

DOCUMENT RESUME

ED 130 130

CE 008 693

TITLE Exploration of Health Careers. Curriculum Guide.
 INSTITUTION District of Columbia Public Schools, Washington, D.C.
 Dept. of Career Development.
 PUB DATE 76
 NOTE 82p.

EDRS PRICE MF-\$0.83 HC-\$4.67 Plus Postage.
 DESCRIPTORS Career Awareness; Career Education; *Career
 Exploration; Career Planning; *Core Courses; Course
 Content; Course Objectives; Curriculum Guides;
 Employment Qualifications; *Health Occupations;
 Health Occupations Education; Health Services; High
 School Curriculum; *Learning Activities; Occupational
 Information; Paramedical Occupations; Secondary
 Education; Vocational Education

ABSTRACT

This curriculum guide provides an introductory course for secondary students interested in health careers. The instruction is sequential and exposes the student to a core curriculum including interpersonal, vocational and practical skills basic to the health occupations cluster. The course objectives are to: (1) Identify jobs and job opportunities in the health service industry, (2) assess self in relation to job requirements for various occupations within the health field, (3) perform some elemental tasks associated with various occupations in the health service industry, and (4) set personal goals within the field of health and discern the schooling necessary to reach those goals. Seven instructional units are included: Unit 1--Orientation; Unit 2--Health Care Systems and Components; Unit 3--You, the Health Care Worker; Unit 4--Planning Your Health Career; Unit 5--Becoming a Patient; Unit 6--The Patient from Admission to Discharge; and Unit 7--The Patient is Discharged. Each of these units contains student objectives, content, and suggested activities. The appendix contains a bibliography, a listing of audio-visuals (films and filmstrips, a listing of black contributors to health, and a listing of health careers at the entry, intermediate, college graduate, and graduate education levels. Suggestions for field trips are also appended. (HD)

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

Vincent E. Reed, Superintendent

ED130130

EXPLORATION
OF
HEALTH CAREERS
Curriculum Guide

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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1976

I N T R O D U C T I O N

The health career education training program prepares the secondary student simultaneously with high school education for entry-level employment in nursing and/or allied health fields. Instruction is sequential and exposes the student to a core curriculum including interpersonal, vocational and practical skills basic to the health occupations cluster.

Exploration of Health Careers is a required introductory course for all students interested in health careers. Students are exposed to an overview of the world of work and a first-hand view of career opportunities in the health service industry.

Appreciation is expressed to the following persons for their assistance in preparation of this curriculum guide:

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Health Careers

Suggested Field Trips

COURSE OBJECTIVES

Upon completion of the course the student will be able to:

Identify jobs and job opportunities in the health service industry.

Assess self in relation to job requirements for various occupations within the health field.

Perform some elemental tasks associated with various occupations in the health service industry.

Set personal goals within the field of health and discern the schooling necessary to reach those goals.

UNIT I - ORIENTATION

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
<p>The student will be able to:</p> <p>Demonstrate ability to adapt to the environment by complying with school policies.</p>	<p>I. Orientation to program</p> <p>A. School policies</p> <p>B. School facilities</p> <p>C. Course requirements</p> <p>D. Attendance</p>	<p>Review student handbook.</p> <p>Tour building.</p>
<p>List and explain several career options available in the health career program.</p>	<p>II. Overview of health careers exploratory program</p> <p>A. Objectives</p> <p>B. Career options</p>	<p>Teacher and students share course objectives and options.</p>

UNIT II - HEALTH CARE SYSTEMS AND COMPONENTS

SUGGESTED ACTIVITIES

CONTENT

STUDENT OBJECTIVES

The student will be able to:

Define "health."

I. Health and health care

A. Definition

Organize in small groups to develop a definition of health and health care. Combine group definitions on chalkboard, discuss and select a comprehensive definition acceptable to the class.

Identify scientific contributions that have improved modern health care.

B. Contributions to modern health care

Present an oral report on an individual who has made an outstanding contribution to health, relating personal characteristics, education and accomplishments.

Suggested Contributors:

- Marie Curie
- Charles Richard Drew*
- Lena F. Edwards*
- William Augustus Hinton*
- Rudolph Ellsworth Jackson*
- Edward Jenner
- Jane Cooke Wright Jones*
- Percy Julian*
- Samuel L. Kountz*
- Theodore Lawless*
- Florence Nightingale
- Louis Pasteur
- Walter Reed
- Daniel Hale Williams*
- Louis Wright*

(*Refer to Appendix, page 71, for thumbnail sketches).

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

II. Scope of health care

Identify five health care services available to the consumer.

A. America's big business

Report on costs of maintaining a health care system using resource materials.

Describe relationship between increased demand for health services and increased need for manpower and facilities in health care field.

B. Cooperative systems

Give each student an organizational chart that identifies various departments in a health facility. Compare organization to that of a large business firm.

Discuss the effects of public attitudes toward health.

C. Health consumer value system

Prepare guidelines for interviews. Interview at least three people in various age groups to ascertain individual attitudes toward health.

List three basic needs of health care workers.

D. Needs of health care

Have students discuss their concepts of the needs of health care workers.

1. Social approval
2. Sense of accomplishment
3. Self-actualization

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
Define "philosophy."	III. Philosophy of health care workers	
Describe, orally or in writing, the relationship between philosophy and health.	A. Definition	Discuss the meaning of philosophy.
	B. Philosophy of health service workers	Prepare a listing of significant factors to be considered in formulating a philosophy.
		Prepare projects on selected philanthropic organizations for presentation to the class, (e.g., Woodward Foundation, Rockefeller Foundation, Kaiser Foundation, Ford Foundation).
Differentiate between official and non-official health agencies.	IV. Types of health organizations	Describe how official and non-official health organizations work together to promote health care.
	A. Official or governmental	
	B. Non-official or voluntary	

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

V. Official health organizations

Identify types of health facilities.

A. Local

List three major health problems in a large community.

State the role of a community action group.

