

Activities/ Resources for Outcomes

Contextualized Healthcare Reading Outcome 1, Activity #1

Student takes diagnostic pretest on reading skills in *Top 50 Reading Skills* by Judith Gallagher. Contemporary, McGraw Hill, 2006.

Students check their own answers and fill in evaluation chart on page 16.

Students fill out personal assessment sheet and attach their filled-in evaluation chart.

Student and teacher review together and develop a plan for implementation of needed skills.

Each class will include one half-hour where students can work individually or in small, similar groups on reading strategies using this book. Students needing more assistance can work more at home and with tutors as needed.

This activity is ongoing throughout program until all needed activities on evaluation chart are completed.

(If individual students complete checklist while others are still needing the extra half hour, they can work on personal goals and do more in-depth content reading.)

Personal Assessment Sheet

Student Name: _____ Date: _____

1. Were you surprised by any of the items indicated on the pre-test evaluation chart as areas on which you need to focus? If yes, indicate below which ones and why. If *no*, please write about how you have worked on these areas in the past. If you need more room to write, use the back of this paper.

2. Were you surprised by any of the items indicated on the pre-test evaluation chart as areas on which you did not need to focus? Why do you feel you still need to work on those areas?

3. What personal/educational obstacles can you think of that might make it not possible to finish your work on needed skills?

4. How can you overcome these obstacles? What assistance do you need?

Contextualized Healthcare Reading Outcome 2, Activity #2

Briefly orient students to computer lab rules which may include logging on and off. Make sure students can use emails. If not, make arrangements to get emails for all students and discuss the need for computer skills and email use in college.

Using the computer projector in the lab, open up *tv411.org*. Click on Strategies for Better Reading and go through the first activity in the video as a group. Give students a chance to explore the site and try out another activity or link. Have students work on one of the skills.

Contextualized Healthcare Reading Outcome 3, Activity #3

Using computer projector, go to Google search engine. Do a sample search using key words. Point out URLs; show different ways to limit number of hits. Discuss using quotation marks to limit a search, etc. Show Google Scholar or other search engines if appropriate to your class.

Now let students do searches by giving them a topic. Have them pick the best resources they found. Walk around and see how they choose resources (whether they take notes, print out some pages, keep clicking, etc.)

Have them share which resources they liked and, using the projector, open them for the entire class.

Assign students the task of choosing something in the health field they wish to search. Have them use the **Choosing Internet Resources Using Search Engines** worksheet that follows.

Walk around and give assistance as needed.

The articles that students select will be used in one of the following lessons.

Name: _____

Dare: _____

Choosing Internet Resources Using Search Engines

Search words used: _____

Now select the two best resources that you found using your search words and evaluate using the following process.

Resource #1 Title: _____

URL: _____

1. Open the resource and find an article that you wish to read.

Now skim it:

Title: What information do you get from the title?

2. Now read the first line (topic sentence) and the last line (summary) in each paragraph in the article.

3. Before reading the entire article, answer the following questions.

- Is this article what you expected when you searched? Is it what you wanted? Why or why not?

- What do you like about this? Does it have enough information? Is it clear and does it have charts, graphs or pictures?

Resource #2 Title: _____

URL: _____

1. Open up the resource and find an article that you wish to read.

Now skim it:

Title: What information do you get from the title?

2. Now read the first line (topic sentence) and the last line (summary) in each paragraph in the article.

3. Before reading the entire article, answer the following questions.

- Is this article what you expected when you searched? Is it what you wanted? Why or why not?

- What do you like about this? Does it have enough information? Is it clear and does it have charts, graphs or pictures?

Now pick the one you think is the most interesting, informative, and written by an author or organization that you trust. Why did you pick this one?

Print out your article.

Outcome 4, Activity #4

This is a complete lesson plan as a possible model for incorporating multiple levels within a classroom.

Activity: “What’s it Like to Work in a Hospital? Who Works in a Hospital?”

