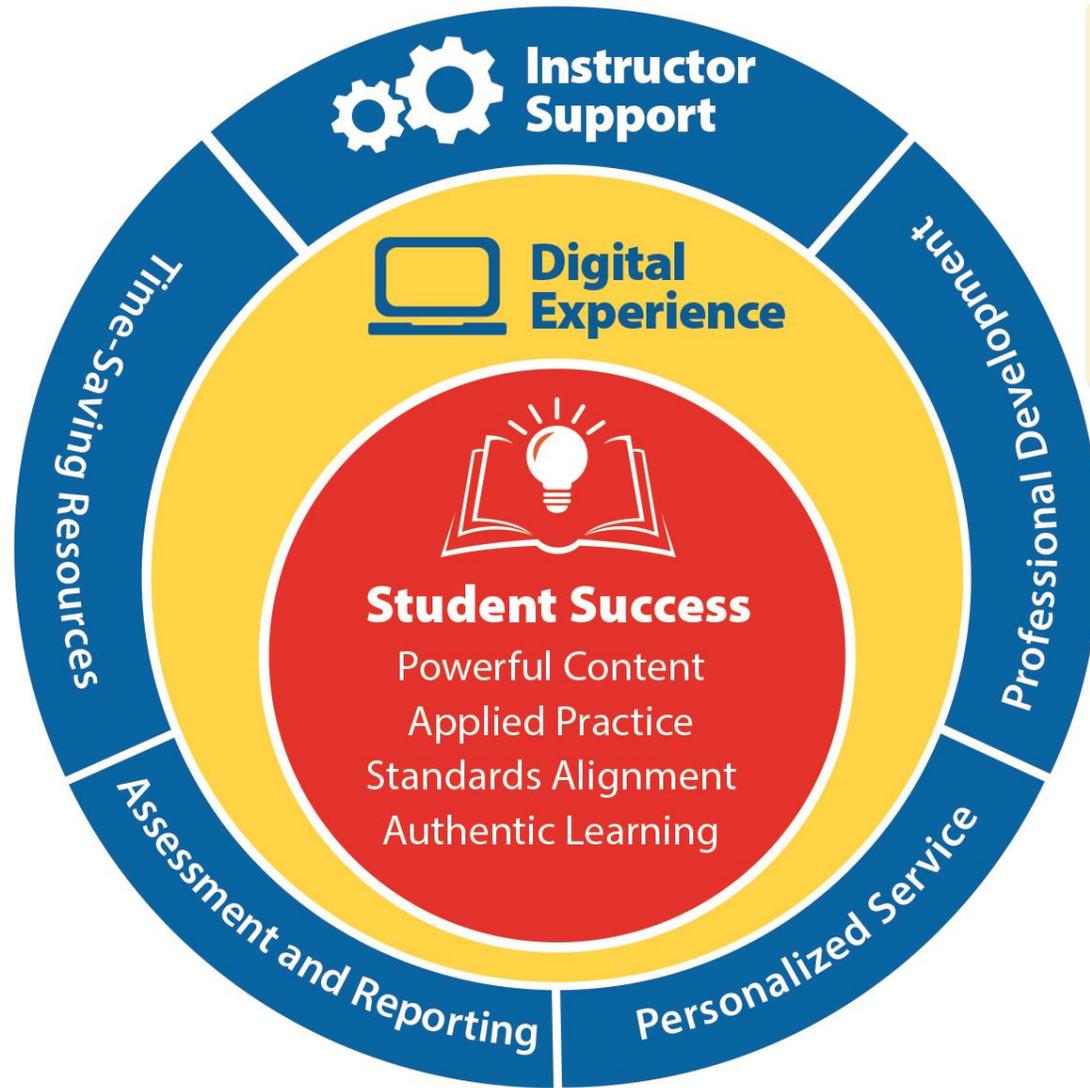


# Clinical and Employability Skills for Health Care Professions



**Let's Build Skills for Life**



**Student Success Is At the Heart of What We Do**



- ✓ Prepare for class
- ✓ Reinforce new concepts
- ✓ Assess learning

**Ready-to-Implement  
Online Instructor Resources**



# **G-W Assessment**

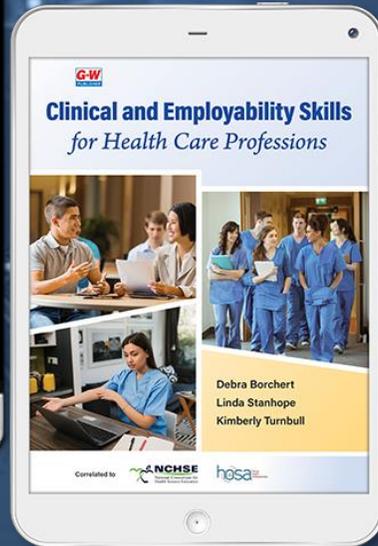
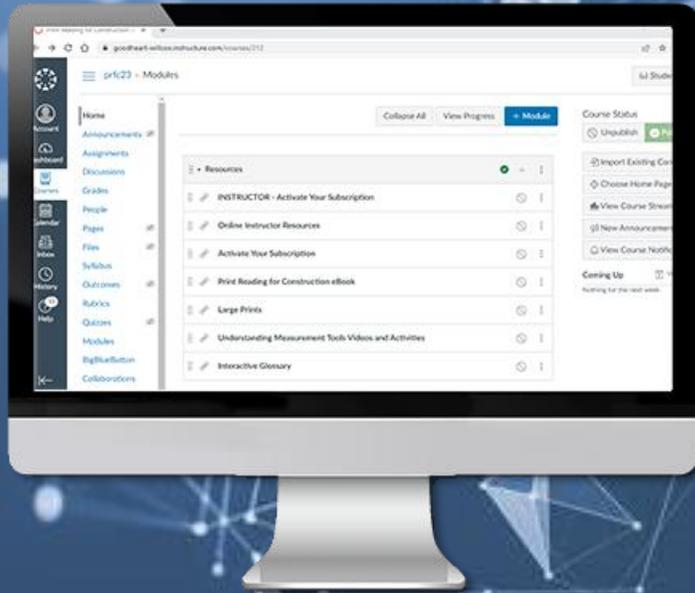
Assess learning • Gain insights • Build skills

- **Utilize a cloud-based assessment platform** that can seamlessly integrate with your LMS and Google Classroom
- **No more downloads, uploads, or imports** needed!
- **Access G-W Assessment with one quick click** from any device

**NEW for 2026 Copyrights!**



# Print • Digital • Bundle Options Available



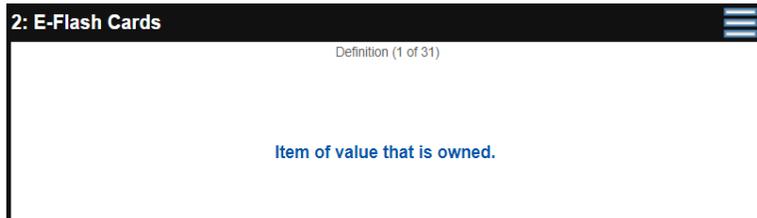
Blackboard<sup>®</sup> D2L  
**BRIGHTSPACE**  canvas



Additional  
LTI-Compliant  
Platforms



## LMS and CMS Integration Easy Navigation



## E-Flash Cards & Vocabulary Practice

### 2: Vocabulary Game

Select a point value. Choose the term that matches the definition.

Score: 800

<input checked="" type="radio"/> 100	100	100	100
200	200	200	200
300	<input checked="" type="radio"/> 300	300	300
400	400	400	<input checked="" type="radio"/> 400

**Definition:** Act of giving money, goods, or services to meet the needs of others and support important causes that are important to an individual.

- pay yourself first
- variable expense
- recordkeeping
- philanthropy

Check Answer

## Interactive Activities

Name:

Date:

Period:

### Chapter 2: Service: The Heart of Hospitality

*Instructions: Answer the following questions using what you learned in this chapter.*

#### 2.1 Customers Checkpoint

1. The \_\_\_\_ is the main reason for the hospitality industry.  
Answer:

2. The ability to understand how another person feels is \_\_\_\_.  
Answer:

#### 2.2 Providing Quality Service Checkpoint

1. When you provide the same good service and products to customers each time they come to your business, you are providing \_\_\_\_ quality service.  
Answer:

2. *True or False?* Interactions between a customer and a staff member, like a phone conversation to make a hotel reservation, are called *word-of-mouth*.  
Answer:

