands down, and dry thoroughly

5. Special Condition, Materials, or Equipment: none
Action: The student will identify the reasons for performing the steps in handwashing.
Level of Mastery: four out of five

In order to do this, the student must be able to:

- a. List the steps of handwashing technique
- b. Identify the principles of asepsis for handwashing
 1. warm water promotes sudsing without injury to skin
 2. friction assists in removing dirt and microbes
 3. movement in handwashing is from the cleanest to the dirtiest areas
 4. drying thoroughly reduces the potential for growth and transmission of microbes

MODULE: MICROBES AND THE ENVIRONMENT

TOPIC: Asepsis

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

6. Special Condition, Materials, or Equipment: none
Action: The student will list four techniques of medical asepsis.
Level of Mastery: three out of four

In order to do this, the student must be able to:

- a. Define medical asepsis
- b. List techniques for maintaining medical asepsis: handwashing, handling specimens, use disposable equipment, clean equipment between clients

7. Special Condition, Materials, or Equipment: none
Action: The student will list three methods of sterilization.
Level of Mastery: two out of three

In order to do this, the student must be able to:

- a. Define related terminology
- b. Describe three methods of sterilization: steam autoclave, gas autoclave, chemical bath
- c. Identify two items that can be sterilized by each method

8. Special Condition, Materials, or Equipment: none
Action: The student will list three chemicals used for disinfecting.
Level of Mastery: two out of three

In order to do this, the student must be able to:

- a. Define related terminology
- b. Identify antiseptics that can be used to disinfect the skin
- c. Identify chemicals that can be used to disinfect equipment

MODULE: MICROBES AND THE ENVIRONMENT
TOPIC: Terminology

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: a list of related terms (attached)
Action: The student will define ten terms.
Level of Mastery: seven out of ten

In order to do this, the student must be able to:

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

MODULE: MICROBES AND THE ENVIRONMENT

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Have the students make slides to visualize microorganisms under the microscope (i.e., pond water, scrapings of the inside of the cheek, onion skin, and molds).
2. Have the students make posters of the major classifications of microorganisms, drawing examples of common types and labeling them with their methods of transmission.
3. Visit a medical laboratory to see how microscopic determinations of pathogens are made.
4. Obtain petri dishes with covers and nutrient agar and collect specimens from door knobs, skin surfaces, and sneezes. Transfer the dishes to a warm, dark place and incubate. Have students examine the dishes every 24 hours for three days, drawing diagrams of any microbial colony.
5. Provide audiovisuals for individualized instruction.
6. Visit the central supply department in a hospital or dental office so that students can see the various types of sterilization and disinfection taking place.
7. Have the students work in pairs, one performing proper handwashing while the other evaluates the technique using a skill performance checklist. After completing a discussion on the student's ability, the partners should switch roles and repeat the procedure.
8. Discuss the importance of maintaining aseptic techniques when handling specimens, when a client displays cold symptoms, when a health provider has an open wound or cut, etc.
9. From the attached terminology list, have students define all words and use 10 in sentences.

MODULE: MICROBES AND THE ENVIRONMENT

TERMINOLOGY

1. asepsis
 2. antiseptic
 3. bacteria
 4. communicable
 5. contamination
 6. culture
 7. disinfectant
 8. fomites
 9. fungi
 10. immunity
 11. infection
 12. medical asepsis
 13. microbe
 14. microorganisms
 15. molds
 16. mycoplasm
 17. noncommunicable
 18. pathogen
 19. protozoa
 20. rickettsie
 21. spore
 22. sterilization
 23. virus
-

MODULE: MAINTAINING AND PROMOTING A SAFE ENVIRONMENT

TOPICS: General Safety and Accident Prevention
Fire Prevention and Safety
Terminology

OVERVIEW OF MODULE

Goal

Upon completion of this module the student will apply basic safety rules to promote personal safety and to prevent accidents and fires.

Description

This module teaches basic rules for safe practices including correct body mechanics, environmental hazard protection, and fire prevention. Students will learn the principles and practices necessary to protect themselves and others from injury.

Skills, Knowledge, and Behaviors to be Developed

Upon completion of this module, the student will be able to:

1. Identify methods for preventing accidents
2. Use proper body mechanics
3. Complete an accident report form
4. Discuss fire prevention
5. Explain what to do in case of fire
6. Define terms related to safety

Suggested Teaching Time: 18-22 hours

MODULE: MAINTAINING AND PROMOTING A SAFE ENVIRONMENT
TOPIC: General Safety and Accident Prevention

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: none
Action: The student will list six methods of preventing accidents.
Level of Mastery: four out of six

In order to do this, the student must be able to:

- a. Identify general safety rules: i.e., walk, use handrails, check labels, wipe up spills, no horseplay, follow directions, report injuries
- b. Discuss the importance of following safety rules
- c. Discuss the importance of preventing accidents

2. Special Condition, Materials, or Equipment: none
Action: The student will lift, reach, push, and pull using proper body mechanics.
Level of Mastery: four out of four

In order to do this, the student must be able to:

- a. Define related terminology
- b. List the rules of proper body mechanics
- c. Explain the principles of body mechanics
- d. Identify lifting techniques: grasp firmly, use leg muscles, load close to body, do not twist, get help if too heavy
- e. Identify reaching techniques: use stool or ladder, stand close to object, do not strain, palms up and lower object
- f. Identify pushing techniques: stand close to object, crouch down with feet apart, bend elbows and push at chest level, lean forward with chest and shoulders near object, back straight, push with legs
- g. Identify pulling techniques: feet apart, one behind the other, grasp object firmly, close to its center of gravity, crouch leaning away from object, pull by using legs, keep back straight, walk backwards

3. Special Condition, Materials, or Equipment: none
Action: The student will list five safety rules to be followed when handling chemicals.
Level of Mastery: three out of five

In order to do this, the student must be able to:

- a. Define related terminology
- b. List chemicals frequently used in the home or school
- c. Identify safety rules to follow when handling chemicals: read labels, avoid splashing, use appropriate storage containers, never mix chemicals, never use unlabeled containers

MODULE: MAINTAINING AND PROMOTING A SAFE ENVIRONMENT
TOPIC: General Safety and Accident Prevention

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

4. Special Condition, Materials, or Equipment: none
Action: The student will list five safety measures related to the proper use of electrical equipment.
Level of Mastery: four out of five

In order to do this, the student must be able to:

- a. Define related terminology
- b. List examples of electrical equipment used at home or in school
- c. Identify safety rules to follow when using any electrical equipment: ground all wires, use switch plate covers, never use exposed wires, do not use appliances around water, do not touch appliances with wet hands

5. Special Condition, Materials, or Equipment: a simulated accident and an accident report form
Action: The student will complete a simple accident report.
Level of Mastery: degree of accuracy and completeness satisfactory to the instructor

In order to do this, the student must be able to:

