

Module 1 – Understanding the Health Care System

Suggested Time Frame – Three - four hours

Goal Statement –

The goal of this module is to identify the roles and responsibilities, scope of practice, opportunities for professional growth and advancement, educational requirements, and personal characteristics associated with a career in a specific health occupation.

Module Description:

Module 1 provides a historical perspective of the health care system from ancient through modern times and highlights significant scientific discoveries and governmental changes that impacted the evolution of the modern health care system. With this background, the module progresses to an examination of the economics of managed care and the trends affecting the delivery and access to health care in today's world. Lastly, the module focuses on specific health occupations careers, providing an overview of the roles and responsibilities, educational requirements and career opportunities of each. Learning Activities direct the student to a variety of tools to analyze their personal characteristics with those predictive of success, so that a determination can be made about whether or not the chosen career will be a "good fit".

Objectives:

At the completion of Module 1, the student will be able to:

1. Summarize the key factors influencing the development of specific health occupations from a historical perspective.
2. Examine the impact of managed care and health care economics on the delivery of health care.
3. Identify and describe trends in the health care system that will be needed to meet the future health care needs of society.
4. Describe the roles and responsibilities, scope of practice, career opportunities and educational requirements for specific health occupations.
5. Analyze personal characteristics associated with a successful career in the health occupations.

Resources:

- Badasch, S., et.al. *Introduction to Health Occupations*, Regents/Prentice Hall. New Jersey. 2000
- *Historical Trends in US Health Care* <http://www.hhs.gov/about/hhshist.html>
Labor Market Information. State of California Economic Development Department <http://www.calmis.ca.gov/>
- Achteлик, L. et.al., “Putting it in Perspective – Labor Market Information” Exhibit 3.1 & 3.2, “Heart of Retention: Interests & Work Values”, *Help Wanted: Making a Difference in Health Care*, May 2003. Appendix D, F
- Career Assessment & Tests – University of Kansas web page. Counseling & Psychological Services (CAPS) <http://www.caps.ku.edu/career/tests.shtml>
- <http://www.coastcareers.com>
- California Community Colleges Health Occupations website: <http://www.healthoccupations.org>

Content Outline	Learning Activities
<p>4. Printing press and publishing were developed, leading to greater access to research knowledge. (relate to the advances in medicine with the development of the world wide web)</p> <p>E Modern Medicine – 16th, 17th and 18th centuries</p> <ol style="list-style-type: none"> 1. Infection was determined to be the major cause of disease (morbidity) and death (mortality). 2. Major inventions and discoveries changed the course of medicine from custodial to healing with <ol style="list-style-type: none"> a. Invention of microscope – von Leeuwenhoek <ol style="list-style-type: none"> (1) life smaller than the eye can see (2) bacteria causes disease (tooth decay) b. Colds could be passed among people – Ben Franklin c. Development of smallpox vaccine - Jenner 3. “Quackery”, childbirth fever and maternal-infant death continued to be major causes of morbidity and mortality and were not completely understood. 	<p>E Lecture/Discussion</p>
<p>F Continued Progress – 19th and 20th centuries. Building on the discoveries listed in E-2, medical science progressed rapidly particularly in the area of infection control.</p> <ol style="list-style-type: none"> 1. Semmelweis discovered the cause of childbirth fever <ol style="list-style-type: none"> a. Transfer of bacteria on hands of physicians from autopsy room to delivery room – b. Hand-washing is still considered the primary method for preventing transmission of infectious microorganisms between persons 2. Pasteur discovered that <ol style="list-style-type: none"> a. Microorganisms caused disease, rather than the reverse (disease caused microorganisms). b. Heating milk prevents the growth of bacteria. c. Human infections from raw milk could be prevented by a process of pasteurization. 3. Lister discovered that acids killed germs – the precursor to the development of antiseptics 4. Von Bergman discovered methods to make the surgical area germ free (asepsis). 5. Koch – father of microbiology – focused on cleanliness and sanitation. 	<p>F Lecture/Discussion</p>