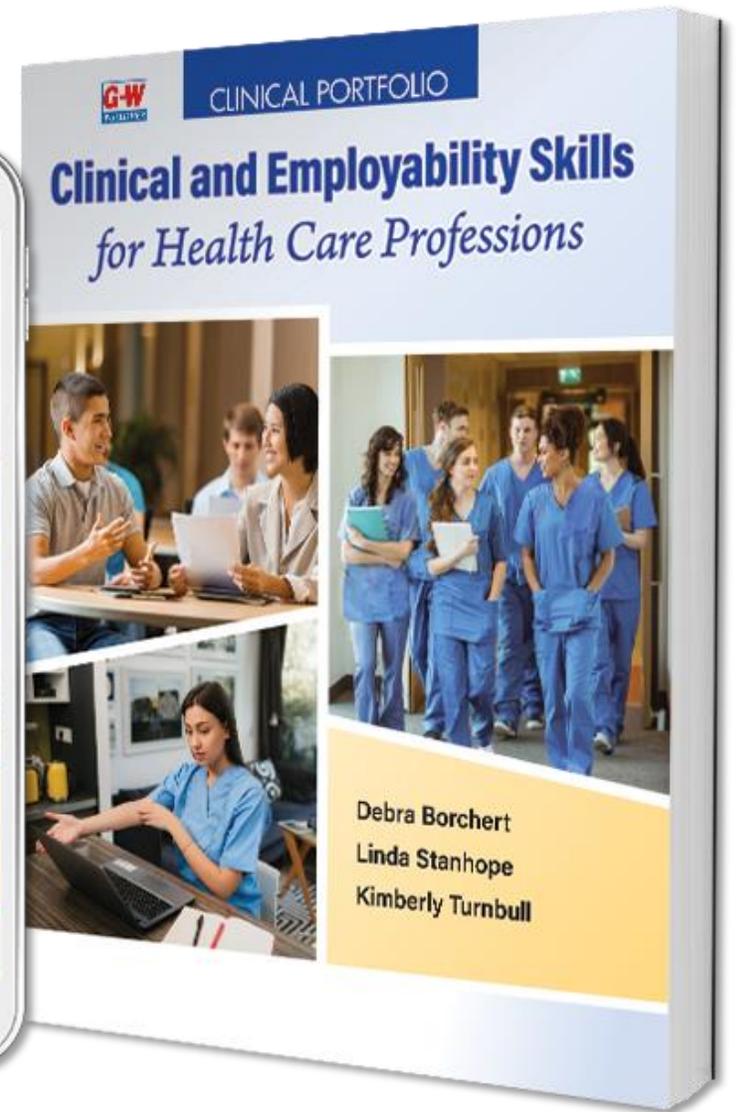
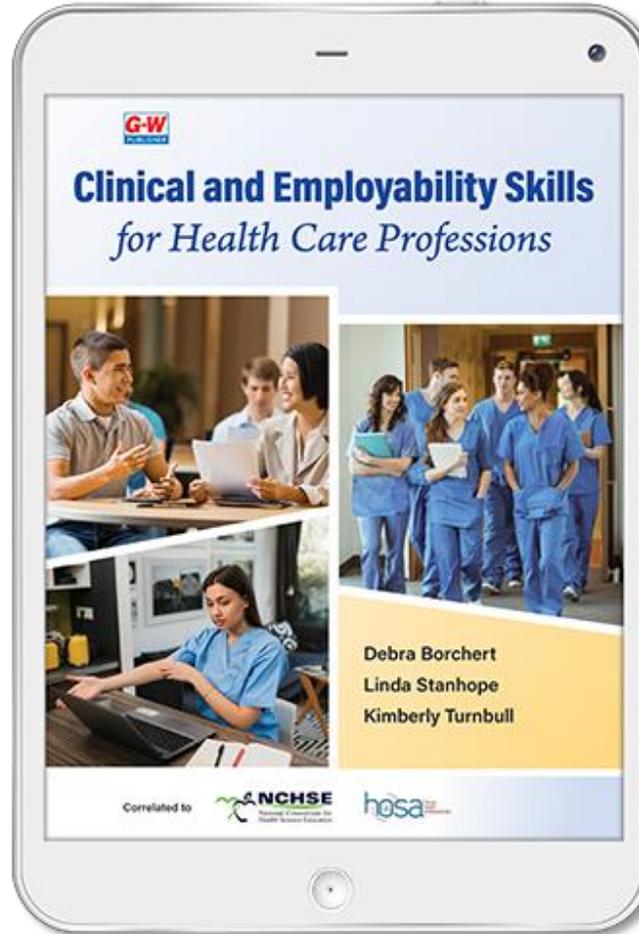
#### 2.3 Hospitality Employees Checkpoint