- a. Define related terminology
- b. Follow written instructions
- c. Use effective communication techniques
- d. Complete one simple accident report form
- e. Discuss the reasons for reporting accidents

MODULE: MAINTAINING AND PROMOTING A SAFE ENVIRONMENT
TOPIC: Fire Prevention and Safety

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: none
Action: The student will list six methods of preventing fires.
Level of Mastery: four out of six

In order to do this, the student must be able to:

- a. Define related terminology
- b. List the three elements necessary to support combustion: fuel, oxygen, heat
- c. Identify common causes of fires
- d. Identify methods of preventing fires: smoking only in designated areas, proper storage of combustible material, check electrical equipment for frayed wires, wear rubber soled shoes, keep combustibles away from open flame, keep loose clothing and hair away from flames

2. Special Condition, Materials, or Equipment: none
Action: The student will describe the correct method for extinguishing three specific types of fires.
Level of Mastery: two out of three

In order to do this, the student must be able to:

- a. Identify three types of fires: grease, electrical, paper/wood
- b. Identify methods of extinguishing each type of fire
- c. Discuss methods for extinguishing specific types of fires: stop, drop and roll in blanket or on floor if clothes are on fire, put a lid on a pot that has caught on fire, shut power off to electrical source

3. Special Condition, Materials, or Equipment: none
Action: The student will describe the correct procedure for operating a fire extinguisher.
Level of Mastery: degree of accuracy and completeness satisfactory to the instructor

In order to do this, the student must be able to:

- a. Identify the types of extinguishers and their uses
- b. Read the label on the extinguisher
- c. List the following steps
 1. pull the pin
 2. squeeze the handle
 3. aim the spray at the base of the fire

MODULE: MAINTAINING AND PROMOTING A SAFE ENVIRONMENT
TOPIC: Fire Prevention and Safety

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

4. Special Condition, Materials, or Equipment: none
Action: The student will list five steps to follow in case of a fire.
Level of Mastery: five out of five

In order to do this, the student must be able to:

- a. Assess the fire
- b. Evacuate
- c. Report
- d. Isolate fire if possible (close doors, windows, etc.)
- e. Remain calm
- f. Account for all individuals

MODULE: MAINTAINING AND PROMOTING A SAFE ENVIRONMENT
TOPIC: Terminology

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: a list of related terms (attached)
Action: The student will define ten terms.
Level of Mastery: seven out of ten

In order to do this, the student must be able to:

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

MODULE: MAINTAINING AND PROMOTING A SAFE ENVIRONMENT

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Demonstrate and have each student in turn practice and demonstrate basic body movements and body mechanics.
2. Have students with handicapping conditions describe how basic body mechanics are modified in their daily lives.
3. Have the students lift, turn, move, and transfer a "client" to demonstrate the proper way to position feet, bend knees, etc.
4. Have audiovisuals available on body mechanics for individualized instruction.
5. Have the students prepare posters identifying the general rules for personal safety.
6. Have the local student leadership club sponsor a safety poster contest. Students should be encouraged to prepare creative and innovative posters depicting general safety rules.
7. Have the students inspect classrooms, laboratories, and school corridors for potential safety hazards.
8. Give the students an evaluation sheet and have each of them assess his/her posture and personal body mechanics.
9. Invite a physical therapist to speak to the class and discuss body mechanics, transfers, ambulation, and transport of clients.
10. Invite the local fire marshal to present fire safety lessons to the class, including how to help others in case of a fire.
11. Have the students identify the potential fire hazards in each classroom, laboratory, and at home.
12. Have students make floor plans of their homes and plan an escape route in case of fire. Encourage students to plan and carry out a fire drill at home.
13. Bring in a smoke detector, demonstrate its use, and discuss where smoke detectors should be located in the home, class, laboratories, etc.
14. Have students learn the fire emergency numbers for home and school.
15. Have students role-play correct procedures for protecting oneself and others in and exiting a smoke filled room.
16. Discuss the potential fire hazards in health facilities.

MODULE: MAINTAINING AND PROMOTING A SAFE ENVIRONMENT

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

17. Have the students identify how the needs of students with disabilities have been considered during emergency situations.
18. Using the attached list, have students define all words and use 10 of them in sentences.
19. Obtain OSHA regulations and review with students.
20. Obtain pamphlets and related resources from the NYS Department of State, Office of Fire Prevention and Control.

MODULE: MAINTAINING AND PROMOTING A SAFE ENVIRONMENT

TERMINOLOGY

1. alignment
2. body mechanics
3. center of gravity
4. combustion
5. extinguish
6. fatigue
7. fuel
8. incident
9. posture
10. spontaneous

MODULE: EMERGENCY CARE

TOPICS: Basic First Aid
Airway Obstruction
Cardiopulmonary Resuscitation (CPR)
Terminology

OVERVIEW OF MODULE

Goal

This module will enable the student to identify emergency situations and apply principles of basic first aid.

Description

This module includes how to use appropriate basic first aid measures.

Skills, Knowledge, and Behaviors to be Developed

Upon completion of this module, the student will be able to:

1. Identify emergency situations
2. List general principles of first aid
3. Apply appropriate and approved first aid measures
4. Define terms related to first aid

Suggested Teaching Time: 28-32 hours

MODULE: EMERGENCY CARE
TOPIC: Basic First Aid

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: none
Action: The student will list six situations requiring emergency assistance.
Level of Mastery: four out of six

In order to do this, the student must be able to:

- a. Define related terminology
- b. List situations requiring emergency assistance: respiratory distress, shock, bleeding, burns, poisoning, fractures, no heartbeat
- c. Discuss why a situation in which someone is not breathing or someone's heart is not beating is a priority over other life-threatening situations

2. Special Condition, Materials, or Equipment: American Red Cross Standard First Aid
Action: The student will list five general principles of first aid.
Level of Mastery: three out of five

In order to do this, the student must be able to:

- a. Define first aid
- b. Discuss general principles of first aid: remain calm, do not move the victim, request appropriate assistance, keep victim quiet and warm, prevent further injury, reassure victim

3. Special Condition, Materials, or Equipment: none
Action: The student will list four items of information that must be given when summoning emergency assistance.
Level of Mastery: four out of four

In order to do this, the student must be able to:

- a. Identify the information to be given when seeking emergency help: name, location, nature of incident, phone number
- b. Discuss why this information is important
- c. Identify emergency resources in the local community

MODULE: EMERGENCY CARE
TOPIC: Basic First Aid

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

4. **Special Condition, Materials, or Equipment: none**
Action: The student will list three steps in giving first aid for shock.
Level of Mastery: three out of three

In order to do this, the student must be able to:

- a. Define shock
- b. List the signs and symptoms of shock
 1. position victim properly for shock (unless broken back is suspected)
 2. keep victim warm
 3. talk with victim to help keep him or her as calm as possible
- c. List the steps for treating shock

5. **Special Condition, Materials, or Equipment: none**
Action: The student will list four methods of controlling bleeding.
Level of Mastery: three out of four

