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**HEALTHCARE CORE CURRICULUM**

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# Instructor Resources

Module Title: **Behaviors for Success in Health Care Settings**

Credit/Hours: .5 credits / 8 hours

Module Description:

This module focuses on the requirements needed by health care personnel to effectively work in a variety of healthcare settings. Included are education and licensure/certification requirements, the scope of work, types of interaction with clients, peer groups and team members, and the impact healthcare workers have in meeting the healthcare needs of clients. In addition, types of health care facilities and systems, applying for employment, accountability and responsibility, standards of dress, workplace behavior approaches needed to assist individuals, expectations of teams and team members, common healthcare facility policies and requirements are explored. How healthcare personnel can impact the quality of health care and balance their work and personal life to maintain wellness and encourage the wellness of others is also discussed.

Evaluation Method:

This module will be graded on a Pass/Fail basis. Assignments/Exams must be passed at 75% or greater. Retests on exams are determined by college and program policy.

Competencies:

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



**BEHAVIORS FOR SUCCESS IN HEALTH CARE SETTINGS**

**VOCABULARY LIST**

**Ambulatory Services –** services provided outside the hospital; outpatient services.

**Assisted Living** – Residence facilities that provide housing, meals, and personal care to individuals who need help with daily living activities but do not need daily nursing care.

**Chain of Command** – Each person reports to a supervisor who, in turn, reports to another supervisor at the next higher level.

**Chiropractic** – A licensed health care profession that emphasizes the body’s ability to heal itself, which typically includes manual therapy, often including spinal manipulation. Other forms of treatment, such as exercise and nutritional counseling, may be used as well.

**Complementary and Alternative Medicine (CAM)** is the term for medical products and practices not part of standard medical care.

**Confidentiality** – Preserving the legal right of a client to privacy concerning the privilege of entrusted information.

**Grievance-** A complaint about a circumstance considered to be unfair or potentially harmful.

**Holistic Health (Holistic Healthcare)-** is an approach that considers multiple aspects of wellness and recognizes the whole person: physical, mental, emotional, social, intellectual, and spiritual.

**Inpatient** – individuals receive care in a hospital.

**Integrated Medicine** – An approach to medical care that recognizes the benefit of combining conventional (standard) therapies (such as drugs and surgery) with complementary therapies (such as acupuncture and yoga) that have been shown to be safe and effective.

**Integrity** – A characteristic reflected as honesty; choosing the right rather than the easy way; conducting oneself honestly and morally.

**Job Description** – A list of duties, responsibilities and other important information about a specific job.

**Job Interview**– A conversation between an applicant and a potential employer to determine if there is a match between the needs.

**Letter of Recommendation** – Statements written on a job applicant’s behalf by former employers and other professionals.

**Managed Care** – A variety of methods of financing and organizing the delivery of healthcare in which costs are contained.

**Mentor** – A person who serves as a combination coach and advisor.

**Osteopathy** – based on the belief that the body can protect itself against a disease of the musculoskeletal system is in good order.

**Performance Evaluation**– An evaluation and rating of an employee’s performance.

**Policy** – A rule established and followed by an organization.

**Portfolio** – An organized collection of written documents that can be shown to employers to support the applicant’s qualification.

**Preauthorization** – Approval from an insurance company prior to certain health care services.

**Prepaid Plan**– A contracted type of insurance plan in which health care providers are paid a specific amount to provide health care.

**Primary Care Provider**– A physician (M.D. – Medical Doctor or D.O. – Doctor of Osteopathic Medicine), nurse practitioner, clinical nurse specialist or physician assistant, as allowed under state law, who provides, coordinates or helps a patient access a range of health care services.

**Probationary Period** – Typically the first 60 to 90 days of employment that provides an opportunity for the employer and employee to access one another.

