



## *Health Occupations Course Description*

1. **Course Title:** Health Occupations
2. **CBEDs Title:** Other Health Careers
3. **Job Titles:** Refer to Labor Market Survey
4. **Course Description:** This is a one or two-year course designed for students interested in gaining entry-level employment and for those students who want advanced training, specializing in specific medical fields. The students will learn the basics of anatomy and physiology, professionalism, interpersonal relations and opportunities available in the medical profession. Students will learn course content through a combination of classroom and community experiences. Clinical observations and experiences will occur in many departments within the hospital, medical facilities, and doctor's offices, and applicable community settings. The advanced student will also become proficient in data entry, have knowledge of and ability to use a computer, and have the option in CPR training to acquire a CPR certification. There are a variety of opportunities for the successful student in our community in the medical field. Year 2 will have an added emphasis on medical terminology, anatomy and physiology.
5. **Course Prerequisites:** Prior to participation in the clinical setting, students will need to have a TB clearance, and Immunizations as required by clinical site, physician clearance, obtain uniform (if applicable), parental/guardian form signed (if applicable) which explains the program and expectations of students, and completion of the first semester of classroom and lab instruction. Students must be at least 16 years old or have an ROP waiver.
6. **Course Hours:** 720 including approximately 180 hours of classroom instruction and 180 hours of externship for Level I and 200 hours of classroom instruction with 160 hours of Community Classroom for Level II. Optional: Level 1 CCTE (180 Hours).
7. **Course Dates:** Revised February 10, 2015
8. **Course Outline:**
  - A. Career Preparation Standards/SCANS:



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All work site learning methodologies including Community Classroom and Cooperative Vocational Education will be utilized when appropriate.

- Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self confidence, honesty, perseverance, self discipline, and personal hygiene. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.
- Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.
- Students will exhibit critical thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation, as appropriate. They will recognize problem situations; identify, locate and organize needed information or data; and propose, evaluate, and select from alternative solutions.
- Students will understand principles of effective communication. They will communicate both orally and in writing. They will listen attentively and follow instructions, requesting clarification or additional information as needed.
- Students will understand occupational safety issues including the avoidance of physical hazards in the work environment. They will operate equipment safely so as not to endanger themselves or others. They will demonstrate proper handling of hazardous materials.
- Students will understand career paths and strategies for obtaining employment within their chosen fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purposes of professional organizations.
- Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their fields.
- Students will understand complex inter-relationships of systems.
  - Students will understand systems – know how social, organizational, and technological systems work and operate effectively with them.
  - Students will monitor and correct performance – distinguish trends, predict impacts on system operations, diagnose systems' performance and correct malfunctions.



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- Students will improve or design systems – suggest modifications to existing systems and develop new or alternative systems to improve performance.
- Students will understand all aspects of the industry including: planning, management, and finance; technical and production skills; underlying principles of technology; labor, community, health, and environmental issues.

#### B. Content Area Skills:

Students will be able to understand and demonstrate competencies in the following areas that may lead to entry-level employment:

- Office clerk/receptionist
- Health insurance
- Financial record keeping & banking
- Correspondence
- Collections
- Medical Terminology and record keeping
- Medical/Surgical Asepsis
- Physical examination
- Patient support in preparing for office surgery
- Electrocardiography
- Administration of medication
- Laboratory skills
- Assisting with diagnostic and therapeutic procedures
- Specialized medical practice
- Safety issues in the Health Care Industry
- Articulate with Delta College (EKG Unteroretatuinb).

#### C. Expected Student Proficiencies:

- Students will be able to understand and demonstrate skills in health care services as required for employment in the medical field.
- Students are expected to demonstrate proficiencies in the health care information services for collecting, transcribing, documenting, reporting, and interpreting patient-related data.
- Students will also be required to demonstrate proficiencies with direct patient care required as a result of a condition, disease, illness, or injury.
- Workplace learning experiences may occur in a variety of health care settings. Student will demonstrate professional behavior, attire and other work place soft skills.

#### D. Hours of Instruction: 720



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See course outline for breakdown of instructional hours.  
E. Industry/Licensing: N/A

## **9. Additional Recommended/Optional Items:**

A. Articulation: San Joaquin Delta College. EKG Interpretation is course Health Science 34A (Basic Electrocardiograph Interpretation).

B. Academic Credit: NA

C. Instructional Strategies:

- Lecture
- Field Trips
- Presentations
- Teamwork
- Job Shadowing
- Volunteering
- Guest Speakers
- Demonstrations
- Role Playing
- Clinical Assignments
- Lab
- Reading/writing assignments
- Oral/Written Testing
- Practical Application
- Participation in local Medical Drills

D. Evaluation:

- Final exam
- Quizzes
- Midterm

E. Instructional Materials:

- Text:
  - Diversified Health Occupations by Louise Simmers and Health Occupations by Badash and Cheesbro
- Mannequins to practice clinical skills
- Computers for data entry
- Variety of lab equipment to practice hands on skills
- Health Careers Text by Judith Gerdin;
- Language of Medicine by Davi-Ellen Chahber;



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- Introduction to Medical Terminology by Ann Ehrlich & Carol L. Schroeder
  - Ellis, Karen, EKG Plain and Simple. Third. Pearson 2012
- F. Certificates: Upon successful completion of Level I of this course: Certificate of Completion.