In order to do this, the student must be able to:

- a. Define hemorrhage
- b. Demonstrate the methods to control bleeding: direct pressure, elevation, pressure points, and cold application
- c. Provide first aid for shock if necessary

6. **Special Condition, Materials, or Equipment: none**
Action: The student will list four steps in first aid for open wounds.
Level of Mastery: three out of four

In order to do this, the student must be able to:

- a. Identify wound types: abrasions, incisions, lacerations, punctures, avulsions
- b. List first aid for open wounds: control bleeding, protect from contamination, prevent shock, obtain medical attention as necessary

MODULE: EMERGENCY CARE
TOPIC: Basic First Aid

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

7. Special Condition, Materials, or Equipment: none
Action: The student will list five steps for first aid to a conscious victim who has swallowed poison.
Level of Mastery: four out of five

In order to do this, the student must be able to:

- a. Identify the methods to determine what poison a person has ingested
- b. Identify the solution used to dilute poison
- c. Check label for the recommended antidote
- d. Call the Poison Control Center immediately and inform them of what the victim ingested, the quantity, and when the accident took place
- e. Describe the procedure to induce vomiting if that is indicated
- f. Provide first aid for shock
- g. Demonstrate the proper way(s) to reassure and comfort the victim

8. Special Condition, Materials, or Equipment: none
Action: The student will list the steps for giving first aid to a burned victim with (1) first, (2) second, and (3) third degree burns.
Level of Mastery: one for each type of burn

In order to do this, the student must be able to:

- a. Define first, second, and third degree burns
- b. Discuss chemical burns
- c. Describe the appearance of first, second, and third degree burns
- d. Discuss the first aid for first, second, and third degree burns
 1. first degree: flush with cold water
 2. second degree: flush with cold water, elevate affected parts, do not break blisters
 3. third degree: seek medical attention immediately

9. Special Condition, Materials, or Equipment: bandages
Action: The student will apply (1) a figure eight bandage, (2) a closed spiral bandage, (3) a cravat bandage, and (4) a recurrent finger tip bandage.
Level of Mastery: four out of four, with a degree of accuracy and completeness satisfactory to the instructor

In order to do this, the student must be able to:

- a. Define related terminology
- b. Discuss the use of bandages to create pressure, secure splints, immobilize, support
- c. Identify types of bandages: roller, triangular
- d. Practice using a roller bandage to apply a figure eight, a closed spiral, a recurrent finger tip
- e. Practice using a triangular bandage to apply a cravat
- f. Discuss where each bandaging technique is appropriate
- g. Discuss safety considerations (i.e., check for comfort)

MODULE: EMERGENCY CARE
TOPIC: Basic First Aid

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

10. Special Condition, Materials, or Equipment: board, cravat, padding material
Action: The student will apply a splint.
Level of Mastery: degree of accuracy and completeness satisfactory to the instructor
- In order to do this, the student must be able to:
- Define related terminology
 - Identify conditions requiring a splint (i.e., fracture, possible fracture, dislocation)
 - Demonstrate immobilization and splinting techniques
 - Provide first aid for shock
 - Discuss safety considerations (i.e., constrictions)
11. Special Condition, Materials, or Equipment: sling, triangular bandage
Action: The student will apply an arm sling.
Level of Mastery: a degree of accuracy satisfactory to the instructor
- In order to do this, the student must be able to:
- Describe types of injuries requiring a sling
 - Identify the types of materials that can be used as a sling
 - Demonstrate the application of a sling
 - Discuss safety considerations (i.e., constrictions)
12. Special Condition, Materials, or Equipment: none
Action: The student will list six steps of first aid for a frostbite victim.
Level of Mastery: four out of six
- In order to do this, the student must be able to:
- Discuss how frostbite occurs
 - Identify the signs and symptoms of frostbite
 - Discuss appropriate body warming techniques: cover frozen area, bring victim indoors, give victim a warm drink, rewarm victim quickly by immersing in tepid water, do not rub, do not apply direct heat
13. Special Condition, Materials, or Equipment: none
Action: The student will list three steps of first aid for convulsions.
Level of Mastery: three out of three
- In order to do this, the student must be able to:
- Define related terminology
 - Discuss the causes of convulsions
 - Discuss the first aid for convulsions: protection of victim, maintaining an airway, observing convulsion activity

MODULE: EMERGENCY CARE
TOPIC: Airway Obstruction

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: role-playing situations and manikin
Action: The student will demonstrate the ways for clearing an obstructed airway of an adult, a child, and an infant.
Level of Mastery: a degree of accuracy and completeness satisfactory to the instructor

In order to do this, the student must be able to:

- a. Define related terminology
- b. Describe the signs and symptoms of partial and complete airway obstruction
- c. Demonstrate the following methods for relieving obstruction: abdominal/chest thrusts and finger sweep
- d. Provide first aid for shock if necessary
- e. Discuss the differences in procedures depending on the age and consciousness of the victim

MODULE: EMERGENCY CARE
TOPIC: Cardiopulmonary Resuscitation (CPR)

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: none
Action: The student will list the steps for CPR.
Level of Mastery: six out of six

In order to do this, the student must be able to:

- a. Define related terminology
- b. List the steps:
 1. determine level of consciousness
 2. look, listen, and feel
 3. call for help
 4. open airway
 5. restore breathing
 6. restore circulation

MODULE: EMERGENCY CARE
TOPIC: Terminology

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: a list of related terms (attached)
Action: The student will define ten terms.
Level of Mastery: seven out of ten

In order to do this, the student must be able to:

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

MODULE: EMERGENCY CARE

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Provide resources relating to basic first aid, CPR, and airway obstruction for individualized instruction.
2. Have the students brainstorm the definition, importance, and reasons for first aid. Ask for examples of experiences they have had requiring first aid.
3. Invite a certified first aid instructor to present lectures and demonstrations of specific first aid skills.
4. Visit an ambulance station or have a certified EMT visit with a fully equipped ambulance.
5. Discuss situations in which each of the four types of wounds would occur.
6. Provide bandages and "injuries" and have students practice applying the bandages.
7. Have students discuss situations, at home or in a restaurant, where they have witnessed someone choking or experienced choking themselves. Ask them to relate what emergency treatment was performed.
8. Use manikins to simulate a choking victim and have the students practice the methods for relieving the obstruction.
9. Use Resusci-Annie to have students practice one-person and two-person CPR technique.
10. Invite a certified CPR instructor to present lectures and demonstrations of CPR for adult and child victims, using one-person and two-person techniques.
11. Using the attached terminology list, have students define all words and use 10 of them in sentences.
12. Practice CPR with manikins.
13. Have the students obtain certification in first aid and CPR from a local agency.
14. Show the filmstrip/tape from American Red Cross, "New Pulse of Life."
15. Obtain the guidelines and standards for CPR from the American Heart Association.