Content Outline	Learning Activities
<p>6. Other important discoveries</p> <ol style="list-style-type: none"> a. Dr. Roentgen – x-rays b. Laennec – stethoscope c. Priestly (1895)– chemical element –oxygen d. Erhlich <ol style="list-style-type: none"> (1) Effects of medicines on disease causing microorganisms (2) Use of chemicals to fight disease <p>G Discoveries in pain control during surgical procedures</p> <ol style="list-style-type: none"> 1. Herbs, hashish and alcohol were the first anesthetic agents and were ineffective in controlling pain. 2. Patients were rendered unconscious by physical means (cutting off airway). 3. Nitrous oxide, chloroform and ether were discovered which put patient into a deep sleep allowing painless surgery (anesthesia). <p>H Further advances in infection control and disease prevention. Discoveries included:</p> <ol style="list-style-type: none"> 1. Sulfonamides, penicillin 2. Electron microscope allowing visualization of viruses as cause of <ol style="list-style-type: none"> a. Polio b. Measles and German measles c. Rabies d. Influenza e. Chicken pox and herpes zoster f. Mumps 3. Vaccines to prevent diseases listed above (Salk polio vaccine, Sabin polio vaccine) 4. Immunization standards for diseases such as diptheria, pertussis (whooping cough) <p>I Governmental and System changes –</p> <ol style="list-style-type: none"> 1. Along with the rapid growth rate of medical science, several governmental institutions arose that focused on the organization of health care and protective societal functions. <ol style="list-style-type: none"> a. (1798) first Marine hospital (forerunner of Public Health Service) established to care for seafarers 	<p>G Lecture/Discussion</p> <p>H Lecture/Discussion</p> <p>I Lecture/Discussion</p>

Strategies for Student Success in Health Occupations
California Community College Health Care Initiative

Content Outline	Learning Activities
<ul style="list-style-type: none"> 2. Provided care in psychiatric clinics and hospitals for mentally ill veterans through Department of Veteran’s Affairs. 	
<p>L 1950’s-Joint Commission on Mental Illness and Health</p> <ul style="list-style-type: none"> 1. Attacked quality of care in state and county mental hospitals. 2. Shifted setting of care to community (de-institutionalization). 	<p>L Lecture/Discussion</p>
<p>M Drug discoveries</p> <ul style="list-style-type: none"> 1. First effective drugs developed for common mental illnesses (phenothiazines) 2. Use of antipsychotic drugs increased ability of patients to return to community 	<p>M Lecture/Discussion</p>
<p>N 1960’s -focused on prevention of disease through education and social programs to increase access to health for the underrepresented groups in US</p> <ul style="list-style-type: none"> 1. Geriatrics <ul style="list-style-type: none"> a. (1961) First White House Conference on Aging b. Older Americans Act created nutritional and social programs. c. Medicare and Medicaid programs created, creating access for millions of Americans for comprehensive health care, including psychiatric services 2. Pediatrics <ul style="list-style-type: none"> a. Head Start program created b. Medicaid programs 3. (1962) Migrant Health Act 4. (1964) First Surgeon General’s Report on Smoking and Health 5. National Smallpox Eradication program established led to worldwide eradication of smallpox by 1977 (refer to bio-terrorism fears in current times) 6. Mental Retardation Facilities and Community Construction Act <ul style="list-style-type: none"> a. Led to federal support for community mental health services 	<p>N Lecture/Discussion</p>

Content Outline	Learning Activities
<ul style="list-style-type: none">b. Led to de-institutionalization of mentally challenged and mentally ill individualsc. Medicaid and Supplemental Social Security made available to severely mentally ill<ul style="list-style-type: none">(1) Provided housing(2) Increased treatment availability	

Content Outline	Learning Activities
<ul style="list-style-type: none">2. Health Maintenance Organizations (HMO's) – insurance plans that, for a fee, agree to pay for medical costs incurred from doctors, labs, hospitals, etc. that subscribe to the plan. Medical care outside the HMO is not covered3. Preferred Provider Organizations (PPO's) – insurance plans that are formed by physician groups and hospitals to provide medical care at a reduced cost to subscribing companies.4. Government sponsored health plans<ul style="list-style-type: none">a. Medicaid – insurance is provided by state and federal government and generally cover those who are blind, disabled, or of low incomeb. Medicare – insurance provided to people over the age of 65. Most people carry a supplemental insurance policy to cover the portion of costs not covered by Medicare.	

