



# Palm Springs Unified School District Secondary Course Description

**Please read:** Sections 1 and 2 must be completed and submitted to the Director of Secondary Curriculum and Instruction for all courses seeking PSUSD Cabinet and Board approval. Sections 3 and/or 5 must be completed if the course will be submitted to the University of California (UC) for placement on your school's a-g list and/or Career and technical educational (CTE).

## District Office Use Only

Transcript Title(s)/Abbreviation: Adv Concepts Medical Prof

Transcript Course Code(s)/Number(s): 5054 Cabinet/BOE Approval Date: September 13, 2016

## Section 1: Course Content

1. Course Title: Advanced Concepts for the Medical Professional

Date this course was first submitted to the Curriculum Advisory: 8/30/16

2. Is this a re-write of an existing course? Yes If "Yes," what is the District Course Code: 5053H

3. CALPADS Code : 4282

4. PSUSD graduation requirement subject area: CTE

5. Unit Value for complete course: 10 PSUSD credits (one year/two semesters) 6. Grade Level: -- -- 11 12

Course can be repeated for Credit?

*Note: Grade level pertains to which grades the course has been designed.*

7. PSUSD Department: Vocational

8. PSUSD weighted GPA? No 9. Is this an "online" learning course? No

If "Yes," list the online provider: \_\_\_\_\_

*Note: If "Yes," an additional course code will be created by ETIS with a virtual designation.*

10. Will this course be offered only through the Alternative Education Program? No

11. Career Pathway Relationship

*Note: Refer to the list of Industries and their associated Pathways in Section 5, Item #38*

Is this course an Industry and Career Pathway-related Course? Yes

If "Yes," which Industry? Health Science and Medical Technology

Which Pathway? Public and Community Health

What sequence level? 18-Intermediate

12. Is this course an Academy-related Course? Yes If "Yes," which Academy? HEAL Academy

### 13. Course Content:

For each unit of the course, provide:

1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

#### **Unit 1: Law and Ethics for Medical Careers**

In this unit, students will be able to explain the importance of personal integrity, confidentiality and ethical behavior in the workplace.

Additionally, students will evaluate HIPAA and confidentiality under various circumstances. The legal implications of accurate written documentation will be reviewed through the use of case studies. Advance Directives will be introduced and students will do a written report on the importance of having an Advance Directive. Other topics introduced will be informed consent, Power of Attorney, Patient's Bill of Rights, and labor laws. The students will analyze legal documents and create applicable documents for their families. Ethical solutions to medical dilemmas including treatment of minors will also be studied. Students will evaluate patient requests for treatments, tests, medical exemptions and privileges. Concepts of Compliance and Adherence will be read about and discussed. Students will demonstrate their understanding by writing a narrative on a fictitious patient and describing the ethical solutions that would be used by a medical professional in dealing with the situation. Genetic Testing, Managed Care, and Conflicts of Interest and Obligation will be jigsawed. Students will then apply the information gained in the jigsaw to 4 different case studies and discuss each case and how it should be handled professionally in order to prove their comprehension of the material.

After reading about legal violations, students will evaluate a malpractice suit and write a one page analysis of the case citing evidence to support their viewpoint of innocence or guilt. Students will use the Compassion and Choices of Northern California website to research the laws related to Advance Directives. Citing evidence from their research, students will write a 3 page persuasive research paper on whether a terminal patient should have the right to physician assisted suicide or not. Through these key assignments the student will demonstrate research skills and increase their knowledge of the applications of medical laws.

#### **Unit 2: Applying Concepts of Therapeutic Communication**

In unit one, students mastered the concepts of legal and ethical dilemmas. This unit extends the students' mastery to include required skills that are successful in therapeutic communications. Students will understand that effective communications with patients decrease stress, increase patient confidence and result in a positive and mutually beneficial experience for both the patient and the medical professional. Through a response to case studies the students will practice and refine their skills in the various methods of communicating with patients effectively, both orally and in writing. They will make connections between abstract concepts and authentic applications. Students will recognize the value of academic preparation for solving problems using critical thinking in performing therapeutic communication. Students will be exposed to a variety of real world scenarios where they will give appropriate feedback while applying therapeutic strategies. Each case study will enhance student's perception and attitude towards a real-world context, to provide a framework for further learning.