Language Arts, Reading Lesson plan

GED Skill Sets:

- Knowledge: Acquire basic concepts and be able to recall information
- Comprehension: Explain and interpret by restating in own words
- Application: Transfer understanding of concepts from one context to another
- Analysis: Examine content to clarify relationships among ideas
- Synthesis: Combine learned elements to form something new

ESL Content Standards:

- HI S6 - Express opinions giving reasons and examples (e.g., *I like my job because...My favorite movie is _____ because...*)
- HI L3 - Respond to requests for elaboration (e.g., *Could you explain that a bit more? And what else?*)
- AE R3 - Interpret charts, tables, graphs and other non-prose information
- HI R1 - Read passages or articles on familiar and new topics (e.g., *work or current events*)
- HI W1 - Combine simple sentences using connectors/conjunctions (e.g., *and, or, but*)

Objectives:

- To define what is a hospital and describe the various types of hospitals as well as general characteristics

- To describe the general structure of a hospital using an organizational chart and subsequently label it
- To identify the various types of careers and jobs available at hospitals and compare and contrast their roles in patient care
- Discuss the positive and negative aspects of hospitals and jobs in healthcare
- Research a “typical day” of a hospital employee such as nurse or X-Ray technologist and prepare a summary of the research

Materials: KWL Chart worksheet

Hospital Organizational Chart worksheet

Hospital informational handout

Hospital Employees informational handout

Hospital and Healthcare Workers worksheet

Working in a Hospital worksheet

Computers for internet access

Instructor’s Guide – list of helpful websites for internet activity

Activity #1 (30 min): Introduce the topic by writing the two questions on the board: “What’s It Like to Work in A Hospital? Who Works in a Hospital?” Provide a frame of reference by sharing a personal story of your own experiences in a hospital or knowledge from family or friends who are hospital employees.

HI L3 - Respond to requests for elaboration (e.g., *Could you explain that a bit more? And what else?*)

Have the students talk for a few minutes about their experiences as patients, employees of hospitals, or family/friends of hospital workers. Were they good or bad experiences? Were the employees friendly or unfriendly? Helpful or unhelpful?

HI W1 - Combine simple sentences using connectors/conjunctions (e.g., *and, or, but*)

Pass out KWL Chart worksheet. Give the students a few minutes to complete the first two columns. Write a list of themes on the board if they need assistance:

What’s It Like? exciting/boring, easy/hard, rewarding/upsetting

Who? types of jobs, job requirements (prior experience, education, skills)

As a large group, students discuss their written thoughts and place some of their ideas on the board or overhead projector.

Activity #2 (75 minutes): Show the students a sample Hospital Organizational Chart. Pass out a copy to each student. Explain that many of the jobs in hospitals are “behind the scenes”, meaning patients don’t come into contact with the majority of people that work in a hospital. A hospital is much like any other business in that it has a management team responsible for keeping the hospital running. The five components of this chart are Physicians, Quality Control, Day-to-Day Operations, Finances, and Nursing.

AE R3 - Interpret charts, tables, graphs, and other non-prose information
Have the students label their own chart with these five components to give them a more basic understanding of the terms on the chart.

AE R1 - Read a variety of material (e.g., *newspapers, memos, stories*) on familiar and unfamiliar topics. Read the Hospital and Hospital Employees information handouts in small groups or all together.

HI W1 - Combine simple sentences using connectors/conjunctions (e.g., *and, or, but*)
Pass out the worksheet titled Hospital and Healthcare Workers and have the students complete it individually. As they finish, have them compare their answers with their classmates in small groups. Once everyone is done, review the answers together, then lead a discussion about the range of jobs and their roles in patient care. The people who work at hospitals have many different responsibilities and qualifications, levels of education and training. Some positions have direct contact with patients; others are more corporate-like. Regardless, management philosophies stress the overall well-being of the patients.

Activity #3 (60 minutes): Pass out the worksheet titled Working in a Hospital. Depending on the number of computers, have the students work individually, in pairs, or in small groups to research the different careers available in hospitals. Encourage students to practice their “Google” skills: they can find valuable information for almost any healthcare job by typing in the name of that job, or adding keywords such as “day in the life”, “responsibilities of” etc. Help students if necessary using the Instructors Guide which includes a list of helpful websites. Have students research up to four jobs they find interesting as indicated on the handout.