1. *True or False?* In a hotel, the back-of-the-house employees include the valets bell attendants, and security officers.  
Answer:

2. A customer-focused employee is able to \_\_\_\_ customer needs.  
Answer:

## Workbook Activities

# Integrate G-W Digital Resources



# Clinical and Employability Skills for Health Care Professions



**Unit 1:  
Foundational Skills  
Overview**

**Outcome:**  
Review and master communication, medical math, professionalism, and safety skills for health occupations.



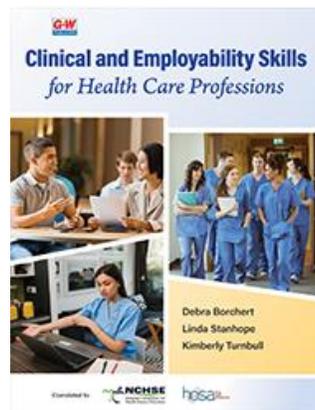
**Unit 2:  
Workplace Skills  
Competency Checks**

**Outcome:**  
Practice and ensure proficiency in key procedures needed at any clinical site.



**Unit 3:  
The Clinical  
Experience**

**Outcome:**  
Understand and the unique terms, related anatomy and physiology, pathology, diagnostics, and treatments, for medical specialties and facilitate on-site visits or simulated labs in class.



**Perfect for Practicum**



## Unit 1 Foundational Skills Overview

### Module 1 Establishing a Solid Foundation

Lesson 1.1 Communication

Lesson 1.2 Medical Math Practice

### Module 2 Professionalism and Employability Skills

Lesson 2.1 Professional Writing

Lesson 2.2 Workplace Behavior

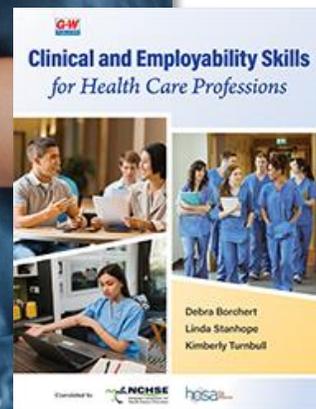
Lesson 2.3 Interview Readiness

### Module 3 Working in Healthcare

Lesson 3.1 Healthcare Career Paths

Lesson 3.2 Law and Ethics

Lesson 3.3 Safety





## Unit 2 Workplace Skills Competency Checks

### Module 4 Infection Control

- Lesson 4.1 Stopping the Chain of Infection
- Lesson 4.2 Personal Protection
- Lesson 4.3 Sterile Technique

### Module 5 Client Examination

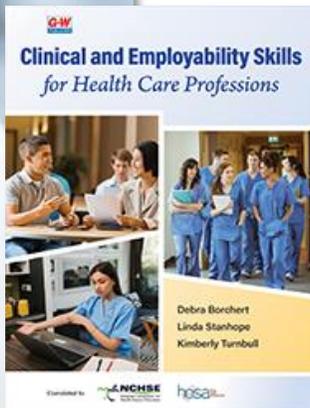
- Lesson 5.1 Vital Signs
- Lesson 5.2 Height and Weight
- Lesson 5.3 Vision Screening
- Lesson 5.4 Hearing Screening
- Lesson 5.5 Physical Examination

### Module 6 Assisting with Mobility

- Lesson 6.1 Safe Transfer to a Wheelchair
- Lesson 6.2 Assisting a Client to Ambulate
- Lesson 6.3 Client Positioning
- Lesson 6.4 Range of Motion

### Module 7 First Aid

- Lesson 7.1 Client Assessment
- Lesson 7.2 Controlling Bleeding
- Lesson 7.3 Manual Stabilization of the Head and Neck
- Lesson 7.4 Stabilizing and Splinting a Limb
- Lesson 7.5 Burns
- Lesson 7.6 Severe Allergic Reactions
- Lesson 7.7 Choking



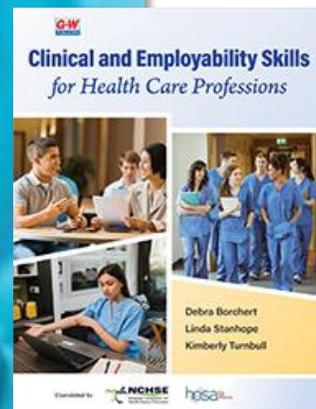


## Unit 3 The Clinical Experience

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### Module 8 Clinical Experiences

- Lesson 8.1 Diagnostic Services
- Lesson 8.2 Therapeutic Services
- Lesson 8.3 Health Informatics Services
- Lesson 8.4 Support Services
- Lesson 8.5 Biotechnology Research and Development



explaining a procedure to fellow workers, there are several public speaking strategies to keep in mind.

