Title: The Dynamic Literacy of Patient Care: English 11

Length of Course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Subject Area – Discipline: English (“b”)

UC Honors designation: Honors

CTE Sector: Health Science and Medical Technology

CTE Pathway: Patient Care

Grade Level(s): 11

Overview:

This 11th grade English course develops the many facets of the Patient Care Pathway within the Health Science and Medical Technology CTE sector through the reading of fiction and expository text, and various writing assignments with an emphasis on revision and opportunities to make presentations. The course focuses on the essential and foundational skills of communication, vocabulary development, and analytical reading and writing. Upon completion of this course, students will acquire the skills necessary to examine and make informed decisions for themselves as well as their community pertaining to wellness, and preventative care, mental health, in addition to taking into consideration, whether as a patient or caregiver, the aspects of cultural diversity, ethics, and communication. Students will leave this course with a portfolio of their best practices, and having completed a culminating project that includes research in careers and a portfolio encompassing technology, interview skills, and a resume.

Course Content:

Unit 1 - Communication

Effective communication is critical in all disciplines, and especially in the processes of patient care. This unit will reinforce key components of patient care practice identified as foundational. Through the development of active listening, writing and speaking skills students will examine the issues of communication that arise when dealing with patients. Students will explore barriers to and parameters of medical practice requirements, and synthesize key patient care concepts such as empathy and confidentiality of care, and patient concerns and treatment goals. Text materials both literary and informational, such as, short stories from a district approved textbook, life narratives such as, Tuesdays with Morrie, literary fiction such as As I Lay Dying, and varied professional journal articles, will be used to interpret and apply concepts of the importance of various communication skills, forms and professional practices applications. Students will build communication
skills through a three part assignment requiring an interview with an elderly person, writing a reflective narrative report and presenting findings in groups using multi-media. The inclusion of proper ethical responses is introduced in this assignment to prepare students for a more in-depth analysis of ethics in Unit 2.

Unit 1 Assignments

**Interview of an Elderly Individual (Portfolio Piece)**
Acknowledging the elderly are a population with particular health, wellness and communication needs, students will participate in the interview process with an elderly individual. Students will research, read and watch several interview-type interactions from video and online sources, such as PBS, 20/20, MSNBC. Students will record and denote active listening, and nonverbal and verbal communications used by the interviewer. Whole class discussion will follow in order for students to gain awareness of nuances and appropriate interactive communication skills. Then, student will interview an elderly individual such as a Veteran, grandparent or elderly friend or neighbor and write a 2-3 page reflection that demonstrates sensitivity of patient care practice by actively listening, restating what they heard, asking clarifying questions, and formulating compassionate, appropriate responses that reflect a deep understanding of the patient’s concerns. Based on the interview questions, student will create a transcript summary of the patient’s life information, past experiences, present circumstances, and future desires.

**Narrative Reaction Report on Elderly Patient Care**
Having learned about an individual’s needs and concerns and to further discourse as related to patient care, students write a 3-4 page narrative reaction report, utilizing interviewee’s responses and personal reflections formulating empathetic understanding of the special perspectives and needs of the interviewee. The report will include clear and concise commentary on the interviewee’s responses and narration of experiences and the interviewer’s conceptual connections to patient care, and summarize major life events as they have impacted patient care needs and outcomes.

**Oral Presentation on Elderly Patient Care**
To continue to gain insight relevant to elderly patient care, students will make a 5 minute oral presentation utilizing the narrative reaction and insights from the interview experience. The presentation will include interviewee demographics, impressions about the person’s general health and living situation, along with responses, interpretations and reactions based on the questions addressed, with specific attention paid to formulating appropriate responses to patient care concerns. A brief question and response period after each presentation will foster an awareness of differences and similarities experienced by each student and provide an opportunity to analyze how students dealt with challenging circumstances and dynamics of the interview process.

**Breach of Practice Multi-Media Presentation**
To continue the thread of understanding essential dynamics of patient care, this
assignment requires an initial examination of HIPAA laws and regulations and The Patient’s Bill of Rights. In this assignment students will examine confidentiality of patient care in legal terms and investigate, evaluate, clarify, analyze and present breach of practice incidents through a multi-media presentation. Students will be assessed using a teacher created rubric focusing on students’ ability to describe key ethical violations in the case chosen. Drawing on case evidence from the Department of Health and Human Services website or other online sources, students will analyze case studies in which patient information was compromised. Students break into groups of 2 or 3, collaborate and choose a case study. Students will create and present a 15-20 slide PPT or Prezi on breach of practice of patient confidentiality. Groups will present the specific infractions and outcomes of the case and any penalties or fines that were made against offenders.

