

Baltimore City Community College



Changing Lives...Building Communities

BASIC SKILLS PROJECT

CURRICULUM GUIDE

**Basic Math, Reading, and Writing
for Healthcare Professionals**

BRIDGE CLASS

Designed for:

BALTIMORE ALLIANCE FOR CAREERS IN HEALTHCARE

BACH

Fall 2008

Bridge Class for Healthcare Professionals

Overview of Training

Baltimore City Community College (BCCC) will deliver a training program in basic Math, Reading, and Writing skills for Healthcare Professionals. The program is designed for entry level employees in healthcare careers to help them qualify for more advanced job placements. This partnership with the Baltimore Alliance for Careers in Healthcare (BACH) will also be conducted to assist unemployed individuals to qualify for entry level positions. The instructional program will be student centered and healthcare focused. This training program runs for 15 weeks, four hours per week, for a total of 60 hours, with an additional 10 hours of computer literacy, transitioning to college credit courses, and human resource information from the hospitals. These additional 10 hours will be integrated into the 15 week course.

Training Strategies

- **Student Centered Learning**

The educational program will employ a student centered learning strategy that includes assessment, individual learning/career plans, and long and short term goal setting.

- **Healthcare Focused**

The curriculum will be competency based and address basic skill competencies as they align with TABE competencies. The competencies will also be aligned to healthcare career tracks with on-going assessment and celebration of achievement. Materials will be contextualized with extensive use of math manipulatives. Classes are conducted in small group and individual learning sessions.

- Student Assessment and Personal Learning/Career Plan

Based on the results of the TABE assessments and subject specific pretests, students will develop a personal learning plan that identifies competencies to be mastered along with appropriate resources and instructional activities to facilitate student achievement.

Course Descriptions

This Bridge course focuses on development of basic Math, Reading, and Writing skills with classes meeting 2 hours per session twice a week for 15 weeks. This provides a total of 60 instructional hours per cycle and includes an additional 10 hours for computer literacy, human resource information, and preparing for higher education courses. Each instructional session includes 1 hour of math and 1 hour of reading and writing but may be altered per students' need.

Basic Math:

This math curriculum for the course is designed to improve students' basic math and computation skills in the context of healthcare careers. The course addresses the specific math needs of participants and is offered at appropriate levels of instruction based on results of TABE 9D computation math. An individual learning plan will be aligned with student needs as diagnosed by the pre-test.

Math Skills:

Whole numbers

Fractions

Decimals

Percent

Integers

Word problems (healthcare emphasis)

Basic Reading:

This intensive review is designed to improve students' ability to comprehend written material, to analyze material and to evaluate material read.

Reading Skills:

Main idea, supporting details, critical thinking, inference, conclusions, fact vs. opinion, bias, time order, recognizing common prefixes and suffixes, and vocabulary in context.

Basic Writing:

The intensive review of grammar and composition is designed to improve students' writing skills. These basic writing exercises will emphasize general principles of English as well as placing emphasis on writing skills needed in life and the healthcare industry.

Writing Skills:

Grammar, punctuation, capitalization, spelling, parts of speech, sentence structure, constructing paragraphs, writing business correspondence.

Testing:

Proposed students will take the TABE 9D in reading and computation math and those testing with a reading grade equivalent (GE) of 6.0 to 8.9 will be enrolled in the class with permission of their work supervisors. Periodic testing throughout the course will evaluate student acquisition of subject matter. To evaluate student success and learning gains, they will be post tested with the 10D in reading and computation math.

Course Materials

The following materials will be used for instruction:

Achieving TABE Success in Mathematics (D)	Contemporary, 2006
Achieving TABE Success in Language (D)	Contemporary, 2006
Achieving TABE Success in Reading (D)	Contemporary, 2006
Achieving TABE Success in Reading/Reader (M,D,A)	Contemporary, 2006

*Additionally, class sets of textbooks as a resource will be provided including:

Building Strategies for GED Success in Mathematics, Reading, and Writing

Breakthroughs in Writing and Language

TABE Fundamentals in Reading, Language and Spelling, and Math

Math Basics for the Healthcare Professional Pearson

“Gifted Hands” by Dr. Ben Carson will be supplied as a student resource for stimulating the students’ interest in reading and comprehension, along with a curriculum guide and test.

Supplemental Instructional Materials:

A variety of hand-outs, manipulatives and on-the-job training techniques will be utilized as appropriate throughout the training program. Students will also be expected to complete homework assignments as requested by the instructor(s).