HI S6 - Express opinions giving reasons and examples (e.g., *I like my job because...My favorite movie is _____ because...*)

Afterward, lead a discussion about their findings and opinions in a small group setting or with the whole class.

Closure (15 minutes): Have students complete What I Learned in the KWL chart. Lead a short discussion about what the students wrote on their charts. Draw comparisons between their answers, and draw basic conclusions about what they learned. Collect their KWL worksheets to assess in more detail what they learned throughout the lesson.

References

KWL Chart Worksheet retrieved and adapted from Houghton Mifflin Company April 10, 2009

Hospital Organizational Chart Retrieved and adapted from University of Rochester Medical Center Strong Memorial Hospital Organizational Chart

<http://www.urmc.rochester.edu/strong-nursing/about/documents/NursingOrgChart.pdf>

Hospital. *Wikipedia: The Free Encyclopedia*. Retrieved and adapted April 10, 2009, from <http://en.wikipedia.org/wiki/Hospital>

Physician. *Wikipedia: The Free Encyclopedia*. Retrieved and adapted April 14, 2009, from <http://en.wikipedia.org/wiki/Physician>

Nurse. *Wikipedia: The Free Encyclopedia*. Retrieved and adapted April 14, 2009, from <http://en.wikipedia.org/wiki/Nurse>

Explore Health Careers.org. Retrieved and adapted April 14, 2009, from <http://www.explorehealthcareers.org/en/Field.1.aspx#>

Hospital Administrator. *The Princeton Review*. Retrieved and adapted April 14, 2009, from <http://www.princetonreview.com/careers.aspx?cid=203>

Name _____ Date _____

What's it Like to Work in a Hospital? Who Works in a Hospital?

| KWL Chart | | |
|---|----------------------------|-----------------------|
| <p>How much do you know about these two questions? "What's it Like to Work in a Hospital?" "Who Works in a Hospital?"</p> <p>In the first column write a few sentences about what you know. In the second column write a few sentences about what you want to know After you have completed the entire lesson, write sentences in the last column to record what you learned.</p> | | |
| What I Know | What I Want to Know | What I Learned |
| | | |

Retrieved and adapted from Houghton Mifflin Company April 10, 2009

Name _____

Date _____

What's it Like to Work in a Hospital? Who Works in a Hospital?

| Working in a Hospital | |
|--|----|
| Using the Internet, research up to 4 hospital jobs and answer the questions below for each one: What are the education/training requirements? What is the average pay/salary? What is the work environment like? (relaxing, stressful, fun, etc.) Does this career interest you? Why or why not? | |
| 1. | 2. |
| | |
| 3. | 4. |
| | |

Working in a Hospital/Prepared by B. Werner

“What’s it Like to Work in a Hospital? Who Works in a Hospital?”

Hospital Employees

Physician (doctor)

A physician (doctor) helps sick or injured people get healthy. Doctors are trained to investigate people’s problems and symptoms and decide how to make them better. Individuals who want to become doctors must attend college and medical school. Medical students usually spend eight or more years in training to finally become a doctor. In medical school, students must choose a specialty, such as pediatrics: a doctor of children; or neurosurgery: a doctor who performs surgery on the brain.

Nurse

A nurse is responsible for the treatment and safety of sick or injured people. People who want to become nurses must attend college and/or nursing school. Some nursing degrees require two or three years of training. Others, such as nurse practitioners or cardiac nurses, must complete more than four years of training. Generally, nurses follow doctors’ commands. Nurses are able to offer helpful information to doctors about specific patients because of the time the nurses have spent with those patients and the strong relationships they have formed.

Other healthcare workers

Many other types of employees work with and support doctors and nurses in a hospital. Here are some examples:

Nursing assistants and orderlies:

They assist nurses by giving basic care, such as taking vital signs, cleaning the patients, helping them eat, and keeping their rooms clean.

