## Health Care Core Course Syllabus

**Description:** The Health Care Core course is a standardized competency based Healthcare Curriculum that prepares students for the rapidly changing healthcare careers. The HCCC includes basic knowledge that healthcare workers need to know to be able to contribute to the delivery of safe and effective healthcare. There are seven modules in this course including Health Career Exploration in the Behaviors for Success Module. The Module titles include:

* Behaviors for Success in Healthcare Settings (INCLUDES HEALTH CAREER EXPLORATION)
* Communications in Healthcare Settings
* Awareness and Sensitivity to Client Needs
* Legal Issues in Healthcare
* Healthcare Ethics
* Respecting Client and Staff Diversity
* Healthcare Safety and Standard Precautions

**Recommended for grades:** 11-12 **Hours Required:** 64 hours **Recommended Prerequisites:** None

**Crosswalk Legend for Table CO:** Course Objectives

**NHSS:** National Health Science Standards

**K-12:** K-12 Academic Standards

**FKS:** Foundation, Knowledge, & Skills

**CRP:** Career Ready Practices

## Table 5A: Health Care Core Course Crosswalk

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| --- | --- | --- | --- | --- |
| **CO: Course Objectives** | **NHSS** | **K-12** | **FKS** | **CRP** |
| 1. Discuss how healthcare workers can be aware and sensitive to their clients’ needs/ behaviors. | 9 | \*See Below | 10,11  ,6,7, | CRP.04 |
| 2. Describe behaviors for success in healthcare. | 4 | \*See Below | 1,4,8,  10,5,  6,7 | CRP.01 |
| 3. Explore healthcare fields, credentials, and career pathways | 3 | \*See Below | 1,5,3 | CRP.08 CRP.10 |
| 4. Describe how healthcare workers can effectively communicate with their clients and team members. | 2,8 | \*See below | 10,4 | CRP.04 CRP.12 |
| 5. Using an ethical decision making model describe | 6 | \*See | 2,4,9 | CRP.08 |

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| --- | --- | --- | --- | --- |
| **CO: Course Objectives** | **NHSS** | **K-12** | **FKS** | **CRP** |
| how ethics influence the care of clients. |  | below |  | CRP.09 |
| 6. Discuss legal issues in health care. | 5 | \*See below | 2,9,4,  6,7,1  0 | CRP.08 CRP.09 |
| 7. Using a problem solving process, describe the critical principles and standards needed to ensure healthcare safety including teamwork. | 7 | \*See below | 6,7,1  1,10,  4 | CRP.04 CRP.12 |
| 8. Discuss the problem-solving process as applied to the issue of diverse cultures and their belief systems and practices in healthcare. | 6 | \*See below | 6,7,4,  2,10,  11,9 | CRP.08 CRP.12 |

[\* K-12 Academic Standards:](http://www.exemplars.com/resources/alignments/alignments-search) This course aligns with the Minnesota Academic Standards in English Language Arts depending on the type of assignments/pedagogy followed.

For example, 9.14.4.4 in Strand – Writing, Sub strand 14, states: Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline, task, purpose, and audience.

### Course Requirements:

All instructors of the Health Care Core Course are required to take the “[HCCC Educate the](http://www.healthforceminnesota.org/hccc-educate-the-educator-course/)  [Educator Course”](http://www.healthforceminnesota.org/hccc-educate-the-educator-course/). This is an online self-paced course that takes approximately 7 hours to complete. The online “Educate the Educator Course” is required to familiarize the instructor with the curriculum and to receive access to multiple resources including:

* Instructor Resource Guides o PowerPoint Presentations o Learning Activities
* YouTube Video links
* Website Resources
* Assessments Methods including quizzes

### HCCC Online Course

HealthForce Minnesota (HFMN) offers the HCCC course online to high schools via a site license. The lessons are updated (in the cloud) on a yearly basis by HFMN. Assignments, discussions, and quizzes are linked in the course. The assignments, discussions, and quizzes can be individualized by the instructor. Access to the course is via site license.

### HCCC as a Pathway to Nursing Assistant

[**128 hour HCCC/NA Curriculum**](http://www.health.state.mn.us/divs/fpc/profinfo/narinfo/hccc033015.pdf)**:** The HCCC as a pathway to Nursing Assistant is an approved curriculum by the Minnesota Department of Health. The use of this pathway must be pre- approved by the Minnesota Department of Health for your program. HCCC (64 hours) + Nursing

Assistant Lab/Clinical (64 hours) = 128 hours for your program.