**Problem Solving Process-** A sequence of organized steps to be followed to help make good decisions.

**Procedure** – Specific steps taken to perform a task.

**Psychiatric/Mental Health Facility**– Offers treatments to individuals with psychiatric/mental health and behavioral disorders.

**Reference**– People who will vouch for your qualification and character.

**Regulation** – The condition of being controlled or directed.

**Role Model** – A person who serves as a positive example.

**Skilled Nursing Facility**– Provides nursing care and rehabilitation services for individuals with long-term illnesses or recovering from illness, injury or surgery.

**Team** – A group of people working together in a coordinated effort to achieve a common goal or set of goals.

**Wellness** – Promotion of health through preventive measures and practices of good health habits.

# Module Competencies and Instructor Notes

| MODULECOMPETENCY | UNITCOMPETENCY | RECOMMENDEDMODULE CONTENT | INSTRUCTOR NOTES | LEARNING ACTIVITIES |
| --- | --- | --- | --- | --- |
| 1. Discuss healthcare fields and the types of workers needed. | 1A. Identify a variety of healthcare workers, their scope of work, education and licensure/credential requirements. | 1A. List several occupations and the requirements. | Students research health occupations and their requirements to present in class in an open forum | [BFS Competency 1](https://healthforceminnesota.org/hccc/files/BFS-Competency-1-Career-Exploration2.docx): Career Exploration |
|  | 1B. Identify eligibility requirements for healthcare employment, including criminal background checks and child labor laws. | 1B. Eligibility requirements Criminal Background studies   1. Required when giving direct patient care   Child Labor Laws   1. May not be employed under age 16 | Students access Department of Human Services website and gather information regarding background studies  Research Child Labor Laws |  |
|  | 1C. Identify the ways (educational and entry requirements) in which individuals can enter and advance within a healthcare career. | 1C. Educational healthcare careers (Career Laddering)   1. Nurse  * RN to BSN to * Master’s to PhD  1. Nursing Assistant  * NA to Nurse * NA to Health Unit Coordinator  1. Dental Assistant    * Dental Hygienist 2. Lab Technician |  | [BFS Competency 1](https://healthforceminnesota.org/hccc/files/BFS-Competency-1-Healthcare-Career-Training2.docx): Healthcare Career Training |
| 2. Discuss ways healthcare personal can balance their work and personal life to maintain personal wellness | 2A. Discuss dimensions of wellness and a wellness lifestyle. | 2A. Dimensions of wellness   1. Nutrition, food, water, and electrolytes 2. Exercise, physical benefits, psychological benefits 3. Emotional 4. Intellectual 5. Spiritual 6. Interpersonal 7. Environment 8. Stress Management 9. Sleep / Rest   Wellness LifeStyle  Lifelong Learning  Personal decision making   1. Take responsibility 2. Change behavior | Online/Class Discussion  Wellness/wellness lifestyle  Create a lifestyle inventory checklist. Review your own current habits | [BFS Competency 2](https://healthforceminnesota.org/hccc/files/BFS-Competency-2-Healthy-Living.docx): Healthy Living  [BFS Competency 2](https://healthforceminnesota.org/hccc/files/BFS-Competency-2-Professional-and-Personal-Health-Behaviors2.docx): Professional and Personal Health Behaviors |
|  | 2B. Discuss behaviors that promote health and wellness. | 2B. Behaviors that promote health and wellness  Open mind/willingness to learn   1. Self-assessment of health issues 2. Determination 3. Patience 4. Peaceful demeanor 5. Learn from previous mistakes |  | [BFS Competency 2](https://healthforceminnesota.org/hccc/files/BFS-Competency-2-Stress-Management-Activity2.docx): Stress Management Activity  [BFS Competency 2](https://healthforceminnesota.org/hccc/files/BFS-Competency-2-Choose-my-Plate-Personal-Plan2.docx): Choose my Plate Personal Plan  [BFS Competency 2](https://healthforceminnesota.org/hccc/files/BFS-Competency-2-Lab-Yogurt-Making2.docx): Lab Yogurt Making |