Content Outline	Learning Activities
<p><i>Objective 3. Identify and describe trends in the health care system that will be needed to meet the future health care needs of society.</i></p> <p>A Technological Advances and Specialization</p> <p>B Aging population and Increasing costs</p> <p>C Alternative medicine trends</p> <ol style="list-style-type: none"> 1. Non-western medical traditions 2. Alternative therapies 3. Homeopathic and “natural” products 4. Mind-body connection <p>D Prevention as emphasis and Self-care</p> <p>E Active consumer decision-making</p>	<p>A Lecture/Discussion</p> <p>B Lecture/Discussion</p> <p>C Lecture/Discussion</p> <p>D Lecture/Discussion</p> <p>E Computer Lab Activity Exercise 1.2</p>

Content Outline	Learning Activities
<p><i>Objective 4. Describe the roles and responsibilities, scope of practice, career opportunities and educational requirements for specific health occupations careers.</i></p> <p>A Career Exploration The health occupations described below represent those with the greatest enrollment in the California Community Colleges. There are at least 48 health care occupations that offer a variety of patient contact as well as indirect patient contact that maximize business skills such as coding, computer skills and office management skills. For a complete description of health care occupations see http://www.calmis.ca.gov</p> <p>B Nursing – there are numerous different levels of nursing from certified nursing assistant and home health aide to Registered Nurses (RN) and Advanced Practice Nurses (Nurse Practitioners, Nurse Mid-Wives and Nurse Anesthetists). This section will focus on Registered and Vocational Nursing.</p> <p>1. Roles and Responsibilities / Scope of Practice</p> <ol style="list-style-type: none"> a. Provides nursing care to ill, injured convalescent or disabled persons <ol style="list-style-type: none"> (1) Assesses patient health problems and needs (2) Records symptoms and responses to treatments (3) Develops nursing care plans and supervises the implementation of them focusing on outcomes (4) Advises patients and families on health maintenance, anticipatory guidance and disease prevention. b. Manages cases of patients with long term, chronic, mental health and rehabilitation needs c. Integrates functions of all members of the health care team. d. Provides public health education e. Care settings include: hospitals, correctional facilities, residential facilities, clinics, schools, community and private homes. 	<p>A Career Exploration Exercise 1.3</p> <p>Impression vs. Reality Exercise 1.4</p> <p>Health Occupations Matrix Exercise 1.5</p> <p>Career Exploration Interview Exercise 1.6</p> <p>B Lecture/Discussion</p>

Content Outline	Learning Activities
<ul style="list-style-type: none"> 2. Career Opportunities / Career Ladder <ul style="list-style-type: none"> a. Registered Nurse <ul style="list-style-type: none"> (1) Nurse Practitioner (2) Nurse Clinical Specialist (3) Certified Registered Nurse Anesthetist (4) Nursing Administrator (5) Certified Physician Assistant (6) Nursing Faculty (7) Nursing Staff Development b. Licensed Practical or Vocational Nurse <ul style="list-style-type: none"> (1) Psychiatric Technician (2) Occupational Therapist Assistant (3) Registered Nurse (4) Supervision (5) Nursing Administration (6) Nursing Clinical Specialty 3. Educational Requirements <ul style="list-style-type: none"> a. RN <ul style="list-style-type: none"> (1) High school diploma or equivalent (2) Completion of a state accredited nursing program: 2 year associate degree, 3 year hospital based, or 4 year baccalaureate degree program. (3) Passing grade on National Council Licensing Exam to be licensed by the state b. LVN <ul style="list-style-type: none"> (1) Completion of state-approved vocational nursing program (2) Receive a passing grade on State Board of Vocational Nursing examination to qualify for a state license 4. Other Requirements – RN and LVN <ul style="list-style-type: none"> a. Fingerprint clearance b. Critical thinking and ethical decision making skills c. Advocacy skills and sensitivity to racial, ethnic and cultural diversity d. Ability to seek, sort and select information in making decisions e. Empathic attitude toward care of patients f. Ability to work with a health care team g. Ability to deal with stress and work within time guidelines 	