**Special Notes:** The length of this course is one semester and requires 128 hours. It may be offered for two semesters when appropriate.

### Modules in the HCCC

There are 7 modules in the Health Care Core Course. The following tables display the module objectives and the crosswalk to the National Health Science Standards (NHSS) and the MN K-12 Education Standards. The MN K-12 Education Standards are not specific in the Health Care Core Curriculum, although the majority of the NHSS is found in the HCCC with the exception of Standard 1 (Biology Basics and Human Disease) and Standard 10 (Technical Skills, CPR, First Aid, etc.).

### HCCC Module Title or Topic: Awareness and Sensitivity to Client Needs

Hours: 8 Hours

Module Description:

This module presents challenges and issues related to awareness and sensitivity needed to understand the healthcare needs of clients/individuals. Included is the impact disease has on individuals, the emotional, spiritual and social needs of clients/individuals as well as the type of care needed by different age groups. Also included is the process of death and dying and how that affects clients and their families.

1. Describe the major stages of human development and the basic health needs of humans.
2. Describe the needs of clients of different age groups and how those needs can affect behaviors and attitudes.
3. Describe the types of emotional, spiritual, mental health and social needs of clients and their families.
4. Explain how different diseases can influence the functioning, behaviors, and attitudes of individuals including dementia/Alzheimer’s Disease.
5. Describe selected client service strategies, including customer service their impact on quality client care and the importance of client participation in group/family activities.
6. Define the stages and processes of death and dying and the influences those stages have on clients and their families.
7. Describe how to care for the clients’ environment
8. Using a problem solving process applied to healthcare situations; describe how healthcare workers can be aware and sensitive to their clients’ needs/ behaviors.

### HCCC Module Title: Behaviors for Success in Health Care Settings

Credit/Hours: .5 credits / 8 hours

Module Description:

This module focuses on the requirements needed by health care personnel to effectively work in a variety of health care settings. This includes types of health care facilities and systems, applying for employment, accountability and responsibility, standards of dress, workplace behavior, approaches needed to assist individuals, expectations of teams and team members, common healthcare facility policies and requirements. How healthcare personnel can impact the quality of health care and balance their work and personal life to maintain wellness and encourage the wellness of others is also discussed.

### Course Objectives

1. Discuss healthcare fields and the types of workers needed.
2. Discuss ways healthcare personal can balance their work and personal life to maintain personal wellness.
3. Describe the expectations employers have of healthcare personal.
4. Identify quality issues in healthcare facilities and their impact on healthcare workers and delivery of care.
5. Describe the responsibilities of users of the health care system.
6. Describe selected types of healthcare facilities/systems including organizational and financial structure, departments and services, type and levels of healthcare employees, and common policies and requirements.
7. Describe the different health care delivery systems.
8. Using a problem solving process applied to healthcare situations; describe behaviors for success in healthcare.

### HCCC Module Title: Communication in Healthcare Settings

Credits: 1 credit/16 hours

Course Description:

This module emphasizes the importance of effective communication between and among healthcare employees and their clients/individuals. Included are verbal and non-verbal communication, listening skills, interpersonal communication, team communication, documentation and reporting, and the use of electronic communication devices in health care facilities. Focus is on the development of effective communication skills to support quality client/individual care.

### Course Objectives

1. Describe the components of verbal and non-verbal communication and situations in which these skills can be effectively used.
2. Explain how active listening skills can improve client and team communication.
3. Use a variety of communication techniques to achieve effective interpersonal and team communication.
4. Describe communication skills that are important when managing conflict.
5. Explain the components of accurate and appropriate documentation and reporting including common medical abbreviations.
6. Explain the roles and responsibilities of team members.
7. Describe the use of information technology in healthcare settings.
8. Using a problem solving process applied to healthcare situations, describe how healthcare workers can effectively communicate with their clients and team members.

### HCCC Module Title: Healthcare Ethics

Credit/Hours: .5 Credit/8 Hours Module Description:

This module emphasizes the use of sound ethical practices in healthcare. Included are ethical practices and standards as they relate to the care of clients/individuals and interactions with peers, colleagues, and team members and family members. Ethical frameworks are provided for discussion on understanding the types of ethical challenges in healthcare and the difficult decisions that need to be made.

### Course Objectives

1. Describe dimensions of values as they impact health care.
2. Describe basic principles of professional relationships.
3. Describe aspects of ethical decision making in health care
4. Explain how an individual’s diversity, socioeconomic or religious beliefs could lead to potential ethical differences with that of other health care employees.
5. Using an ethical decision making model applied to health care situations, describe how ethics influence the care of clients.

