

4. Unit 4: Healthcare Support Personnel

Content Area: **Science**
Course(s):
Time Period: **Semester**
Length: **12 Blocks**
Status: **Published**

General Overview, Course Description or Course Philosophy

This course provides an orientation to health care services and their delivery. It presents an interdisciplinary perspective, focusing on process skills such as critical thinking, ethical reasoning, effective communication and ways to continue independent learning throughout life. The course shows how all health care providers acquire professional competence in dealing with the issues and problems they face as well as the role they play as informed consumers.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- Benchmarks – departmental benchmark given at the end of MP1, MP2, and MP3 based on lab practices
- Alternative Assessments
 - Lab inquiries and investigations
 - Lab Practicals
 - Exploratory activities based on phenomenon
 - Gallery walks of student work
 - Creative Extension Projects
 - Build a model of a proposed solution
 - Let students design their own flashcards to test each other
 - Keynote presentations made by students on a topic
 - Portfolio

CONTENT AREA STANDARDS

12.9.3.HL.1

Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

12.9.3.HL.2	Explain the healthcare workers' role within their department, their organization and the overall healthcare system.
12.9.3.HL.3	Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.
12.9.3.HL.4	Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
12.9.3.HL.5	Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.
12.9.3.HL-BRD.6	Summarize and explain the larger ethical, moral and legal issues related to biotechnology research, product development and use in society.
12.9.3.HL-DIA.1	Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.
12.9.3.HL-SUP.1	Describe, differentiate and safely perform the responsibilities of healthcare support services roles.
12.9.3.HL-THR.2	Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

12.9.3.ST.1	Apply engineering skills in a project that requires project management, process control and quality assurance.
12.9.3.ST.3	Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.
12.9.3.ST.5	Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.
12.9.3.ST-ET	Engineering & Technology Career Pathway

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- Description of Work and Facts About the Profession
- Education and Employment
- Licensure and Certification
- Work Environment
- Trends in the Professions

Procedural Knowledge

Students will be able to:

1. Describe the professional responsibilities of each healthcare provider.
2. Identify the types of specialties in each profession.
3. Describe the work environment for each healthcare professional.
4. Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.
5. Compare and contrast the following for each profession: licensing, certification and registration.
6. Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

- Read Chapter(s) and complete chapter check point questions
- Define Key Terms
- Study Guide
- Chapter Wrap Up Questions

Summative Assessments

- Quizzes
- Project

- Unit Test

RESOURCES (Instructional, Supplemental, Intervention Materials)

- How to become a sonographer
 - <https://www.ardms.org/how-to-become-a-sonographer/>
- Diagnostic Medical Sonography
 - <https://www.caahep.org/Students/Program-Info/Diagnostic-Medical-Sonography.aspx>
- Careers in sonography
 - <https://www.bls.gov/ooh/healthcare/diagnostic-medical-sonographers.htm>
- Sonography: A sound career choice (shows a variety of options in sonography)
 - <https://www.youtube.com/watch?v=4K6tf27z6wU>(2017, 2:59)
- Magnetic Resonance Imaging Careers
 - <https://www.careeronestop.org/toolkit/careers/occupations/Occupation-profile.aspx?keyword=Magnetic%20Resonance%20Imaging%20Technologists&onetcode=29203500&location=USA> (Downloaded 4-13-21. 1:47)
- Radiologic Imaging Careers
 - <https://www.asrt.org/main/career-center/careers-in-radiologic-technology>
 - <https://www.arrrt.org/about-the-profession/learn-about-the-profession>
- Radiologic Assistant
 - <https://www.asrt.org/video/preceptors-role-education/> (downloaded 4-13-21, 6:21)

- Radiologic Technologist
- <https://www.youtube.com/watch?v=gGkgYrwq-KA> (2015, 1:34)

- Radiologic Technician
- <https://www.youtube.com/watch?v=6oatNjvbnLU> (2009, 1:56)

INTERDISCIPLINARY CONNECTIONS

- Group and partner activities are assigned when possible
- Students will be grouped based on learning styles and approach to processing content

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.