Content Outline	Learning Activities
<ul style="list-style-type: none"> g. Takes impressions h. Instructs patients in post-treatment care 2. Career Opportunities/Career Ladder <ul style="list-style-type: none"> a. Licensed Vocational Nurse b. Medical Assistant c. Dental Hygienist d. Registered Dental Assistant e. Office Manager 3. Educational Requirements – <ul style="list-style-type: none"> a. Completion of accredited Dental Assistant training program preferred, but may receive on-the-job training only. b. Registered dental assistants have additional education and training c. Registered dental assistants must pass a state licensing examination to be registered 4. Other requirements <ul style="list-style-type: none"> a. Effective oral and written communication skills b. Courteous, reliable, friendly towards patients and sensitive toward patient needs c. Ability to work effectively in stressful or time urgent situations <p>E Radiology Technology</p> <ul style="list-style-type: none"> 1. Roles and Responsibilities / Scope of Practice <ul style="list-style-type: none"> a. Prepares and processes images of ordered portions of the body b. Takes patient history and communicates relevant points to physician c. Positions patient comfortably within requirements for best visualization d. Uses all safety procedures re. radiation e. Constantly monitors patient's condition and reports abnormalities to physician f. Administers chemical mixtures to patients to make internal organs more visible g. Performs more complex procedures with further specialized training, <ul style="list-style-type: none"> (1) Mammography (2) MRI (3) CT Scans 2. Career Opportunities / Career Ladder <ul style="list-style-type: none"> a. Radiation Therapist 	<p>E Lecture/Discussion</p>

Content Outline	Learning Activities
<ul style="list-style-type: none"> b. Radiologic Technologist and Technician Instructor c. Technical Representative for Imaging Equipment Manufacturer 3. Educational Requirements <ul style="list-style-type: none"> a. Completion of state approved radiation therapy training program b. Licensed by State Department of Health Services 4. Other Requirements <ul style="list-style-type: none"> a. Strong background in math and the physical and biological sciences b. Computer technology skills c. Ability to communicate with medical therapy team, patients and family d. Fingerprint clearance (may be required) <p>F Emergency Medical Technician/Paramedic</p> <ul style="list-style-type: none"> 1. Roles and Responsibilities/Scope of Practice <ul style="list-style-type: none"> a. EMT-1 <ul style="list-style-type: none"> (1) Responds by dispatched ambulance to medical emergencies for sick and injured (2) Provides care through standard protocols and/or by instructions from medical professionals after communicating patients condition at the scene (3) Continues care through transport to emergency care and through transfer of patient care to a person with greater training and authority b. EMT-II <ul style="list-style-type: none"> (1) Performs more complex procedures <ul style="list-style-type: none"> (a) Inserts intravenous catheters (b) Administers some drugs (2) Performs external defibrillation with additional training c. Paramedic <ul style="list-style-type: none"> (1) Performs more complex procedures (2) Provides all phases of emergency, pre-hospital care <ul style="list-style-type: none"> (a) Advanced life support, including IV's, defibrillation, intubation, medications (b) Scene, ambulance, life flight, emergency room 	<p>F Lecture/Discussion</p>