1. Functions

2. Response to community needs

Panel discussion: "Community Involvement with Local Health Organizations."

Identify state facilities and describe their functions.

B. State

1. Functions

Contrast the District of Columbia Health Department with the state health departments in Maryland and Virginia.

2. Response to statewide needs

Name the major types of facilities offered within the health care system at the federal level.

C. Federal

1. Health, Education and Welfare

Arrange two field trips to federal health agencies to observe activities of various health occupations. (Refer to appendix, page 77 for suggested sites.)

2. Agriculture

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

List the major problems of the present health care delivery system.

C. Federal (cont'd)

- 3. Commerce
- 4. Interior

Invite speakers from official health agencies to address the class.

Handouts of organization in government health agencies.

D. World Health Organization (International)

Discuss the importance of the World Health Organization.

- 1. Purpose
- 2. Function

List four functions of the World Health Organization.

Panel discussion: "Influence of World Health Organization on International Health Concerns."

VI. Non-official health organizations

Identify the major non-official health organizations within the community.

A. Functions

Report on health problems of the metropolitan Washington area.

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

VI. Non-official health organizations (cont'd)

B. Response to community needs

Have students bring in immunization records. Discuss the need to keep current.

Each student will choose a voluntary health agency, interview one of its team members and report back to the class.

VII. Health care institutions

Define "hospital."

A. The hospital

1. History and development
Students report to class on hospital development in ancient and medieval eras.

Given a list of hospital functions identify four.

2. Functions

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

A. The hospital (cont'd)

Describe in writing the methods by which hospitals are classified.

3. Classifications

Using a map of the District of Columbia, locate and mark the site of each hospital facility and indicate any unique characteristics.

4. Hospital accreditation

Arrange for a member of the American Hospital Association to speak on accreditation.

5. Hospital certification

Discuss the difference between hospital accreditation and hospital certification.

6. Sociologic aspects

Identify the various departments within the organizational structure of a hospital.

7. Organizational structure

Review handout, "Organizational Structure of the Hospital."

Select students to visit a sampling of institutions and agencies. Report, in panel presentation, the types of units visited, their functions and organization.

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

A. The hospital (cont'd)

Sketch the basic organizational structure of a hospital and indicate personnel.

Films: "A True Story About Hospitals"
"Hospitals are People"
American Hospital Association
840 N. Lake Shore Drive
Chicago, Illinois 60611

Film: "Code Blue"
National Audiovisual Center
National Archives & Records Service
Washington, D. C.

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

Identify and discuss the duties of administrative personnel.

A. The hospital (cont'd)

7. Administrative personnel

a. Governing board

Use a chart to fill in administrative organization blocks to illustrate lines of authority.

b. Administrator

c. Assistant Administrator

Select career options within the administrative structure and prepare a report emphasizing the amount of training, duties, salary and advancement opportunities.

d. Departmental directors

Discuss the function of nursing care homes.

B. Extended care facilities

1. Nursing homes

Visit a nursing home. Evaluate the services offered and report to class.

Describe the services of nursing care homes.

Define the function of a clinic.

2. Clinics

Assign small groups to visit various types of clinics and report observations to class.

a. Neighborhood

b. Private

3. Health Maintenance Organizations

STUDENT OBJECTIVES

The student will be able to:

List four major services of convalescent and rehabilitation centers.

Compare current medical care costs with economic trends.

State briefly the differences in the five major types of medical insurances.

CONTENT

B. Extended care facilities (cont'd)

4. Convalescent and rehabilitation centers

5. Home care services

Invite home care service personnel to speak to class.

VIII. Medical care costs

Compare current medical costs with costs five years ago.

A. Insurance

Invite medical insurance representatives to speak to class.

1. Types

Debate relative value of different types of insurance.

a. Regular medical expense protection

Plan a sample budget for a family of four which provides for essential medical care and discuss the benefits of health insurance.

b. Hospital expense protection

c. Surgical expense protection

Study your family's health insurance policy. Evaluate it on the basis of the discussion on health insurance.

d. Major medical expense protection

e. Loss-of-income protection

2. Consumer selection

UNIT III - YOU, THE HEALTH CARE WORKER

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
Orally define "communication."	I. Communication	Define "communication." Film: "If an Elephant Speaks" C&P Telephone Company 1710 H Street, N. W. Washington, D. C.
Identify the types of communication from a given list.	A. Types 1. Verbal 2. Non-verbal	Discuss the relationship between the types of communication. Students work in small groups to discuss as many aspects of non-verbal communication as possible. Discuss the importance of verbal and non-verbal communication in health care.

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

1. Speaking (cont'd)

c. Diction

d. Telephone usage

Film: "The Extra Step"
C&P Telephone Company
1710 H Street, N. W.
Washington, D. C.

(1) Correct techniques

List the effective communications techniques depicted in the film.

(2) Effects on inter-personal relations

Handouts from local telephone company:
1. How to use the telephone.
2. Hands on experiences with the teletrainer.

Define types of reading skills.

2. Reading

State importance of reading skills as related to health care delivery.

a. Comprehension

Use sample printed materials furnished by teacher and classify according to intent.

b. Information

c. Comparison and contrast

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

- e. Directions (cont'd)
 - (3) The importance of accuracy
 - Select several interview situations and develop guiding questions to get desired information or results.
 - (4) The hazards of misinterpretation
 - Participate in rumor clinic and appraise abstractions in communicating as information is transmitted from the original source through several individuals to a final destination.
- 4. Listening
 - a. Directions
 - Participate in rumor clinic and appraise abstractions in communicating as information is transmitted from the original source through several individuals to a final destination.
 - b. Clues
 - Film: "Effective Listening."
#1309 Educational Media Center, D. C. Public Schools.

Illustrate importance of instructions as tools in health care delivery.

State in writing the importance of listening as a contribution to effective communication.

Enumerate orally specific communication obstructions.

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

I. Communications (cont'd)

State processes in observation.

5. Observation

Define "observation."

