

# Statewide Healthcare Curriculum:

## Contextualized Reading Module

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## FOUNDATIONS FOR DESIGN

- ✓ Instruction emphasizes learning by doing through projects and simulations; therefore, the instructor is a facilitator or learning coach.
- ✓ Each module emphasizes communication, teamwork, and critical thinking.
- ✓ Content is contextualized for healthcare professions and their programs of study.
- ✓ Learning outcomes often require learners to meet and interact with academic and healthcare professionals, engage in collaborative and individual projects involving authentic materials and resources, visit healthcare and academic facilities, and complete documents and writing tasks for career paths with the guidance of learning facilitators.
- ✓ Specific units within modules may serve as precursors for additional units within the module. Many lessons and units may be repeated and expanded from one module to another.
- ✓ Self-advocacy and continual self-assessment and self-monitoring are inherent to each module while students must be introduced to, required to meet with, and encouraged to consult with program coordinator as well as academic and employment professionals.
- ✓ Site visits to healthcare and learning facilities, guest speakers, and conferences with employment and academic professionals are integral to the relevance and value of the program for students.

## ASSUMPTIONS:

- ✓ Each agency or instructor who may use these modules may adapt instructional strategies, content level of difficulty, learning activities and projects to meet the needs of the program's own target population and adult learners of lower and higher academic levels.
- ✓ Referenced resources, relevant internet links, learning activities (created, suggested, attached, or referenced) will be used, modified, or omitted based on student need and restraints of class time and resources.

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- ✓ This curriculum will work in established internal partnerships within the academic community as well as external partnerships/relationships in the employment community.
- ✓ Units and lessons will be adapted to fit within varying contact hours of a program.

**Module Description:** The Contextualized Reading Module offers the adult learner the opportunity to learn the reading skills necessary to understand and apply text information in the healthcare industry and/or additional post-secondary education. Students will have an opportunity to learn healthcare content and practice multiple reading strategies using a variety of healthcare text materials.

**i-Pathways Alignment with the Statewide Healthcare Curriculum:** The lessons identified in this document have connections with both i-Pathways and the intended learning objectives identified in the Statewide Healthcare Curriculum. The i-Pathways lessons can be used to build background knowledge, reinforce content, or provide learners with additional practice in a specific skill development.

## Module Objectives:

### Students will:

- Utilize a variety of reading strategies to comprehend healthcare text materials
- Demonstrate the ability to utilize email as communication tool
- Demonstrate the ability to utilize the internet to research healthcare information
- Understand hospital types, structure, and available careers
- Understand healthcare industry guidelines and patient safety procedures
- Understand HIPAA requirements
- Utilize critical thinking skills to interpret and analyze healthcare information
- Demonstrate the ability to research healthcare career information

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## Learning Outcomes

### Students will:

- Identify the main idea and details of authentic healthcare text materials
- Use context clues and other strategies to understand healthcare information
- Describe hospital types, structure and available careers
- Use internet sources to research information on healthcare topics
- Summarize information from health articles
- Research the skills and education required for a specific healthcare career
- Utilize note-taking skills and other strategies to learn healthcare content
- Utilize strategies to develop and improve healthcare vocabulary
- Collaborate with peers to evaluate the course and individual learning in order to provide suggestions for future improvements

## Methods of Instruction

- Lecture
- Internet research
- Hands-on activities
- Small and large group discussions
- Individual and group presentations

## Methods for Evaluating Student Performance

- Teacher observations
- Class designed rubric
- Note taking binder
- Self-assessments

## Module Overview

- A. Assessment of prior reading skills knowledge
- B. Utilizing computers for internet research and email communication
- C. Hospital types, structure, and careers available

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- D. Identifying the main idea and details of healthcare guidelines and information
- E. Cause and effect relationships and author bias in healthcare articles
- F. Skills and education required for healthcare careers
- G. Utilizing a variety of reading strategies to interpret and analyze text
- H. Healthcare vocabulary and medical terminology
- I. Evaluate individual learning and the course

## **Module Outline**

### **Unit I: Reading**

- A. Assessment of Prior Reading Skills Knowledge
- B. Utilizing Computers
  - 1. Oral assessment of computer skills
  - 2. E-mail as a communication tool
  - 3. Search engines and research skills
- C. Hospitals
  - 1. Identifying healthcare jobs in hospitals
  - 2. Hospital structure
  - 3. Hospital healthcare jobs
  - 4. Research possible hospital job
- D. Healthcare Articles
  - 1. Identifying the main idea and details
  - 2. Locate information
  - 3. Critical thinking skills
  - 4. Author Bias
- E. Healthcare Careers
  - 1. Research skills and education required for specific careers

# Statewide Healthcare Curriculum: Contextualized Reading Module

2. How these skills can be obtained

## F. Reading Strategies

1. Determine author's purpose
2. Analyze characters
3. Plot, inferences, predictions, and probing questions
4. Note-taking

## G. Medical Terminology

## H. Course Evaluation