Recursive Blog Assignment Unit 1:
Students will post a one page summary of their case study presentation to the course blog to initiate further online discussion of the cases.

Unit 2 - Ethics
In order to build upon the ethical scope of practice introduced in Unit 1 and its connections to patient care, this unit will address the ethics and legal responsibilities of patient care. It is imperative the student be knowledgeable about professional, ethical and legal behavior, by responding thoughtfully (in both oral and written form) to diverse perspectives, by knowing how to resolve contradictions, and understanding organizational norms of the profession. Students will use close reading of biographical medical narratives, professional codes of ethics, and informational medical journal articles to write critical analysis pieces and deliver findings through multimedia and discussion based activities, with an eye towards learning to comply with protocols and preventative health care practices (Unit 5), to maintain safe and healthy patient environments, and evaluate potential breach of ethical practices.

By reading, annotating and discussing the Nightingale Pledge and the Hippocratic Oath, students will draw conclusions about the importance of subscribing to a professional code of ethics. Students will synthesize the reading of medical narratives, such as Remaking Eden or The Immortal Life of Henrietta Lacks and participate in a discussion based inquiry session, annotating key principles of ethical and unethical conclusions in a double entry journal or other note-taking journal. Students will examine medical issues, such as value of life, end of life decisions, and pain management. Students write a 3-5 page argument paper defending a current controversial medical issue.

Unit 2 Assignments

Expository Essay Medical Ethics
To reinforce the ethical concept of subscribing to a professional code of ethics, students will read and annotate the Nightingale Pledge (nurses pledge for conduct) and the Hippocratic Oath (physicians and other healthcare providers pledge for conduct). As a formative assessment, through a discussion model, such as the Socratic Seminar or
small group design, students will investigate, compare and construct meaning about the differences and similarities of the two oaths. In addition, students will read and analyze a variety of codes of ethics (such as Physician, Medical Assisting, Diagnostic, Registered Nurse) to identify similarities and differences. Students will produce a 2-3 page expository piece comparing and analyzing at least two codes of ethics in regard to patient care.

**Ethical Patient Care Academic Discussion:**
In preparation for an academic discussion forum (debate, round table, socratic seminar and as an investigative tool into real life ethical patient care dilemmas, students read a biographical medical narrative such as, *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, or other true to life informational medical narratives, and informational text articles or excerpts from the book, *Remaking Eden: How Genetic Engineering and Cloning Will Transform The American Family*, by Lee M. Silver, focusing on the genetic engineering of cells. Students determine what ethical and potentially detrimental issues arise through harvesting and genetic engineering of human cells. Throughout the reading process, students critically read and annotate texts and keep notes or a journal in preparation for an academic class discussion, debate or socratic seminar. Through this process students gain practice in critical reading, synthesizing texts, formulating opinions, speaking and listening in a group dynamic, while applying the ability to formulate and convey clear ideas and to listen and respond appropriately to other opinions. Discussion questions could revolve around ideas presented in the texts such as how the benefits of cultured cells (e.g.: HELEA cells) contribute to the advancement of scientific knowledge and advancement of patient care; what the ethical and detrimental outcomes of harvesting and genetic engineering manipulation of cells implications have on individuals and their families. Additional questions could revolve around ethical concepts within the readings.

**Controversial Medical Issue Paper (Portfolio Piece)**
As a culminating unit assignment student choose a controversial medical issue about which to write a research paper. After reading about controversial ethical patient care experiences, annotating real life examples, synthesizing information from a variety of sources and participating in an academic discussion, students further investigate controversy related to ethical practices by researching and analyzing a controversial medical patient care issue such as, the right to die, abortion, organ transplantation. Utilizing at least two medical journal articles with opposing points of view, students will highlight key rhetorical devices used for author’s purpose in conveying and supporting article claims. Students will produce a 3-5 page argument piece (using either MLA or APA format) analyzing and explaining points of view in relation to patient care and at the same time, evaluating and interpreting the key rhetorical devices employed by the author to influence his or her point of view. Students will evaluate and defend the ethical and legal ramifications of the issue, including their interpretation of the appropriate procedural and legal patient care practices and outcomes.

