

# Youth Health Service Corps High School Curriculum Guide

Created by the  
Connecticut Area Health  
Education Center (AHEC) Program



Revised  
October 2010



# Contents

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About YHSC.....	1
About the YHSC Curriculum.....	3
About Student Service.....	6
Volunteer Training Modules.....	7
Module One: Leadership and Service Learning.....	8
Module Two: Student Website Training.....	24
Module Three: Vulnerable Populations and Cultural Competency.....	26
Module Four: Ethical and Legal Issues, Confidentiality.....	34
Module Five: Health Career Exploration.....	39
Module Six: Health Care Skills.....	48
Additional Information.....	65

FOR PREVIEW ONLY

# Module Four

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## Ethical and Legal Issues

**Estimated Time Needed:**  
**30 minutes for up to 20 students**

### Related Standards

National Health Care Skill Standards-Legal, Ethical  
Communication Skills  
Academic Standards-Language Arts

### Objectives

After completing this section, students will:

- Understand privacy, confidentiality, and ethics as they relate to volunteer
- Understand when it is acceptable to breach confidentiality.
- Understand the basics of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

### Instruction

PowerPoint Presentation: Ethical & Legal Issues

### Implementation Activities

Activity A: Confidentiality Form\***REQUIRED**

Activity B: “What Would You Do?” recommended with 1 handout and discussion guidelines

**\* Required - YHSC Coordinator must keep a copy of each students’ Confidentiality Form.**

## Activity A: Confidentiality Form

Explain to the students that in order to participate in the program, they must sign a confidentiality agreement. Hand out the confidentiality form and read aloud to the students, explaining and answering any questions along the way. Then have them sign the agreement, with staff members acting as witnesses.

### CONFIDENTIALITY FORM

Volunteer Name: \_\_\_\_\_

As a \_\_\_\_\_ (insert your state) Youth Health Service Corps Volunteer, I agree to follow all rules, policies, and procedures of both my volunteer site and the YHSC to the best of my ability.

I also agree to respect the confidential nature of all records and any personal contact I may have with patients. I will adhere to all rules, policies, and procedures pertaining to confidentiality regarding all files and identification of patients, former patients, or potential patients with which I come in contact. I will treat all information about any patient as absolutely confidential.

I understand that I am expected to be professional and maintain confidentiality at all times, whether dealing with actual records, projects, or conversations, and abide by the obligations of contractual confidentiality agreements. This includes, but is not limited to, conversations, computerized information, and patient charts.

I understand that patient information is not to be accessed, altered, removed, discussed with, or disclosed to unauthorized persons, either within or outside the institution. Specifically, I further understand that information regarding a patient's identity, diagnosis, or treatment should never be discussed inside or outside of my volunteer placement.

Additionally, I understand that I am prohibited from having unauthorized possession of confidential records or disclosing information contained in confidential records to unauthorized persons. I understand that I am also prohibited from disclosing confidential information to unauthorized third parties.

I am aware that my volunteer agency has a legal responsibility to protect every patient's privacy and any breach of this trust will result in dismissal from the \_\_\_\_\_ (insert name of your state) Youth Health Service Corps. I understand that any violation of this confidentiality requirement will result not only in my dismissal from the \_\_\_\_\_ (insert name of your state) Youth Health Service Corps, but could also result in other appropriate disciplinary and/or legal action being initiated by the \_\_\_\_\_ (insert name of your state) Youth Health Service Corps and/or my volunteer agency.

I will report any suspected breaches of confidentiality to my supervisor at my volunteer agency and to a YHSC staff member.

I have read and fully understand the above statements.

\_\_\_\_\_  
Youth Health Service Corps Volunteer Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

## Activity B: What Would You Do?-recommended

### Purpose

To prepare students for situations they may encounter while doing their volunteer work.

### Materials

Handout: “What Would You Do?”

### Exercise

Ask students to break into pairs. If there is an uneven number of students, have one group of three.

Give students a copy of the “What Would You Do?” handout. Have students work in pairs to discuss and complete the worksheet.

The facilitator may want to provide students with a copy of the list for use in the field. Remind students that the volunteer site may have their own rules for volunteers and staff.

### Optional

Have students role-play their answers to the class.