Educational Principles

The following principles will be present in each course design:

- The learning experience is designed to help the participant integrate what is learned into a richer workplace and/or personal life;
- Learning experiences are highly interactive and focus on workplace or "real life" skills;
- Sessions are experiential in nature, with a high level of involvement on the part of the learners;
- The learning program focuses on clear-cut and attainable goals mutually agreed upon by the instructor and participants;
- Each class will utilize the life and work experience of the participants as a resource for learning;
- Participants will be made to feel comfortable with using their newly acquired skills;
- Sessions will be conducted in an open and informal atmosphere that encourages questions and discussion, and maximizes the learning;
- The instructors will be selected both for professional competence and their ability to build self-esteem and foster excitement about learning in participants.

Curriculum Committee:

BACH: Ron Hearn, Melissa Tillett

Sinai Hospital: Anita Waters Good Samaritan: Joy Burke

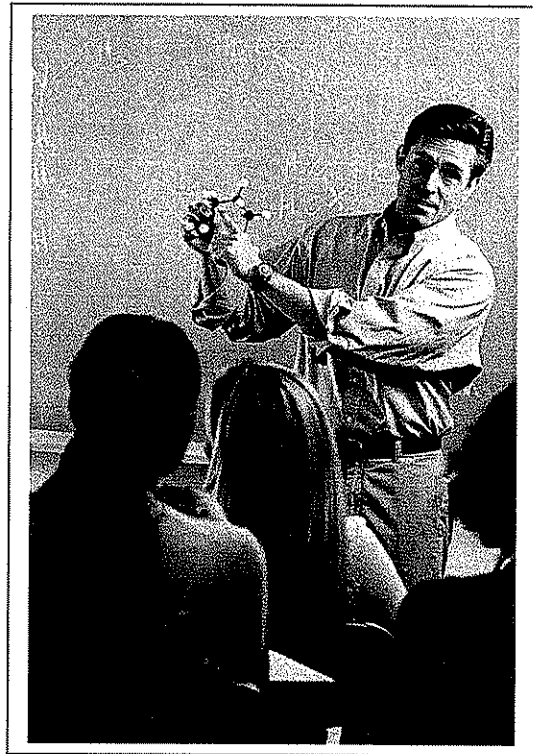
BCCC: Meintje Westerbeek, Director AEELS

Curriculum Developer: JB Willetts, Instructional Specialist, BCCC

Curriculum Contributors: Instructors, BCCC

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CLASSROOM
ACTIVITIES
FOR
INSTRUCTORS



Warm-ups, Energizers, Writing Activities, And Retention Strategies for the Adult Classroom

The following collection of activities includes exercises that may be used in the adult education classroom for the following purposes:

- a. getting acquainted
- b. warm-ups
- c. energizers
- d. retention strategies
- e. building student self-confidence
- f. promoting communication and listening skills
- g. facilitating group cohesiveness
- h. motivating thinking skills
- i. enhancing academic performance - writing
- j. improving parenting skills

These classroom activities have been collected from personal classroom experiences, workshops, graduate studies courses, and borrowed from fellow educators. Some of the activities will be familiar to you, and some may be new. Many of these can be done verbally, or the students can be required to write answers to improve their writing skills. Feel free to use them in your classroom, and share them with others.

J B Willetts
Novel Coordinator
Baltimore City Community College
Adult and Continuing Education

Name: _____

Date: _____

HOW TO FOLLOW INSTRUCTIONS

1. Read everything before doing anything; but work as rapidly as you can.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word "name" in sentence two.
4. Underline the words "upper right hand" in sentence two.
5. Now draw a circle around the title of this paper.
6. Sign your name under the title.
7. In sentence four, draw a circle around the word "underline".
8. Write the name of the city in which you were born: _____.
9. Underline all of sentence seven.
10. Draw an "X" in the lower left hand corner of this paper.
11. Draw a circle around the "X" you just drew.
12. Write the name of the city you live in: _____.
13. Draw a circle around the words "lower left hand corner" in sentence ten.
14. Say your first name out loud when you get to this point.
15. If you think you have followed instructions to this point, call out "I have".
16. Close your eyes and raise your left hand over your head.
17. Write the name of your occupation _____.
18. Count out loud, in your normal speaking voice, backwards from ten to one.
19. Now that you have read the instructions carefully, do only what sentence one and three ask you to do. Ignore all other directions.
20. Please do not give this test away by any comments or explanation.

The "ME" Bag

Students collect items (or pictures) in a bag that represent themselves. These could be important photographs, pictures from a magazine that illustrate students' interests, hobbies, etc. Students will then tell a little about themselves using these items as prompts. Students may also write a paragraph (or essay) about themselves, using these items as prompts.

Map of your mind

Students fold a piece of paper into fourths. Students write or draw one thing that is important to them in each quadrant. Other students try to guess the significance of what is written. (These can be names, numbers, places, colors, etc.)