**Recursive Blog Assignment Unit 2:**
Students will respond to teacher generated discussion topic pertaining to unit concepts
such as, ethical and legal behavior, HIPAA regulations, and professional code of conduct.

**Unit 3 - Wellness**

After developing a foundational understanding of communication (Unit 1) and ethics (Unit 2) in patient care, students will further their knowledge and application of patient care practices with an examination of the concept of patient wellness. A key component of patient care is supporting patients in their pursuit of lifelong health or wellness. By close reading of texts such as memoirs, plays, and medical journals, students will synthesize information, and write news articles, blog posts, and essays of various lengths to analyze, communicate and apply patient wellness strategies. Students will become advocates of key wellness issues relevant to a diverse group of teen patients including weight, body image, healthy eating and drug therapy.

**Unit 3 Assignments**

**Weight Management Research Paper**

To continue learning about the multiple strands of patient care, and the importance of wellness, students will read from online medical journals such as the *New England Journal of Medicine*, *American Journal of Nursing*, *American Journal of Public Health*, about the key strategies to healthy weight management. In addition, students read 3-5 nonfiction articles on eating disorders (such as “Emotional Eating? Five Reasons You Can’t Stop”) and identify the author’s claims and development of the evidence. Students demonstrate understanding of author’s purpose, tone, theme, and audience. For each article, students prepare a Rhetorical Précis demonstrating understanding and synthesis of information. Each Précis will focus on the preventative care evidence that is important to a healthy weight management. Students will use this information and write a 3-5 page expository research paper, focusing on key elements of healthy practices for weight management within a chosen patient group (infant, adolescents, teens, adults, elderly, those with mobility challenges, etc.) The research paper will be assessed based on the accuracy of evidence collected from journals and other sources, clarity with which the evidence is presented about the target audience, and writing conventions.

**Self-image Analysis Summary**

Another key component of wellness for any individual, regardless of age or circumstance, is a healthy self-image. This assignment allows students to learn about others by examining self-image. Students read excerpts from memoirs like *Wasted: A Memoir of Anorexia and Bulimia*, *The Glass Castle*, *Black Boy*, or works of fiction like *The Effect of Gamma Rays on Man in the Moon Marigolds*, *A Raisin in the Sun*, *The Scarlet Letter*, *The Crucible*, stories about young people who struggle with self image. Students will write a 3-4 page summary of the external and internal forces that affected the character of study, such as socially accepted norms and family and cultural values; the writing will analyze self-image issues faced by the character in comparison to a healthy self-image, substantiated by evidence gathered from previously examined medical journals and other reliable sources examined through readings in the previous assignment on weight
Position Paper on Media Influences on Patient Wellness (Portfolio Piece)
Many aspects of a patient’s perspective on wellness are influenced through the media. To contribute to understanding potential detrimental influences of media on patient perspectives of weight management and body-image, students will watch short documentaries like *The Beauty Backlash* and *Perfect Illusions* and identify the media’s influence on acceptable body types and healthy practices of diet and exercise, relative to weight management and general wellness. Students generate a categorical matrix (or other notated graphic representation), based on sources and findings from the Weight Management paper, and the Self-Image Analysis Summary, in order to analyze the social and cultural forces that influence acceptable and unacceptable self-image, including perspectives on healthy weight. Students construct a 3-4 page position paper on the types of influences of media and body image (e.g., bias in advertising, portrayal of lifestyles through television shows). Assessment for the paper will be rubric based, evaluating mastery of required formatting and language conventions alongside technical writing applications, structure, valid evidence, and synthesizing of information.

Drug Therapy and Pain Management Essay
A critical aspect of wellness and patient care, along with self-perception and weight management, is the application of prescriptive medication therapies. To gain insight into media influences, personal preferences and needs for such therapies, students will read texts such as “Effects of Drug Abuse and Addiction” published by Gateway Foundation at recovergateway.org and excerpts from *Saint Iggy* by K.L. Going (or similar texts), to obtain information about the effects of drug therapies on the brain and body. As students analyze readings, they compare and contrast the two genres for tone, structure and purpose and credibility. Synthesizing information, students write a 4-6 page expository essay on the effects of drug therapy and/or pain management, not only on the brain and body, but also on the patient’s family. Students prior research on wellness topics will culminate in a wellness seminar at their school. They will present their work using presentation software such as Powerpoint, Keynote, Prezi and/or create poster displays to address pertinent issues for sharing within their school community.