Content Outline	Learning Activities
<p>2. Career Opportunities/Career Ladder</p> <ul style="list-style-type: none"> a. Firefighter b. Psychiatric Technician c. Dispatcher d. EMT-II e. EMT-Paramedic f. Nurse g. Physician’s Assistant <p>3. Educational Requirements</p> <ul style="list-style-type: none"> a. Successful completion of approved EMT training to obtain EMT State Certification b. Successful passing of State Certification written and practical examination for state license c. Continuing education every 2 years to maintain certification <p>4. Other Requirements</p> <ul style="list-style-type: none"> a. Eighteen (18) years old with valid drivers license b. Fingerprint clearance by employer c. Clear judgment in rapidly changing situations d. Effective communication skills with patients, co-workers e. Clear radio communication to medical professionals <p>G Psychiatric Technician</p> <p>1. Roles and Responsibilities / Scope of Practice</p> <ul style="list-style-type: none"> a. Cares for mentally impaired or emotionally disturbed individuals b. Works under the instructions of physicians and agency procedures c. Monitors patients physical and emotional well being and reports to medical staff d. Participates in rehabilitation and treatment programs, e. Helps patients with personal hygiene, f. Administers hypodermic and oral medications <p>2. Career Opportunities / Career Ladder</p> <ul style="list-style-type: none"> a. Licensed Vocational Nurse b. Nursing coordinator c. Unit supervisor d. Psychiatric Technician Instructor <p>3. Educational Requirements</p>	<p>G Lecture/Discussion</p>

Content Outline	Learning Activities
<ul style="list-style-type: none"> a. High school diploma or equivalent b. Graduation from a Board-approved Psychiatric Technician program – or – a combination of nursing science coursework and paid work experience c. Qualifying scores on written licensing exam d. Licensed by California Board of Vocational Nurse and Psychiatric Technician Examiners <p>4. Other Requirements</p> <ul style="list-style-type: none"> a. Ability to respond to needs of emotionally disturbed and/or developmentally disabled patients. b. Fingerprint clearance is required <p>H Medical Assisting</p> <ul style="list-style-type: none"> 1. Roles and Responsibilities / Scope of Practice <ul style="list-style-type: none"> a. Work setting - offices of doctors, dentists, optometrists and clinics b. Performs a variety of tasks <ul style="list-style-type: none"> (1) Assists physicians in treating patients (2) Takes patient medical histories (3) Prepares patients for examinations (4) Arranges and cares for instruments and equipment in examination rooms (5) Completes and maintains medical records, (6) Schedules appointments (7) Arranges for hospital admissions 2. Career Opportunities / Career Ladder <ul style="list-style-type: none"> a. Medical Assistant b. Medical Coder c. Medical Assisting Instructor d. Medical and Clinical Lab Technician e. Licensed Vocational Nurse 3. Educational Requirements <ul style="list-style-type: none"> a. Completion of medical assisting training b. Certification by American Association of Medical Assistants is desirable c. High school graduate or equivalent 4. Other Requirements <ul style="list-style-type: none"> a. Business-like appearance and good grooming b. Good verbal skills c. Pleasant and courteous personality d. Fingerprint clearance is required for certification 	<p>H Lecture/Discussion</p>

Content Outline	Learning Activities
<p>I Respiratory Therapy</p> <ol style="list-style-type: none"> 1. Roles and Responsibilities / Scope of Practice <ol style="list-style-type: none"> a. Assesses, treats and cares for patients of all ages with breathing problems <ol style="list-style-type: none"> (1) Assumes primary responsibility for all respiratory care methods, including the supervision of respiratory therapy technicians (2) Sets up and operates respirators, masks, incubators and positive breathing machines. (3) Uses mechanical devices and physical techniques to stimulate flow of mucous from the lungs. (4) Administers inhalants and sprays that propel medication into the lungs (5) Collects and analyzes specimens for arterial blood gases. (6) Monitors equipment, observes patient reactions, assures comfort and recommends changes in treatments to physicians. b. Care settings: home care, hospitals, clinics, cardio-pulmonary labs, nursing homes 2. Career Opportunities / Career Ladder <ol style="list-style-type: none"> a. Medical and Clinical Laboratory Technologist b. Respiratory Therapist Instructor c. Supervising Respiratory Therapist 3. Educational Requirements <ol style="list-style-type: none"> a. Graduation from a respiratory therapy program approved by the Respiratory Care Board of California. b. Licensure by RCB as Respiratory Care Practitioner c. Completion of 15 hours of RCB approved continuing education every 2 years 4. Other requirements <ol style="list-style-type: none"> a. Fingerprint clearance b. Interest in helping people c. Ability to deal with stress in rapidly evolving situations d. Manual dexterity and mechanical aptitude 	<p>I Lecture/Discussion</p>

