

Glendale Unified School District

High School

August 13, 2019

Department: Career Technical Education

Course Title: Healthcare Internship Honors (*Formerly Healthcare Internship*)

Course Code: 4437V/4438V

Grade Level(s): 12

School(s)  
Course Offered: Crescenta Valley High School

UC/CSU Approved  
(Y/N, Subject): Yes, "g" College-Prep Elective and honors designation

Course Credits: 10

Recommended  
Prerequisite: Completion of Adv Sports Medicine with a grade of C or better.

Recommended  
Textbook: <http://www.open.edu/openlearn/health-sports-psychology/health/health-studies/health-everywhere-unravelling-the-mystery-health/content-section-0?active-tab=content-tab>

Course Overview: Healthcare Internship Honors is the capstone course for the Health Science and Medical Technology Industry sector, Patient care pathway. In this capstone course, students will deepen their understanding of the Health Science and Medical Technology – Patient Care Industry through application and study of actual cases, through critical examination of the ethics and procedures involved in a clinical setting, and through an internship at a local medical facility (preferably a laboratory facility). Students will meet at least 20% of the time in the classroom where they will complete major projects each quarter, including a Personal Career Plan portfolio that will help them choose their next steps in the Health Science and Medical Technology – Patient Care Industry.

## First Semester-Course Content

### Unit 1: The Immune System

(5 weeks)

#### STANDARDS

Health Science and Medical Technology

Anchor Standard 2.5, 2.7, 2.8, 5.1 10.1, 10.3, 11.1

Patient Care Pathway

Standard B10.1, B10.2, B10.3, B10.4, B10.5, B10.7, B11.1, B11.2, B11.3, B11.4

CCSS LS 11-12.1, 11-12.4, 11-12.6, WHSST 11-12.2, 11-12.4, RRLST 11-12.1, LS1.B, PS1.A, PS1.B

- A. In this unit, students will demonstrate an understanding of how the human body fights or fails to fight infection of viruses and bacteria.
- B. KEY ASSIGNMENT: Starve a Fever? Feed a Cold?  
Students research and write a paper on the differences between a cold and a flu. As part of their research, students will study the pathology of both illnesses (using cell and tissue structures to explain what is happening as the cold or flu makes the host ill and explain what constitutes a susceptible host. The paper will also include the following: How the diseases spread from person to person ( Know the chain of infection & ways to break the chain) How the body fights the diseases ( Know the Immune Response steps) Myth or fact when it comes to home cures for the diseases – research common home remedies to discover their efficacy (research homeopathic medicine) Why the flu can be deadly (Know stages of Infectious Disease) Possible immunizations and treatments for the diseases and how they work( Know Immunity Types & Classification of Vaccinations)

### Unit 2: Prevention of Injury and Disease

(5 weeks)

#### STANDARDS

Health Science and Medical Technology

Anchor Standard 2.5, 2.7, 2.8, 5.1, 6.4, 6.8, 10.1, 10.3, 11.1

Patient Care Pathway

Standard B4.1, B4.3, B5.1, B5.2, B12.1, B12.2, B12.3, B12.4

CCSS LS 11-12.1, 11-12.4, 11-12.6, WHSST 11-12.2, 11-12.4, RRLST 11-12.1, LS1.B, PS1.A, PS1.B

- A. Using their understanding of basic anatomy and physiology students will apply learned patient care protocols when discussing and evaluating specific injuries. Students will demonstrate transporting, transferring, and positioning patients who are injured. As they work, students will practice using prevention methods in order to assure no further injuries are incurred and/or no diseases are spread to or from the patient (Know Use of Standard Precautions & PPE).
- B. KEY ASSIGNMENT: An Accident!  
The teacher assigns student groups several different types of injuries (e.g., broken leg, concussion, puncture wound, etc.) Each group will design a scenario where all of these injuries could happen, and determine criteria for triage application. Students write a step-by-step description of the scene and what the protocols would be if a licensed health-care

professional came across the scene. (Students will demonstrate an understanding of The Good Samaritan Law.) They would explain how the patients would be transported and how to keep them most comfortable. Once the groups have all the details down, they will role-play and act out their scenes, make corrections (if necessary), then turn in their descriptions.