MODULE: EMERGENCY CARE

SUGGESTIONS FOR MODIFYING INSTRUCTIONAL
TECHNIQUES OR MATERIALS

1. Allow students to look at pictures while describing the four types of wounds.
2. Use peer teachers when practicing bandaging and other first aid procedures.
3. Simulate notifying authorities for help in emergencies.

MODULE: EMERGENCY CARE

TERMINOLOGY

1. abrasion
2. antidote
3. avulsion
4. bandage
5. cardiopulmonary resuscitation (CPR)
6. carotid
7. compression
8. consciousness
9. convulsion
10. first aid
11. fracture
12. frostbite
13. grand mal seizure
14. hemorrhage
15. immobilize
16. incision
17. laceration
18. obstruction
19. poison
20. puncture
21. resuscitate
22. seizure
23. shock
24. splint
25. trauma
26. triage
27. wound

MODULE: COMPUTER APPLICATIONS IN HEALTH CAREERS

OVERVIEW OF MODULE

Goal

The purpose of this module is to familiarize the student with the use of computers in the health field.

Description

In this module the current and anticipated uses of computers in health facilities will be explored. The student will become familiar with software used in the health field. Ethical concerns related to computers in the health industry will also be discussed.

Skills, Knowledge, and Behaviors to be Developed

Upon completion of this module, the student will be able to:

1. Describe the types of computers currently in operation in various health facilities
2. Identify common applications of computers in providing therapeutic services and diagnostic services
3. Input, retrieve, edit, and store data using a microcomputer
4. Describe the responsibility of the health provider in regard to client confidentiality
5. Define terms related to computers

Suggested Teaching Time: 13-17 hours

MODULE: COMPUTER APPLICATIONS IN HEALTH CAREERS

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: none
Action: The student will identify one use of microcomputers, mini computers, and main frame systems as used in health facilities.
Level of Mastery: three out of three

In order to do this, the student must be able to:

- a. Define related terminology
- b. Understand the basic function of each type of computer
- c. Discuss the use of each type of computer in a variety of health facilities

2. Special Condition, Materials, or Equipment: none
Action: The student will list three computer-assisted machines used in providing therapeutic services and three in diagnostic services.
Level of Mastery: two out of three; two out of three

In order to do this, the student must be able to:

- a. Define related terminology
- b. List the types of services that are therapeutic and diagnostic
- c. Identify at least three computer-assisted machines used to provide therapeutic services
- d. Identify at least three computer-assisted machines used to provide diagnostic services

3. Special Condition, Materials, or Equipment: microcomputer and software
Action: The student will make three editing changes and retrieve the copy.
Level of Mastery: two out of three and save to disk

In order to do this, the student must be able to:

- a. Define related terminology
- b. Identify component parts of a computer
- c. Operate the essential parts of a computer: turn on, load software, locate file, edit, retrieve hard or soft copy, save to disk

MODULE: COMPUTER APPLICATIONS IN HEALTH CAREERS

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

4. Special Condition, Materials, or Equipment: none
Action: The student will list three ways in which the confidentiality of a client can be protected when personal records are stored on a computer.
Level of Mastery: two out of three

In order to do this, the student must be able to:

- a. Define related terminology
 - b. Discuss methods of "locking" computer files (access code, using identification numbers instead of names, locking the disk in a cabinet)
 - c. Explain how "locking" a computer file ensures confidentiality
5. Special Condition, Materials, or Equipment: a list of related terms (attached)
Action: The student will define ten terms.
Level of Mastery: seven out of ten

In order to do this, the student must be able to:

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

MODULE: COMPUTER APPLICATIONS IN HEALTH CAREERS

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Have the students observe the use of microcomputers, minicomputers, and main frames.
2. Organize field trips to health/dental offices, clinics, hospitals, laboratories, and extended care facilities to observe how computers are used in the various departments.
3. Have the students who own home microcomputers discuss why they were purchased and how each family member makes use of them.
4. Assign research projects or organize class discussions on how computers are used in various situations. For example:
 - a. Education: recordkeeping, computer assisted instruction (CAI), lesson planning, scheduling, grade reporting, test item banks
 - b. Medical/dental offices: diagnostic testing, billing, recordkeeping, client history, inventory control, insurance forms
 - c. Adapting microcomputers for persons with disabilities
5. Have the students identify the components of a microcomputer system on an actual model, using a labeled diagram.
6. Obtain charts from computer manufacturers that illustrate the components and operation of microcomputers.
7. Obtain operating manuals for students to read and use for reference.
8. Have the students design a flowchart illustrating the steps necessary for the basic operation of the microcomputer.
9. Demonstrate the proper use, handling, and storage of the computer diskette, then divide the class into small groups and have each student repeat the demonstration. Provide evaluation sheets and have the other group members rate each demonstration.
10. Demonstrate the need for a backup diskette by "accidentally" removing a file from the diskette. Show how a backup diskette is used to replace erased programs and files.
11. Have the students call up a program from the source diskette and a list of files from the storage diskette.
12. Invite students from a business or computer class to demonstrate word processing, spread sheets, data bases, and business graphics packages.
13. Identify practices to be followed that support computer ethics and avoid computer crimes.
14. Discuss how adaptive devices provide access to computers for persons with disabilities.

MODULE: COMPUTER APPLICATIONS IN HEALTH CAREERS

SUGGESTED INSTRUCTIONAL STRATEGIES

15. Provide a variety of audiovisual resources for individualized instruction.
16. Using the attached terminology list, have students define all words and use 10 of them in sentences.
17. Practice editing and retrieving data from a software package (i.e., filing program, medical/dental form program, client history program, inventory program, laboratory results program).

MODULE: COMPUTER APPLICATIONS IN HEALTH CAREERS

TERMINOLOGY

1. applications
2. backup
3. confidentiality
4. data entry
5. diagnostic
6. diskette (disk)
7. edit
8. hard copy
9. main frame computer
10. memory
11. microcomputer
12. minicomputer
13. monitor
14. retrieve
15. soft copy
16. software
17. therapeutic

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

RESOURCES

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

DIRECTORY

Audiovisual Resources

American Learning Systems, Inc. (HOSA)

Suite 212D
4300 Highlin Blvd.
Oklahoma City, OK 73108

Appleton-Century-Crofts

Medical/Nursing Publishers
25 Van Zant Street
East Norwalk, CT 06855
(203) 838-4400

AU-VID Services

P.O. 1927
Garden Grove, CA 92642
(714) 539-7666

Bailey Films Inc.

6509 Delongre Avenue
Hollywood, CA

Brady Company

College Telemarketing
c/o Prentice-Hall
Englewood Cliffs, NY 07632
(800) 638-0220

Career Aids, Inc.

20417 Nordhoff Street, Dept. N3
Chatsworth, CA 91311
(818) 341-8200

Colwell Systems, Inc.

