

## **Integration of HOSA in Health Services Program**

Summer 2007

### **CPR/ First Aid Event**

#### **Background**

HOSA CPR/ First Aid is a 2-person team event. Each student takes a written, fifty question test that is initially scored individually, then the scores are combined for a composite score for the team. Skills will be evaluated during a demonstration based on knowledge of procedure with emphasis on patient safety. Guidelines can be found on the National website [www.hosa.org/](http://www.hosa.org/). Link to Competitive Events Handbook B.

#### **Rationale**

Every member of a health care team should be certified in performing CPR and first aid. Training for these skills is a natural progression towards the most basic certification in the health care field.

#### **Teaching the Content**

- Unit: Basic CPR and First Aid
- Educational Materials: CPR video, First Aid video(s)  
Most recent Diversified Health Occupations Text
- Skills: Demonstrate correct technique on CPR mannequins  
Demonstrate correct first aid techniques for Bleeding and wounds, Shock, Poisoning, Burns, Heat and cold exposure, Bone and joint injuries, sudden illness.
- Building Interest: The importance of the skills learned in this unit and the requirements for certification will be outlined during the first meeting for this training.

#### **Academic Expectations**

1.1.1, 1.3.2 (\*\*\*\*add more here)

#### **Connecting the Activity to the Content**

After introductory work in the text and videos, each lesson will consist of practice on the CPR mannequin working towards proficiency in both one-person and two-person CPR, according to American Heart Association. A written exam over basic first aid protocol will be taken. A demonstration of proper technique for various accident situations (i.e. after a lesson on shock the student will correctly treat a mock patient) will be given by the student at the end of this unit.

### **Taking it to the next level**

Utilizing HOSA CPR/ First Aid guidelines students will form 2-person teams. The team with the highest combined score on written exam and skills portion will progress to competition at the HOSA State Leadership Conference.

### **Benefits of the Activity**

- Increased awareness of HOSA
- Students, even those who do not complete a medical certification, will have gained a life saving skill which will make them more employable, as many health based employers require CPR certification prior to hiring.

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### **Veterinary Assisting Event**

#### **Background**

Veterinary Assisting is an individual event where students demonstrate their proficiency in various rudimentary Veterinary Skills. A written exam, usually 50 multiple choice questions, will be completed by each student prior to the performance skills evaluation. Guidelines can be found on the National website [www.hosa.org/](http://www.hosa.org/). Link to Competitive Events Handbook B.

#### **Rationale**

Students will perfect their skills to gain employment and acceptance to post-graduate education. Students who are interested in the animal health field will gain knowledge in animal behavior, and positive clinician responses to various situations.

#### **Teaching the Content**

Lessons:

- Prep animal for surgery
- Restraining for Canine Venipuncture
- Instrument identification
- Charting
- Wrapping surgical gown
- Canine CPR
- Breeds ID
- Applying gauze muzzle
- Surgical Gowning

Building Interest: The skills for this competition may or may not be taught as a unit. Student should develop and understanding of how skill proficiency and employability go hand-in-hand.

#### **Academic Expectations**

4.2.1, 5.1, 5.4

## **Connecting the Activity to the Content**

As the beginning of skills training the students will outline the professional level within the Veterinary Hospital whereas each of these skills will be performed. They will develop an understanding of the difference between the Veterinary Assistant and the licensed Veterinary Technician as to legal responsibilities and restrictions.

## **Taking the Activity to the Next Level**

Utilizing HOSA guidelines each student will take a 50 question multiple choice exam and demonstrate proficiency in at least three skills listed in the lessons above. A composite score will be developed by combining the percentage of the written with the percentage earned on the skills. The first, second, and third place winners from each chapter will be selected to participate at the State Level.

## **Benefits of the Activity**

- While the Veterinary minded student has predominantly studied human medicine while in the Health Services classroom, this activity allows them to participate specifically in the medical area of their interest.
- Increases the student contact with licensed Veterinarians as they may take part in HOSA conference(s) prior to eligibility for coop.
- Students have increased opportunities to develop communication skills while setting up the sites for their clinical practice.

*\*\*Veterinary Assisting is a unique event whereas a program specific to this activity is a rarity. However; students from Health Services ATC, AHEC's, etc... desire to participate in this event at the state level. It can not be emphasized enough the need to provide interested students the reference material listed on HOSA web site pertaining to this event, and encourage them to study the guidelines. Giving them a list of the skills and sending them to their local Veterinarian has often resulted in students learning skills in the way the Veterinarian has performed them, not the official technique.*

*\*\*This comment also applies to any competitive event in which the instructor/HOSA advisor is unfamiliar with, i.e. Dental Assisting.*

## **Integration of HOSA in Health Services Program**

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### **Community Service Project**

#### **Autism Speaks**

#### **Background**

“Autism Speaks” was created from a merger with Autism Coalition for Research and Education, national Alliance for Autism Research, and Cure Autism Now. It is now one of the largest foundations dedicated to autism in the world. For more information: [www.autismspeaks.org/](http://www.autismspeaks.org/)

#### **Rationale**

- This is the National HOSA Service Project
- Yearly, Autism Speaks raises over \$33 million for research.
- One in 150 individuals are diagnosed with autism making it more common than pediatric cancer, diabetes, and AIDS combined.