EMTs and Paramedics:

They work with emergency room doctors and nurses to help save people’s lives in an emergency and move them safely from an ambulance to the emergency room

Technicians:

They know how to perform a specific set of duties to help diagnose or treat patients. Some examples are certified medication aides (they give patients IV medications), radiology technologists (they give patients X-Rays and/or ultrasounds), and surgical technicians (they prepare patients for surgery and assist the doctors and nurses during surgery).

Pharmacists:

They are responsible for preparing prescription medicines for patients and answering their questions about the medicines.

Allied health professionals:

They work with nurses to help patients become healthy. Some examples are speech therapists, occupational therapists, and physical therapists. One patient recovering from a stroke may receive the help of all three of these professionals. Speech therapists help the patient learn to talk again. A physical therapist helps the patient move his or her legs and arms and get strong enough to walk again. An occupational therapist helps the patient learn how to use utensils to eat and to write with a pencil again.

Hospital Administration (management)

A Chief Executive Officer (CEO) is in charge of total management of the hospital. The CEO has many associates, such as a Chief Financial Officer (CFO), Chief Operating Officer (COO), Chief Technical Officer (CTO), Chief Marketing Officer (CMO), Chief Information Officer (CIO), Chief Creative Officer (CCO), and a Director or Vice-President of Human Resources. Together, these people are responsible for making sure that their hospital operates efficiently and provides good medical care to patients. Hospital administrators typically must attend college and graduate school and/or business school. Some hospitals require hospital administrators to have medical training also.

Hospital administrators have many responsibilities, and they have many assistants. They plan, organize, direct, control and coordinate all medical and health services that a hospital offers. Hospital administrators interview, hire, and sometimes

train doctors, nurses, interns, and assistant administrators. They plan budgets and decide the fees for medical services. They also plan departmental activities and evaluate doctors and other hospital employees, They help develop procedures for medical treatments, quality control, and patient services.

Hospital administrators work long and often irregular hours. Hospitals are open around the clock, “24/7”, and administrators may be called in at any hour to make decisions and resolve disputes. Administrators also attend staff meetings, go to fund-raising events, and travel to professional conventions. A hospital administrator’s job is difficult and demanding. They need to keep up with advances in medicine, technology, government regulations, and health insurance changes. While doctors strive to keep the blood flowing and the heart beating, hospital administrators are doing their job to keep the hospital alive and healthy.

References

Physician. *Wikipedia: The Free Encyclopedia*. Retrieved and adapted April 14, 2009,

from <http://en.wikipedia.org/wiki/Physician>

Nurse. *Wikipedia: The Free Encyclopedia*. Retrieved and adapted April 14, 2009,

from <http://en.wikipedia.org/wiki/Nurse>

Explore Health Careers.org. Retrieved and adapted April 14, 2009, from

<http://www.explorehealthcareers.org/en/Field.1.aspx#>

Hospital Administrator. *The Princeton Review*. Retrieved and adapted April 14, 2009,

from <http://www.princetonreview.com/careers.aspx?cid=203>

“What’s it Like to Work in a Hospital? Who Works in a Hospital?”

Hospital

A hospital is a place where people go to receive medical help by trained doctors, nurses, and other technicians. Other hospital employees include administrators and support staff.

Types of Hospitals

Some patients in a hospital come just for an exam, tests, and/or therapy and then leave. These people are called outpatients. Other people stay overnight or for several days, weeks or months. They are called inpatients. There are four categories of hospitals that help both inpatients and outpatients. These categories are: general, specialized, teaching, and clinics.

General:

The best-known type of hospital is the general hospital. It can admit patients with many different kinds of diseases and injuries. It has an emergency department, called the ER, which is usually the first place people who are sick or injured go when they need assistance right away. A general hospital also has specialized departments for surgery, childbirth, etc.

Specialized:

Hospitals that help patients with a specific problem are specialized. Types of specialized hospitals include children's hospitals and cancer hospitals.

Teaching:

A teaching hospital is a place where medical, nursing, and technical students learn how to treat their patients from other doctors, nurses, and technicians who are their teachers. People still receive excellent care when they are patients at teaching hospitals.