Each group of three- four students will be given one topic to present to the class of the following topics: response to stressed and anxious clients, response to fearful, angry, aggressive or abusive clients, response to depressed and/or suicidal clients, response to clients with substance use disorders, and response to clients with life-altering illnesses. Following the presentations from each group, students will be given five different case studies. Each of case study will represent a clinical scenario on therapeutic response to patients with one of the conditions stated above. Using presentation information and analysis, students will need to discuss their case with their group and submit their findings as a group critique citing evidence from the text and presentations.

#### **Unit 3: "Everyone is not like I am"**

In unit two students mastered and applied concepts in communication and touched on cultural diversity. This unit provides an overview of and a rationale for infusing cultural competence in health care. Cultural competence is the social awareness that everyone is not like I am, and that there are different cultures and backgrounds that affect how one thinks and behave, and that this awareness allows the healthcare worker to behave appropriately and perform effectively in culturally diverse environments.

"Cultural and linguistic competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations." (U.S. Department of Health and Human Services – Office of Minority Health)

According to Cross, Bazron, Dennis, & Isaacs, 1989, there are five essential elements that contribute to a system's, institutions, or agency's ability to become more culturally competent which include:

Valuing diversity, having the capacity for cultural self-assessment, being conscious of the dynamics inherent when cultures interact, having institutionalized culture knowledge and having developed adaptations to service delivery reflecting an understanding of cultural diversity. Students will adapt to cultural scenarios and recognize and respond in an appropriate manner. At the end of this unit, health care students will demonstrate an understanding of the manner in which people of diverse cultures and belief systems perceive health and illness and will be able to respond to various pathological conditions that they may encounter with their patients (Association of American Medical Colleges, 2005).

In the last task for the culturally competent healthcare student, students will become aware of his/her own assumptions about human behavior, values, biases, preconceived notions, and personal limitations that may impact his/her clinical care of his/her patients. This will allow the student to plan basic care procedures within the scope of practice to assist with patient comfort, while employing sensitivity and withholding biases. Students will generate a case study of the cultural norms that are prevalent in a selected community. Students will need to choose 2 cultures to compare and contrast and observe. They should indicate the diversity of the community and the cultural norms that are reflected in the community. Students will conduct interviews with community leaders and community stakeholders using teacher and student generated questions and will then compile the information into a presentation using multimedia and graphing.

#### **Unit 4: Analyze body systems through pathological conditions**

In previous units students learned about the importance of communication and cultural competency. This unit covers the medical terminology and anatomy of five body systems so students can have a thorough understanding of communication skills needed in health care. The body systems will be explored using a case study approach to emphasize the importance of and practice the knowledge gained. The course will cover the cardiovascular system using Heart Disease as the pathological focus. Students will analyze and research the case study in order to identify the anatomy of the cardiovascular system, describe the flow of blood through the body, assess heart attack risk factors and create a treatment plan for the patient. Pharyngitis will be used to cover the Lymphatic and Respiratory systems. Seizure disorders will be used to teach the Nervous system. Students will research the anatomy of the brain and seizure disorders/brain injuries. A case study on dehydration will be used to discuss the endocrine system and tie all the body systems together. Students will be able to list and describe the organs of the endocrine system and evaluate which ones are most involved in the case study.

Students will list and describe the organs of the endocrine system and tell how each organ affects the other systems in the body. An evaluation of which endocrine organs are most involved in the case study will be discussed in small groups with each group coming to a consensus in their findings. Groups will describe homeostatic mechanisms for regulating water balance, including: osmoreceptors, ADH, and renal responses; renin-angiotensin- aldosterone system; and baroreceptors, vascular responses, and selective organ perfusion. Students will develop their own earthquake survival guide emphasizing necessary elements to keep their endocrine and other systems functioning properly throughout the ordeal.

#### **Unit 5: Applying prior concepts across the human lifespan**

Information from previous units will be used in addition to an analysis of the stages of growth and development to construct an understanding of communication strategies. These strategies will then be used to respond to questions and concerns regarding procedures and goals. Students will develop an understanding of how concepts of communication, culture and legal and ethical issues change according to the stages of growth and development and the client's normal or abnormal health status. The students will study different philosophies that relate to growth and development including Pavlov, Piaget, Freud, Kohlberg and Erikson. They will identify characteristics that are particular to each stage of life and summarize major life events as they impact health care practices and patient outcomes. Students will research a chronic illness and analyze its effect on the communication etc. the patient over their lifetime. Legal and ethical issues will be included as they relate to the treatment of minors. In addition, students will compare and contrast Engel's three processes for working through grief and Kubler-Ross's five stages of grief and dying. Students will investigate how culture, age and sex affect grief and death experiences. Ethics related to hospice care will be analyzed as an option for the end of life in terminal illnesses.