Explain the importance of body language in communication.

a. Comparison-contrast

b. Variations

Roleplay hypothetical situations. Have class observe and identify non-verbal modes of communication.

c. Gestures

List and define components of body language.

d. Facial expressions

Cite and describe the processes of communication.

II. Processes

In small groups develop skits depicting communicative processes.

A. Interchange/transfer of ideas

Handout: "Communication: the Transfer of Meaning." Glencoe Press, Kaiser Aluminum Corp., Oakland, CA.

In writing define "perception" and its effects on transmission.

B. Perception and transmission of information

See a film and record in writing how individual perception influences communication.

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

III. Interpersonal relations

State, orally or in writing, the definition of "behavior."

A. Behavior

Join small buzz groups and discuss how needs are expressed in behavior.

Identify behavioral characteristics influencing interpersonal relationships.

1. Characteristics

Write a summary of your major behavior for a day based upon the following situations:

a. Personality

1. Having personal or individual meaning.

2. Being purposeful to another person.

b. Attitude

3. Being capable of change.

4. Being governed by multiple factors, internal and external.

Translate into writing those physical and social environmental factors that influence behavior.

2. Influences

a. Physical

Small group discussion:

b. Social

"Can behavior be changed?

c. Environmental

If so, when and how?"

d. Hereditary

Film: "Laws of Heredity."
#1735, Educational Media Center, D. C. Public Schools

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

	<p>III. Interpersonal relations (cont'd)</p>	
<p>Define the concept of "group."</p>	<p>B. Group relationships</p>	<p>Discuss group criteria.</p>
<p>Identify three ways in which groups may be classified.</p>	<p>1. Classifications</p> <p>a. Origin</p> <p>b. Purpose or function</p> <p>c. Relationships with larger groups</p>	<p>Have students prepare a list of the groups to which they belong. Include family, friendship, church and school groups. Identify the origin and purpose of each group.</p> <p>Compare individual lists of group memberships with those of classmates. Answer the question, "Are there striking differences? If so, why?"</p>
<p>Identify four reasons for joining groups.</p>	<p>2. Functions</p> <p>a. Need to be recognized as a person</p> <p>b. Need to belong</p> <p>c. Need to acquire status</p>	<p>Have students write personal reasons for being in different groups.</p> <p>Interview father, mother or adult friend. List number of groups they belong to and reason for belonging. Compare individual interview results with those of two classmates.</p>

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

- | | |
|--|--|
| <p>3. Group communications (cont'd)</p> <p>c. Group-centered pattern</p> <p>Explain why the group-centered pattern is the most desirable communication pattern.</p> | <p>Have five volunteers engage in an impromptu discussion before the class on: "The Problem with My Family as a Small Group"; "The Problem with This Class as a Small Group." Have the other class members diagram the pattern of communication which emerges.</p> |
| <p>4. Group effectiveness</p> <p>a. Mystery of group success.</p> <p>b. Generating goals for generating goals.</p> <p>(1) "All work and no play"</p> <p>(2) "Rigid agenda"</p> | <p>Discuss factors of group success vs. group failure.</p> <p>Discuss groups in which these strategies have been used to promote positive tone for group interaction.</p> |

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

b. Generating goals (cont'd)

(3) "There is plenty of time"

c. Setting tone for group interaction
Define "tone."

Orally define "tone."

Explain the variables that promote a positive tone for group interaction.

5. Risks and rewards of participation

a. Risks

List two ways the risks of participation can be alleviated.

Working in groups of five, discuss the question, "Do grades help or hinder learning?" Appoint a leader who sets agenda. All participants must be recognized by the leader before speaking.

Change groups. Discuss "Should students be required to attend study hall during free periods?" Agenda should be determined by group interaction. No member may speak a second

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

- | | |
|---|--|
| <p>C. Basic principles of medical ethics (cont'd)</p> <p>2. Appropriate choices</p> <p>Select the correct ethical choice when given hypothetical situations.</p> | <p>Given ten health related hypothetical situations describe the correct ethical response.</p> <p>Roleplay correct ethical behavior in a health situation. Critique and give alternate methods for ethically handling the situation.</p> |
| <p>D. Legal jurisprudence</p> <p>1. Vocabulary</p> <p>Demonstrate a knowledge of given legal vocabulary by accurately using the terminology in speaking.</p> <p>2. Protective laws</p> <p>Define and discuss legal responsibilities of health care personnel.</p> | <p>Invite lawyer to discuss legal responsibilities of health care personnel.</p> |

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
	2. Protective laws (cont'd)	
	a. Patient	Handouts of teacher-prepared dialogue giving health-oriented situations pertaining to individual rights. Class discussion on ways to handle situations.
	b. Health worker	
	3. Legal judgments	
	Distinguish civil from criminal law.	Given hypothetical situations classify as criminal or civil in nature.
	List four basic rules to follow to prevent litigation.	After discussion list in writing the rules governing prevention of litigation.
	Define "licensure" and state its purpose.	Prepare a written report on "Liability Insurance: Pros and Cons."
	4. Licensure	Discuss the purpose of obtaining and keeping a license.

UNIT IV - PLANNING YOUR HEALTH CAREER

STUDENT OBJECTIVES

The student will be able to:

I. Employment in a health occupation

Formulate a list of general qualifications necessary for a successful health worker.

A. Qualifications

Invite U. S. Civil Service Commission career counselor to demonstrate and discuss testing for job placement and the use of test results.

1. Competencies

Film: "Is a Career in the Health Services For You?"
Counselor Films, Inc.
1422 Chestnut Street
Philadelphia, Pa. 19102.

Relate orally the importance of education, advancement and salary placement for career opportunities.

2. Education

Review educational requirements for different levels of health team members.

a. Continuing

b. In-service

Comparison chart: Educational levels and salary ranges of varied health fields.

CONTENT

SUGGESTED ACTIVITIES

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

A. Qualifications (cont'd)

Invite personnel manager of medical institution to speak on advancement in job opportunities through education.