Clinics:

A clinic is usually run by a government agency, and is smaller than a hospital. A clinic offers basic medical care, such as physical exams and vaccinations, for people in the community.

Positive and Negative Characteristics of Hospitals

While hospitals help many sick and injured people get better, they are sometimes criticized for being interested in making a profit or winning awards. Also, it is normal in a hospital for many doctors and nurses to take turns examining the same patient; therefore, it is not always possible to form a close relationship with that patient as might be done with just one doctor and one nurse. As a result, patients sometimes take longer to get healthy, or they receive treatment that is not helpful to their problem. Some patients may feel that the doctors and nurses are simply fixing problems rather than helping people. However, many hospitals have worked hard to give their patients excellent treatment. They participate in quality control procedures and use the strictest of rules to make sure hospital rooms are clean, and that doctors, nurses, and technicians are friendly and helpful.

References

Hospital. Wikipedia: The Free Encyclopedia. Retrieved and adapted April 10, 2009, from <http://en.wikipedia.org/wiki/Hospital>

“What’s it Like to Work in a Hospital? Who Works in a Hospital?”

Instructor’s Guide to Healthcare Websites

A Day in the Life:

Nurse: <http://www.online-education-resources.com/articles/day-in-the-life-of-a-nurse.html>

http://www.er-doctor.com/nurse_day.html

X-Ray Technician: <http://www.careerexplorer.net/day-in-the-life-of/medical-x-ray-technician.asp>

Hospital Administrator: <http://www.princetonreview.com/careers.aspx?cid=203>

Typical Job Responsibilities:

Nurse: http://www.unixl.com/~unixl/dir/health_sciences/nursing/nursing_jobs/

Certified Medical Assistant: <http://www.certmedassistant.com/>

Radiology Technician: <http://www.careeroverview.com/radiologist-career.html>

Healthcare Jobsites – careers listed on homepages, detailed descriptions within:

<http://www.healthcarejobs411.com/working-in-healthcare.html>

<http://www.explorehealthcareers.org>

<http://www.ama-assn.org/ama/pub/education-careers/careers-health-care.shtml>

“What’s it Like to Work in a Hospital? Who Works in a Hospital?”

Hospitals and Healthcare Workers *(Read the Hospital and Hospital Employees handouts. Then, answer the following questions:)*