## Activity B Handout 1: What Would You Do?

### WHAT WOULD YOU DO?

1. You are volunteering at an after-school program. One of the children in the after-school program took another student's MP3 player. The student being accused is denying that she took it. Several other students say they saw her take it. What would you do?
2. You are walking down the hallway of a convalescent home where you are volunteering. A resident is walking ahead of you and when reaching into his pocket to get a tissue, a ten-dollar bill drops on the floor. You pick it up and hand it back to him. He tells you to keep it because you have been so honest. What would you do?
3. You have been volunteering at a domestic violence shelter. Your job is to play with the children while their parents attend support groups. You have been working with a boy named Charlie. A few weeks later you are in school and a new student is introduced to the class. It's Charlie. What would you do?
4. You are volunteering at a soup kitchen. One of the clients asks you if he can borrow your cell phone to make a call. What would you do?
5. You are meeting with a new shelter resident. She explains that she is very nervous and is afraid to tell you anything personal. You assure her that your conversations are private and will not be shared with anyone. She feels better and confides in you that she is afraid she is going to hurt her baby. She has hit him before and lately she cannot take his crying. What would you do?
6. A client named Mark tells you that he is HIV-positive. He is a man you know from church. One week you are at church and Mark is sitting in the next seat over. Your sister nudges you and says, "Hey, I heard that guy has AIDS." What would you do?

## Activity B: What Would You Do?

### General Guideline for Responses:

1. Tell the students involved that your supervisor will settle the conflict. You should not be involved in the discipline of the younger students and you should follow the guidelines given to you by your supervisor.
2. Kindly decline the offer. Tell him “thank you” but you are not allowed to accept money from anyone. Notify your supervisor as to what happened.
3. Under the rules of confidentiality and privacy, do not acknowledge that you know Charlie from the shelter, unless he is the first to say how he knows you or tells you it is all right to mention that you know him.
4. Whether or not you have a cell phone, politely tell the client that you are not allowed to use a cell phone while volunteering, unless you have the permission of the supervisor.
5. You should not promise that you will keep conversations private. In this case, the client has told you she has already hit her baby and she may do it again. This is reportable by law and you are obligated to tell your supervisor, for the safety of the child.
6. You should tell your sister not to discuss or spread rumors she has heard. Do not acknowledge that you know of Mark’s condition, as that is breaking the rules of confidentiality.

# Module Six

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## Health Care Skills

**Estimated Time Needed for This Module:  
40 minutes for up to 20 students**

### Related Standards

Academic Standards -Healthy & Balanced Living  
National Health Care Skill Standards-Technical Skills

### Objectives

After completing this section, students will:

- Understand principles of Universal Precautions and the use of Personal Protective Equipment.
- Demonstrate proper hand washing
- Learn the proper gloving technique
- Properly conduct a client interview
- Measure vital signs
- Report observations & data to supervisor

### Instruction

PowerPoint Presentation: Health Care Skills

### Implementation Activities

Activity A: Handwashing Quiz optional with 1 handout and answer key

Activity B: GloGerm Handwashing -Required Skill\* with 1 handout

Activity C: Gloving Technique-Required Skill \*with 1 handout

Activity D: Practice Collecting Data: Health Intake Form-optional with 1 handout

Activity E: How to Take a Digital Oral Temperature-recommended with 1 handout

Activity F: How to Take a Blood Pressure-recommended with 3 handouts

Activity G: How to Take a Pulse-recommended

Activity H:How to Count Respirations-recommended

Activity I: Closing Activity -optional



## Activity A Handout: Handwashing Quiz-optional

1. How many bacteria and viruses are there on a human hand at any given time?
  - a) 5,000
  - b) 50,000
  - c) 500
  - d) 50
2. The majority of cold viruses are spread through:
  - a) sneezing and coughing
  - b) kissing
  - c) sharing utensils
  - d) hand-to-hand contact
3. A working adult touches how many objects in one minute?
  - a) 1 object
  - b) 7 objects
  - c) 30 objects
  - d) 15 objects
4. The most contaminated sites in offices are:
  - a) desk tops
  - b) telephones
  - c) computer mouse and keyboards
  - d) all of the above
5. A small child will bring his hands to his nose or mouth once every:
  - a) hour
  - b) 20 seconds
  - c) 3 minutes
  - d) 15 minutes
6. The area of the home with the most bacteria and viruses is:
  - a) the bathroom
  - b) a child's bedroom
  - c) the kitchen
  - d) all of the above
7. The area in the home bathroom with the most bacteria and viruses is:
  - a) the sink
  - b) the bathtub
  - c) the shower
  - d) the door handle
8. A person who handles raw chicken and doesn't wash his hands afterward could transfer this to another person:
  - a) chicken juice
  - b) chickonella
  - c) salmonella
  - d) all of the above
9. What is the single most effective way to prevent the transmission of disease?
  - a) antibiotics
  - b) handwashing
  - c) hand sanitizer
  - d) all of the above

Adapted from Disease Transmission and Control in the Home Setting, Dr. Charles Gerba, University of Arizona, March 2003.

