



Santa Rosa City Schools Course Proposal:

Patient Care

Proposal Submitted By: Debi Cardozo

Needs Statement: Discuss how this course fits into your Site and/or the District's goals. Attach minutes of meetings where this course was approved at site or district leadership meetings.

Montgomery High School is expanding CTE programs offerings to provide students additional opportunities to explore livable-wage, high-demand and high-growth careers for the region. This course serves as a second-year course to the Health Science and Medical Technology industry sector, and provides students with the deeper knowledge necessary to continue their education with a focus on the Patient Care pathway. This course will be submitted to the A-G Course Management Portal to be reviewed by the UC when the window opens in February, which will support providing students greater access to postsecondary options upon graduation.

This course was reviewed by the District Health Care Advisory Committee and by CTE Department Chairs.

Graduation Requirements: Specify which requirement is met. (High School only)

A–G Elective (pending UC approval) and CTE

UC a-g Requirements: Specify which requirement is met. (High School only)

College-Preparatory Elective (G) - pending UC approval

Explain the rationale for course addition or modification. How does this fit in with district/site goals. If this course is replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.

This course will serve as the second-year course for the Patient Care pathway. Health care is a high-demand, high-growth industry sector for the region and state.

Explain the measurable learning outcomes

The career technical education (CTE) concentrator course asks students to use, apply, and expand concepts introduced early in the Patient Care pathway, where lessons engage many aspects of healthcare careers, medical history, terminology, patient safety and hospital practices. Essential skills such as professionalism, teamwork, leadership, time management, and goal setting are discussed and practiced. Students will also be able to apply their learning in real-world scenarios.

Please see the detailed course design below for detailed learning outcomes.

Course Description (To be used in the course catalog)

As the second-year course in the Patient Care pathway, students will build upon previous knowledge developed during the introductory course and their understanding of the prevention, treatment, and management in the healthcare industry. Students will analyze case studies and critically examine the ethics and procedures involved in a clinical setting. Topics of study will include health, safety, and environmental management; infection control; human structure, function, disease, and disorders; application of medical terminology; documentation of patient information; medical math; body mechanics, emergency procedures and protocols; patient assessment; and law and ethics. Students will have an opportunity to earn industry certification and participate in work-based learning opportunities.

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

The course aligns with the CTE Model Curriculum Standards, Anchor Standards, Standards for Career Ready Practices, and Knowledge and Performance Standards for the Health Science and Medical Technology sector – Patient Care Pathway.

Healthcare Systems

In this unit, students will analyze various healthcare delivery systems and compare and contrast the attributes of each. Government and private healthcare delivery models will be evaluated; students will research and discuss the major components of each, such as organizational structure, alternative medicine options, and reimbursement options. Insurance options such as Health Maintenance Organizations (HMO), Preferred Provider Organizations (PPO), and Point of Service (POS) plans will be evaluated and critiqued. Students will analyze the roles and responsibilities of healthcare team members and how the collaborative process results in the service needed to ensure the best outcome for patients.

Socratic Seminar

In this assignment, students will participate in a Socratic seminar discussion on the differences between traditional and alternative medicine, upon evaluating a case study and conducting research. Students will be asked to consider the role of each approach in the prevention and treatment of illness and disease. They will be asked to evaluate the influence of varying cultural belief systems in a patient's decision-making process concerning treatment preferences. At the conclusion of the exercise, students will write a paragraph identifying their treatment preference and provide reasons for their choice.

Affordable Care Act

In this assignment, students will examine the Affordable Care Act and the debates surrounding it. They will read and consider differing points of view about the legislation. Students will also consider their own point of view in small group discussions, and consider approaches on taking action on the issue.

Communication in Healthcare

In this unit, students will examine the importance of communication skills in the healthcare field including the use of the specific language of medical professionals. Students will demonstrate effective communication methods and understand how effective communication helps healthcare professionals get the information they need to best serve their patients. They will use active listening skills (e.g., reflection, restatement, and clarification) to gather information from the patient. Students will also examine how body language, attention to etiquette, the way one gives and receives messages, and how interaction with patients and others are instrumental to a successful healthcare experience.