**THINK CRITICALLY**

Think about the last time you gave a presentation in class. Which of the strategies presented in this section did you use? Were they effective?

- **Be prepared.** Practice your presentation several times. Know more about your material than you include in your speech. Use humor, personal stories, and conversational language if relevant and appropriate.
- **Look at the audience and establish direct eye contact.** Smile, develop rapport, and notice if your audience looks like they are following what you are saying or if they look puzzled or confused (Figure 7.9).
- **Relax and slowly count to three before beginning to allow yourself time to calm down.** Do not apologize for being nervous. Realize that people want you to succeed.
- **Know your room.** Arrive early to the venue and walk around the speaking area. Practice using the microphone if possible, and make sure any visual aids you may have are present and in working order.
- **Remember to be concise and avoid a long, repetitive presentation.** Be aware of signs of lagging attention in your audience.
- **Develop visuals if appropriate.** You may use projected visuals, handouts, PowerPoint® presentations, or demonstrations. Visuals can effectively reinforce your speech. Make sure any technology you might need to use for your visuals is working before the presentation begins.

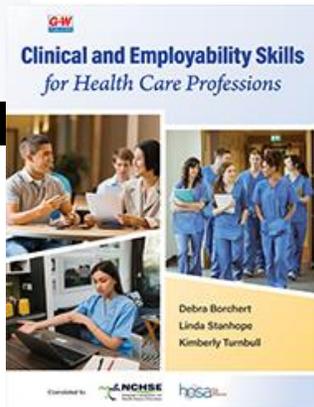


Therapeutic communication techniques include which of the following?

- (A) All are correct.
- (B) active listening
- (C) reflection
- (D) open-ended questions

Writing that is designed to describe and inform is called \_\_\_\_\_.

- (A) objective writing
- (B) reporting
- (C) technical writing
- (D) documentation



NEXT >

**Skill Mastery**

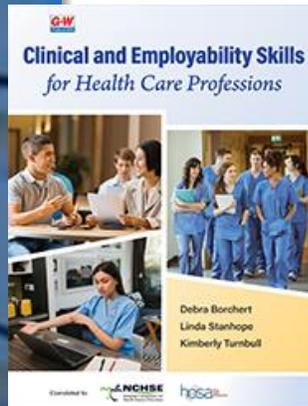


## Pre-Clinical Checklist: Diagnostic Services

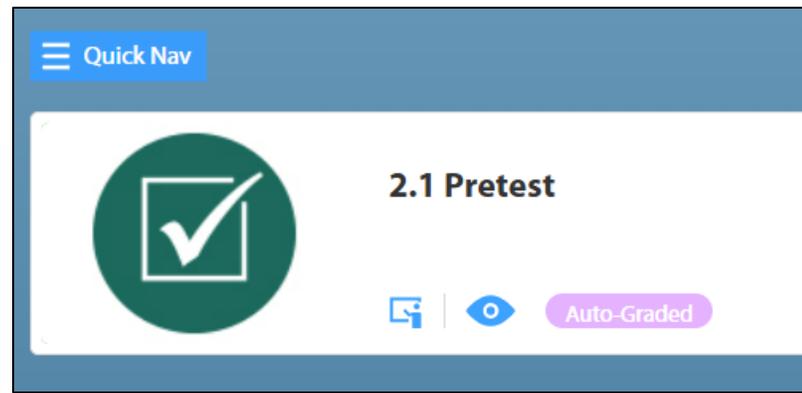
- All pre-clinical paperwork has been completed and turned in to the instructor, including:
  - updated immunization records & medical release form
  - signed student/parent agreement
  - signed driver's release
  - work-based learning agreement
- Background checks have come back clear.
- If needed, a urine drug screen has been completed.
- Relevant procedure skills checks have been completed.
- Eligible to attend clinical experiences per school grade policy.
- Has a current form of ID.
- Clinical folder is ready and contains:
  - parking instructions & map
  - emergency information card
  - attendance check-in site or phone number
  - copy of all pre-clinical paperwork
  - all clinical experience worksheets to be filled out on site
  - evaluation form, if required