|  | 2C. Describe strategies for the prevention of diseases including health practices, screenings, and examinations. | 2C. Strategies for preventing diseases.   * Health practices * Routine health screenings * Routine examinations/checkups |  | [BFS Competency 2](https://healthforceminnesota.org/hccc/files/BFS-Competency-2-Heart-Health-1-Final.docx): Heart Health |
|  | 2D. Investigate complementary and alternative medicine (CAM) as it relates to wellness and disease prevention. | 2D. Complementary & Alternative Medicine   1. Herbalism 2. Osteopathic 3. Chiropractic 4. Massage Therapy 5. Physical Therapy |  | [BFS Competency 2](https://healthforceminnesota.org/hccc/files/BFS-Competency-2-Complementary-and-Alternative-Medicines2.docx): Complementary and Alternative Medicines  [BFS Competency 2](https://healthforceminnesota.org/hccc/files/BFS-Competency-2-CAM-News-Items2.docx): CAM News Items |
| 3. Describe the expectations employers have of healthcare personnel. | 3A. Identify key components of a job application.  3B. Discuss ways to prepare for an interview.  3C. Discuss the use of resumes and personal portfolios in job interviews. | 3A. Job application   1. Clean/neat 2. Accurate 3. Correct spelling 4. Ink, no pencil   3B. Interviewing techniques:   1. Arrive early 2. Positive and honest answers 3. Understand legal and illegal questions. 4. Appearance and behavior 5. No smoking or drinking 6. Dress for success 7. Firm handshake 8. Eye contact 9. Confident voice 10. Good posture   3C. Discuss the use of resumes and personal portfolios in job interviews. | Overview of sample job description | [BFS Competency 3](https://healthforceminnesota.org/hccc/files/BFS-Competency-3-Cover-Letter-Dress-for-Success1.docx): Cover Letter – Dress for Success  [BFS Competency 3](https://www.screencast.com/t/Ng3tPtIKEep): Verbal Communication During an Interview with Quiz |
|  | 3D. Discuss expectations for attendance and punctuality. | 3D. Expectations   1. Report for duty on time 2. Observe break/mealtime 3. Adhere to time off policy 4. Adhere to the sick usage policy 5. Notify if unable to work 6. Avoid absences 7. Availability to work 8. Provide a way to be contacted   Rationale   1. Quality client care 2. Team Concept | Online/Class Discussion: Identify personal beliefs |  |
|  | 3E. Discuss dress and hygiene standards | 3E. Standards   1. Cleanliness, body, and clothing 2. Short clean fingernails/ no artificial nails.  Fingernails should not extend beyond the tips of fingers 3. Socks and closed shoes 4. Limited jewelry/body piercing and tattoos 5. Odors (cologne, perfume or smoke smell) 6. Appropriate clothing for work   Rationale   1. Infection control 2. Allergies and sensitivities 3. Dress to instill confidence | Demonstration/Role Play | [BFS Competency 3 & 8](https://healthforceminnesota.org/hccc/files/BFS-Competency-3-8-Scenario-Professional-Appearance-Hygiene-Behaviors1.docx): Scenario Professional Appearance- Hygiene Behaviors |
|  | 3F. Discuss productive work habits. | 3F. Productive work habits   1. Complete requested tasks in a timely manner 2. Manage time 3. Recognize tasks to be performed and complete them 4. Prioritize tasks/cares 5. Flexibility to meet changing conditions and situations 6. Only perform cares you know 7. Learn new duties and assignments within the job description | Online/Class Discussion  Productive work habits | [BFS Competency 3](https://healthforceminnesota.org/hccc/files/BFS-Competency-3-Personal-Qualities2.docx): Personal Qualities |