Role Playing

In this assignment, students will use prepared scenarios to role-play special communication circumstances with patients. These scenarios include a patient who speaks a language other than English, a young patient, an elderly patient, and a patient with an intellectual disability. Students will work in teams as healthcare workers and patients, then receive feedback. Teams will then switch roles and apply the feedback recommendations to improve communication. Students will write a reflection on the exercise and their learning, and participate in small group, and then whole group discussion.

Medical Ethics and Legal Responsibilities

In making decisions about health care, patients, families, and physicians, and other health care professionals often face difficult, potentially life-changing situations. Such situations can raise ethically challenging questions about what would be the most appropriate or preferred course of action. In this unit, students will be able to describe the role of an Ethics Committee in a hospital setting and examine the various ways in which healthcare is regulated and the legal and ethical obligations required by members of a healthcare team. Students will learn that the standards

for patient care span many levels, ranging from federal law to the rules of an individual healthcare facility. Students will also be able to describe the importance of informing patients of their rights while undergoing medical care. They will also examine how ethics and legal responsibilities come into play regarding cultural medical influences and practices.

A Case Study

Students will review real-life case studies involving a patient's decision-making dilemma (e.g., refusal of treatment due to religious or cultural beliefs). Students will discuss legal responsibilities of healthcare professionals (e.g., duty to care, standard of care), patient rights (e.g., right to refuse treatment), and the impact of laws on healthcare decisions.

Human Structure, Function, Diseases, and Disorders

In this unit, students will study the various systems of the human body and explore the functional relationships between these systems that are required to sustain life. Emphasis will be placed on anatomical terminology and the interdependence of the body systems as they relate to wellness, disease, disorders, therapies, and care and rehabilitation. Students will explore the connection between cells, tissues, organs, and systems and will learn and apply appropriate terminology in assignments. Students will explore the immune system and examine the effect of aging on body systems and health.

Pathogens and Our Defenses

In this activity, students will play a card game pitting the immune system and medical defenses against a variety of pathogens. By mapping which defense mechanisms are effective against certain pathogens and looking for patterns, students will gain an understanding of how each defense system works. Additionally, students will make their own pathogen card and, in the game, have students predict which defense mechanism will be effective against it.

Pre-Lab Work:

Students will:

1. Describe components of the human immune system and how they work.
2. Describe different categories of human pathogens based on organism type, how they are transmitted, whether they live inside or outside of host cells, and notable features.
3. Predict whether a particular immune mechanism will be effective against a pathogen based on its features.

Medical Math & Conversions

In this unit, students will learn and apply mathematical skills applicable to a career in patient care. Students will learn and apply mathematical formulas to calculate dosages and utilize appropriate conversion factors to convert between the imperial

and metric measurement systems. Students will interpret healthcare-related data using charts, graphs, and tables.

- Perform Conversions of varying units of measurement
- Calculate a Dilution from a solution of known concentration

Performing Conversions

Performing conversions is a skill that is needed in almost every area of the medical field, whether it is converting a patient's weight from pounds to kilograms, diluting a medication, or calculating a dosage of a medication. In this assignment, students will:

1. Convert pounds to kilograms.
2. Solve problems involving the calculation of the correct dosage of a medication.
3. Calculate a dilution from a solution of known concentration.
4. Convert between units such as microliters to liters, grams to micrograms, and Celsius to Fahrenheit.

Patient Care Skills

In this unit, students will focus on the provision of care and comfort to promote healing, recovery, and well-being. Students will explore the patient as a person and the role of comfort, rest, and sleep in patient recovery. Technical skills covered include rounding, bed making, hygiene assistance, and assisting with nutrition and fluids. Students will also demonstrate their understanding of appropriate patient safety procedures and techniques, including transfer, transportation, and positioning. Students will also learn and apply mobility assessment, the different types of transfers (turn, sit-to-stand, bed-to-gurney), and the different types of equipment used (portable and ceiling-mounted lift devices, friction sheets). Students will also focus on bed migration and repositioning, and supporting nurses in repositioning and transfer.

Patient Care Assessment in an Emergency Situation

In this assignment, students will perform patient care assessments in an emergency situation; they will collect vital sign data such as body temperature, blood pressure, pulse, respiration, and oxygen saturation using the appropriate instrumentation. Students will review and perform CPR and placement of an AED (on a mannequin), and perform simulated basic first aid on each other. Students will use thermometers, blood pressure cuffs, pulse/oximeters, and stethoscopes to demonstrate the appropriate techniques needed to assess vital signs. Students will then chart vital sign data on a patient assessment form. Students will practice how to approach a patient and call EMS. Finally, after performing life-saving measures, students will demonstrate the ability to place a patient in a recovery position.