Recursive Blog Assignment Unit 3:
Students will select an excerpt from Position Paper on Media Influences to post to the course blog to further discussion on how media influences self-perception and contributes to potentially detrimental practices by individual which affect general wellness.

Unit 4 - Patient Care in a Culturally Diverse World
In this unit, students continue to explore the issues of wellness by examining the issues relating to patient care with the goal of wellness in a culturally diverse population. The challenges and opportunities of serving a culturally diverse population will be explored with an emphasis on communication (Unit 1) and ethics (Unit 2). In this exploration, students will be immersed in the rich language of fictional narratives and memoirs and
case studies. Students will engage in research and find comparisons amongst people of varying cultural backgrounds to create a service directory. The readings will invite students to interpret a distinct cultural perspective regarding grief, patient care access and race. Students will cite strong and thorough textual evidence to support analysis of the text, comparing and contrasting cultural differences in patient’s response to medical care. The cultural perspectives in this case refer to patients from a variety of different countries. Through close reading of informational text such as “Patients from Diverse Populations,” students will interpret evidence and integrate and evaluate multiple sources of information presented in different media formats. Students will investigate and construct clear comparisons between different cultures, socioeconomic status and language as related to patient care practices. This understanding will be foundational in educating patients in preventative care in all demographics.

Unit 4 Assignments

Narrative Poem on Grief
Cultural perspectives shape a patient’s reaction to grief. In this assignment, students will identify patterns associated with grief and cultural identity. Students read short excerpts from literature like The Last of the Mohicans, The Queen of Water, “Abuelito Who” and Bless Me Ultima. They will identify character patterns regarding grief and cultural values, through close reading and dialectic journals. The students analysis of the characters from the readings will inform their Dual Voice poems, 1-3 pages. Poems will be assessed based on word relationships, nuances, and use of figurative language. Students will present their memorized poem as a springboard into a discussion regarding cultural differences in grief and patient care.

Diversity in Care and Treatment Case Study Analysis
To analyze how a person’s culture influences health care decisions, students will read 4-8 informational articles and/or case studies written from varying race or socio-economic perspectives (such as “Mira Ptacin: Is a Baby a Luxury,” or “Patients from Diverse Populations”). Students create a comparison matrix, based on relevant and factual information from informational articles or case studies, to help sequence and articulate differences in care and treatment for variables such as community, culture, special needs, and religion. Students continue research of cultural diversity by writing an analytical compare and contrast 3-5 page paper based on a chosen case study or selection of articles, which focuses on Western healthcare practices vs. holistic health care practices (e.g.: Eastern medicine, homeopathy). As an extension to this assignment, a healthcare professional who works at a clinic or hospital serving under represented groups may be brought in to share with the class.

Holistic and Western Medicine Comparison Presentation
Utilizing resources and information gleaned from the case study analysis, students continue to investigate holistic vs. Western medicine practices by reading additional relevant articles, such as “Alluring but Risky Medicine” by Paul A. Offit. Students participate in a class discussion (round table, socratic, whole group) about the biases and
credibility of resources content, with the intent of gathering and sharing reliable information and sources from case studies to use as foundational evidence for presentation. Students choose one topic from a teacher created list of holistic practices and corresponding Western approaches to wellness/medicine. After conducting in-depth research on a chosen topic, students create either an electronic presentation (such as on glogster.com or powerpoint, Prezi) or create posters for a gallery walk that demonstrates understanding of holistic and Western medicine by presenting information, findings, and supporting evidence and conveying a clear perspective that others can follow.

Recursive Blog Assignment Unit 4: Services Directory for Community Health Partners (Portfolio Piece)
Students will create a services directory of available services for underrepresented populations for distribution to community health partners. Research will include patient care and medical assistance agencies that locally provide services such as, grief support, language support, and medical assistance for minorities. The directory will include local healthcare professionals, outreach clinics, and other community support resources, in addition to a brief summary of each service. Additionally, students upload the directory to the course blog and link websites to the appropriate agencies.

