

Health Careers Core Curriculum

Course Number: HCP0130

Hours: 75.0 (PSAV)

REQUIRED TEXTBOOK: Introduction To Clinical Allied Healthcare Handbook

Course Description: The Health Careers Core Curriculum course presents basic knowledge & skills for students majoring in a health science degree program. The course introduces students to a health care delivery system, the health occupations, and teaches medical and employability skills.

- Units:**
1. Health care delivery system and occupations.
 2. Interpersonal Skills.
 3. Time management and study skills.
 4. Legal and ethical responsibilities.
 5. Safety and security procedures.
 6. Concepts of wellness and disease process.
 7. Principles of Infection control and bandaging.
 8. Emergency situations.
 9. Baseline vital signs
 10. Principles of Body mechanics
 11. Principles of positioning, bed mobility and transfers.
 12. Basic math and science skills.
 13. Computer Literacy.
 14. Employability skills.

Unit 1: Demonstrate Knowledge of the Health Care Delivery System and Occupations

Objectives: At the completion of unit 1, the student will be able to:

- 1.1 Identify the basic components of the health care delivery system.
- 1.2 Define health and illness using the health-illness continuum.
- 1.3 Describe the various types of health care providers and the range of services available.
- 1.4 Describe the composition and functions of the health care team.
- 1.5 Identify the general roles and responsibilities of the individual members of the health care team.
- 1.6 Develop a basic understanding of human needs throughout the life cycle.
- 1.7 Explain the importance of maintaining professional competence through continuing education.
- 1.8 Describe trends affecting the delivery system of health care.

Unit 2: Demonstrate The Ability To Communicate And Use Interpersonal Skills Effectively.

Objectives: At the completion of unit 2, the student will be able to:

2.1 Identify the basic characteristics of communication.

2.2 Define:

- a. verbal communication.
- b. non-verbal communication

2.3 Discuss types of non-verbal communication and the implications in the health sciences:

- a. touch.
- b. eye contact.
- c. facial expression posture.
- d. posture.
- e. gait.
- f. gestures.
- g. general appearance.
- h. paralanguage.
- i. silence.

2.4 Define personal space.

2.5 Develop basic listening skills.

2.6 Develop basic observational skills and related documentation strategies in written and oral form.

2.7 Identify characteristics of successful and unsuccessful communication, including barriers.

2.8 Compose written communication using correct spelling, grammar and format.

2.9 Use appropriate medical terminology and abbreviations.

2.10 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.

2.11 Recognize the importance of patient/client education regarding health care.

Cont. Unit 2

2.12 Adapt communication skills to varied levels of understanding and cultural orientation.

2.13 Compare different means of communication used in a health care system:

- a. discussion.
- b. reporting.
- c. charting.

2.14 List the purposes of the chart.

2.15 Identify specific areas of the chart that include entries of various health care personnel.

2.16 Demonstrate telephone usage, including taking messages.

2.17 Demonstrate ability to give and follow directions.

2.18 Distinguish between factual reports and personal opinion.

Unit 3: Develop Effective Time Management And Study Skills.

Objectives: At the completion of unit 3, the student will be able to:

3.1 Place the need for self-esteem and self-actualization on Maslow's hierarchy of human needs.

3.2 Recognize characteristics of persons with positive self-concept.

3.3 Discuss factors affecting self-concept.

3.4 List interventions related to the promotion of a positive self-concept.

3.5 Discuss measures to maintain a positive self-concept for the nurse.

3.6 Identify his/her study skills, strengths and weaknesses.

3.7 Acquire techniques to break "old habits" through proper planning and time budgeting.

3.8 Develop skills to manage their time effectively through monitoring, planning and scheduling daily and weekly activities.

3.9 Increase knowledge on test preparation and test taking skills.

3.10 develop a master review schedule.

3.11 Learn techniques to address test anxiety.

3.12 Establish and maintain a balance life style through exercise, relaxation and proper nutrition.

Unit 4: Demonstrate Legal and Ethical Responsibilities

Objectives: At the completion of unit 4, the student will be able to:

4.1 Define values.

4.2 Discuss how the health care professional's values impact on the nursing care delivered.

4.3 Discuss the legal framework of the health occupation.

4.4 Explain the medical liability of health care workers.

4.5 Explain the patient's "Bill of Rights."

4.6 Define ethics and ethical dilemma.

4.7 Describe a Code of Ethics consistent with the health care occupation.

4.8 Discuss the importance of maintaining confidentiality of information, including computer information.

4.9 discuss the chart as a legal document.

4.10 Compare intentional and unintentional torts:

A. Intentional:

- i. assault and battery.
- ii. defamation of character.
 - a. slander.
 - b. libel.

B. Unintentional:

- i. negligence.
- ii. defamation of character.

4.11 List the four elements of liability.

4.12 Recognize the limits of authority and responsibility of health care workers.

4.13 Discuss the "Good Samaritan Law."

4.14 Recognize and report illegal and unethical practices of health care workers.

Unit 5: Recognize And Practice Safety And Security Procedures.