Bloodborne Pathogens

In this unit, students will examine the most common bloodborne pathogens including HIV, and hepatitis B and C. Students will learn how these viruses are transmitted and describe measures utilized to prevent the spread of infectious

organisms. Students will understand that health care professionals have an obligation to educate patients about what they need to do to reduce these risks. They will learn and apply specific processes that need to be followed when testing patients for blood-borne illnesses and the actions to take should they be in danger of infection.

Compliance Poster: Exposure to Bloodborne Pathogens

In this assignment, students will work in small groups to develop a compliance poster for a healthcare setting. The purpose of the poster is to provide critical information on regulations and procedures that will assist coworkers in mitigating exposure to bloodborne pathogens. Featuring sections will include the following:

1. Personal Protective Equipment (PPE) requirements
2. Decontamination procedures
3. Bloodborne pathogen exposure incidents
4. Hepatitis B vaccination requirements
5. How to protect oneself when handling contaminated sharps
6. Crucial emergency information

Nutrition and Wellness

In this unit, students will study the principle of wellness, and what it takes to be physically and mentally healthy. Students will learn that regular screening and examinations are an essential part of wellness, as is attention to diet and exercise. Students will explore high-risk behavior, such as smoking, consuming alcohol, and taking illegal drugs, and their effects on an individual's long term health. In addition to traditional medical practice, students will evaluate the increase in the use of alternative medicine to promote health and wellness. This unit will also introduce students to the practical aspects of nutrition and study how a proper diet can help improve health and metabolism.

The Alternative Fix

Complementary and alternative health therapies refer to the variety of healing practices which are increasingly becoming popular but contrast with traditional medical treatment. In this assignment, students will work in small groups and discuss and respond in writing to the following:

1. Evaluate their understanding of alternative medicines
2. Compare complementary medicine and alternative medicine
3. Examine the five categories of complementary and alternative medical therapies: Alternative Medical Systems; Mind-body Interventions; Biologically Based Therapies; Manipulative and Body-based Methods; and Energy Therapies
4. Research the popularity of these therapies

Media Literacy: Additionally, students need to be aware that websites sometimes present only one view of an issue. As they respond to the above prompts, students will assess the websites they have chosen to use by answering the following:

1. What did you learn from this site?
2. Who sponsors this site?
3. What bias might the sponsor have?

Multimedia Presentation:

Students will then share their research findings with their peers in a multimedia format.

Behavioral Health

In this unit, students will learn to recognize the signs and symptoms of common behavioral health disorders such as bipolar disorder, schizophrenia, panic disorders, depression, drug and alcohol abuse, and eating disorders. Students will learn how to effectively support people of all ages suffering from behavioral health disorders. Students will also explore and discuss how to recognize and cope with stress in their own life as well as their patients' and families.

The Stigma of Mental Health

The US Substance Abuse and Mental Health Services Agency (SAMHSA) defines stigma as “a cluster of negative attitudes and beliefs that motivates the general public to fear, reject, avoid, and discriminate against people with mental illness”. Additionally, a significant proportion of people with a mental illness won't seek out the help they need due to the stigma associated with being labelled mentally ill. In this three part assignment, students will define stigma, examine their own attitudes, and participate in role-playing activities to mitigate the effects of stigma.

Part A: Defining Stigma

In part A of this assignment, students will work in small groups to discuss and then respond in writing to the following questions. Students will then participate in whole class discussions.

1. What are some of the negative things you have heard about people with mental illness?
2. What are some of the positive things you have heard about mental illness?
3. Why do you think people with mental illness are stigmatized?
4. Can you think of any other health conditions or social issues that have been stigmatized throughout history?
5. What factors have contributed to changing public attitudes about some of these conditions or issues?
6. What do you think influences perceptions about mental illness?
7. How do you think stigma affects the lives of people with mental illness?

Part B: Examining Attitudes

1. Students will complete a personal attitudes survey individually.

2. Results of the survey will be compiled on the board; students then record the class results in their lab notebook.
3. In small groups, students will discuss some general data observations.
4. Teacher will facilitate a whole-class discussion highlighting items that may be surprising to the group.