3. Physical requirements

Relate physical health with job availability and continuity.

a. Personal

Bulletin board: Importance of good health and keeping a job.

List the physical demands on health care personnel.

Visit an employee health department of a hospital.

b. Handicaps

Discuss relationship between physical ability and job opportunities.

Invite rehabilitation counselor to talk on "Jobs and the Handicapped."

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

B. Employer/employee relationship (cont'd)

3. Laws

Student debate: Independent Employee Organizations vs. Group Organizations.

a. Anti-discrimination

b. Workman's Compensation Act

4. Unions

Describe the health team concept for providing health care.

Prepare a report for the class on one selected member of the health team.

A. Members

Include in the report the education, various specialties in the field, the duties, and ways this career supports other members of the team.

1. Professional

2. Ancillary

Handout: "Many Hands and Skills"
American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:	II. Health care team (cont'd)	
Formulate a concept of the relationship between professional and supportive roles for health team members.	B. Role and responsibilities	View film: "Helping Hands for Julie" Oregon State Board of Health
	1. Individual	
	2. Team	List team members and describe their roles and responsibilities.
Discuss the need for effective channels of communication to facilitate patient care as well as staff considerations.	C. Channels for communication	Students prepare skits depicting a health team person. Demonstrate channels of communication that can be experienced in resolving a problem or request.
	1. Staff concerns	
	2. Provision of patient care	

UNIT V
~~BE~~ BECOMING A PATIENT

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
<p>The student will be able to:</p> <p>Define "patient."</p> <p>Identify the characteristics of the patient role.</p> <p>Correlate psychologic, sociologic and economic factors that influence behavior.</p>	<p>I. The patient as an individual</p> <p>A. Patient's role</p> <p>B. Psychologic aspects of illness</p> <p style="margin-left: 20px;">1. Self-concept</p> <p style="margin-left: 20px;">2. Patient's reactions to illness</p> <p style="margin-left: 20px;">3. Family's response to illness</p>	<p>Have class give personal definitions for "patient." Compile and develop a work-definition for the term.</p> <p>Discuss and analyze the characteristics of the individual as a patient.</p> <p>Discuss the psychologic reactions of the patient and family to illness.</p> <p>Invite a psychologist, psychiatrist, or social worker to speak about the influence of physical and mental health on behavior. Follow by question and answer session.</p>

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

II. The patient enters the facility

Describe in writing the procedure for admitting a new patient.

A. Admission procedures

View filmstrip, "Admission of a Patient." Make a note of the personnel involved in the procedure and discuss their functions.

Cite the relationship between a positive admission experience and the patient's reaction to the total hospitalization.

1. Purpose

2. Function

a. Reception

b. Orientation

c. Identification

Compare patient identification procedures of the four official hospitals in the area.

d. Care of valuables

Roleplay: One student empties the pockets and removes the valuables of another student. Discuss the legal need of having a witness to this activity.

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to: II.

The patient enters the facility (cont'd)

List and describe the types of accommodations available to patients in both the official and non-official hospitals of this area.

C. Accommodations

Discuss the effect of environmental factors on comfort and safety of the patient in relation to:

1. Types of rooms
2. Ventilation and lighting
3. Equipment and supplies

1. Maintaining appropriate room temperature.
2. Providing sufficient body and bed clothing
3. Adjusting placement of patient
4. Working quietly
5. Removing sources of unpleasant odors
6. Adjusting screens, windows and lights

List the personnel employed in the Housekeeping Department and describe their training, duties and salary.

4. Housekeeping Department

Schedule practice periods in simulated laboratory for students, rotating responsibilities for housekeeping functions.

- a. Purpose
- b. Function

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:	<p>II. The patient enters the facility (cont'd)</p> <p>D. Personnel</p> <ol style="list-style-type: none"> 1. Amount of training 2. Duties 3. Salary 4. Career opportunities <p>E. Preventing the spread of disease</p> <ol style="list-style-type: none"> 1. Microbes: An Introduction 	<p>Prepare guidelines for care, use and maintenance of microscopes.</p> <p>View prepared slides of microorganisms from both plant and animal kingdoms.</p> <p>Prepare culture media using fruit, bread, etc. After incubation make a slide of the organism.</p>
Explain orally the "germ theory" of disease.		
List five types of microbes.	a. Types	
Classify microorganisms from a given list.	b. Classification	

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

1. Microbes: An Introduction (cont'd)
 - c. Effects upon human organism
 - (1) Body defense mechanisms
2. Prophylactic methods
 - a. Medical asepsis
 - (1) Definition
 - (2) Methods

Differentiate between inflammation, infection and disease.

List and explain in writing the five defense mechanisms.

Cite examples of microbe transmission.

State the theory supporting medical asepsis.

Give at least two methods of applying medical asepsis in the home and institution.

Discuss the effects of the body defenses upon prevention of disease.

Prepare a chart on methods of pathogen transmission.

Define "prophylaxis" and discuss prophylactic methods.

Define "asepsis."

Discuss ways of preventing the spread of pathogenic organisms.

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:	2. Prophylactic methods (cont'd)	Observe teacher demonstration of correct handwashing techniques, practice and return demonstration.
State theory supporting surgical asepsis.	b. Surgical asepsis	Make a visit to institution; observe surgical suite. If possible view surgical procedure.
Give at least two methods of applying surgical asepsis in the home and institution.	(1) Definition	Observe teacher demonstrations: a. sterile gloving b. removing sterile materials from containers
Describe, orally or in writing, the benefits of the patient's first impression of the unit and unit personnel.	F. Admission to the unit	Practice and return demonstrations.
	1. Definition	Invite a unit clerk to class to discuss the responsibilities in admitting the patient to the unit.
	2. Function	

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

F. Admission to the unit (cont'd)

3. Personnel

Identify and list the responsibilities and duties of the unit clerk.