Marooned

Students form groups of about 3-5 per group. They imagine that they are stuck on an island and must decide what 5 items they would have brought with them had they known they would be marooned on this island. On a flip chart, group should list what items they would have liked to bring. The group must come up with 5 items for the entire team. They must discuss and defend their choice of items. This activity helps students learn about values, problem solving, and teamwork.

Today in History

Using a website such as <http://www.440.com/twtd/today.html> or <http://www.infoplease.com/cgi-bin/davinhistory>, the instructor locates 2 or 3 events that took place on this day in history. She/he "condenses" these into sentences on strips of paper, chart paper, etc., intentionally making errors in punctuation, spelling, grammar, and/or sentence structure. As a group, students edit sentences, reviewing what has been learned in previous class sessions. This is an interesting way to discuss history, government, or whatever that day's events were. This may also lead to a reading or writing assignment.

if I could be...

This exercise is another way of helping students clarify who they are, what they want to be, and what they want to do. Have the students work in pairs and talk about their written responses to such questions as, "If I could be any animal (bird, insect, flower, food, etc.), I'd be an _____ because. . . ." This done, have them form larger groups to share their choices and reasons. Here are some ideas to start with.

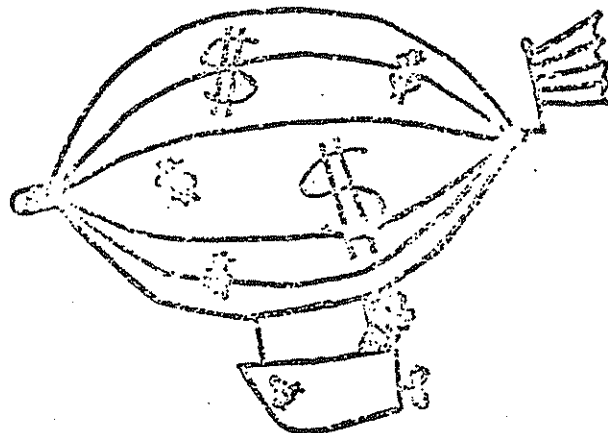
- If I could be any animal, I'd be a(n) _____ because. . .
- If I could be a bird, I'd be a(n) _____ because. . .
- If I could be an insect, I'd be a(n) _____ because. . .
- If I could be a flower, I'd be a(n) _____ because. . .
- If I could be a tree, I'd be a(n) _____ because. . .
- If I could be a piece of furniture, I'd be a(n) _____ because. . .
- If I could be a musical instrument, I'd be a(n) _____ because. . .
- If I could be a building, I'd be a(n) _____ because. . .
- If I could be a car, I'd be a(n) _____ because. . .
- If I could be a street, I'd be _____ because. . .
- If I could be a state, I'd be _____ because. . .
- If I could be a foreign country, I'd be _____ because. . .
- If I could be a game, I'd be _____ because. . .
- If I could be a record, I'd be _____ because. . .
- If I could be a TV show, I'd be _____ because. . .
- If I could be a movie, I'd be _____ because. . .
- If I could be a food, I'd be _____ because. . .
- If I could be a part of speech, I'd be a(n) _____ because. . .
- If I could be any color, I'd be _____ because. . .

If I Had A Hundred Million

Incredible! I can't believe it! Last year, my uncle—without telling me—bought a lottery ticket in my name. I won, and he invested the money in real estate for me. He just told me that they discovered oil on the property and it's worth \$100,000,000.00!

I'm a millionaire!

I've been thinking about what I'll do with the money. Here are some of my ideas:



1. Some things I might buy for my very own ...

2. The gifts that I would like to make ...

3. If I were a millionaire, then eventually I'd like to live in ...

6. My plans regarding school and college might be ...

7. A problem I might have with all that money is ...

4. The kind of job or work I would like to have is ...

5. The amount of work I'd put in per day, per week, or per year would be ...

8. The people I'd like to meet and get to know are ...

9. For fun and recreation I might ...

10. The personality changes that might occur in me if I were very wealthy ...

11. What I probably would do (or probably would not do) for the poor people of the world ...

12. Other ideas

ME AND MY FEELINGS

SOME THOUGHTS

When was the last time you seriously took a look at the feelings that make you who you are? For awhile, just move with your feelings. These are important to you. Maybe you will discover how your feelings affect your actions.