Part C: Reducing Stigma—What Works?

Students will understand that there is no single strategy to eliminate the stigma associated with mental illness, but some positive steps can be taken. Students will participate in role playing activities to learn and apply the acronym "WALLS" to reduce stigma:

1. Watch your language
2. Ask questions
3. Learn more
4. Listen to experiences
5. Speak out

Patient Care for End of Life

In this unit, students will explore the nature and types of terminal illness and the care involved in supporting patients who have terminal illnesses. Students will learn about caring for patients in in-home care and in-patient hospices. They will also examine a variety of ethical issues regarding life or death choices as they pertain to healthcare providers, patients, and their families.

End of Life Support

Students will utilize assessment and screening tools related to end-of-life care, including: Levels of Care, Stages of Grief, pain management. Students will discuss gerontological considerations, family and diversity when planning care for the end of life. Students will apply the nursing process to construct a care plan for clients with end-of-life care challenges.

Getting a Job in the Healthcare Industry

In this unit, students will explore the expectations of professional conduct in the health care industry, including personal qualities of health care workers and attention to personal presentation. Students will focus on the importance of teamwork and the components of effective leadership. Students will review the multiple career paths available in health care and understand the process of looking and applying for a job; this will include an overview of the education and credentialing requirements in health care and how to navigate the application process.

Industry Certification

Students will consider various occupational safety and health topics to prepare for OSHA certifications. Students will enroll in online coursework and access training modules to complete OSHA certification requirements successfully. Students will write a one-page reflection about their attributes and how they can use those skills to further their work interests.

Student Portfolio

Students will assemble and finalize a portfolio comprising work products, acquired skill sets, newfound understandings, and other educational evidence displaying their most profound learning throughout the school year. Students will write a personal reflection for each item, describing their growth as learners and explaining why the chosen artifact reflects this growth. Students will share their portfolios with industry professionals and community partners for feedback.

Budget- budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)		CTE Credentialed Teacher
Instructional Material Supplies per student (textbooks, software, etc.)	Instructional Materials - \$6000	Instructional Materials - \$2000
Services (training, equipment maintenance, contracts, etc.)	Student Industry Certifications - \$1500	Student Industry Certifications - \$1500
Capital Outlay (remodeling, technology, etc.)		
Total Projected Costs	\$7500	\$3500

Instructional Materials- must include estimate for new materials even if none have been selected. Place in chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Textbook	Goodheart-Willcox	Health Science concepts and Skills, Second Edition	978-1-64925-762-8	Jacquelyn Rhine Marshall, Sue Roe (Author)	2018	33—Have

Funding Source(s) for Costs and Instructional Materials

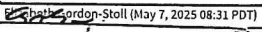
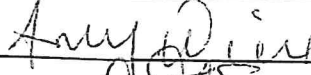
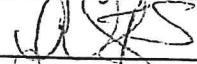
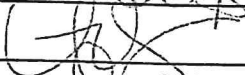
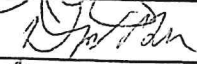
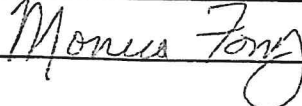
Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	

Career Technical Education (must be for an approved CTE course)	Perkins V Grant, Career Technical Education Incentive Grant (annual)
Department Funds	
Other (be specific)	

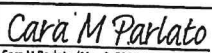

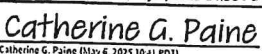

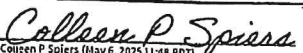

Appendix of Additional Documents

<i>* Required additional documents include meeting minutes where the course was discussed and approved</i>
This course was reviewed by the District Health Care Advisory Committee and by CTE Department Chairs.

District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
 Elizabeth Gordon-Stoll (May 7, 2025 08:31 PDT)	EAHS	Approved
	MCHS	Approved
	MHS	Approved
	PHS	Approved
	RHS	Approved
	SRHS	Approved

District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
 Cara M Parlato (May 2, 2025 14:11 PDT)	EAHS	Approved
 Stephanie Thomas (May 5, 2025 14:58 PDT)	MCHS	Approved
 Catherine G. Paine (May 6, 2025 10:41 PDT)	MHS	Approved
 Maureen McCabe (May 5, 2025 14:43 PDT)	PHS	Approved
 Colleen P Spiers (May 6, 2025 11:48 PDT)	RHS	Approved
 Lisa Piehl (May 6, 2025 11:18 PDT)	SRHS	Approved



2024-2025

CTE Department Chair Meetings

3:45-5:00 PM

2023-24 CTE Dept. Chair Meeting

SRCS Vision: SRCS will send students into the world empowered to find purpose, think critically, embrace diversity, work together, and adapt to our changing planet, and live healthy and fulfilling lives.