Unit 3: **Communication and Cultural Differences**

*(10 weeks)*

STANDARDS

Health Science and Medical Technology

Anchor Standard 2.1, 2.2, 2.3, 2.5, 2.7, 2.8, 4.1, 5.1, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 10.1, 10.3, 11.1

Patient Care Pathway

Standard B4.1, B4.3, B5.1, B5.2, B6.1, B6.2, B6.4, B6.6, B13.1, B13.2, B13.3, B13.4, B13.5, B13.6

CCSS LS 11-12.1, 11-12.4, 11-12.6, WHSST 11-12.2, 11-12.4, RRLST 11-12.1, LS1.B, PS1.A, PS1.B

- A. In this unit, students will research how cultural differences and belief systems may require alternative treatment, a different approach in communication. Students will recognize the factors affecting therapeutic communication: age and gender; economic barriers; education and life experience; bias and prejudice; verbal roadblocks; patients defense mechanism; cultural and religious diversity; Maslow's hierarchy of human needs . Students will also demonstrate an understanding of the rights of the patient.
- B. KEY ASSIGNMENT: Who Are My Neighbors?  
Students research and create an infographic that shows the ethnic, religious, and socio-economic make-up of their school and community. Students will write a research report on the traditional attitudes of each demographic towards Western medicine and alternative treatments (acupuncture, chiropractic, nutrition, stress-relief, etc.). Next, students will create a survey to test the actual attitudes of peers and community members towards different types of treatment. Surveys will include questions about why people resist different types of treatments. Students will share their survey results and compare expected answers with actual answers. Students have a class discussion on how to know what each patient needs. Ultimately, students should demonstrate that observation, asking appropriate questions, and listening skills need to be developed in order to understand any patient.

**Second Semester-Course Content**

Unit 4: **Good Health Practice**

*(10 weeks)*

STANDARDS

Health Science and Medical Technology

Anchor Standard 2.5, 2.7, 2.8, 4.1, 4.3, 4.4, 4.6, 5.1, 8.7, 10.1, 10.3, 11.1

Patient Care Pathway

Standard B4.1, B4.3, B5.1, B5.2, B6.1, B6.2, B6.4, B6.6, B9.1, B9.2, B9.4, B9.5, B9.6

CCSS LS 11-12.1, 11-12.4, 11-12.6, WHSST 11-12.2, 11-12.4, RRLST 11-12.1, LS1.B, PS1.A, PS1.B

- A. In this unit, students apply what they've learned throughout the year to spreading information about how to stay as healthy as possible e.g. Weight Management; lifestyle choices. This information would go to public places and websites for easy access.
- B. KEY ASSIGNMENT: Stay Healthy  
Students will compile information they've learned throughout the year to create a tool that promotes ways to prevent disease and/or injury. This information tool may be in the form of a pamphlet, game, app, video, or any innovative idea the students may come up with. The tool must be free, public, and easy to hand out/distribute (Optional: Students collaborate with their peers in foreign language classes, Digital Media Arts, and Performing Arts to create multicultural and multilingual approaches to spreading their messages.)

Unit 5: **Personal Career Plan**

*(15 weeks)*

STANDARDS

Health Science and Medical Technology

Anchor Standard 2.5, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 5.1 10.1, 10.3, 11.1

Patient Care Pathway

Standard B1.1, B4.1, B4.3, B5.1, B5.2

CCSS LS 11-12.1, 11-12.4, 11-12.6, WHSST 11-12.2, 11-12.4, RRLST 11-12.1, LS1.B, PS1.A, PS1.B

- A. In this unit, students will explore careers in the Health Science and Medical Technology – Patient Care industry. They will ultimately create a portfolio that will contain their work, reflections on their own goals and skills, and a personal plan for reaching each necessary step for success in the career of their choice.
- B. Key Assignment: Career Plan – Portfolio  
Students will create a portfolio that will contain at least all of the following: 1. Performance evaluation forms that supervisors have completed. 2. Reflection on what student learned through internship 3. Collection of best work from the year 4. Reflection on what student learned through the pathway 5. An evaluation of student's soft skills and a student-written reflection on the evaluation. 6. Thoughtful consideration of the lifestyle the student hopes to live. (Where to live, type of home, hours of work, kinds of entertainment and relaxation, etc.) 7. Research of possible career choice: Industry demands for that career Education required Salary and benefits Skills needed Dress/uniform 8. Personal plan for how student plans to reach career goal. Which school(s), if required How to pay for school, if required Grades needed to continue down the path Overcome obstacles

Additional Recommended Materials:

1. <http://opencourselibrary.org/>
2. <http://www.apta.org/EvidenceResearch/>
3. [https://www.nlm.nih.gov/hsrinfo/evidence\\_based\\_practice.html#1043News](https://www.nlm.nih.gov/hsrinfo/evidence_based_practice.html#1043News): Evidence-based Practice/HTA
4. [https://www.researchgate.net/publication/264386616\\_Implementation\\_of\\_a\\_Professional\\_Portfolio\\_A\\_Tool\\_to\\_Demonstrate\\_Professional\\_Development\\_for\\_Advanced\\_Practice](https://www.researchgate.net/publication/264386616_Implementation_of_a_Professional_Portfolio_A_Tool_to_Demonstrate_Professional_Development_for_Advanced_Practice)