201 Kenyon Road, P.O. Box 4024
Champaign, Ill 61820-1324
(217) 351-5400

Concept Media

P.O. Box 19542
Irvine, CA 92712
(800) 233-7078

COURSE: HEALTH OCCUPATIONS EDUCATION CORE
Audiovisual Directory, continued

Coronet Instructional Media

65 E. South Water Street
Chicago, Ill 60601

Eye Gate House, Inc.

146-01 Archer Avenue
Jamaica, NY 11435

EIMC Publications

Extension Instruction and Materials Center
University of Texas at Austin
P.O. Box 7218
Austin, TX 78713-7218
(512) 471-7716

Harris-Tuckman Production, Inc.

751 N. Highland Avenue
Hollywood, CA 90038

Human Relations Media

175 Tompkins Avenue
Pleasantville, NY 10570
(914) 769-6900

Lippincott

East Washington Square
Philadelphia, PA 19105
(800) 523-2945

National Innovative Media Co.

Route #2, Box 301B
Calhoun, KY 42327
(800) 962-6662

School of Dentistry and Oral Surgery

Columbia University
630 West 168th Street
New York, NY 10032
(212) 305-5665

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Audiovisual Directory, continued

Sunburst Communications

39 Washington Avenue
Pleasantville, NY 10570
(914) 747-3310

Techniques Learning Council

Pasadena, CA 91106

Trainex Corporation

P.O. Box 116
Garden Grove, CA 92642
(800) 854-2485

Walt Disney Films

500 South Buena Vista
Burbanks, CA 91521
(800) 423-2555

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Audiovisual Resources Available by Vendor

American Learning Systems, Inc.

HOSA Serves the Community
National HOSA Competitive Events
Promoting your HOSA Chapter Activities

Appleton-Century-Crofts

Anatomy and Physiology
Bioethics

AU-VID Services

Medical Terminology -- Anatomical

Bailey Films Inc.

Health Careers I

MD. Med. Lab. Technologist, Medical Lab Technician,
X-Ray Technician, X-Ray Technologist, Medical
Assistant, Medical Secretary, Medical Record Librarian,
Medical Record Technician, Registered Nurse, Vocational
Nurse

Health Careers II

Clinical Physiologist, Dentist, Dental Assistant,
Inhalation Therapist, Dental Hygienist, Occupational
Therapist, Medical Social Worker, Physical Therapist,
Dietitian, Pharmacist, Hospital Administrator

Brady Company

Health Care Worker: An Introduction to Health Occupations

Career Aids

AIDS

AIDS: What Are The Risks

AIDS Alert

AIDS: Facts and Fears, Crisis and Controversy

Basic First Aid

Emergency First Aid

The Save a Life Test

First Aid: Newest Techniques

The ABC's of Life Support

Practical First Aid Skill Builders

Basic Trauma Life Support

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Audiovisual Resources, continued

Career Aids, continued

AIDS, continued

CPR: How to Save a Life
Sterilization Technique
Holistic Health
Parents with Alcoholism
Sudden Adolescent Death: How to Prevent It
Managing Stress, Anxiety, and Frustration

Anatomy-Physiology-Human Body Systems

Blood in The Human Body
Blood Factors, Groups & Types
Cells, Tissues & Membranes
Circulation, The Human Body I
Circulation, The Human Body II
Digestion In The Human Body
Endocrine System-Human Body
Immunity In The Human Body
Intro. to A & P
Lymphatic System-Human Body
Muscular System-Human Body
Nervous System-Human Body
Reproductive System-Human Body
Respiration-Human Body
Sensory System-Human Body
Skeletal System-Human Body
Skin-Integumentary System
Urinary System-Human Body

Introduction to Medical Terminology
Human Reproductive System
Concepts in Nutrition: cultural foundations of diet
Scientific Foundations of Nutrition
Digestion in the Human Body

Colwell Systems, Inc.

Medical Emergencies

Concept Media

Blood Pressure
Biologic Changes of Aging
Effective Speaking I
Effective Speaking II
Finding the Right Job
Stay in Control
Taking the Patient's Temperature
Temperature, Pulse and Respiration

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Audiovisual Resources, continued

Coronet Instructional Media

Your Job: You and Your Boss

Harris-Tuckman Production, Inc.

Understanding your Relationships with the Organization
People Skills HR-202

Human Relations Media

Eight Stages of Human Life

Prenatal Development

Infancy

Early Childhood

Late Childhood

Adolescence

Young Adulthood

The Mature Adult

Old Age

Holistic Health: Treating the Whole Person

Old Age

Part I -- Introduction & Artificial Breathing

Part II -- Chest Compressions

Part III -- Special Techniques...Choking

Stay in Control

Suicide

Causes

Prevention

National Innovative Media Co.

AIDS

CPR: How to Save a Life

First Aide -- Three Part Series

Holistic Health: Treating the Whole Person

Innovative Thinking

Insurance

Managing Stress, Anxiety and Frustration

Sterilization Techniques

Suicide: Causes and Prevention

Systems of the Body

The Eight Stages of Life -- Two Part Series

The Truth about AIDS

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Audiovisual Resources, continued

School of Dentistry and Oral Surgery

- Diet Clerk and Fry Cook
- Hospital Administrative Jobs
- Hospital Food Service Workers
- Hospital Job Opportunities
- Maintenance Mechanic & Electrician & Custodian
- Medical Assistant
- Nuclear Technician Trainee
- Nurse
- Nurses Aide
- Therapy
- X-Ray Technician

Sunburst Communications

- CPR - How to Save a Life
- Dating
- Effective Information Skills
- Effective Listening Skills
- Effective Speaking Skills
- Effective Writing Skills
- First Aid (Newest techniques series B)
(Frostbite/hypothermia, excessive heat, choking,
sudden illness)
- First Aid: Newest Techniques
(Burns, fracture, rescue and transfer -- review)
- First Aid: Newest Techniques Series B
(Bites, snakebite, head injuries, multiple injuries)
- First Aid: Newest Techniques
(Artificial Respiration, bleeding, poison, shock)
- Human Sexuality

Techniques Learning Council

- How to Measure Your Patients Blood Pressure

Trainex Corporation

- Blood Pressure
- Biologic Changes of Aging: Function & capacity
- Disinfection, Sterilization & Asepsis
- Drug Dependency -- stimulants, depressants, psychedelics
- Employee Health and Handwashing
- How to Work All Day Without Getting Hurt
- Medical Asepsis
- Methods of Birth Control
- Patient Safety: from thermometers/wheelchairs
- TPR -- Set 1

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Audiovisual Resources, continued

Walt Disney Films

Aids Part I and II
Foods, Fads: Short Cut to Health
I Eat What I Like
Is There a Perfect Diet?
Nutritional Malnutrition
The Cell Assimilation of Nutrients
The Chemistry of Foods

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

SELECTING SOFTWARE

There are a number of ways to select good software. Here are a few to get you started:

1. Ask as many other teachers as possible who are using software programs in their classrooms for their evaluations of these products. Review some of the products they recommend to see what other teachers consider to be good software.
2. Find out if there are any resource centers in your area with computers and software products available to preview.
3. Talk to any school personnel who are knowledgeable about computer software products.
4. Find out about and plan to attend any upcoming local, county, or statewide computer conferences in education. (Producers and distributors of school software exhibit their products at these conferences.)
5. Look for software catalogs in libraries or local resource centers. Select a number of programs that sound promising in their catalog descriptions and write to these software companies asking to preview their programs. (Choose programs that correlate well with the curriculum.)
6. Start looking in a number of computer and educational journals that regularly review new software products.