Discuss ways a unit clerk can significantly facilitate the functioning of a unit.

a. Unit clerk

(1) Amount of training

(2) Duties

(3) Salary

(4) Career opportunities

Describe the variety of duties a nurse may perform.

Select two levels of nurses and compare their duties in a written report.

b. Nursing staff

(1) Levels

(2) Duties

(3) Salary

(4) Career opportunities

List the various levels of nurses.

List the professional advantages and disadvantages of the following levels of nurses:

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:	b. Nursing staff (cont'd)	<p>Nurse aide Licensed practical nurse Technical nurse Professional nurse</p>
<p>Explain how the patient's chart or record facilitates the delivery of health care.</p>	<p>G. The patient's chart</p> <ol style="list-style-type: none"> 1. Definition 	<p>Handout for discussion: "Do You Want to be a Nurse?" National League for Nursing 10 Columbus Circle New York, New York 10019</p>
<p>Itemize four major parts of the patient's chart.</p>	<ol style="list-style-type: none"> 2. Function 3. Legal implications 	<p>Compare the charting system of three different hospitals.</p>

CC

STUDENT OBJECTIVES

The student will be able to:

Describe the health worker's responsibilities in charting.

G. The patient's chart (cont'd)

4. Health worker's responsibilities

a. Accuracy

b. Legibility

c. Briefness

d. Completeness

e. Confidentiality

Given a hypothetical patient care situation, correctly complete the chart.

Exchange the chart with a classmate and check for accuracy, legibility and completeness.

III. Assessing the patient

State, orally or in writing, the definitions of "height" and "weight."

A. Height and weight

Discuss how determining height and weight contributes to the diagnosis of a patient's disease and/or disorder.

Explain the medical uses of the patient's height and weight measurements.

1. Importance

Teacher demonstration: measuring height and weight.

CONTENT

SUGGESTED ACTIVITIES

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:	3. Blood pressure (cont'd)	
Define "blood pressure."	a. Definition	Filmstrip: "Taking Blood Pressure"
Identify tools needed to take a blood pressure.	b. Methods	Trainex Corporation, P.O. Box 116 Garden Grove, Calif. 94642
Differentiate between the systolic and diastolic readings.	c. Recording	Discussion: Factors that affect blood pressure.
		Observe teacher demonstration obtaining a blood pressure.
		Students work in pairs taking blood pressures and recording them on graphic sheet.
		Hold temperature, pulse and respiration and blood pressure clinic for teachers and school peers.
		Film: "What Goes Up" Washington Heart Association 2007 Eye Street, N.W. Washington, D.C. 20006

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:	III. Assessing the patient (cont'd)	View filmstrip on collection of specimens. Practice identifying principles of safety and asepsis.
Discuss collection of specimens as related to making a diagnosis.	C. Examination of body fluids	Practice accurately labeling specimen containers.
Identify specimens most commonly obtained.	1. Specimen collecting	Review functions of the aide/orderly and ward clerk as related to transporting specimens.
Describe, orally or in writing, the responsibility of the health care worker in the collection of specimens.	a. Definition	b. Personnel involved
Identify three functions of the pathology team.	2. Transporting specimens	Visit a clinical laboratory to observe workers' activities in the various divisions.
b. Function	3. The clinical laboratory	Prepare a display on clinical laboratory careers.
a. Definition		

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

- 3. The clinical laboratory (cont'd)
 - c. Personnel
 - 1. Amount of training
 - 2. Duties
 - 3. Salary
 - 4. Career opportunities

Differentiate between the following with reference to education, duties and career opportunities:

- a. Technician
- b. Technologist
- c. Histologist
- d. Aide
- e. Cytologist

Handouts - "Opportunities in Pathology"
 American Society of Clinical Pathologists
 710 S. Wolcott Avenue
 Chicago, Illinois 60612

Films: "In a Medical Laboratory"
 "Medical Technologists"
 National Committee for Career in Medical Technology
 9100 Rockville Pike
 Bethesda, Maryland 20014

Practice testing urine for the following substances:

- 1. Sugar
- 2. Acetone
- 3. Specific gravity

UNIT VI - THE PATIENT FROM ADMISSION TO DISCHARGE

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to;		
Discuss safety, comfort and hygienic measures in relation to patient care.	I. Guidelines for health workers	Select at least two tasks (e.g., delivery and removal of diet trays, taking and recording patient's vital signs, bedmaking, etc.) and list the steps for each procedure in sequential order.
	A. Assembling and organizing equipment and supplies	
	B. Aseptic techniques	
	C. Work organization	
	D. Preparation of patient	
	E. Equipment maintenance and storage	
	F. Recording of activities	
Demonstrate proficiency in correct body mechanics by utilizing principles of good body alignment, balance, and movement.	II. Body mechanics	View filmstrip demonstrating how the worker uses own body mechanics to maintain personal safety and comfort.
	A. Definition	
	B. Function	
	C. Systems	

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STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

- II. Body mechanics (cont'd)
 - D. Alignment and balance
 - Teacher demonstration of use of proper body mechanics in bedmaking.
 - E. Leverage and friction
 - 1. unoccupied
 - 2. occupied
- Return demonstrations by students of both procedures.
- III. Meeting the patient's daily needs
 - A. Personal care and hygiene
 - 1. Oral
 - Invite resource speaker to make a presentation on careers in the dental field.
 - 2. Skin
 - Review skin functions.
 - Discuss the functions of the bath.
 - Have students prepare a bulletin board on proper hair and nail care.
 - a. Hair
 - b. Nails

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

III. Meeting the patient's daily needs (cont'd)

B. Food and fluids

1. Dietary Department
 Invite a dietitian to discuss career opportunities in the dietary field.

2. Parental fluids
 Define "parental."

a. Central service
 Invite procurement officer to speak with students about obtaining hospital supplies and storage.

(1) Personnel

(2) Training

(3) Duties

b. Intake and output
 Review the metric system. Students practice measuring liquids and recording on an intake and output sheet.