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**Figure 8.1.2** Before attending a clinical experience, make sure you complete everything on the pre-clinical checklist. *What items have you already completed? Which items do you still need to complete?*



# Clinical Portfolio



Quick Nav

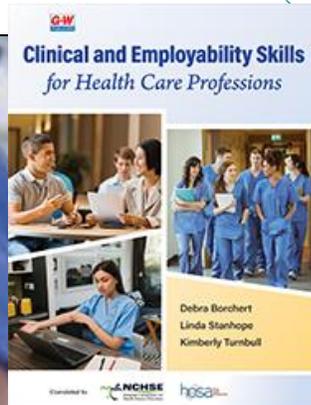
2.1 Pretest

Auto-Graded

### Lesson 2.1 Planning for a Career in Healthcare

Tools to help your self-assessment towards choosing a healthcare career include the following *except* \_\_\_\_\_.

- ★  A choosing what your family expects of you
- B clinical internships
- C talking with your guidance counselor
- D job shadowing



# Pre-Tests and Post-Tests



Name:

Date:

Period:

## Lesson 2.1 Reading Guide

**Directions:** As you read and study Lesson 2.1 in the text, answer the following questions. Cite important notes from the text to help support your answers. Review your responses with your classmates and adjust any responses as needed to ensure you understand the key concepts being presented in the lesson.

1. Why is self-assessment important before embarking on a health career explorations?

Answer:

Supporting notes:

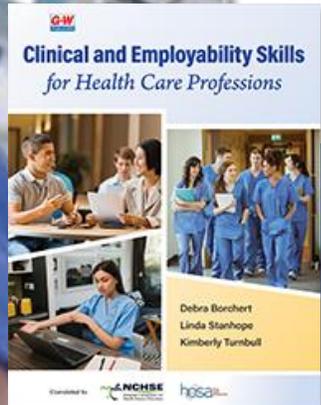
2. What are the different levels of education required for various health careers?

Answer:

Supporting notes:

3. What are the similarities and differences of licensure and certification for healthcare providers?

Answer:



# Reading Guide

## Lesson 2.1: Elements of Professional Writing: Check for Basic Understanding Part 2

*Instructions: The following article excerpt is from "4 types of common anxiety disorders" from NIH, Medline Plus Magazine, originally published in November 2019, updated August 2020. Read the article excerpt and identify the elements of professional writing. Complete sentence structure includes a noun and a verb. Identify and highlight the verbs in the following paragraphs.*

Anxiety affects millions of people in the United States alone. But not all types of anxiety or anxiety disorders are the same.

While anxiety disorders vary based on symptoms and triggers, they can all interfere with daily activities. Understanding the different types can help people recognize their symptoms. Anxiety disorders can feel scary and disruptive, but help is available.

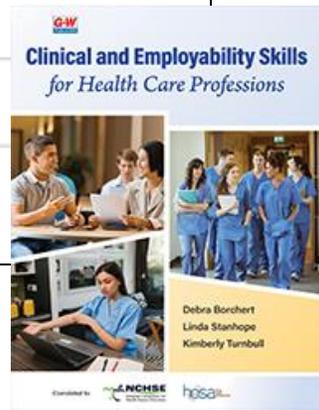
Here's a closer look at four common types of anxiety disorders.

Verbs:

**Submit Answer**

The screenshot shows two activity cards in a list. Each card has a green circular icon with a document and pencil. The first card is titled "2.1 Activity: Elements of Professional Writing: Check for B..." and has a "Manually Graded" badge. The second card is titled "2.1 Activity: Healthcare Career Matching" and has an "Auto-Graded" badge. Both cards have "View" and "Assign" buttons on the right side.

The screenshot shows a single activity card titled "2.1 Vocabulary Practice" with a green circular icon containing a white 'A'. Below the title, it lists "E-Flash Cards, Matching Activity, Vocabulary Game". There is a "View" button on the right side.



# Special Features

LESSON 3.1

## Healthcare Career Paths



### Essential Question

What are the requirements for pursuing each healthcare career path?

### Learning Outcomes

- 3.1-1** identify opportunities to research careers in healthcare, including job shadowing and through Career Technology Student Organizations (CTSOs).
- 3.1-2** identify education, credentials, and employment opportunities needed for various healthcare career paths.
- 3.1-3** describe the personal traits of effective diagnostic services providers.
- 3.1-4** identify the personal traits of health care providers in the therapeutic services career path.
- 3.1-5** examine the role of technology in the health informatics career path.
- 3.1-6** analyze the occupations that maintain safe and healthy facility environments in the support services career path.
- 3.1-7** discuss personal traits of effective workers in biotechnology research and development.