|  | 3G. Describe the function of a team. | *3G. Teamwork & functiuons of a team*   1. *Purpose: Accomplish goals, support each other* 2. ***Activities:*** *Work together, support each other, coordinate work, effective verbal/non-verbal* 3. ***Benefits:*** *Increase continuity of care, client satisfaction, job satisfaction, self-esteem* 4. ***Etiquette of team members:*** *Facilities encouraged to have a written Code of Conduct, email etiquette guidelines, etc.* 5. ***Openness to change*** | Optional video regarding being open to change: Who Moved My Cheese: (15 mn) <https://www.youtube.com/watch?v=2QmeWe2KoDs> |  |
|  | 3H. Discuss behaviors that support the care of clients. | 3H. Courteous behaviors   1. Introduce self 2. Address others by name 3. Put clients and others first 4. Consider others’ feelings and concerns   Establish trust   1. Smile and eye contact 2. Listen 3. Honesty 4. Privacy 5. Positive attitude   Appropriate conversation  Recognize family, volunteers and any outside influences  Respect for all members of the team | Online/Class Discussion Behaviors | [[BFS Competency 3](http://BFS Competency 3)](https://healthforceminnesota.org/hccc/files/BFS-Competency-3-Scenario-Core-Behaviors-Activity1.docx): Scenario Core Behaviors Activity |
|  | 3I. List of workers’ rights and responsibilities. | 3I. Rights   1. Confidentiality 2. Safety 3. Grievance Procedure 4. Affirmative Action 5. Anti-Harassment 6. Workman’s Compensation   Responsibilities   1. Safety for clients and workers 2. Report injuries 3. Confidentiality 4. Anti-Harassment 5. Attend educational meetings | Online/Class Discussion  Rights and Responsibilities |  |
| 4. Identify quality issues in healthcare facilities and their impact on healthcare workers and delivery of care. | 4A. Define quality in healthcare.  4B. List several issues in delivering quality healthcare. | 4A. Define quality health care   1. The extent to which health services provided to individuals and patient populations improve desired health outcomes. 2. World Health Organization: Quality of care is the degree to which health services for individuals and populations increase the likelihood of desired health outcomes.   4B. Discuss personal responsibility in achieving quality healthcare.  Quality care should be:   1. Safe 2. Effective 3. Patient Centered 4. Timely 5. Efficient 6. Equitable / Fair | WHO: World Health Organization: Quality of care is the degree to which health services for individuals and populations increase the likelihood of desired health outcomes. | [BFS Competency 4](https://healthforceminnesota.org/hccc/files/BFS-Competency-4-Control-of-Health-Care-Costs1.docx): Control of Health Care Costs  [BFS Competency 4](https://healthforceminnesota.org/hccc/files/BFS-Competency-4-Project-Medical-History2.docx): Project Medical History  [BFS Competency 4](https://healthforceminnesota.org/hccc/files/BFS-Competency-4-Social-Media-and-Healthcare-Workers1.docx): Social Media and Healthcare Workers |
| 5. Describe the responsibilities of users of the health care system. | 5A. To participate actively in own health care.  5B. To choose provider and health care plans.  5C. To take responsibility for maximizing healthy habits. | 5A. Own Health Care   * Participate in treatment decisions. * Educate oneself * Communicate and work in collaboration with health care provider * Avoid knowingly spreading diseases   5B. Choose providers   * Choose own health care provider * Choose own health care plan   5C. Health Habits   * Do not smoke * Exercise regularly * Eat a healthy diet | Review website:  [ThePublic, UnderstandYourRights](https://www.fsbpt.org/ThePublic/UnderstandYourRights.aspx) | [BFS Competency 5](https://healthforceminnesota.org/hccc/files/BFS-Competency-5-E-Patient-Dave-Responsibolities-Healthcare-Users1.docx): E-Patient Dave & Responsibilities of Healthcare Users |