Students will assume the role of different specialists (pediatrician, psychologist, family physician, endocrinologist, Gastrointestinal specialist) to create a treatment and therapeutic communication plan for a patient with the selected chronic illness at all stages in life. They will use a variety of resources to gather information regarding the illness including signs and symptoms, standard treatment, complications and hereditary implications. They will then write a collaborative expository report 4-5 pages long and construct a poster presentation or brochure that also covers how communication is key in treatment specifically addressing the stages of the lifespan. Students will use oral speaking skills to present their

poster of the researched illness to the class from the viewpoint of their specialist role.

14. Course Overview [Provide a brief summary/snapshot (3-5 sentences) of the course's content]:

There are many topics and skills that are not addressed in your average health career preparation. This course covers many of those concepts including legal and ethical issues, therapeutic communication skills, cultural diversity, disease and body systems and the effect of life stages on treatment. Students finishing this course will be able to communicate with patients, families, and health care workers of all ages and cultures as well as being able to navigate appropriate legal documents for patients and deal with ethical dilemmas that may arise. As a culminating project, students will create a work portfolio that demonstrates their learning throughout the course. Elements to be included will be essays, legal documents and copies of multimedia presentations. An additional culminating activity which may be included would be student participation in a community health fair educating the public about a chronic illness and the culture(s) the illness most frequently affects.

15. Texts and Supplemental Instructional Materials (*all non-core instructional materials are the responsibility of individual schools to purchase.*)

Texts: DHO: Health Science, 8th Edition. Simmons, Louise, Michell, and Haroun Delmar Cengage Learning 2014

Supplemental Materials: \_\_\_\_\_

16. Will this course be submitted for approval by UC? Yes

## Section 2: School and District Information

### School Information

1. School Name: Cathedral City High School

School District: Palm Springs Unified School District

City and State: Palm Springs, California District Web Site: http://www.psusd.us

### School Course List Contact Information (Name of AP of Curriculum or Principal)

2. Name: Karen Dimick

Position/Title: Assistant Principal Email: kdimick@psusd.us

Phone #: 760-770-0139 Ext: \_\_\_\_\_

### Teacher Contact Information (Name of teacher/administrator who authored this course)

3. Name: Karen Dimick

Position/Title: Assistant Principal Email: kdimick@psusd.us

Phone #: 760-770-0139 Ext. \_\_\_\_\_



# Palm Springs Unified School District Secondary Course Description

## Section 3: Course Information

1. Was this course "Previously Approved" by UC? Yes

*Note: if this course is to be submitted to UC and it was "Previously Approved," the exact same course title as the previously approved course must be used. Complete outlines are not needed for courses previously approved by UC. Courses that are defined as "previously approved" are courses from the following programs (Advanced Placement, International Baccalaureate, ROP courses, etc.), or courses from within the same district, or courses that have been removed within a three-year window are being reinstated, and/or courses from UC-approved online providers. Courses modeled after courses from outside the school district are also defined as "previously approved" but a complete course description will be required for submission to UC. Each section below represents an individual page on the UC electronic submission site.*

If "No," proceed to the Course Description Section (Section 4).

If "Yes," indicate which category applies:

2. Is this course modeled after a UC-approved course from another high school outside of our district? No

*Note: If "Yes," you will be required to submit a complete course description. UC will review the previous submission, if it is available, to assist them in their review process.*

If "Yes," list which school: \_\_\_\_\_

Exact Course Title: \_\_\_\_\_

3. Is this course modeled after an identical course approved by UC for the current year at another high school in PSUSD: No

If "Yes," what school? \_\_\_\_\_

Exact Course Title: \_\_\_\_\_

4. Is this course being reinstated after removal within 3 years: No

If "Yes," what year was the course removed from the list? \_\_\_\_\_

Exact Course Title: \_\_\_\_\_

5. Has this course been provided program status, is not an online course, and is it listed below? Yes

If "Yes," select an option from the Program

Status list: California Partnership Academies (CPA)