#### **Teaching the Content**

- Video: Autism Speaks (may be obtained from website)
- Lessons: Neuroscience and physiology of autism.
- Recent press releases. (can be found on web site)
- Building Interest
  - Students will be organized into one or several teams depending upon the size of HOSA membership. Each team will be responsible for either developing an Autism Speaks Walk Now fund raising event or join a local walk already organized.
  - Team T-shirts can be created. Incorporate HOSA logo to increase public awareness of this organization while raising funds contributing to research for a cure of autism.

#### **Academic Expectations**

1.1.1, 1.1.3 (\*\*\*)increase relevance here)

#### **Connecting the activity to the content**

- Students will learn the connection between brain physiology and autism through the activities/ materials obtained from official web site.
- Students will demonstrate the skills needed to effectively work in groups to reach a goal.

- At the end of the activity students will either discuss in small groups, or write a reflective piece discussing the roles and responsibilities of group work (i.e. setting realistic goals, time and task management, planning, perseverance, etc...)

### **Taking it to the Next level**

A video record (scrapbook or video) should be kept of the students activities. Following National HOSA guidelines each chapter (not groups) may enter their work in the HOSA National Service Project event.

### **Benefits of the Activity**

- At the national level, Certificates of Recognition will be awarded to all chapters who contribute a minimum of \$100 and/or 100 hours of community service in partnership with the organization.
- At the national level, Certificates of Merit will be awarded to all chapters who contribute a minimum of \$500 and/or 500 hours of community service in partnership with the organization.
- Increase awareness of autism for the students and those they communicate with about the condition.
- Social bonding of the participants as they work together for a common goal. This can only strengthen a HOSA chapter.

## **Integration of HOSA in Health Services Program**

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### **HOSA Bowl Event**

#### **Background**

Teams of three - four students take a 50-question, multiple choice written exam on HOSA facts, parliamentary procedure, medical information, and medical history. Guidelines can be found on the National website [www.hosa.org/](http://www.hosa.org/). Link to Competitive Events Handbook B, Category IV.

#### **Rationale**

The event seeks to stimulate and motivate Health Science students to participate in teams and to test their knowledge on various topics and situations in Health Science Education, HOSA, and Parliamentary procedure.

#### **Teaching the Content**

Content is presented throughout the course of the semester with use of the following suggested materials:

- HOSA Student Workbook *Learn, Grow, Become* Section 3 (Parliamentary Procedures)
- Current HOSA publications found on official web site.
- Diversified Health Occupations (DHO) Text, Latest edition section 1:1

Building Interest: At the end of the unit a competition will be held between classroom teams. The team with the highest composite score between the written and bowl event will continue to State Conference and represent their school in this event. (Individual advisors may modify the state team based on highest four scores on written exam for class and sportsmanship during bowl event)

#### **Academic Expectations**

1.1.1, 1.1.3, 2.2.1, 2.2.2, 3.1.5, 4.2.2, 4.3.1

#### **Connecting the activity to the content**

Begin the unit with a discussion of the history of Medicine as presented in the Diversified Health Occupation (DHO). Throughout the course, various other topics will be discussed including the history of HOSA, parliamentary procedure and other topics as related to health occupations, core content and curriculum.

Through this activity students will develop critical thinking skills & communication through competitive event, as well as teamwork. This activity will help students prepare for the Kentucky Occupational Skill Standards Assessment.

### **Taking it to the next level**

After this activity the three to four students who performed at the top of their class, as determined by their instructor, will create a HOSA Bowl Team and will be eligible to participate in the State Leadership Conference.

### **Benefits of the Activity**

Students entering the health care field benefit from developing an understanding of how health care has changed with the development of technology and how medical practice has been affected by social expectation over time. This prepares them for the changes that are to come in a fast-changing profession.

Students learn to identify individual strengths to strengthen the team.

Professionals with a working knowledge in Parliamentary Procedure are more capable of contributing to group discussions thereby affecting positive change in the health care field.

## **Integration of HOSA in Health Services Program**

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### **Job Seeking Skills Event**

#### **Background**

In this event, students create a resume, complete a job application and then participate in a simulated job interview. The resume must be factual and the student would “apply” only for a job they are seeking to obtain. Guidelines can be found on the National website [www.hosa.org/](http://www.hosa.org/). Link to Competitive Events Handbook B, Category III.

#### **Rationale**

The event seeks to encourage students to develop and/ or refine skills necessary to apply for and obtain employment.

#### **Teaching the Content**

##### **Unit: Employment Skills**

##### **Lessons:**

- Career Exploration
- Completing an application
- Writing a cover letter
- Developing a resume to build upon
- Dressing for Success: the Interview
- Interviewing Skills
- “After the interview” (follow-up letter)

**Building Interest:** Begin this unit with a discussion of why students are working, the types of jobs they want, and emphasize the competition for jobs that exist in the health care industry. Help the students build an understanding that their ability to obtain employment doesn’t simply rest on their education, but also on the impression they make during the job seeking process.

#### **Academic Expectations**

4.1.3, 4.1.6, 4.2.1, 4.3.3

#### **Connecting the Activity to the Content**

Career & technical education strives to prepare all students for the world of work. Training them to “get” the job is just as important as training them to “perform” the job.

### **Taking it to the Next Level**

Students who demonstrate proficiency in this event may compete in a local contest using HOSA guidelines. The first place winner will be eligible to attend State Leadership Conference and compete in this event.

### **Benefits of the Activity**

Every student will have a resume that they can build on as their training and experience grows. They will have an edge during the interviewing process because of their training and opportunity to practice interviewing skills in a less stressful environment.

This activity will help students prepare for the Kentucky Occupational Skill Standards Assessment and the PLVS portion of CATS.