Objectives: At the completion of unit 5, the student will be able to:

5.1 Understand the implications of using of medical equipment properly and safely.

5.2 Recognize and report safety hazards.

5.3 Identify and practice security procedures for medical supplies and equipment.

5.4 Demonstrate the procedure for properly identifying patients.

5.5 Describe fire safety and evacuation procedures.

Unit 6: Demonstrate An Understanding Of And Apply Wellness And Disease Concepts.

Objectives: At the completion of unit 6, the student will be able to:

6.1 Develop a basic understanding of the structures and function of the body systems.

6.2 Identify personal health practices and environmental factors.

6.3 Explain a nutrition pyramid.

6.4 Identify psychological reactions to illness, including defense mechanisms.

6.5 Explain basic concepts of positive self image, wellness and stress.

6.6 Develop a wellness and stress control plan that can be used in personal and professional life.

6.7 Define the types of loss:

- a. actual
- b. perceived
- c. physical
- d. psychological
- e. anticipatory

6.8 Define grief.

6.9 Recognize the steps in the grief process.

6.10 Compare normal grief to dysfunctional grief.

Unit 7: Recognize And Practice Infection Control Procedures And Correct Bandaging Techniques.

Objectives: At the completion of unit 7, the student will be able to:

7.1 Define the terms:

- a. asepsis:
 - i. medical.
 - ii. surgical.
- b. nosocomial infections.
- c. disinfectant.
- d. sterilize.
- e. germicide.
- f. antiseptic.
- g. septic.

7.2 Identify the six components of the chain of infection.

7.3 Discuss the factors that affect the susceptibility of a host.

7.4 Describe the various types of isolation procedures.

7.5 Describe the normal flora that are found on the hands;

- a. transient.
- b. resident.

7.6 Identify the components of proper hand washing.

7.7 List the principles of sterile technique and state the rationale for each.

7.8 Demonstrate proper use of aseptic techniques for:

- a. handling sterile objects.
- b. pouring sterile solutions.
- c. opening and adding sterile supplies to a sterile field.

7.9 Demonstrate correct procedures for donning isolation gown, gloves, mask and gloves.

7.10 Demonstrate correct procedure for above sterile conditions.

Cont. Unit 7

7.11 Understand the types and uses of bandages/dressings.

7.12 Discuss the rationale for proper bandaging and dressing techniques.

7.13 Detail techniques of aseptic wound bandaging.

7.14 List the various types of bandages, binders & supports utilized and their general purpose.

7.15 Detail method of correct application and removal of elastic stockings.

7.16 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.

7.17 Demonstrate ability to apply dressings/bandages to a variety of patient conditions.

Unit 8: Recognize And Respond To Emergency Situations.

Objectives: At the completion of unit 8, the student will be able to:

- 8.1 Describe legal parameters relating to the administration of emergency care.
- 8.2 Demonstrate basic understanding of first aid and emergency care.
- 8.3 Recognize adverse drug related emergencies and take appropriate first aid action.
- 8.4 Understand when to call a “code” and the ramifications of calling a “code” .

Unit 9: Describe Methods Of Determining And Performing Baseline Vital Signs.

Objectives: At the completion of unit 9, the student will be able to:

9.1 State the components that constitute vital signs.

9.2 Discuss parameters for frequency of vital sign measurement.

9.3 Discuss body temperature (at introductory level):

- a. how temperature is regulated.
- b. methods of temperature control.
- c. methods of temperature measurement:
 - i. locations.
 - ii. equipment.
 - iii. contra-indications.
 - iv. expected values at each location.
- d. terms associated with temperature.
 - i. febrile.
 - ii. afebrile.
 - iii. pyrexia.
 - iv. hyperpyrexia.
 - v. hypothermia.

9.4 Discuss pulse (at introductory level):

- a. physiology of the pulse.
- b. developmental changes associated with normal pulse rate.
- c. terms associated with pulse:
 - i. tachycardia.
 - ii. bradycardia.
- d. factors that will increase or decrease pulse rate.
- e. characters of the pulse:
 - i. rhythm.
 - ii. amplitude.
- f. assessment sites.
- g. apical-radial pulse assessment:
 - i. method.
 - ii. indications.
 - iii. pulse deficit.

Cont. Unit 9

9.5 Discuss respirations (at introductory level):

- a. Physiology of respirations.
- b. developmental changes associated with normal respiratory rate.
- c. factors that will increase or decrease respiratory rate.
- d. terms associated with respiration:
 - i. apnea.
 - ii. dyspnea.
 - iii. orthopnea.
 - iv. tachypnea.
 - v. bradypnea.
 - vi. Cheyne-Stokes.