### HCCC Module Title: Legal Issues in Healthcare

Hours/Credits: .5 credit/8 hours

Module Description:

This module focuses on the legal issues related to clients/individuals and healthcare employees. Healthcare laws, client rights and responsibilities, confidentiality, liability, documentation, and regulation are explored. The relationship between ethics and legal issues is discussed as well as the impact laws and regulations have on healthcare systems.

### Course Objectives

1. Explain the laws related to healthcare and their influence on the delivery system.
2. Describe one’s legal responsibility related to abuse, neglect, exploitation, and the Vulnerable Adults Law.
3. Explain client rights and responsibilities and how healthcare providers can ensure those rights.
4. Describe the components of healthcare employee and healthcare facility liability when delivering client care.
5. Discuss how confidentiality must be maintained in healthcare facilities with clients and their medical records.
6. Explore legal issues such as sexual harassment, wrongful discharge, negligence, malpractice and violence in the workplace.
7. Identify the legal issues for accurate documentation, informed consent and advanced directives.
8. Describe the consequences of inappropriate use of health data (including use of social media and email) in terms of disciplinary action.
9. Using a problem solving process applied to healthcare situations, describe how laws influence healthcare facilities and the care of clients.

### HCCC Module Title: Healthcare Safety and Standard Precautions

Credit/Hours: .5/8 Hours

Module Description

This module focuses on the rules and standards related to regulatory policies required of healthcare facilities as well as personal safety standards and requirements to work in healthcare settings. Included are the principles and standards of infection control, Standard Precautions, healthcare facility safety policies, strategies to ensure personal and client/individual safety, and procedures to respond to emergencies.

### Course Objectives

1. List regulatory agencies and the requirements they set for safety standards for healthcare facilities, their employees, and clients
2. Explain the current requirements of standard precautions and the procedures used at a variety of healthcare facilities to support those standards.
3. Describe the methods healthcare facilities use to achieve physical, chemical, and biological safety.
4. Describe principals and standards of infection control.
5. Identify the ways in which healthcare workers can demonstrate personal and client safety including the use of Safety Data Sheets (SDS) and safety signs, symbols and labels.
6. Demonstrate proper handwashing and gloving.
7. Explain the procedures used to respond to client and healthcare facility emergencies (including fire safety) and natural disasters.
8. Using a problem solving process applied to healthcare situations; describe the critical principles and standards needed to ensure healthcare safety.

### HCCC Module Title: Respecting Client and Staff Diversity

Credit/Hours:.5 Credit/8 Hours

Module Description:

This module provides a framework for dealing with diverse clients/individuals and staff. Included are belief systems, cultural practices, respect and sensitivity to cultural issues, gender issues and sexuality issues. Awareness and use of effective strategies to appropriately deal with client and staff diversity are emphasized.

### Course Objectives

1. Describe one’s personal belief system.
2. Explain the belief systems and practices of diverse cultures.
3. Explore personal responsibility as a healthcare worker to treat each person as an individual (customer service).
4. Discuss the appropriate workplace expectations to interact with team members and care for clients from diverse cultures, gender, age groups.
5. Using a problem solving process applied to healthcare situations, describe how healthcare employees can respect client and staff diversity.

## Table 5B: HCCC Program Approval and Course Codes

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| --- | --- |
| **Career & Technical Education Program** | **Health Science Technology** |
| Course Type | Foundation Course |
| Health Science Pathways | Therapeutic Services, Health Informatics, Support Services, Diagnostic Services, Biotechnology Research and Development |
| Program Code and Title (Table C Tab): | #070208 (Allied Health)  #070300 (Health Science Technology Education)  #070303 (Nursing Services)  #070907 (Emergency Medical Services) |
| Uniform Financial Accounting & Reporting Standards (UFARS) Codes  Minnesota Legal Reporting Standards for all School Districts (Table C) | #321 |
| Course Code (Table C Tab) | # 03 MN Health Care Core Curriculum |
| [Minnesota Common Course Catalogue](http://education.state.mn.us/MDE/dse/datasub/MCCC/index.html) | # 14002 |
| Teacher of Medical Careers License (Table C  – License Lookup Tab) (Licensure Code & Title) | # |
| Classified Instructional Program (CIP) (Table C Tab) | #51.9999 |
| Grade Levels | 11-12 |
| Recommended Length/Hours | Example: Semester |
| Technical Skills Assessment | [NOCTI Health Care Core Curriculum](http://www.nocti.org/BlueprintCategoryLinks.cfm?category=Health%20Science) |