Unit 5 - Preventative Care
Building on their foundational understanding of ethical patient care and communicating with culturally diverse patients students will explore the concept of preventative medicine. A key component of patient care is helping prevent patient illness through preventative health measures. Students will gain a broad understanding of immunization, diet, exercise and stress management as related to preventative health care through reading, analyzing and discussing informational texts, articles and a variety of nonfiction pieces. Practicing critical thinking skills and using and citing sources to support their arguments, students create a community service pamphlet, write an argumentative essay, submit to the course blog, and create a Public Service Announcement (PSA) as a way to further hone their communication skills to a culturally diverse population. Through these assignments students will examine the varying and nuanced views and aspects of preventative care for patients of various ages, cultures and socioeconomic groups.

Unit 5 Assignments

Efficacy of Immunization Pamphlet (Portfolio Piece)
Concepts of wellness, ethical standards for providers and diverse perspectives on Western practices of immunization influence efficacy of immunizations. This assignment allows students to investigate the pros and cons of immunization recommendations. Students conduct research on websites such as www.cdc.gov/globalhealth/immunization/ in order to examine the variety of perspectives of patients and communities regarding immunization recommendations, and potential consequences for children later in life if immunizations are not fully administered.
Student groups of 3 or 4, collectively investigate recommendations, synthesize sources and prepare a professional quality pamphlet about immunization recommendations for, and effectiveness of immunizations, inclusive of recommendations by age group - birth to adult. The explanatory pamphlet requires students to use technology to collect information from primary and/or secondary sources, evaluating and choosing accurate and reliable information from multiple sources, including collecting and/or creating appropriate graphic images. Before the pamphlet is placed in the end of course portfolio, students format, edit, and revise making sure they have created an effective pamphlet, utilizing application programs such as Word, Print Shop, or other media production software. As an extension to this project, the brochure could be produced and distributed to area medical clinics and/or other smaller health care providers where the likelihood exists for underserved populations.

**Immunization Argumentative Essay**

The variety of perspectives regarding immunizations may affect a patient’s potential for life-long wellness. Students write a 4-5 page argument essay in which they analyze the pros and cons of a government mandate that all children be immunized. In preparation, students read articles found on sites such as VaccinesProCon.org or PKids.org and share summations with class members in an informal small groups or whole class discussion. In the individual paper, student defends his or her position based on investigated readings, assigned readings, prior pamphlet research and class discussions of efficacy of immunizations.

**Diet and Nutrition Public Service Announcement (PSA)**

In addition to immunizations as preventative care, diet and nutrition play a role in a patient’s wellness. Through self-evaluation of foods consumed and through reading informational texts such as, *In Defense of Food: An Eater’s Manifesto,* “5 foods that face changes with trans-fat ban” by Rachael Rettner of Foxnews.com, and other related sources, students keep a journal of all foods eaten within a two day period. Taking the compiled list, students research the nutritional value and identify problematic foods. Students determine nutritional alternatives, identifying potentially harmful levels of nonnutritive substances. To take a closer look at the effects of diet on preventative health and patient care, students will read the latest dietary recommendations from the USDA (www.cnpp.usda.gov) and use critical reading strategies to mark and annotate key recommendations. Students develop a list of key recommendations and a list of healthy food choices. Students prepare a short expose piece evaluating their individual two day food consumption. Utilizing all information gathered from individual results and list of recommendations and healthy food choices, students create a PSA for local either television or radio. In groups of 3 or 4, students create a storyboard (tv) with script (tv and radio) explaining the benefits of wise diet choices. Using the storyboard, groups produce a PSA video (or radio audio), using software such as Animoto. The purpose of the PSA is to produce a :30 or :60 second piece focused on healthy food choices, highlighting the disadvantages and potentially harmful effects on wellness, the body and physical ability of non nutritive foods. The extension of this assignment could involve placing the PSA with applicable media outlets or via school broadcast outlets.
Stress and Anxiety Management Long Form Journalism Piece