Content Outline	Learning Activities
<p><i>Objective 5. Analyze personal characteristics associated with a successful career in the health occupations.</i></p> <p>A Holland’s personality-based theory assumes that</p> <ol style="list-style-type: none"> 1. A persons occupation is an extension of their personality 2. Persons working in a specific occupation have similar personality characteristics 3. Six categories of vocational personalities and environments <p>B Holland Work Environment and Personality Types</p> <ol style="list-style-type: none"> 1. Realistic <ol style="list-style-type: none"> a. Skill sets <ol style="list-style-type: none"> (1) Athletic skills (2) Mechanical skills b. Like to work with: <ol style="list-style-type: none"> (1) Objects (2) Machines (3) Tools (4) Plants c. Matching Occupations in Allied Health <ol style="list-style-type: none"> (1) Biomedical Equipment Technicians (2) Radiology <ol style="list-style-type: none"> (a) Radiologic Technologist (b) Radiologic Technician (c) CT Technologist (d) Ultrasound Technologist (e) MRI Technologist (3) Laboratory <ol style="list-style-type: none"> (a) Phlebotomist (b) Medical and Clinical Laboratory Technicians (4) Surgical Technicians (5) EKG Technicians (6) Dental Laboratory Technicians 2. Investigative <ol style="list-style-type: none"> a. Skill sets <ol style="list-style-type: none"> (1) Analytical skills (2) Observational skills 	<p>A Lecture/Discussion</p> <p>Holland’s Interests Theory Handout 1.1</p> <p><i>Optional Student Activity:</i> Have students access the website: http://www.coastcareers.com . This website assists students to determine their values and potential “career fit” through a series of activities and guided lessons.</p> <p>B Lecture/Discussion</p> <p>Holland Work Environment/Personality Type Scale Exercise 1.7</p> <p>Work Value Exercise 1.8</p> <p>Go to: http://www.PlatinumRule.com</p> <ul style="list-style-type: none"> o Click on FREE self-evaluation and take the 3-5 minute mini-Assessment. o You will need to register, but can cancel at any time. There is no charge for the mini-assessment (4 types)

Content Outline	Learning Activities
<ul style="list-style-type: none"> (3) Thinking skills b. Like to <ul style="list-style-type: none"> (1) Observe (2) Learn from scientific or technical journals (3) Investigate and perform research (4) Analyze data (5) Work independently (6) Solve problems c. Matching occupations in Allied Health <ul style="list-style-type: none"> (1) Laboratory <ul style="list-style-type: none"> (a) Cytotechnologists (b) Histotechnologists (c) Medical and Clinical Laboratory Technologists (d) Microbiologists, Epidemiologists (e) Medical Scientists (2) Cardiovascular Technologists and Technicians, Perfusionists (3) Nuclear Medicine Technologists (4) Dentists, Optometrists (5) Physicians and Surgeons, Physician Assistants, Chiropractors (6) Pharmacists (7) Respiratory Therapists (8) Health Specialty Teachers 3. Artistic <ul style="list-style-type: none"> a. Skill sets <ul style="list-style-type: none"> (1) Artistic abilities (2) Innovative or intuitional abilities (3) Ability to express self b. Like to work in settings that are <ul style="list-style-type: none"> (1) Unstructured and unconventional (2) Require imagination or creativity c. Matching occupations in Allied Health <ul style="list-style-type: none"> (1) Art Therapists (2) Dance Therapists (3) Music Therapists 4. Social <ul style="list-style-type: none"> a. Skill sets <ul style="list-style-type: none"> (1) Teaching and training skills (2) Communication skills (3) Leadership skills b. Like to work with people to <ul style="list-style-type: none"> (1) Enlighten or inform them 	