(1) Purpose

(2) Importance

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:	<p>III. Meeting the patient's daily needs (cont'd)</p> <p>C. Safety</p> <ol style="list-style-type: none"> 1. Importance 2. Engineering and Maintenance Dept. 	<p>Discuss safety of the patient and his/her environment.</p>
<p>Discuss and practice the principles of safety in relation to the total patient environment.</p>		<p>Research and report on one option in the Engineering and Maintenance Department. Describe: Amount of training Duties Salary Career opportunities</p>
<p>Describe three factors which promote sleep and rest for the sick individual.</p>	D. Rest and sleep	<p>Have students make personal lists of things that induce rest and sleep. Relate to an individual who is hospitalized.</p>
<p>Discuss the patient's need for diversional and/or recreational activity as an aid to the recovery of health.</p>	<ol style="list-style-type: none"> 1. Body effects 2. Provisions 	<p>Discussion of factors that affect needs: Age Culture Condition of illness</p>

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

Define, orally or in writing, "radiologic technology" and describe its relation to the health care system.

IV. Radiologic technology

As a part of your tour of the hospital visit the Radiology Department.

A. Definition

B. Function

Identify each staff member observed in the Radiology Department.

C. Personnel

1. Amount of training

2. Duties

3. Salary

4. Career opportunities

D. Areas of specialization

List the three areas of specialization in radiologic technology and describe the workers' duties in each area as to:

1. Radiation therapy

2. Nuclear medicine

3. Diagnostic radiology

1. Amount of training

2. Duties

3. Salary

4. Career opportunities

SUGGESTED ACTIVITIES

CONTENT

STUDENT OBJECTIVES

<p>The student will be able to:</p>	<p>Describe, orally or in writing, V. Electrocardiograph (EKG) and electroencephalograph (EEG) technology technicians.</p>	<p>Invite an electrocardiograph technician and an electroencephalograph technician to class to discuss career opportunities.</p>
<p>A. Definition B. Function C. Personnel</p>	<p>Prior to the visit, develop a questionnaire that explores the following points:</p>	
<p>a. Amount of training b. Duties c. Salary d. Career opportunities</p>	<p>1. Position on the health team 2. Relationship to the physician 3. Opportunities for advancement 4. Training required for entry-level employment</p>	
<p>Describe the significant functions of the audiologist and the speech pathologist in relation to individuals with speech deficiencies.</p>	<p>VI. Audiology and speech pathology</p>	<p>Research the "Help Wanted" section of local newspaper for one week and list the job opportunities for speech pathologists and audiologists.</p>

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:	VIII. Physical medicine (cont'd)	Prepare a bulletin board illustrating the tasks performed by physical medicine personnel.
	C. Personnel	
	1. Amount of training	
	2. Duties	
	3. Salary	
	4. Career opportunities	
Describe and discuss, orally or in writing, the duties of an occupational therapist.	IX. Occupational therapy	Identify settings in which occupational therapists work.
	A. Definition	
	B. Uses	
	C. Personnel	
	1. Amount of training	
	2. Duties	

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

- C. Personnel (cont'd)
 - 3. Salary
 - 4. Career opportunities
- X. Pharmacy
 - A. Duties
 - B. Uses
 - C. Personnel
 - 1. Amount of training
 - 2. Duties
 - 3. Salary
 - 4. Career opportunities

List academic requirements for becoming a pharmacist.

Identify employment opportunities available to the pharmacist.

Prepare a simple flow chart showing how the doctor, the patient and the pharmacist interact with one another.

UNIT VII - THE PATIENT IS DISCHARGED

STUDENT OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES
The student will be able to:		
Describe, in sequential order, the patient discharge procedure.	I. Prepare for discharge	Panel discussion:
	A. Complete the patient's chart	Effects of adequate planning of patient discharge.
	B. Assemble personal items	
	C. Provide instructions for follow-up care	
Describe the health team's responsibility for continuity of health care as it relates to the discharged patient.	II. Prepare for continuing health care needs	Guest lecturer: Invite a social worker to discuss significant aspects of the continuity of health care.
	A. Requirements for social services	
	1. Definition	
	2. Function	
	3. Personnel	
	a. Amount of training	
	b. Duties	

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

- II. Prepare for continuing health care needs (cont'd)
 - c. Salary
 - d. Career opportunities
- B. Continuing medical or nursing services
 - 1. Transportation services
 - 2. Home health services
- III. Discharge of the patient
 - A. Business office
 - 1. Definition
 - 2. Function
 - 3. Personnel
 - a. Amount of training

List three reasons why precise instructions should be given to patients and their families when transportation and/or home health services are required following discharge.

Select two area hospitals and ascertain the role of the business office in the discharge of a patient. Compare the two institutions and identify the positive elements of each.

Describe, orally or in writing, the role of the business office and personnel in the discharge of the patient.

STUDENT OBJECTIVES

CONTENT

SUGGESTED ACTIVITIES

The student will be able to:

III. Discharge of the patient
(cont'd)

b. Duties

c. Salary

d. Career opportunities

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A P P E N D I X

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PAMPHLETS

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Many Hands and Many Skills. American Hospital Association, 840 North Lake Shore Drive, Chicago, Illinois 60611, 1965. (One copy free)

2450 - Medical Record Forms for Hospitals: Guide to Preparation. American Hospital Association, 840 North Lake Shore Drive, Chicago, Illinois 60611, 1963.

Horizons Unlimited. American Medical Association, 535 N. Dearborn Street, Chicago, Illinois 60610.

Hospital Administrator. Health Careers of Ohio, P. O. Box 5574, Columbus, Ohio 43221.

Do You Want to be a Nurse? National League of Nursing, 10 Columbus Circle, New York, New York 10019.

Career Facts About Veterinary Medicine. American Veterinary Medical Association, 600 South Michigan Avenue, Chicago, Illinois 60605. (Free)

A Career in Psychology. American Psychological Association, 1200 - 17th Street, N.W. Washington, D.C. 20010.