| 6. Describe selected types of healthcare facilities/systems including organizational and financial structure, departments and services, type and levels of healthcare personnel, and common policies and requirements | 6A. Identify the structure, department, personnel, and services of acute care hospitals.  6B. Identify the structure, department, personnel, and services of long-term care facilities.  6C. Identify the structure, department, personnel, and services of physicians’ offices/clinics.  6D. Identify the structure, department, personnel, and services of ambulatory care/urgent care centers.  6E. Identify the structure, department, personnel, and services of mental health care facilities.  6F. Identify the structure, departments, personnel, and services of community and home health facilities.  6G. Identify the ways (educational and entry requirements) in which individuals can enter and advance within a healthcare career.  6H. Name lines of authority.  6I. Identify common facility policies. | 6A. Acute Care Hospitals   * Structure * Departments * Personnel * Services   6B. Long Term Care   * Structure * Departments * Personnel * Services   6C. Physician offices/clinics   * Structure * Departments * Personnel   6D. Ambulatory/Urgent Care   * Structure * Departments * Personnel * Services   6E. Mental Health Care Facilities   * Structure * Departments * Personnel * Services   6F. Home Health Facilities   * Structure * Departments * Personnel * Services   6G. Entering and advancing in healthcare careers   * High School Courses * Technical and Community Colleges * Universities   6H. Lines of Authority   * Organizational structure * Immediate supervisor   + What and when to report   + Whom to report to   6I. Categories of facility policies   * Corporate * Safety * Human Resource Guidelines * Clinical procedures   Regulations by external  Agencies, e.g., Centers for Medicare & Medicaid Services (CMS)  Job descriptions | Research the phone directory of a larger city and report on types of health care delivery systems. This exercise can be done in class/online or can be an activity for the student.  Research the web for different types of facilities.  Refer to *Different Healthcare Facilities* handout  Online/class Discussion   * Policies * Job Descriptions   Refer to *Sample Organizational Chart* handout | [BFS Competency 6](https://healthforceminnesota.org/hccc/files/9-BFS-Competency-6-Surgical-Showdown1.docx): Surgical Showdown  [BFS Competency 6](https://healthforceminnesota.org/hccc/files/BFS-Competency-6-Employee-Rights1.docx): Employee Rights |
| 7. Describe the different healthcare delivery systems. | 7A. Compare public vs. private delivery of healthcare  7B. Discuss private vs. government delivery of healthcare  7C. Explain non-profit delivery system  7D. Explain different insurance and common methods of payment | 7A. Comparison   * Public * Private   7B. Delivery of care   * Private * Government   7C. Non-profit versus for profit   * An organization that does not make a profit. If it makes money, it reinvests in the organization.   7D. Insurances  a. Private health insurance (such as Blue Cross, Affordable Care Act - ACA)  b. Managed care (such as HMOs, PPOs, medical home)  c. Government programs (Medicare, Medicaid, Tricare, and Workers’ Compensation) |  | [BFS Competency 7](https://healthforceminnesota.org/hccc/files/BFS-Competency-7-Comparing-Healthcare-Delivery-Systems-of-Other-Nations1.docx): Comparing Healthcare Delivery Systems  [BFS Competency 7](https://healthforceminnesota.org/hccc/files/11-BFS-Competency-7-Our-Healthcare-System2-1.docx): Our Healthcare System |
| 8. Using a problem-solving process applied to healthcare situations; describe behaviors for success in healthcare. | 8A. Discuss the problem–solving process as applied to behaviors for success in healthcare settings utilizing ateam approach | 8A. Utilize a five-step problem- solving process:   1. Identify the problem 2. Gather information 3. Create alternatives / solutions 4. Select and implement   solutions   1. Evaluate and revise as needed | Online/Class Discussion  Group Work Problem –solving | [BFS Competency 8](https://healthforceminnesota.org/hccc/files/BFS-Competency-8-Scenarios-Quality-Health-Care1.docx): Scenarios Quality Health Care |

# Sample Organizational Chart