Stress management is an essential aspect of individual wellness. Patients often experience heightened levels of stress and anxiety. Practices that help reduce stress and anxiety levels for patients include adequate sleep, healthy relationships, time management, study habits management, especially for teenage patients. Students will read articles from a variety of health and wellness websites and sources like Medline Plus (http://www.nlm.nih.gov/medlineplus/stress.html) and Mayo Clinic (http://www.mayoclinic.com/print/stress/SR00001/METHOD=print) to gather information on stress and anxiety to better understand the need to help patients manage stress and anxiety relative to preventative care. In groups of 2-3, students create a 3 - 5 page long form journalism piece including graphics, addressing positive practices to reduce and relieve stress and anxiety. In the piece, students will include analytical and summary writing that explains symptoms of stress and anxiety, recommended preventative and resolution activities from the community advocate point of view. Students use technology to create, revise and edit for clarity in a precise written form. As an extension, students could report their findings through an oral presentation to a community group, or create an assembly for a group of peers on campus.

Recursive Blog Assignment Unit 5: Immunization Blog

Essential question for student blog post: How does socioeconomic status affect choices on immunizations, screenings and proper nutrition? Read “Rich brain, poor brain” by Robert M. Sapolsky. Students discuss conclusions from the article—which explores the author’s claim that poor people are more likely than wealthy people to behave in ways that are imprudent and counter productive - i.e. not getting immunizations or screenings or using proper nutrition. Students reflect on meaning and importance of claims and summarize at least 2 claims from the article to further online discussion among classmates.

Unit 6 - Mental Health

Mental Health continues to develop as a key concept in preventive patient care and carries with it serious ethical considerations. In this unit, as an introduction to mental health and its associated treatments, students listen and respond through role playing to a series of lectures, videos and other resources related to mental health. Students analyze several research articles (such as Journal of School Psychology) that pertain to student behaviors and attitudes, identifying specific features, such as history of problem, statement of purpose of study, demographics, and questions of interest discussion, and further practice using the elements of the scientific method. In order to further extend their understanding, students research and develop arguments pertaining to mental health treatment. In order to make mental health relevant to the student, they conduct research dealing specifically with the high school student demographic.

Unit 6 Assignments

Mental Illness Oral Presentation
In order to facilitate knowledge and understanding of a variety of mental illness conditions, students view several TED talks (such as TED talks “Eleanor Longden: The Voices in my head” and “Kevin Breel: Confessions of a depressed comic”) and evaluate resources on stigmas related to mental illness and stigmas associated with mental illness. Through these investigations students participate effectively in a range of conversations with diverse partners building on others’ ideas and expressing their own as measured by teacher-designed rubric. Students select a TED talk (or other interview from online sources, such as MSNBC, NPR, etc.) to interpret and evaluate for a 3-4 minute oral presentation highlighting the individual mental illness condition, suggesting strategies to recognize, acknowledge and cope with patients struggling with mental illness. Students propose protocols for managing and interacting with mentally ill patients as well.

**Mental Health Research Project (Portfolio Piece)**
The culminating assignment for this unit is a research project. This project involves examining mental health issues at the high school level. If this project is objectionable, another option is a character study using *Catcher in the Rye* by J.D. Salinger, or *Sylvia Plath’s The Bell Jar*. Through this unit students will practice scientific method, listening and speaking skills, critical thinking, and conventions of writing a research paper. Research teams produce and conduct a behavioral survey in the school setting in an effort to explore questions of interest pertaining to mental health issue, such as depression, attention deficit disorder, or anger management. Students write a 3 - 5 page detailed report indicating the nature of the research question, the rationale and formulation of the questions used, the choice data displays, the appropriate determination and rationale for the data displays used and the interpretation and inferences drawn based upon the data used. Then, student research teams generate a powerpoint presentation and written report following the ‘laboratory report” protocol used for sciences courses. Rubric is used for assessment of research and observational skills, scientific method, and presentation skills. The technology competencies and the clarity and quality of the PowerPoint are also evaluated through the rubric.

**Recursive Blog Assignment Unit 6: History of Mental Health Argumentative Essay**
Students read and discuss mental health treatment history. In-class argumentative essay based on a prompt asking the student to take a position and support that position on mental health treatment.