### Medical Terminology Review

Read the following scenario carefully, recalling what you know about medical terminology. Then complete the activity.

#### Scenario

Alex wants to become a **PT**. He worked hard to earn his undergraduate degree in **kinesiology** and is about to begin his postgraduate studies. Alex studied hard to learn how muscles, **tendons**, and **ligaments** work together to move the body. In addition to learning **A&P**, Alex was also trained in assessing **ROM** and how to improve a client's physical function. Though Alex works and trains primarily in a **rehab** environment, he must also be prepared for emergencies and is required to be certified in **BLS** and the use of an **AED**. When Alex completes his degree, he will graduate with a PhD in physical therapy.

#### Activity

Define the highlighted terms and abbreviations from the scenario.

1. PT
2. kinesiology
3. tendons
4. ligaments
5. A&P
6. ROM
7. rehab
8. BLS
9. AED

MODULE 3

## Working in Healthcare

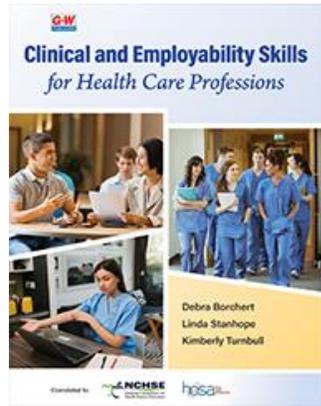
### LESSON 3.1 Healthcare Career Paths

### LESSON 3.2 Law and Ethics

### LESSON 3.3 Safety



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# Module Content

MODULE 3

# Working in Healthcare

## LESSON 3.1 Healthcare Career Paths

## LESSON 3.2 Law and Ethics

## LESSON 3.3 Safety



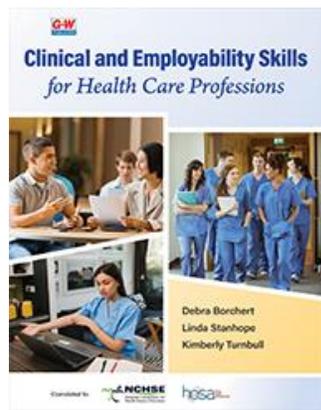
Morsa Images/DigitalVision via Getty Images

### LESSON 3.1 Summary

- 3.1-1** Career investigation includes looking closely at the job before committing to schooling or employment.
- 3.1-2** In healthcare, job choices vary depending on levels of education, ranging from a high school diploma with a certification to higher professional degrees.
- 3.1-3** The diagnostic services path is primarily made up of careers that use tests and evaluations to detect, diagnose, and treat diseases, injuries and other conditions.
- 3.1-4** Careers in the therapeutic services path focus primarily on changing the health status of a client over time, or the active treatment of the client.
- 3.1-5** The health informatic services path includes health care administrators who manage healthcare agencies, as well as those who are responsible for managing confidential client records and data, including financial information.
- 3.1-6** Careers in the support services path provide a therapeutic environment for the delivery of health care services.
- 3.1-7** The biotechnology research and development path consists of careers that focus on scientific research, which aids in diagnosing illnesses and conditions and developing equipment, medication, and treatments for those conditions.

### LESSON 3.1 Review

1. Which of the following is *not* an opportunity a CTSO provides students? (3.1-1)
  - A. leadership
  - B. networking
  - C. skills competitions
  - D. legal protection
2. An associate's degree requires the completion of at least \_\_\_\_\_ credit hours. (3.1-2)
  - A. 45
  - B. 60
  - C. 90
  - D. 120
3. Which of the following is a diagnostic services career? (3.1-3)
  - A. paramedic
  - B. EKG technician
  - C. data processor
  - D. dietitian
4. Which of the following is *not* a therapeutic services career? (3.1-4)
  - A. nurse practitioner
  - B. dental hygienist
  - C. mental health counselor
  - D. pharmacist
5. Health informatics services careers require \_\_\_\_\_. (3.1-5)
  - A. working in a lab setting
  - B. working with blood and body fluids
  - C. working with computers
  - D. working with biomedical equipment



# End-of-Lesson Content



HOSA—Future Health Professionals Extemporaneous Wri.