SRCS Mission: SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

Agenda - 11.18.24	Action/Notes
Welcome and Introductions	<ul style="list-style-type: none"> • Cara Parlato - Elsie Allen High School • Stephanie Thomas - Maria Carrillo High School • Catherine Paine - Montgomery High School • Colleen Spiers - Ridgway High School • Maureen McCabe - Piner High School • Lisa Piehl - Santa Rosa High School
CTEIG and Perkins Grant	<ul style="list-style-type: none"> • CTEIG and Perkins allocations were emailed to teachers, principals, and site secretaries in August <ul style="list-style-type: none"> ◦ All awarded funds not spent or encumbered by December 6, will be forfeited and reallocated. • CTE Consumable Supply Budgets were emailed to teachers, principals, and site secretaries from



2024-2025

CTE Department Chair Meetings

3:45-5:00 PM

2023-24 CTE Dept. Chair Meeting

	<p>Accounting.</p> <ul style="list-style-type: none"> Budget updates will be uploaded by monthly, HERE
<p>Middle School Career Day</p>	<ul style="list-style-type: none"> Programs were told 1500 students, but not as many came (marketing bags - Smore's of you in EAHS Ag). Some of the schools were there longer there other. Students who participated were charged up about it. They also got to see industry partners. Students needed more prep with passports. Interview process/protocol to talk to someone (how to shake a hand/engage with industry/business etiquette). Needs to be something more than asking for a stamp. Impressed with teh number of industry partners. Can we do something for high school? Debi to share feedback at the end of the week and add it to this agenda.
<p>FPM - MHS, MCHS, SRHS for CTE Results</p>	<p>Zero findings! Thank you! The last FPD was 2018-2019 and we also had zero findings for that review.</p>
<p>WBL Data Form</p>	<p>WBL Reporting - Review (BETA) - Tracking form</p> <p>Is this a second one that we are doing? The first one is an inventory and the next steps. This is a tracking form when a WBL experience occurs - tracked in the SIS</p> <p>Recommendations -</p> <ul style="list-style-type: none"> Only list the pathways we have in SRCS



**SANTA ROSA
CITY SCHOOLS**

2024-2025

CTE Department Chair Meetings

3:45-5:00 PM

2023-24 CTE Dept. Chair Meeting

	<ul style="list-style-type: none"> • Compensation is confusing - perhaps just paid or unpaid • Remove required for additional comments • Can we change it so we can check more than one WBL experience? Some events have a mock interview and a guest speaker. <p>We will adjust the form based on suggestions and reshare. EAHS did not have issues with the reporting form. Recommendation to consider attaching to funding - 12 Elements of a HQ CTE Program - an incentive to complete. Share with CTE Teachers sooner rather than later.</p>
<p>January 31, 2025, District-wide PD</p>	<p>WBL as an Instructional Strategy</p> <ul style="list-style-type: none"> • Support for new CTE teachers - field trip guidelines, Requisition Request Form • Recruitment strategies, PR documents - mailing, print, how to use Parent Square - how to send stuff out to students. A lot of Parent Square messaging - some students don't read the messages. • Best practice forum - CTE teacher share out. Thanksgiving Feast at EAHS. Every school could bring a highlight. CTE Teacher of the Month - PHS - Congrats Maureen! Topics - CTSOs, Industry Engagement, Recruitment, Community Service, Classroom Instruction/Strategies. • AI in CTE - The day I out googled my students - a lesson plan they couldn't Google (Shared Nexus book - how to process information for the future, question asking)
<p>2025-2026 New Course Proposals for CTE</p>	<ul style="list-style-type: none"> • SRCS NEW Course Proposal—Education—Y2 - EAHS • SRCS NEW Course Proposal—Public and Community Health-Y3 - EAHS • SRCS NEW Course Proposal—Patient Care—Y2 - MHS • Reviewed Assignments in the course and provided feedback before approval.