1. What is a hospital? _____

2. Write the hospital type next to the names below:

Condell Medical Center (Libertyville, IL): _____

Children’s Memorial Hospital (Chicago, IL): _____

University of Colorado Hospital (Denver, CO): _____

Lake County Health Dept/Community Health Center (Lake County, IL): _____

3. List the positive and negative characteristics of a hospital: _____

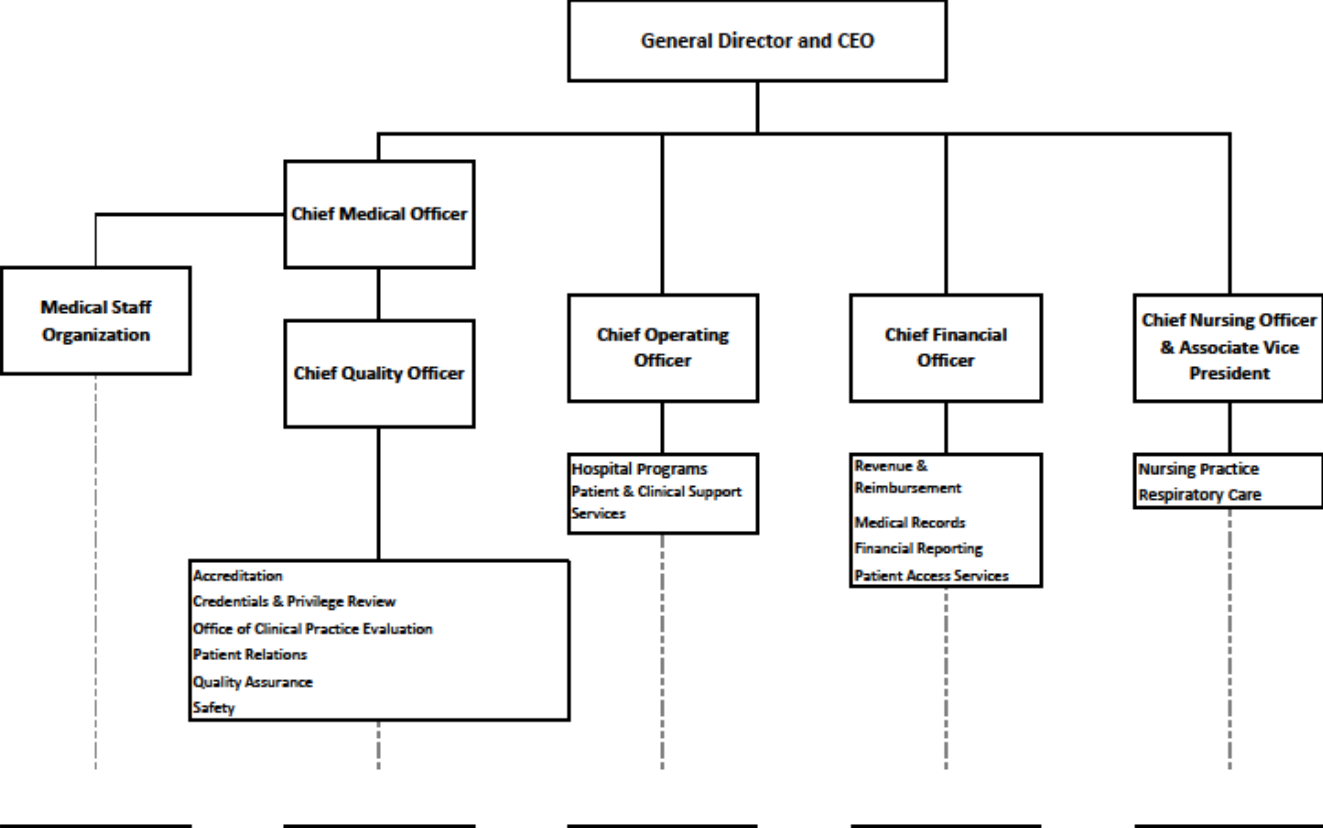
4. What is a doctor? _____

5. What is a nurse? _____

6. What is an example of another healthcare job? Describe the responsibilities. _____

Memorial Hospital Organizational Chart

What's it Like to Work in a Hospital?
Who Works in a Hospital?



Retrieved and adapted from University of Rochester Medical Center Strong Memorial Hospital Organizational Chart
<http://www.urmc.rochester.edu/strong-nursing/about/documents/NursingOrgChart.pdf> April 14, 2009

Outcome 9, Activity #5

- Since students have already read the Preface through Chapter 1 of *Code Blue*, use teacher resource power point for Chapter 1. This will help them learn vocabulary; do character analysis activity and work as a group. If teacher chooses not to use power point or does not have a computer available in the classroom, proceed to next step.
- Pass out binders to each student and a Reading Note-Taking Guideline worksheet that follows. Have students read through Chapter 1 again. Then, as a group, have students go through the notes, using the attached example as a model.
- Use the same format for note-taking for Chapter 2 of the book, or as many chapters as the teacher chooses to do.

Reading/Note-Taking Guidelines for *Code Blue*

- ✓ Read, using sticky notes for jotting down bits of information

- ✓ Outline notes as follows:
 - Chapter, title

 - New major characters. Leave space below each to add additional characteristics discovered in future chapters

 - Information learned – brief, but informative. (*Notes do not have to be in complete sentences. Often, a word or two will be enough. Abbreviations are also acceptable.*)

 - Vocabulary - Departments /Jobs
May include acronyms - e.g., ER = Emergency Room
EMT = Emergency Medical Technician

 - Medical Vocabulary
May include acronyms – e.g., UTI = urinary tract infection

- ✓ Organize each sheet into a binder used just for this book, for each chapter, to allow for **review** and **reference**.
 - ❖ Write down **ALL** assignments **AND** schedule time for them.

 - ❖ Prepare flash cards for vocabulary. This is an ongoing activity to prepare for the final exam.