## Activity A: Handwashing Quiz Answer Key

1. a) There are approximately 5,000 bacteria or viruses on your hand at any given time.
2. d) Despite the generally held belief that cold viruses are spread through sneezing and coughing, the majority of transmission comes from hand-to-hand contact and transfer of viruses.
3. c) A working adult touches 30 objects in one minute.
4. d) All of the above.
5. c) A small child will bring his hands to his nose or mouth once every three minutes.
6. d) All of the above.
7. a) The sink has the most bacteria and viruses of any area in the home bathroom.
8. c) Bacteria such as salmonella can be transferred from uncooked foods to people. There is no such thing as chickonella.
9. b) Health care specialists consider handwashing the single most effective way to prevent the transmission of disease.

Adapted from Disease Transmission and Control in the Home Setting, Dr. Charles Gerba, University of Arizona, March 2003.

## **Activity B: GloGerm Activity-Washing Hands REQUIRED SKILL \***

### **Purpose**

This activity will demonstrate the importance and effectiveness of good handwashing practices.

### **Materials**

GloGerm Kit (GloGerm supplies are available at [www.glogerm.com](http://www.glogerm.com))

Handwashing Skills Checklist

### **Exercise**

Have students apply the lotion to their hands, then place their hands under the GloGerm black light. The florescent particles represent bacteria. Then ask students to wash their hands. Coordinators are to use the Handwashing Skills Checklist for each student. Students should follow the steps correctly. Once they have washed their hands, they come back to the black light to see how effective they were at handwashing. Look for florescent particles under nails, jewelry, tips of fingers and in between fingers to determine if student has washed hands thoroughly.

# Activity B Handout: Hand Washing Skills Check List



## Hand Washing Skills Check List

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Critical Steps	Met	Not Met
1. Turns on water and applies soap		
2. Washes hands and wrists using friction for at least 30 seconds		
3. Washes between fingers, cleans under nails and finger tips		
4. Rinses hands well		
5. Dries hands with a clean paper towel		
6. Uses a clean paper towel to shut off faucet		

Skills Results: Pass / Fail

Reviewed by: \_\_\_\_\_

## **Activity C: Gloving Technique**

### **REQUIRED SKILL\***

#### **Purpose**

Teach students how to properly put on and take off non-latex gloves.

#### **Materials**

Use only non-latex gloves, one pair for each student (gloves may be purchased at any pharmacy.)

#### **Exercise**

The facilitator will demonstrate how to properly put on and take off gloves. Students will then practice the skill. Use the Gloving Technique Checklist for each student. Students should follow the steps correctly.

# Activity C Handout: “Applying & Removing Non Latex Gloves Skills Check List”



## Applying and Removing Non Latex Gloves Skills Check List

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Critical Steps	Met	Not Met
1. To apply gloves: student chooses appropriate size ( if available)		
2. To remove gloves: Touching only the outside of one glove, pull the first glove off by pulling down from the cuff		
3. As the glove comes off, it should be turned inside out		
4. Slide 2 fingers of the non-gloved hand under the cuff of the opposite hand and push glove off and over the first glove.		
5. Student should now be holding one glove from its clean inner side and the other glove should be inside of it		
6. Drop both gloves into proper waste container		
7. Washes hands		

Skills Results: Pass / Fail

Reviewed by: \_\_\_\_\_

## **Activity D: Practice Collecting Data: Health Intake Form** optional

### **Purpose**

This exercise will give students experience interviewing a client and collecting data during an interview. In addition, students will learn to effectively communicate the results of interviews to their supervisors.


### **Materials**

Handout: Health Intake Form

### **Exercise**

Have students break into pairs and complete the health intake form with each other. Once completed, students will report their answers to the class as if they were reporting to a supervisor.

# Activity D Handout: Health Intake Form



**Health Intake Form**

DATE: \_\_\_\_\_

INTERVIEWER: \_\_\_\_\_

PATIENT NAME: \_\_\_\_\_

AGE: \_\_\_\_\_ DATE OF BIRTH: \_\_\_\_\_

HEIGHT: \_\_\_\_\_ WEIGHT: \_\_\_\_\_ BP: \_\_\_\_\_

PULSE: \_\_\_\_\_ RESP. RATE: \_\_\_\_\_

Have you been vaccinated against any of the following?