Content Outline	Learning Activities
<ul style="list-style-type: none"> (2) Help or cure them c. Matching occupations in Allied Health <ul style="list-style-type: none"> (1) Nursing and Emergency Care <ul style="list-style-type: none"> (a) Registered Nurses (b) Licensed Vocational Nurses (c) Certified Nursing Assistants (d) Home Health Aides (e) Attendants and Orderlies (f) EMT's and ambulance drivers (g) Paramedics (h) Medical Assistants (i) Nursing Instructors (2) Dental Care <ul style="list-style-type: none"> (a) Dental Technicians (b) Dental Hygienists (3) Social Work and Mental Health <ul style="list-style-type: none"> (a) Clinical Psychologists (b) Medical and Public Health Social Workers (c) Mental Health and Substance Abuse Social Workers (d) Psychiatric Aides and Technicians (4) Physical and Occupational Therapy <ul style="list-style-type: none"> (a) Occupational Therapy Aides and Asst. (b) Physical Therapists (c) Physical Therapy Aides and Assistants (d) Orthotists and Prosthetists (e) Speech and Language Pathologists (f) Recreational Therapists 5. Enterprising <ul style="list-style-type: none"> a. Skill Sets <ul style="list-style-type: none"> (1) Persuasion skills (2) Organizational skills (3) Communication skills b. Like to work with people to <ul style="list-style-type: none"> (1) Persuade or influence them (2) Lead or manage to meet organizational goals or economic gain c. Matching occupations in Allied Health <ul style="list-style-type: none"> (1) Medical and Health Service Managers (2) Dispensing Opticians 6. Conventional <ul style="list-style-type: none"> a. Skill Sets <ul style="list-style-type: none"> (1) Organizational skills 	

Content Outline	Learning Activities
<ul style="list-style-type: none"> (2) Good with numbers (3) Practical, efficient and conforming b. Like to work with <ul style="list-style-type: none"> (1) Data within a system (2) Follow clearly defined procedures (3) Details and accurate records c. Matching occupations in Allied Health <ul style="list-style-type: none"> (1) Medical Coders (2) Medical Records and Health Info Tech. (3) Medical Secretaries (4) Medical Transcriptionists (5) Pharmacy Technicians <p>C Work Values and Corresponding Needs –</p> <ol style="list-style-type: none"> 1. Work values refer to an individual’s evaluation of the <i>importance</i> of activities in the work environment. 2. RN/LVN occupations correspond with high satisfaction of Relationship and Achievement values 3. RN/LVN occupations correspond with moderate satisfaction in Independence, Recognition, Support and Working Conditions 4. There are 6 work values described <ol style="list-style-type: none"> a. Relationships <ul style="list-style-type: none"> (1) Employees provide service to others (2) Work cooperatively with others in friendly, non-competitive environment (3) Corresponding needs <ol style="list-style-type: none"> (a) Do things for other people (b) Never pressured to do things that go against their sense of right and wrong (c) Congenial relationships with co-workers b. Support <ul style="list-style-type: none"> (1) Management that stands behind its employees (2) Corresponding Needs <ol style="list-style-type: none"> (a) Back up by supervisors (b) Fair treatment by the company (c) Well trained by supervisors c. Working Conditions <ul style="list-style-type: none"> (1) Job security is high (2) Working conditions are perceived as good 	<p>C Lecture/Discussion</p>

Content Outline	Learning Activities
<ul style="list-style-type: none"> (3) Corresponding Needs <ul style="list-style-type: none"> (a) Steady employment (b) Busy all the time (c) Variety in work done (d) Work alone (e) Well paid in relation to other workers d. Achievement <ul style="list-style-type: none"> (1) Work is results oriented (2) Employees use their strongest abilities leading to a feeling of accomplishment (3) Corresponding Needs <ul style="list-style-type: none"> (a) Feeling of accomplishment (b) Uses individual abilities e. Recognition <ul style="list-style-type: none"> (1) Advancement (2) Potential for leadership (3) Prestigious (4) Corresponding Needs <ul style="list-style-type: none"> (a) Looked up to by others in company and in the community (b) Opportunities for advancement (c) Authority - Give directions and instructions to others (d) Receive recognition for work done f. Independence <ul style="list-style-type: none"> (1) Work on their own (2) Make decisions (3) Corresponding Needs <ul style="list-style-type: none"> (a) Autonomy – plan work with little supervision (b) Creativity – implement own ideas (c) Responsibility – make independent decisions 	