So much of evaluation is subjective. You will have to decide what you consider to be good software. The following are points to consider in your evaluation:

- Are you interested in tutorial programs -- teaching a concept step-by-step?
- Are you interested in simulation programs -- graphically depicting a process or activity?
- Do you want programs which are interactive so the student ~~must continually type in information and "work" with the computer?~~
- How much decision/making and problem solving do you want?

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Selecting Software, continued

- Does the software cover areas of interest in your curriculum?
- Is the readability level appropriate for your grade level?
- Is the software for remediation, reinforcement, or new information?
- Is there too much emphasis on attractive graphics and animation and not enough on content?
- Is the amount of text presented on the screen appropriate?
- Are the instructions clear and easy to follow?
- Is the amount of typing required appropriate for your grade level?
- Does the software do something that could not be done in a text or workbook?
- Are there positive rewards for correct answers and nonjudgmental responses for incorrect answers?
- Is there documentation (written material) to accompany the software?
- Are there student activity sheets to accompany the software?

Software programs fall into many categories: there are simulations, tutorials with graphics and animation, tutorials that are basically reading experiences, and instructional games. Some of the programs have the students making decisions, solving problems, and estimating numbers; Some ask questions throughout, at the end, or not at all. You must decide what is right for you, your students, and your situation.

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

ORDERING SOFTWARE

Each publisher may have different ordering policies. Before ordering consider the following points.

- Did you consider the computer type, model, and memory size of your computer?
- Does the program come with a backup disk?
- Does the publishers offer a 30-day evaluation period during which you can preview the software?
- Does the publisher have a policy for replacing defective disks?
- Is a phone number provided that you may call for technical assistance?
- Does the publisher have a quantity discount policy?
- Does the publisher have a networking policy?

If you are not in a hurry, write to the suppliers for more information about the software you wish to purchase -- ask for catalogs, order forms, and the latest prices.

If you do not have an order form from the supplier, and wish to be billed for the purchase, use an official school purchase order form. You will need to contact the supplier to find out about shipping and handling charges if you wish to send payment with your order.

Be sure to include the following information with your order.

- The full name, address, and telephone number of your school.
- The name and position of the person who is to be billed.
- The name, address, and phone number of the person to whom the material is to be shipped.
- The quantity, catalog number, and program name for all items.
- Your computer type and model.
- The format (specify cassette or diskette).
- If you are sending payment, be sure to include the check or money order. NEVER SEND CASH.

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

DIRECTORY

Software Resources

Addison-Wesley Publishing Co.

Jacob Way
Reading, Mass.
(617) 944-3700

Aquaris Software, Inc.

P. O. Box 128
Indian Rocks Beach, FL 33535
(813) 595-7890

Apple Computer, Inc.

10260 Bandley Drive
Cupertino, CA 95014
(408) 996-1010

Bare Bones Software

5817 Franklin Avenue
LaGrange, IL 60525
(312) 246-7457

Brain Bank, Inc.

Roger Deal
220 Fifth Avenue
New York, NY 10001
(212) 686-6565

Career Aids, Inc.

20417 Nordhoff Street
Dept. N3
Chatsworth, CA 91311
(818) 341-8200
(distributes other publishers materials)

Career Development Software, Inc.

207 Evergreen Drive
Vancouver, WA 98661
(206) 696-3529

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Software Directory, continued

Curriculum Publications Clearinghouse

Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
(309) 298-1917

CBS Software

Lynn VanAlstyne
A unit of CBS Inc.
1 Fawcett Place
Greenwich, CT 06836
(203) 622-2500
(also distributes microcomputer
workshop materials)

Colwell Systems, Inc.

201 Kenyon Road
P.O. Box 4024
Champaign, ILL 61820-1324

Computer Classroom Software

40 Oxford Road
New Hartford, NY 13413
(315)

Computer Spirit Graphics

P.O. Box 845
Williamsville, NY 14221
(716) 688-1982
Mary L. Thomas, Owner

Curriculum Publications Clearinghouse

Western Illinois University
Horrabin Hall 46
MaComb, Ill 61455
(309) 298-1917
(microcomputer applications in
Voc. Ed. -- HOE)

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Software Directory, continued

Decision Development Corporation

2346 Stanwell Drive
Concord, CA 94520
(415) 798-3311

Delmar Publishers Inc.

2 Computer Drive, West
Box 15-015
Albany, NY 12212
(800) 252-2550
Chris Conti -- (617) 731-9268
Leslie Boyer -- (518) 459-1150

Designware

185 Berry Street
San Francisco, CA 94107
(415) 546-1866

Dorsett Educational Systems, Inc.

P.O. Box 1226
Norman, Oklahoma 73070
(405) 321-0000

Educational Activities, Inc.

Box 392
Baldwin, NY 11520
(516) 223-4666

Focus Media, Inc.

839 Stewart Ave.
Box 865
Garden City, NY 11530
(516) 794-8900

Gregg/McGraw-Hill

P.O. Box 401
Hightstown, NJ 08520
(609) 426-5000

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Software Directory, continued

Hartley Courseware, Inc.

P.O. Box 431
Dimondale, Mich. 48821
(517) 646-6458

Health Care Systems

T. J. Terry
649 W. Minnesota
Deland, FL 32720
(904) 738-4488

Heinemann Computers in Education Ltd.

22 Bedford Square
London, WC1B 3HH
Distributed by Scott Foresman
1900 East Lake Ave.
Glenview, IL 60025

Holt, Rinehart, Winston

HRM Software

A Division of Human Relations Media
175 Tompkins Ave.
Pleasantville, NY 10570
(914) 769-6900

Intellectual Software

798 North Avenue
Bridgeport, CT 06606
(203) 333-7268

Island Software

Box 300
Lake Grove, NY 11755
(516) 585-3755

J & S Software

140 Reid Avenue
Port Washington, NY 11050
(516) 944-9304

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Software Directory, continued

John Wiley & Sons, Inc.

605 Third Ave.
New York, NY 10158
(212) 850-6417
(201) 469-4400

Lawrence Hall of Science

The Math & Computer Ed. Project
University of California
Berkeley, CA 94720
(415) 642-5133

Learning Technologies

25041 Mackenzie
Laguna Hills, CA 92653
(714) 859-2865

Lippincott

East Washington Square
Philadelphia, PA 19105
Jeanne Hallahan
(800) 523-2945
Carol Dregenbergh, Consultant
(Ill.) (312) 272-7192

MCE Inc.