Doctor of Podiatry. American Podiatry Association, 20 Chevy Chase Circle, N.W. Washington, D.C. 20010.

Opportunities in Pathology. American Society of Clinical Pathologists, 710 S. Wolcott Avenue, Chicago, Illinois 60612.

The Career for You. American Physical Therapy Association, 1740 Broadway, New York, New York 10019.

AUDIO - VISUALS

FILMS

- A True Story About Hospitals. American Hospital Association, 840 N. Lake Shore Drive, Chicago, Illinois 60611.
- Code Blue. The National Audio-Visual Center, National Archives and Records Service, Washington, D.C. 20409. (Free)
- Effective Listening. #1309, Educational Media Center, District of Columbia Public Schools.
- The Extra Step. Chesapeake and Potomac Telephone Co., 1325 - G Street, N.W., Room 790, Washington, D.C. 20005.
- Helping Hands for Julie. Health Education Section, Oregon State Board of Health, 1400 S. W. Fifth Avenue, Portland, Oregon 97201.
- Horizons Unlimited. Modern Talking Pictures, 2323 New Hyde Park Road, New Hyde Park, New York 11040.
- Hospitals Are People. American Hospital Association, 840 N. Lake Shore Drive, Chicago, Illinois 60611.
- In a Medical Laboratory. National Committee for Careers in Medical Technology, 9650 Rockville Pike, Bethesda, Maryland 20014.
- Is a Career in the Health Services for You? Counselor Films Inc., 1422 Chestnut Street, Philadelphia, Pennsylvania 19102.
- Jobs in the Health Field. U.S. Department of Labor, Employment Security, Washington, D.C. 20213.

FILMS (CONT'D)

- Laws of Heredity. #1735, Educational Media Center, District of Columbia Public Schools.
- Medical Technologists. National Committee for Careers in Medical Technology, 9650 Rockville Pike, Bethesda, Maryland 20014.
- Not as a Privilege. Modern Talking Pictures, 2323 New Hyde Park Road, New Hyde Park, New York 11040.
- Once Upon a Time. CBS Studio Center, 4024 Radform Avenue, Studio City, California 91604
- Podiatry As A Career. American Podiatry Association, 20 Chevy Chase Circle, N.W., Washington, D.C. 20010.
- To Seek, To Teach, To Heal. (Careers in Medicine) Association-Sterling Films, 866 Third Avenue, New York, New York 10022. (Free)
- What Goes Up. Washington Heart Association, 2007 Eye Street, N. W., Washington, D.C. 20006.
- FILMSTRIPS
- Heart and Circulation. #231, Educational Media Center, D. C. Public Schools
- Heart - How It Works. #962, Educational Media Center, D. C. Public Schools
- Health Careers. Lawren Production Inc., P. O. Box 1542, Burlingame, California 94010.
- Health Heroes. Metropolitan Life Insurance Company, 1 Madison Avenue, New York, New York 10010.
- Taking Blood Pressure. Trainex Corporation, Garden Grove, California 94642

BLACK CONTRIBUTORS TO HEALTH

CHARLES RICHARD DREW. Washington-born pioneer and expert in the storage and preservation of blood for transfusions. He brought about the permanent use of plasma (the liquid part of the blood with corpuscles removed) as a substitute for whole blood and also established the method of freeze-drying plasma for future use. During World War II, he fought the use of segregated blood banks; they were abolished after World War II. He died in April, 1950 in an auto accident in North Carolina. Contrary to the legend that Drew died because he was refused a blood transfusion in a white hospital, close colleagues say he was transferred to Duke University Hospital, where facilities were better, but died en route.

LENA F. EDWARDS. Washington-born medical philanthropist. Dr. Edwards is well known both for her skill in the art of healing and her dedication to her fellow human beings. She was numbered among America's top thirteen female doctors and, in 1955, was named Medical Woman of the Year by a medical women's association. After pursuing a career as a physician and an educator she redirected her focus to medical missionary services for migrant farmers in Texas. While rendering services in this capacity she contributed her personal savings to build a much needed clinic for the migrants. Lena Edwards was among the first group to receive the Presidential Medal of Freedom, the nation's highest award to civilians.

WILLIAM AUGUSTUS HINTON. Pioneer in syphilis treatment and diagnosis. His modification of the Wasserman Test, the Hinton Syphilis Test, remained a standard for diagnosis for over thirty years. It was eventually superseded in the 1960's by a test that was less time-consuming. His book, Syphilis and Its Treatment, published in 1936, was controversial in its time, but eventually vindicated his views. His desire for a more efficient treatment of syphilis was eventually fulfilled by the advent of penicillin and the mycin drugs. Dr. Hinton died in 1959.

RUDOLPH ELLSWORTH JACKSON. Hematologist and pioneer in the fight against sickle cell anemia. Having gained experience in treating leukemia and sickle cell anemia patients in Philadelphia, he was invited to work at St. Jude's Research Hospital in Memphis and found his most difficult problem to be treatment of sickle cell anemia. Rudolph Jackson helped make the entire country aware of this disease which affected mostly people of African (and a few of Italian) ancestry. In 1972 he was made coordinator of the Federal sickle cell disease program in Washington, D.C. His office serves as an information center, educating the public about the true nature of the disease.

JANE COOKE WRIGHT JONES. Expert on cancer research and cancer chemotherapy in mid-twentieth century. The daughter of Louis Wright, Dr. Jones was internationally famous for her definitive evaluation of drugs to be used to treat cancer.

PERCY JULIAN. Outstanding chemist and contributor to less expensive medication. He produced physostigmine (a drug used in the treatment of glaucoma) synthetically and more cheaply, thus making it available to the average person. From the soybean he produced "Compound S" (used as a medication for arthritis and certain other ailments involving muscular distress) a synthetic and cheaper form of cortisone, previously prohibitive in price. Dr. Julian devised a way of filtering the chemical from soybean oil, providing quantity production of testosterone (for men losing vitality because of advancing age) and progesterone (for pregnant women in danger of aborting). In 1954 Dr. Julian founded his own chemical enterprises, Julian Laboratories, Inc. (Chicago) and the Julian Laboratorios de Mexico, in Mexico City. Eventually Empress Agro-Quimica, in Guatemala, was added to his other laboratories. However, he sold the major portion of his holdings to a Philadelphia company in 1964. That same year he founded the Julian Research Institute where he served as director, and Julian Associates, Inc. of which he was president. Dr. Julian was the author of 162 scientific publications and was credited with 105 patents. In 1974 he received the Procter Prize for extraordinary service to science and humanity.