6. If "Advanced Placement," has it been authorized by the College Board through the AP audit process? --

*Note: UC will only allow Advanced Placement courses that have passed or are in the AP audit process. UC requires all AP courses on your list, including those approved in prior years, to be verified via the College Board AP audit process. UC will run quarterly reports based on AP Audit data. AP courses not listed on the AP audit list will be removed.*

If "In Progress," date submitted to AP: \_\_\_\_\_  
MM/DD/YYYY

Exact Program Course Title: --



7(a). Is this course provided by one of the UC-approved online curriculum providers listed in #8?

No

7(b). Have you signed the appropriate partnership agreement with the provider regarding methods of delivery and instruction?

No

*Note: You must have signed an agreement with the appropriate provider and filed with UC in order to use their courses.*

8. If the answer to either 7(a) or (b) is “No,” UC will not approve this course. If “Yes” to both 7(a) and (b)., then select the appropriate option from the Online Provider List below:

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### 9. Seeking “Honors” Distinction

*Note: To receive “Honors” distinction for both UC and PSUSD, the course content must satisfy certain requirements. For information about these requirements, refer to the a-g Guide: <http://www.ucop.edu/a-gGuide/ag/a-g/honors.html>. For “Previously Approved” courses (including AP and IB), the honors information will be pre-populated as applicable on your UC submission template.*

No

*Note: “Other Honors” is defined by UC as a course specifically designed with distinctive features which set it apart from regular high school courses in the same discipline areas. The course should be seen as comparable in terms of workload and emphasis to AP, IB or introductory college courses in the subject. Honors courses must be designed for the 11<sup>th</sup> and 12<sup>th</sup> grade level to be UC approved and require a comprehensive, year-long written final exam. In addition to AP and IB higher level courses, **high schools may certify not more than one honors level course per grade level in each of the following subject areas only: history, English, advanced mathematics, each laboratory science course, each language other than English, and each of the four VPA disciplines.** If there are no AP or IB or higher level courses in a given subject area, the high school may certify up to, but not more than two honors level courses in that area.*

### 10. Subject Area and Category

“a” - History/Social Science

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“b” - English

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“c” - Mathematics

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“d” - Laboratory Science

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*Note: Students electing to enroll in an integrated-science program (ISP) are strongly advised by UC to complete the entire three-year sequence. In most cases, the first year of an integrated science sequence fulfills only the “g” elective requirement: the second and third years of the sequence then fulfill the two-year “d” laboratory science requirement. Accordingly, if only ISP 1 and only one of ISP 2 or ISP 3 are completed, then one additional course from the categories of Biology, Chemistry, or Physics from the “d” subject area must be taken to fulfill the “d” requirement.*

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*Note: This category demonstrates that the course is cross-disciplinary and is often used for advanced science courses such as AP Environmental Science or Biochemistry*

“e” - Language Other than English

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Language --

“f” - Visual and Performing Arts

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“g” - Elective

Interdisciplinary



# Palm Springs Unified School District High School Course Description

## Section 4: Course Attributes

1. Is this course classified as a Career Technical Education Course?

Yes

If no, skip item #2

2. If "Yes," select the name of the industry **and** Career Pathway:

<input type="checkbox"/> Agriculture and Natural Resources	--
<input type="checkbox"/> Arts, Media, and Entertainment	--
<input type="checkbox"/> Building and Construction Trades	--
<input type="checkbox"/> Business and Finance	--
<input type="checkbox"/> Education, Child Development and Family Services	--
<input type="checkbox"/> Energy, Environment, and Utilities	--
<input type="checkbox"/> Engineering and Architecture	--
<input type="checkbox"/> Fashion and Interior Design	--
<input type="checkbox"/> Finance and Business	--
<input checked="" type="checkbox"/> Health Science and Medical Technology	Public and Community Health
<input type="checkbox"/> Hospitality, Tourism, and Recreation	--
<input type="checkbox"/> Information and Communication Technologies	--
<input type="checkbox"/> Manufacturing and Product Development	--
<input type="checkbox"/> Marketing, Sales, and Service	--
<input type="checkbox"/> Public Services	--
<input type="checkbox"/> Transportation	--