- A. Complete the following sentences with words that describe your feelings in the situation. Do not use words like good or bad. Examples of words: angry, special, rejected, important, hurt, happy, irritable, proud, powerful, relieved, anxious.
1. When I'm on cloud nine, I feel _____
 2. When someone tries to bully me, I feel _____
 3. When I make an important decision, I feel _____
 4. When someone praises my work, I feel _____
 5. When I am leading a group, I feel _____
 6. When I win an argument, I feel _____
 7. When I'm on a blind date, I feel _____
 8. When people don't appreciate what I have done, I feel _____
 9. When everyone is telling me what to do, I feel _____
 10. When I lose a game, I feel _____
 11. When I'm loved, I feel _____
 12. When people complain about me, I feel _____
- B. On a separate sheet of paper write four sentences starting with, "I feel afraid", "I feel depressed," "I love," and "I need..."
- C. Look back at your sentence completions in A and B. Your feelings probably indicate what you enjoy, what you avoid, and what is comfortable for you. Based on your sentence completions above, answer the following three questions on the back of this sheet.
1. What types of situations would you like to avoid? Is this always possible?
 2. What situations would you like to control?
 3. How much importance do you place on personal security, freedom, power, or productivity?

collage of self

Instruct your students to make a collage entitled "Me!" Provide each student with a 12 X 18-inch sheet of thick construction paper or thin cardboard. They should collect and cut out pictures, words, and symbols that are representative of themselves—things they like to do, things they own, things they would like to own, places they've been, people they admire, etc. Then they are to paste these pictures, words, and symbols onto their sheets of construction paper to make a collage. Instruct the students not to sign them.

After the individual collages are completed, display them in the classroom. First, have the students try to guess who made each collage. Next have each student explain to the class all the items in his collage. Note for the class that the collages are all somewhat different—unique—just as each person, while having much in common with all others, is a different and unique individual.

You will probably need several class periods to complete this project. Try to have a lot of magazines with pictures available for the students. Magazines such as *Ms.*, *Ebony*, *Black Sports*, *Women in Sports*, *Auto World*, etc., should be included. The greater the variety of magazines, the better.

Suggested Collage Completions

1. Favorite things I own are. . . .
2. I love to. . . .
3. I want to become. . . .
4. A typical afternoon for me is. . . .
5. If I could go anywhere, I would go to a place like. . . .
6. Sometimes I feel like. . . .
7. I want to learn how to. . . .
8. I have trouble with. . . .

- List below any qualities you believe you have that were not on the list.

- In general, are you satisfied or dissatisfied with the picture the circled words give of you? Why?

- Place the word you feel *best* describes you beside the number one below. Place the word that describes you next best beside the number two. Continue until you have identified the five words that best describe who you are.

1. _____
2. _____
3. _____
4. _____
5. _____

talk about his school experiences, to talk about his feelings. But still there is no one to listen. By the time he is ready for bed the only thing remaining of his IALAC sign is a tiny piece just about big enough to cover the gravy stain on his pajamas. Yet the next morning he wakes up with a new sign and a similar set of things happen.

Some examples of things that tear a child's sign are dad's expectations, comparisons between our hero and his sister, mother's lack of communication, lack of understanding of his needs, his experience at the bus stop on the way to school, teachers who turn children off, students who are inconsiderate of the needs of others in their own desperate struggle to make themselves feel good, and yes, more homes with latch key children. It is possible to reverse this trend if we can start a program where teachers consider the feelings of boys and girls. We can begin a program to help children feel lovable and capable.

At English Manor Elementary School each teacher started out the school year with an IALAC bulletin board. The bulletin board was set up in various ways. A third grade teacher had the bulletin board set up in the form of a jigsaw puzzle. She gave each of the children an IALAC sign and then cut the sign apart. The sign was then given to other girls and boys in the classroom. As one third grade child observed, "Gee, it's easy to cut it apart, but it's really hard to get it back together again." The sixth grade teachers played the IALAC story. At first the boys and girls really started out giggling and laughing and having a good time about it. Then one of the boys observed, "Hey, those things are too close to home, they really happen." By the time the teachers had finished the role play the whole classroom, 120 students, were so quiet one could hear a pin drop in the room. The sixth grade students were so enthusiastic about the idea of people being lovable and capable that they arranged several role plays themselves and took their plays to the lower grades. In the second grade, I told the IALAC story. For the next two mornings I went into the classroom and asked the boys and girls, "How's your IALAC?" The children responded, "It's fine, Mr. Davis." The third morning as I walked into the classroom, one little boy jumped up before I had a chance to ask, how's your IALAC and said, "Mr. Davis, my sign got torn this morning." "Tell me about it," I said. "Well, this morning I was kind of slow getting up. As I came downstairs, my mother really screamed at me." "What happened then," I said. "I told my mother that she tore my sign," the little boy said. "And then what happened," I asked. "My mother looked kind of surprised and then she said, 'I'm sorry.'" And then you know what happened? My sign went all back together again." I use these examples to illustrate the idea that we can start new programs in schools that do have carry over into the community. It's not uncommon to hear boys and girls on the playground saying to another child, "Hey, you really tore my sign." The response from parents has been very good also. Parents have gotten the idea that dealing with children's feelings is an important part of everyday living. Many of the parents have adopted the idea with their children and say, "You're tearing my sign, child." Children need to know that parents have feelings also.