157 S. Kalamazoo Mall
Kalamazoo, MI 49007
(616) 345-8681

MECC (Minn. Education Computing Corp)

3490 Lexington Ave., N
St. Paul, MN 55112
(612) 481-3500

Micro Power & Light Company

12820 Hillcrest Rd. 224
Dallas, TX 75230
(214) 239-6620

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Software Directory, continued

Microcomputer Applications

3485 Mock Orange Court South
Salem, Oregon 97302
(503) 364-1090

Microcomputer Education Programs, Inc.

157 S. Kalamazoo Mall
Kalamazoo, MI 49007
(800) 421-4157

Microcomputer Software

839 Stewart Avenue, P.O. Box 865
Garden City, NY 11530
(516)

Microcomputer Workshops Courseware

225 Westchester Avenue
Port Chester, NY 10573
(914) 937-5440

Micrograms, Inc.

Box 2146
Loves Park, IL 61130
(815) 965-2464

Nationwide Computer Products

Box 61
3180 S. Pennsylvania Ave.
Morrisville, PA 19067
(215) 295-0055

Northeast Educational Sales

Richard Hodgins
P.O. Box 707
Saratoga Springs, NY 12866
(518) 587-1894

Orange Cherry Media

Box 427, Department F
Bedford Hills, NY 10507
(914) 666-8434

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Software Directory, continued

Orange Juice Software Systems

222 S. Washington Avenue
New Richmond, Wisconsin 54017
(715) 246-3588

Oswego County BOCES

Resource Room
Kathy Finnerty
County Rte. 64
Mexico, NY 13114
(315) 963-7251

Prentice Hall, Inc.

Parent Co. of Brady-Appleton-
Century-Crofts)
(800) 638-0220

Right on Programs

140 East Main Street
Ctr. Islip, NY 11743
(516) 348-1577

Scholastic Software

Box 7502
2931 East McCarty Street
Jefferson City, MO 65102
(314) 636-5271

School & Home Courseware, Inc.

301 West Mesa
Fresno, CA 93704
(209) 431-8300

Science Systems Software, Inc.

11899 West Pico Blvd.
W. Los Angeles, CA 90064
1 (800) 421-6636

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Software Directory, continued

Spectrum Software

75 Todd Pond Rd.
Lincoln, MA 01733
(617) 794-0353

Statewide Teaching Aids

(developed by Oswego BOCES)
5845 Gardner Highway
Alexandria, LA 71303
(318) 445-2572

Sunburst Communications

39 Washington Ave.
Pleasantville, NY 10570
(914) 747-3310

TYC (Teach Yourself by Comp. Software)

2128 West Jefferson Rd.
Pittsford, NY 14534
(716) 427-7065

VMI (Visual Materials, Inc.)

4172 Grove Avenue
Gurnee, IL 60031
(312) 249-1710

WB Saunders Co.

Joseph Chudzinski
West Washington Square
Philadelphia, PA 19105
(215) 574-4700

*CLT Software Catalog (This is a free publication summarizing
software available)

Northeast Curriculum Coordination Center
200 Old Matawan Rd.
Old Bridge, NJ 08857

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Software Packages Available by Vendor

Aquarius Software

How to Get and Hold a Job
The Job and You
Self-Concept and Your Work
New on the Job
Interviewing

Brainbank Inc.

The Human Body

Career Aids, Inc.

A Balanced Diet
Ask Me (Sexual Information for Adolescents)
Basic First Aid and Illness
CPR Training
Exploring Career Options
M.A.R.T. -- A guide for the Prevention of Leadership
Stress
Nutrient Analysis
Nutrition
The Daily Menu Analyzer
What Did you Eat Yesterday
Lifeline: Nutrition
Menucalc
Nutrition: Game Format Study Aid
Nutrition Pursuit
Food Group Puzzles
You Are What You Eat: Menu Analysis
Fitness -- A State of Body and Mind
Health Awareness Game
The Human Body: A Machine at Work
Your Body -- Series
Circulation System
Experiments in Human Physiology
Cells
Normal Growth and Development: Vocabulary
Child Development: Game Format Study Aid
Venereal Disease
Spelling for Careers in Medicine
Sexually Transmitted Diseases
Venereal Disease
Health Risk Appraisal
Human Systems Series
The Body Transparent
Microtest

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Software Resources, continued

Career Development Software, Inc.

The Worst Possible Interview in History
The Four Stages of Interviewing
Skill Identification
Interview Stress
The Values Option
The Work Activities Inventory

CBS Software

Success with Math
The Body in Focus

Colwell Systems, Inc.

Denti-Log and Medi-Team

Computer Classroom Software

Nursing

Curriculum Publications Clearinghouse

Microcomputer Applications in
Vocational Education:
Health Occupations I & II

Designware

Body Transparent

Dorsett Educational Systems, Inc.

Basic Psychology
Basic Sociology
First Aid and Safety
Fractions
Percents and Decimals

Educational Activities, Inc.

Cells: Basic Cell Structure & Cell Division

Focus-Media Inc.

The Digestive Simulator
The Heart Simulator
The Human System: Series 1
The Human System: Series 2

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Software Resources, continued

Gregg/McGraw-Hill

Resume

Health Care Systems

Introduction to Services and Therapies
Basic Body Mechanics

Heinemann Computers in Education Ltd.

Physiological Simulation

Holt, Rinehart, Winston

Health Awareness Games

HRM Software

Experimenting in Human Physiology

Intellectual Software

Pregnancy and You Part I
Pregnancy and You Part II
Prenatal Baby Care/New Baby Care
Venereal Diseases

Island Software

Anatomy Challenge

Lawrence Hall of Science

What's In Your Lunch?

Learning Technologies

Introduction to First Aid
Burns
Fractures
Bleeding
Wounds
Shock
CPR
Choking
Poisoning Part I
Poisoning Part II
Poisoning Part III

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Software Resources, continued

MECC

Food Facts
Salt and You
Smoking

MCE, Inc.

Filling out Job Applications

Micro Power & Light Company

Circulation System
Reproduction (Process)

Microcomputer Educational Programs Inc.

Job Readiness: Assessment and Development
Job Readiness: Attitude Assessment
Filling Out Job Applications
Successful Job Interviewing
Resources for Job Hunting
Personal Habits for Job Success
Work Habits for Job Success
First Day on the Job
Strategies for Test Taking
Effective Study Skills: A Learning Style Approach
Following Written Directions
Managing Your Time

Microcomputer Software

The Heart Simulator

Microcomputer Workshops Courseware

Biology Achievement I: Cells and Tissues

Minnesota Educational Competency Consortium

Health Maintenance Volume I: Facts
Health Maintenance Volume II: Assessment
Nutrition -- Volumes I & II
Food Facts

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Software Resources, continued

Orange Juice Software Systems

Child Development -- A Game Format Study Aid
Food Poisoning, Sanitation, and Preservation
Foods: Measuring Techniques
From the Beginning...Prenatal Development and
Childbirth I & II
Systems of the Body-A Game Format Study Aid

Oswego County BOCES Resource Room

Role of the Dental Assistant
Dental Office Routine

Prentice-Hall Publishers, Inc.