Manually Graded



HOSA—Future Health Professionals Health Career Photo..

Manually Graded



HOSA—Future Health Professionals Healthy Lifestyle

Manually Graded



HOSA—Future Health Professionals Interviewing Skills

Manually Graded



HOSA—Future Health Professionals Job Seeking Skills

Manually Graded

### HOSA—Future Health Professionals Extemporaneous Writing

Healthcare professionals take notes and record what they find and do. The rule is: if it is not documented, it is not done. As a healthcare professional, you may have to recall what you wrote years prior in a courtroom or other setting. Because of this, writing skills are very important in healthcare. To document on the spot and write clearly and concisely is a skill everyone can practice. The HOSA event *Extemporaneous Writing* helps students write.

Go to the HOSA website to learn more about the HOSA *Extemporaneous Writing* event. Find out the purpose of the event, what is involved in the event, and what knowledge is demonstrated in the event.



How might participating in this event benefit you personally and your future career? Explain.

View  
Assign

View  
Assign

Debra Borchert  
Linda Stanhope  
Kimberly Turnbull

hosa

# HOSA Event Prep



This includes providing care, treatment, counseling, and health education



⏮️ 🔊 🔊 CC 📄 1x 00:14 / 03:45

# Video Library



## Unit 1, Module 3, Lesson 3.1: Health Care Career Paths

### 3 Assessment

- [3.1 Pretest](#)
- [3.1 Posttest](#)

### 3 Instructor Resources

- [3.1 Noggin Juggers](#)
- [3.1 Noggin Juggers Answer Key](#)
- [3.1 Digital Activities Answer Key](#)
- [3.1 Online Text Answer Key](#)
- [3.1 Instructor-Led Activity: Career Brochure Instructions](#)
- [3.1 Instructor Lesson Plan](#)
- [3.1 Instructor Resource](#)
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- [3.1 Instructor Resource](#)
- [3.1 Instructor Resource](#)
- [3.1 Lesson Plan](#)

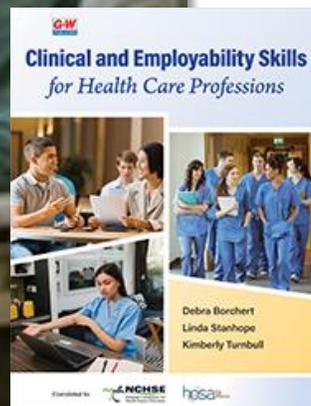
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#### ExamView® Assessment Suite v11 Software and Question Bank Files

The ExamView® Assessment Suite allows you to quickly and easily create, administer, and score paper and online tests. The ExamView® Assessment Suite includes the ExamView® Test Generator, ExamView® Test Manager, and ExamView® Test Player. G-W test banks are installed simultaneously with the software. If you cannot locate the test banks after installation, please refer to the ["How do I locate the ExamView® v8.1 or later test banks on my computer after installation?"](#) FAQ.

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# Lesson Plans, Assessments, and Answer Keys



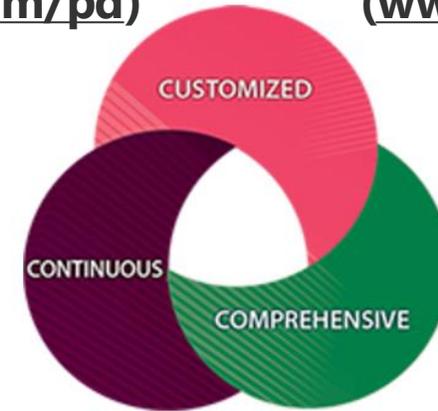
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from here to **CAREER**

From Here to Career: IT

Type: Infographic / Poster  
Grade: 13-14  
Subject: Computer Science and Information Technology

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**Take Automotive** 

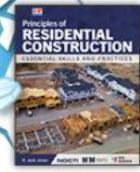
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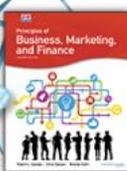
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Snap, Clap, Pop: Construction

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Grade: 9-12  
Subject: Architecture and Construction

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Snap, Clap, Pop: Health Science

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Subject: Health and Physical Education

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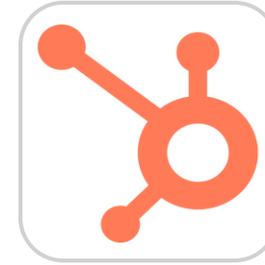


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