 - ❖ Study Greek and Latin roots on pages 25 and 26 of *Code Blue*, learning at least ten per day and preparing flash cards for study purposes to prepare for exam.

Example of Notes

Chapter 1 – Trip

New major characters

1. Hap Castleton (Administrator – 30 years at small hospital)
*Keeps the hospital running
2. Dell Cluff (Budget Director – 9 months) accountant – assistant to Controller
*analytical money person
3. Edward Wycoff (Chair of Finance Committee)
*controlling, military, threatening, patronizing
4. Selman – Controller

Information learned:

Small hospital

Want to fire Selman

Plane crash

Hap- died

Cluff- critical condition

Vocabulary - Departments /Jobs:

Administrator – Manager

Board of Trustees – Oversee operations, hire/fire, assign doctors

Finance Committee – Supervise finance operations

Chairperson – Monitors financials (borrowing, paying bills) of the Finance Committee

Finance Dept. - \$

Budget Director – prepares and monitors budget

Auditor – checks records for accuracy

Consultant – project contractor

Controller – manages all of the financials (borrowing, paying bills)

CPA – Certified Public Accountant

Medical Vocabulary:

Cardiac arrest – heart stops beating

“Code Blue” – distress call to get help for cardiac arrest

Chapter 2 Example

Chapter 2 – The Board

New major characters

1. Dr. Ashton Amos – newly elected PRESIDENT of Medical Staff
(popular, liked, a little awkward)
2. Wes Douglas – contractor – CPA
(only there a few weeks, new, consultant, not in hospital politics) He needs money to establish his practice. (He can possibly be vulnerable because of the situation)
Realize he is really smart and knows his accounting considering the business plan he presented to the bank in Chapter 9. Not vulnerable, but strong, driven -- definitely not a pawn.
3. Mary Hammond – Operating Room clerk (widow with 6 children)

Information learned:

Plane accident discussed in emergency meeting. Hap has died and Cluff is critical.

Talked about what to do about a new interim administrator – need to be listened to, respected, and strong.

Wycoff wants Wes to be the interim administrator. Knows he has some control because of Wes's situation.

Amos is supportive of the appointment to avoid hospital closing.

Vocabulary – Departments/Jobs:

Chief Dietician – boss of Dietary

Dietary Dept. – Food Services

President of medical staff – elected officer – represents med. staff to board and administration

Transportation Aide – transports food, supplies, patients

Attending Physician – admits and supervises care

Department Heads – Over individual Depts. (Nursing, Med. Records, Housekeeping – report directly to hospital administrator

Interim Administrator – temporary per the board until replacement found

Executive Committee – Hospital Administrator, Controller, Personnel Director, Director of Nursing

Medical Vocabulary:

CCU – Coronary Care Unit – where heart patients treated

Critical condition – the worst condition (most serious)

Double bypass – 2 arteries joined for blood flow to avoid blocked area (obstruction)

Emergency call – dr. must cover ER on call

Acronym – letters – abbreviation – USA – FBI (Federal Bureau of Investigation)

Life flight – air transport to save life

Rounds – dr. visits in the hospital (came from Johns Hopkins' when rooms were situated in round halls)

Managed Care – cost control (reduce costs) (pre-authorization, 2nd opinions, audits)

Rigor mortis – after death, body is stiff

Outcome 12, Activity #6

Students meet in groups to evaluate course using worksheet. Have students write on the back of the worksheet if they need more room. They do not need to sign them. Have them do this activity individually and then discuss with a partner for further input. After partnered work, they can further revise their original worksheet before turning it in to the teacher.

Healthcare Bridge Future Course Planning Advice

1. What advice do you have regarding time, place, length, etc. of future courses?

2. Evaluate the texts used. For each, what were their strengths and weaknesses?
What would you look for in textbooks?

3. Evaluate use of computer lab and resources. Too much, not enough, other ideas?

4. Evaluate individual lessons such as interviews that you liked a lot and explain why.

5. Evaluate individual lessons that you did not like and explain why.

6. Other advice/comments? _____