Arrakis Advantage: Biology Volume I
Arrakis Advantage: Biology Volume II
Arrakis Advantage: Biology Volume III
Arrakis Advantage: Biology Volume IV

Science Systems Software, Inc.

Health Awareness Games

Spectrum Software

Teeth: Animal Skull & Human Teeth

Statewide Teaching Aids

Child Care Series:
Physical Development
Social & Emotional Development
Intellectual Development
Children's Behavior
Discipline of Children
Goals and Objectives
The Importance of Play

Sunburst Communications

~~The Smoking Decision~~

VMI (Visual Materials, Inc.)

Alcohol and Health (junior high, high school, adults)

W. B. Saunders Company

Building a Medical Vocabulary

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Textbook Resources

Health Careers

- Badasch and Chesebro. The Health Care Worker.
Bowie: Brady Communications Company, Inc., 1985.
- Birchenall and Streight. Introduction to Health Careers.
Philadelphia: J.B. Lippincott Co., 1978.
- Bregman, Marcia S. Assisting the Health Team.
St. Louis: C. V. Mosby Co., 1974.
- Caldwell and Hegner. Health Care Assitant.
Albany: Delmar Publishers Inc., 1985.
- Latkiewicz, Anderson and Dyer. Health Occupations Career Explorations. Exeter: Heinemann Educational Books, 1984.
- Rambo and Watson. Your Career in Health Care.
New York: Gregg Division/McGraw-Hill Book Co., 1976.
- Sasse, Connie R. Person to Person.
Peoria: Bennett Publishing Co., 1981.
- Simmers, Louise. Diversified Health Occupations.
Albany: Delmar Publishers Inc., 1983.
- Zedlitz, Robert. Getting A Job in Health Care.
Pelham Manor: Southwestern Publishing Co., 1987.

Health Education

- Edin and Golanty. Health and Wellness.
Boston: Jones and Bartlett, 1985
- Felice and Carolan. Tune Into Health.
Newton: Cebco, Allyn and Bacon, Inc., 1987.
- Harcourt, Burace and Jovanovich. Essentials of Health.
- Lazarus and Vorys. Health and Safety. Reading:
Addison-Wesley Publishing Co., 1987.
- McClendon and Johnson. Health and Wellness.
New York: Laidlaw Publishers, 1987.
- McGinley, Helen. Caring, Deciding, and Growing.
Lexington: Ginn and Company, 1983.

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Textbooks, continued

Merki and Merki. Health: A Guide to Wellness.
Enrico: Glencoe Publishing Company, 1987.

Pollock, Purdy and Carroll. Health: A Way of Life.
Glenview: Scott, Foresmand and Company, 1982.

United Hospital Fund and the Institute for Health Policy Studies.
AIDS: Public Policy Dimensions.
New York: United Hospital Fund of New York, 1987.

Nutrition

Townsend,Carolynn E. Nutrition and Diet Therapy.
Albany: Delmar Publishers, Inc., 1985.

Williams, Sue. Essentials of Nutrition and Diet Therapy.
St. Louis: CV Mosby Co., 1982.

Leadership/Decision Making

Daggett, Willard R. Your Future: Plans and Choices.
Pelham Manor: South-Western Publishing Co., 1985.

Guide to Preparing a Resume. New York State Employment Office

Jameson, David B. Leadership Handbook. New Castle:
David B. Jameson, 1978.

Milliken, Bettye. Understanding Human Behavior.
Albany: Delmar Publishers Inc., 1987.

Sheive and Schoenhert. Leadership: Examining the Elusive.
Alexandria: Association for Supervision and Curriculum
Development, 1987.

The Jobseeker: A Source Book For Youth. New York State
Department of Labor, Bureau of Labor Market Information,
1986.

Williams, Badrkhan, Daggett. Technology For Tomorrow.
Pelham Manor: South-Western Publishing Co., 1985.

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Textbooks, continued

Terminology

Austrin, Miriam G. Young's Learning Medical Terminology.
St. Louis: C.V. Mosby Co., 1983.

LaFleur and Starr. Exploring Medical Language.
St. Louis: C.V. Mosby Co., 1985.

Lillis, Carol A. Brady's Introduction to Medical Terminology.
Bowie: Brady Communications Company, Inc., 1983.

Wroble, Eugene M. Terminology for the Health Professions.
Philadelphia: J.B. Lippincott Co., 1982.

Microbiology

Ferris and Fong. Microbiology for Health Careers.
Albany: Delmar Publishers Inc., 1985.

Skills

Bentz, Ellis and Nowlis. Modules for Basic Nursing Skills.
Boston: Houghton Mufflin Co., 1980.

Hornemann, Grace V. Basic Nursing Procedures.
Albany: Delmar Publishers Inc., 1980.

Wood and Rambo. Nursing Skills for Allied Health Services.
Philadelphia: WB Saunders Co., 1977.

Structure and Function

Anthony and Thibeau. Structure and Functions of the Human Body.
St. Louis: C.V. Mosby Co., 1983.

Ferris, Skelley and Fong. Basic Structures and Functions.
Albany: Delmar Publishers Inc., 1984.

Memmler and Wood. Structure and Function of the Human Body.
Philadelphia: JB Lippincott Co., 1983.

COURSE: HEALTH OCCUPATIONS EDUCATION CORE

Textbooks, continued

Life Cycle

- Cowan, Beverly. A Family Is.
Peoria: Bennett Publishing Co., 1981.
- Goodspeed and Smith. This Is The Life!
Peoria: Bennett Publishing Company, 1981.
- Henderson, Gail. Dimensions of Life.
Pelham Manor: South-Western Publishing Co., 1985.
- Ryder, Verdene. Contemporary Living. South Holland:
Goodheart-Willcox Company, Inc., 1985.
- Thompson and Faiola-Priest. Life Plans. Pelham Manor:
South Western Publishing Co., 1957.

Emergency Care

- Buttaravoli and Stair. Common Simple Emergencies.
Bowie: Brady Communications Company, Inc., 1985.
- Campbell, John E. Basic Trauma Life Support.
Bowie: Brady Communications Company, Inc., 1985.
- Emergency Victim Care. Ohio State Education Department
Division of Vocational Education, 1976.
- Grant, Murray, Bergeron. Emergency Care. Bowie:
Brady Communications Company, Inc., 1982.

General Information

- Improving the Classroom Test. New York State Education Depart-
ment, Bureau of Elementary and Secondary Educational
Testing, 1981.