5. Unit 5: Health Related Professions Copied from: Dynamics in Health Care, Copied on: 08/15/23

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

1. List steps for planning a career in health care.

2. Define and differentiate licensure, registration, and certification.

3. Describe the typical work responsibilities, education, training, trends and legal requirements; employment; outlook; and average earnings of selected occupations in therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

4. List and explain the benefits of membership in a professional organization.

5. State the education, training, and legal requirements for becoming the various healthcare professionals in this unit.

6. Describe the typical work responsibilities in each profession.

7. .List desirable personal characteristics of the various healthcare professionals.

8. .Identify employment opportunities and key trends for these occupations.

9. Gain a better understanding of each field discussed in this unit.

CONTENT AREA STANDARDS

12.9.3.HL.2	Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

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-DIA.4	Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.
12.9.3.HL-HI.1	Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality.
12.9.3.HL-HI.2	Describe the content and diverse uses of health information.
12.9.3.HL-HI.3	Demonstrate the use of systems used to capture, retrieve and maintain confidential health information from internal and external sources.
12.9.3.HL-SUP.1	Describe, differentiate and safely perform the responsibilities of healthcare support services roles.
12.9.3.HL-SUP.3	Follow established internal and external guidelines in order to provide high-quality, effective support services in the healthcare facility.
12.9.3.HL-THR.3	Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.

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

12.9.3.ST.2	Use technology to acquire, manipulate, analyze and report data.
12.9.3.ST-ET.4	Apply the elements of the design process.
12.9.3.ST-ET.5	Apply the knowledge learned in STEM to solve problems.
12.9.3.ST-ET.6	Apply the knowledge learned in the study of STEM to provide solutions to human and societal problems in an ethical and legal manner.
12.9.3.ST-SM.3	Analyze the impact that science and mathematics has on society.

STUDENT LEARNING TARGETS

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

Declarative Knowledge

Students will understand that:

- The steps for planning a career in health care.
- How the typical work responsibilities, education, training, trends and legal requirements; employment; outlook; and average earnings of selected occupations in therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
- The benefits of membership in a professional organization.
- State the education, training, and legal requirements for becoming the various healthcare professionals in this unit.
- The characteristics in the fields discussed in these units.

Procedural Knowledge

Students will be able to:

1. Differentiate licensure, registration, and certification.

2. Recognize the benefits of membership in a professional organization.

3. Describe the typical work responsibilities in each profession.

4. Recognize the desirable personal characteristics of the various healthcare professionals.

5. .Identify employment opportunities and key trends for these occupations.

EVIDENCE OF LEARNING

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

Formative Assessments

- Read Chapter(s) and complete chapter check point questions

- Complete Career Chart

- Chapter Wrap Up Question

- Study Guide for each chapter in unit

Summative Assessments

- Benchmarks – departmental benchmark given at the end of MP1, MP2, and MP3
- 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

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Health Informatics and Health Information Management careers

- http://www.ahima.org/careers

- https://www.cahiim.org/accreditation/hi-and-him-accreditation

- https://www.payscale.com/research/US/Job=Health_Informatics_Specialist/Salary

- Health Information Management in a Hospital Setting

- https://www.youtube.com/watch?v=fI6tuW3-tek&feature=youtu.be (2014, 45:15)

- Clinical Research Coordinators

- https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=1191210 1

- (downloaded 4-14-21, 1:35)

- Clinical Research Profession

- https://acrpnet.org/professional-development/launching-your-career/

- Medical Health Services Managers

- https://www.bls.gov/OOH/management/medical-and-health-services-managers.htm#tab-1

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.