9.6 Discuss blood pressure (at introductory level):

- a. terms associated with blood pressure:
 - i. systolic pressure.
 - ii. diastolic pressure.
 - iii. pulse pressure.
 - iv. Hypertension.
 - v. Hypotension.
 - vi. orthostatic (postural) hypotension.
- b. factors responsible for maintaining blood pressure.
- c. factors responsible for deviations of blood pressure.
- d. contraindications for site selection.

9.7 State normal values for each of the above.

9.8 Describe methods of determining change in a patient's baseline physiological state.

9.9 Correlate changes in blood pressure, pulse rate, respiration, sweating, skin color, mental alertness, skin temperature, pupil size and pupil reaction to a patient's overall response to a situation/treatment.

9.10 Determine accurately a patient's blood pressure, temperature (oral, axillary), respirations and pulse rate (carotid, apical and radial).

9.11 Determine significance of body positions on vital signs.

9.12 Monitor and record vital signs accurately.

Unit 10: Demonstrate Proper Body Mechanics.

Objectives: At the completion of unit 10, the student will be able to:

10.1 Define the term “body mechanics.”

10.2 Restate the benefits of utilizing good body mechanics in everyday activity.

10.3 Explain the influence of the center of gravity, line of gravity and base support on human movements.

10.4 Identify the relationship between height of the center of gravity and the size of the base of support.

10.5 Discuss a pelvic tilt and the importance in performing certain movements.

10.6 Relate and demonstrate the most effective use of the muscular system for lifting, carrying and movements.

10.7 Demonstrate effective use of body musculature in performing lifting, moving or transferring objects/patients.

10.8 Given poor examples of the use of body mechanic principles, discuss how corrections can be accomplished.

Unit 11: Demonstrate Principles Of Performing Patient Positioning, Bed Mobility And Transfers.

Objectives: At the completion of unit 11, the student will be able to:

11.1 Understand the implications of poor positioning.

11.2 List and describe a variety of patient positions that are assumed in bed.

11.3 Demonstrate proper positioning procedures for supine, prone, sidelying, Fowlers and Sims positions.

11.4 Demonstrate various upper extremity (UE) and lower extremity (LE) positions for the above bed positions.

11.5 Demonstrate how to utilize the appropriate number of pillows, rolls and other appliances to assure proper positioning is maintained.

11.6 Discuss transfer considerations for :

- a. a patient with a. loss or injury of one lower extremity.
- b. a patient with acute spinal injury (i.e. quadraplegic).
- c. a patient with loss or injury of both lower extremities.
- d. a patient with generalized weakness.
- e. an obese patient..
- f. an unconscious patient.

11.7 Demonstrate beginning skill in performance of transfer techniques listed below:

- a. standing pivot transfer.
- d. sitting pivot transfer.
- e. two person lift.
- f. three person lift with draw sheet.
- g. sliding board transfer.
- h. Hoyer lift.
- i. three man carry.

11.8 Recognize and adhere to safety practices, such as locking wheelchairs, not leaving patient unattended, guarding appropriately, etc.

11.9 Demonstrate correct body mechanics for all transfer procedures presented.

11.10 Demonstrate awareness of patient safety during transfer procedure.

11.11 Demonstrate awareness of individual patient needs during transfer procedures.

11.12 Demonstrate ability to move patient, with or without assistance in the bed, from the bed to stretcher and from bed to wheelchair.

11.13 Demonstrate ability to bring the patient from supine to sitting at the bedside.

11.14 Demonstrate ability to safely move a patient up and down in bed, as well as from side to side, with and without assistance (drawsheet vs manual assistance).

11.15 Demonstrate satisfactory performance of a standing pivot transfer.

Unit 12: Apply Basic Math And Science Skills.

Objectives: At the completion of unit 12, the student will be able to:

12.1 Draw, read and report on graphs, chart and tables.

12.2 Measure time, temperature, distance, capacity, and mass/weight.

12.3 Make and use measurements in both traditional and metric units.

12.4 Make estimates and approximations and judge the reasonableness of the result.

12.5 Convert from regular to 24 hour time.

12.6 Demonstrate ability to evaluate and draw conclusions.

12.7 Organize and communicate the results obtained by observation and experimentation.

12.8 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.

12.9 Calculate ratios.

Unit 13: Demonstrate Computer Literacy.

Objectives: At the completion of unit 13, the student will be able to:

13.1 Define terms and demonstrate basic computer skills.

13.2 Describe the uses of computers in health care.

Unit 14: Demonstrate Employability Skills.

Objectives: At the completion of unit 14, the student will be able to:

14.1 Conduct a job search.

14.2 Secure information about a job.

14.3 Identify documents that may be required when applying for a job.

14.4 Complete a job application form correctly.

14.5 Demonstrate competence in job interview techniques.

14.6 Identify or demonstrate appropriate responses to criticism from an employer, supervisor, or other persons.

14.7 Identify acceptable work habits.

14.8 Demonstrate knowledge of how to make job changes appropriately.

14.9 Demonstrate desirable health habits.

14.10 Recognize appropriate affective/professional behavior.

14.11 Write an appropriate resume.