**Unit 7 - Patient Care and Career Portfolio Culminating Project**
The Patient Care and Career Portfolio is a culminating project which is developed during the course of this class. The Portfolio includes various assignments that demonstrate student development of knowledge of patient care as well as excellent communicating, and writing skills. Included in the Portfolio will be an inquiry into the specific employment opportunities available within the field of patient care. In addition, students will develop a resume to support their career readiness and will complete an interview demonstrating their communication skills and knowledge of patient care to an audience of medical professionals.
Assignments for the Patient Care and Career Portfolio: The patient care and career portfolio is a culminating assignment comprised of assignments from each unit that reflects the student learning and scope of knowledge developed regarding patient care.

Recursive Blog Portfolio Pieces:
The purpose of the class blog is for students to stimulate and participate in ongoing discourse related to each unit topic and its relevance to patient care. Noted after each unit, students will complete a blog assignment that demonstrates effective online communication and a development of their understanding of the issues surrounding patient care. Students will be assessed on demonstrating an effective point of view and knowledge of audience in addition to their understanding of online communication techniques.

➔ Unit 1: Breach of Practice Case Study
➔ Unit 2: Ethical Consideration Question Response
➔ Unit 3: Media Influences Paper Excerpt
➔ Unit 4: Services Directory for Community Health Partners
➔ Unit 5: Immunization Essential Question
➔ Unit 6: Mental Health Argumentative Essay

Unit Portfolio Pieces:
➔ Unit 1: Interview of an Elderly Individual
➔ Unit 2: Controversial Medical Issue Paper
➔ Unit 3: Position Paper on Media Influences on Patient Wellness
➔ Unit 4: Services Directory for Community Health Partner
➔ Unit 5: Efficacy of Immunization Pamphlet
➔ Unit 6: Mental Health Argumentative Essay

Additional Portfolio Pieces:
➔ Career Essay: Based on their increased knowledge of the various fields and occupations associated with patient care, students should research a potential career in which they are interested. Using research found in sources like the US Department of Labor website, students will investigate opportunity, trends and educational and training requirements for their chosen profession. The essay will be graded based on the structure of ideas, inclusion of relevant information, proper grammar, spelling, and diction, and appropriate style for audience.

➔ Resume and Cover Letter: In preparation for their capstone CTE HSMT class, students will develop a resume and cover letter for a volunteer or paid position in their chosen field. If community partnerships exist (such as with a health care clinic or hospital), students will complete the resume and cover letter and other application requirements to apply to work with the community partner.

In addition to the portfolio:
➔ Interview: Students will participate in an interview conducted either by the community partner organization or by a panel or group of individuals from the health-care community as assembled by the teacher. Students will be assessed based on their ability to clearly communicate their interest in employment positions.
(real or hypothetical) and their knowledge of patient care ethics and responsibilities communicated during the interview.

Texts:

*The Immortal Life of Henrietta Lacks* - Rebecca Skloot, ISBN 9781594134326


*Perfect Illusions* - [http://www.pbs.org/perfectillusions/](http://www.pbs.org/perfectillusions/)
HIPAA - The Health Insurance Portability and Accountability Act
http://www.hhs.gov/ocr/privacy/

Patients Bill of Rights
http://www.healthsourceglobal.com/docs/Patient%20Bill%20of%20Rights_merged.pdf

Nightingale Pledge
http://nursingworld.org/FunctionalMenuCategories/AboutANA/WhereWeComeFrom/FlorenceNightingalePledge.aspx

Hippocratic Oath
http://guides.library.jhu.edu/content.php?pid=23699&sid=190964

“Emotional Eating: 5 Reasons You Can’t Stop” - Jennifer Kromberg
http://www.psychologytoday.com/blog/inside-out/201309/emotional-eating-5-reasons-you-can-t-stop

“Effects of Drug Abuse and Addiction” - Gateway Foundation
http://recovergateway.org/resources/individuals/drug-addiction-effects/

“Mira Ptacin is Baby a Luxory”
http://www.guernicamag.com/daily/mira-ptacin-is-baby-a-luxury-2/?src=longreads

“Alluring but Risky Medicine” - Paul Offit

“Rich Brain, Poor Brain” - Robert Saplosky


“5 Foods That Face Changes with Trans-fat Ban” - Rachel Rettner

“Recipes from Popular Food Blogs may be High in Saturated Fat, Sodium” - Amanda Woemer


The Journal of School Psychology
http://www.journals.elsevier.com/journal-of-school-psychology/