		Date of vaccine or illness			Date of vaccine or illness
Chicken pox	Y/N		Measles	Y/N	
Mumps	Y/N		Rubella	Y/N	
Hepatitis B	Y/N		Tetanus	Y/N	

Do you have any of the following?

Asthma	Y/N	Allergies	Y/N
Eczema	Y/N	Headaches	Y/N
Stomach Pain	Y/N	Back pain	Y/N
Dizziness	Y/N	Earaches	Y/N

Are you allergic to any medications? Y/N  
 If yes, please list: \_\_\_\_\_

\_\_\_\_\_

Have you ever been hospitalized? Y/N  
 If yes, please explain: \_\_\_\_\_

\_\_\_\_\_



## **Activity E: How to Take an Oral Temperature (using a digital thermometer)-recommended**

### **Purpose**

Students will learn to take an oral temperature using a digital thermometer.

### **Materials**

Oral digital thermometer & oral thermometer covers

A pen and paper for recording

### **Exercise**

Have the students work in pairs to take each others temperature.

Always follow the manufacturer's instructions. Never take an infant's temperature.

Step 1: Check to confirm that the client can breathe through their nose. If not, you cannot get an accurate oral reading.

Step 2: Turn the thermometer on according to your thermometer's instructions.

Step 3: Slip a clean disposable cover onto the electronic probe and insert the tip of the thermometer probe with cover under the tongue just to one side of its center. Instruct the client to close their lips around it.

Step 4: Wait until the reading is complete—often indicated by a beep or as directed by the thermometer's instructions.

Step 5: Remove the thermometer and look at the digital reading. The average normal mouth temperature is 98.6 degrees Fahrenheit- record or report the temperature to your supervisor.

Step 6: Dispose of the disposable probe cover in the proper receptacle. Clean the thermometer as indicated by manufacturer's instruction.

Adapted from: J. Mitchell & L. Haroun. Introduction to Health Care. 2007.

*Adapted from: <http://www.madsci.org/experiments/archive/857361537.Bi.html>*

## Activity F Handout 1: How to Take a Manual Blood Pressure -recommended

### Purpose

Student will learn to take a blood pressure.

### Materials

Sphygmomanometer (blood pressure cuff). A child size cuff should be used to obtain readings for children.  
Stethoscope.

Pen and paper for recording

### Exercise

Have students work in pairs, taking each other's blood pressure. Show the parts of the blood pressure cuff and the stethoscope to the students before they begin practice.

*NOTE: Blood pressures should be taken when the person is either in a sitting or lying down position. Do not take the blood pressure over clothing on the arm. Position the arm at heart level. Instruct the client not to talk during the procedure.*

1. Locate the pulse of the brachial artery at the inner aspect of the arm, a little above the crease of the elbow. Deflate the cuff and place the arrows on the cuff over this area, around the person's upper arm so it fits snugly, but not too tight.
2. If you're right handed, you should hold the bulb/pump of the cuff in the palm of your right hand, so your fingers can easily reach the valve at the top to open/close the cuff wrapped around the person's arm.
3. Put the head (flat disc) of the stethoscope just under the edge of the cuff, where you have located the brachial pulse, a little above the crease of the person's elbow. Hold it there firmly with your thumb, or with a few fingers of your left hand.
4. Deflate the cuff by opening the valve.
5. Put the ear pieces of the stethoscope in your ears.
6. Close the screw and inflate the cuff with brisk squeezes of the bulb to a predetermined amount. For most children, you shouldn't need to go over 150, for adults 180. (The markings indicate "pressure" in mm Hg or mercury.)
7. Slowly release the valve so the cuff deflated evenly and listen for the first sound. Make a mental note of where you heard this first sound. (This takes practice.) You will be listening for a slight "blrrpp" or something that sound like a "prpshh." This value represents the *systolic blood pressure*.
8. Continue allowing the cuff to deflate until you no longer hear any sounds. Make another mental note of where you heard the last sound. This value represents the *diastolic blood pressure*.
9. Open the valve completely and let the cuff deflate completely.
10. Remove the stethoscope from your ears and immediately record the first and last sounds heard, for example 120/80. Remove the cuff from the person's arm.

*Adapted from: <http://www.madsci.org/experiments/archive/859422898.Bi.html>*

# Explanation

## Background

Blood pressure varies relative to the heart's pumping of blood. The heart should be thought of as a dual pump, with a right and left side. The right side of the heart takes venous/returning blood from the body and sends it to the lungs to be oxygenated (pulmonary circulation). The left side of the heart takes the oxygenated blood and sends it to the rest of the body. The highest pressures occur during systole as blood is ejected into the aorta and subsequent arteries of the body. Diastole, the heart's resting phase, follows systole. Systole represents the active pumping of blood from the ventricles into the circulation. During diastole, the ventricles fill with more blood. Systemic pressures fall until more blood is ejected during systole.

