



Health Sciences Education PROGRAM of STUDY

BECGroup Consulting & NCHSE
October 2010



Guiding Principles

- Student achievement will be the focal point of the program of study
- Core academic standards will not be compromised but enhanced by the integration of the National Healthcare Foundation Standards (NHFS) and Accountability Criteria (AC)



Guiding Principles

- Outside support and resources will be accessed as needed for expert healthcare advice and counsel
- Workplace and service learning connections will be specific to and will reinforce the learning outcomes
- Student career decision-making and accompanying education planning will be considered as the **Program of Study** is implemented



Standards Based

1. Academic Foundations
 - Human Structure & Function
 - Disease & Disorders
 - Medical Math
2. Communications
3. Systems
4. Employability Skills
5. Legal Responsibilities
6. Ethics
7. Safety Practices
8. Teamwork
9. Health Maintenance Practices
10. Technical Skills
11. Information Technology Applications



Curriculum Design Process

- Identify healthcare and postsecondary advisory board partners, organize a working meeting and invite all participants (plan on a half-day)



Curriculum Design Process

- Complete a brainstorming session asking “What do you expect students to know and be able to do upon completion of high school for successful work entry or postsecondary enrollment?”



Curriculum Design Process

- Review National Healthcare Foundation Standards and Accountability Criteria, align the results of the brainstorming session to ensure all of the recommendations are addressed



Curriculum Design Process

- Sort standards and accountability criteria through a curriculum mapping process across the four-year program of study and determine in which class the content will be offered



Curriculum Design Process

English	<i>English 9</i>	<i>English 10</i>	<i>English 11</i>	<i>English 12</i>
Math	<i>Algebra I</i>	<i>Geometry</i>	<i>Algebra II</i>	<i>Stats/ Prob Trig/Calc</i>
Science	<i>Biology</i>	<i>Chemistry</i>	<i>A & P/Physics</i>	<i>Micro/AP</i>
History/SS	<i>US History</i>	<i>World Hist/Geo</i>	<i>Gov/Civics</i>	<i>Econ/Psych</i>
Electives	<i>Phys Ed/World Language</i>	<i>Arts/Phys Ed/Health Ed</i>	<i>Arts/Phys Ed/World Language</i>	<i>Arts/Phys Ed/World Language</i>
Health Science	<i>Human Structure & Function Communications Teamwork</i>	<i>Health Main Diseases & Disorders Safety Practices</i>	<i>Healthcare Systems Ethic Behaviors Legal Practices</i>	<i>Employability Info Tech Appl Technical Prep (option)</i>
Workplace Learning	<i>Job Shadow Explorations GS Tours</i>	<i>Job Shadow GS Tours SL/CS</i>	<i>Externships (summer) SL/CS</i>	<i>Internships SL/CS Volunteer Employment</i>



Curriculum Design Process

- Select interdisciplinary unit(s) and integrated activities as curriculum strategies to introduce the standards and engage students in learning the content



Curriculum Design Process

“Interdisciplinary research (curriculum) by teams ...that integrates information, data, techniques, tools, perspectives, concepts and theories from two or more disciplines...to solve problems whose solutions are beyond the scope of a single discipline...”

Facilitating Interdisciplinary Research; National Academy of Sciences, National Academy of Engineering & Institute of Medicine (2005)



Curriculum Design Process

Integrated Activities, based on healthcare practices and procedures, add context to academic content with the intent of engaging students and bringing “real life” meaning to sometimes abstract curriculum



Curriculum Design Process

- Determine appropriate workplace learning experiences for each standard and accountability criteria and when/how they should be offered



Curriculum Design Process

- Identify healthcare and education partners to help support and contribute to the program as needed



Curriculum Design Process

- Complete NHFS curriculum content and assessment integration and determine resources needed for each course included in the program of study



Prioritizing

1-Prioritize the NHFS/AC, which need to be taught first (sample form below for wall chart)

High
↑
Implementation
Complexity
↓
Low

Leave for Now	Big Hits
Nice to Have	Quick Hits

Low ← Potential Benefits → High

2-Determine in which core subject(s) the AC fits best. In addition to health sciences some can be taught across several subjects and across several grades

3- Identify the core subject standards that can be addressed by the AC integration



Implementation Plan

NHFS 1. Academic Foundation:

Healthcare professionals will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role



Implementation Plan

1.1 Human Structure and Function

1.11 Classify the basic structural and functional organization of the human body (chemical, cellular, tissue, organ, and system) recognize body planes, directional terms, quadrants, and cavities. Analyze the basic structure and function of the human body

Priority: 1 2 3



Implementation Plan

- NHFS Prioritization & Distribution
- Integrated Activities
- Interdisciplinary Unit
- Workplace Learning Experience
- Healthcare Partner Role
- Education Partner Role (middle school-postsecondary)
- Curriculum Content Integration
- Assessment Integration



Publisher's Coalition

- ✓ **Applied Educational Systems, Inc**
- ✓ **Applied Technologies, Inc**
- ✓ **Career Communications, Inc**
- ✓ **Delmar Cengage Learning**
- ✓ **Elsevier, Inc**
- ✓ **Lippincott, Williams & Wilkins**
- ✓ **PassAssured, LLC**
- ✓ **Pearson Education & Emergent Learning, LLC**
- ✓ **Today's Class**
- ✓ **Paxton/Patterson**



Information

For more information and resource materials contact:

Carole Stacy, Executive Director,
NCHSE (517) 347-8091

www.healthscienceconsortium.org

Beverly Campbell, President
BECGroup Consulting (530) 677-1700

becgroup@sbcglobal.net