SAMUEL L. KOUNTZ. Expert on kidney transplants. He discovered the main reason for bodily rejection of transplanted kidneys, found a method of predicting it, and was able to take measures to arrest rejection. Samuel Kountz's experimentation with dogs resulted in his first successful human kidney transplant. By 1970, one out of every four kidney transplants had been performed under Kountz's supervision. Though he believed the operation could only be considered successful if his patients survived for at least twenty years, most of his fellow doctors considered him a success without waiting that long.

THEODORE LAWLESS. Outstanding dermatologist. Dr. Lawless studied medicine at Kansas and Northwestern, and dermatology in Austria, Switzerland and France. His contributions to medical literature on dermatology and syphilis were major works; his research on a cure for leprosy was outstanding. He also made important progress in the treatment of syphilis. Dr. Lawless practiced dermatology in the heart of Chicago's black community, establishing one of the largest skin practices in that city. He was appointed lecturer and demonstrator in the dermatology department of Northwestern, associate examiner in dermatology for the National Board of Medical Examiners, and special lecturer for Cook County Hospital. Until his death in 1971, he saw about 100 patients daily and treated both rich and poor with equal devotion.

DANIEL HALE WILLIAMS. Pioneer cardiac surgeon. On July 9, 1893, he performed one of the first two coronary operations (in this case, on the pericardium, the protective sac surrounding the heart). Although a St. Louis surgeon, Dr. H.C. Dalton, had performed a successful pericardium operation almost two years earlier, publicity surrounding the event was virtually nil. In addition to this cardiac operation, Williams performed a suture for stopping spleen hemorrhage; was an expert in anatomy and gynecology; founded Chicago's Providence Hospital (an act which labeled him the "Father of Negro Hospitals"); founded the first black nurses' training school; and was a founder and charter member of the National Medical Association, black counterpart of the American Medical Association. He was Surgeon-in-Chief at Freedman's Hospital in Washington from 1893 to 1898. Daniel Hale Williams died in 1931.

LOUIS WRIGHT. Expert on antibiotics and bone fractures. Dr. Wright's numerous works on various aspects of medicine were published from 1916 to after his death in 1952. He successfully fought the belief that the Schick Test for diphtheria was valid for whites but not for blacks. He introduced the intradermal method of smallpox vaccination. Dr. Wright did research on chemotherapeutic agents in the treatment of cancer and on the antibiotics, aureomycin and terramycin; he was, in fact, the first to try aureomycin on human beings. In connection with fractures, he designed a new type of neck brace, as well as a steadying plate for thigh and shin fractures, and wrote the chapter on head injuries for a medical textbook on fractures.

HEALTH CAREERS

ENTRY - LEVEL HEALTH CAREERS

Certified Laboratory Assistant
Dental Assistant
Dental Laboratory Assistant
Electrocardiograph Technician
Electroencephalograph Technician
Food Service Workers
Nursing Aide or Orderly
Secretarial and Office Services
Surgical Aide and other Aides
Vocational Nurse or L.P.N.
Ward Clerk

INTERMEDIATE - LEVEL HEALTH CAREERS

Biomedical Engineering Technician
Clinical Laboratory Technician
Dental Hygienist
Environmental Technician
Inhalation - Therapy Technician
Medical - Record Technician
Medical Assistant
Orthotist and Prosthetist
Radiologic Technician
Registered Nurse
Therapists (Occupational therapy technician and physical therapy assistants)
Vision Specialists

HEALTH CAREERS FOR COLLEGE GRADUATES

Biomedical Engineer
Clinical Laboratory Technologist
(Medical Technologist)
Communication Specialist
Dietitian
Environmental Control Specialist
Food Technologist
Food and Drug Inspector
Health Educator
Health Statistician (Biostatistician)
Management Specialist
Medical-Record Librarian
Therapist (occupational, physical,
corrective, educational, music,
recreation, home economist in
rehabilitation)

HEALTH CAREERS REQUIRING GRADUATE EDUCATION

Clinical-Laboratory Scientist
Dentist
Doctor of Medicine
Health Educator
Hospital Administrator
Medical Illustrator
Medical Librarian
Nurse Practitioner
Nutritionist
Pharmacist
Research Scientist
Rehabilitation Counselor
Speech Pathologist and Audiologist
Social Scientist
Veterinarian

NOTE: Space permits only a shortened listing of health careers.
For additional information consult the most recent edition
of Occupational Outlook Handbook, available in most libraries.

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SUGGESTIONS FOR FIELD TRIPS

Childrens Hospital
2125 - 13th Street, N.W.
Phone: 835-4000

Center for Sickle Cell Disease
Howard University
2121 Georgia Avenue, N.W.
Phone: 636-7930

Georgetown University Hospital
3800 Reservoir Road, N.W.
Phone: 625-0100

George Washington University Hospital
901 - 23rd Street, N.W.
Phone: 676-4444

Hospital for Sick Children
1731 Bunker Hill Road, N.E.
Phone: 832-4400

Howard University
2041 Georgia Avenue, N.W.
Phone: 745-6100

National Institutes of Health
9000 Rockville Pike
Bethesda, Maryland
Phone: 656-4000

Veterans Administration Hospital
50 Irving Street, N.W.
Phone: 483-6666

Walter Reed Army Hospital
6325 - 16th Street, N.W.
Phone: 545-6700

Washington Hospital Center
110 Irving Street, N.W.
Phone: 541-0500