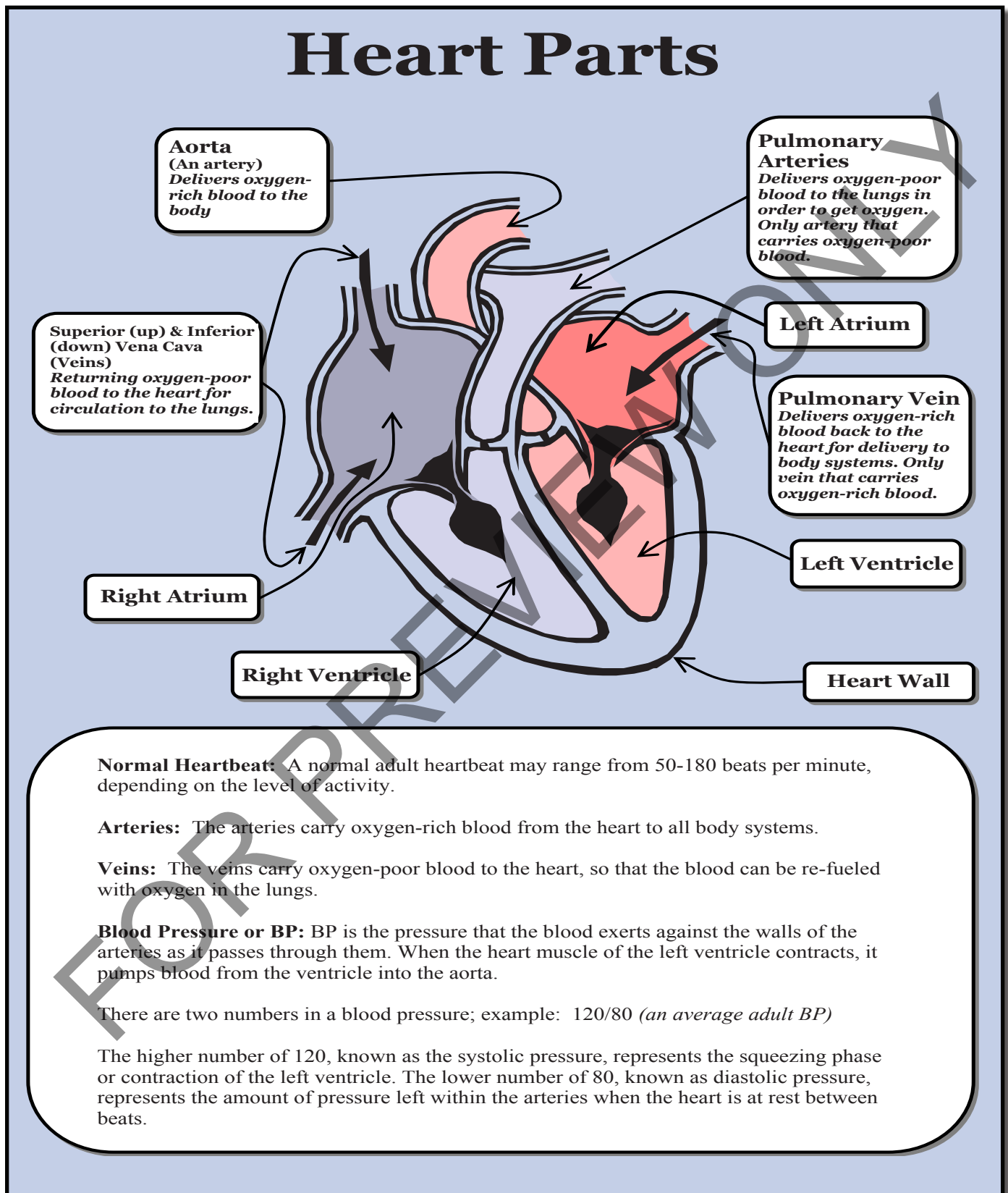
## The Effect

The blood pressure cuff lets you apply external pressure to a circumferential ring around the upper arm. When the pressure is great enough, it forcibly closes the main artery of the upper arm—the brachial artery. The stethoscope allows you to hear when the underlying artery opens and closes as you release the air in the pump.

For example, consider a blood pressure reading of 120/80. The first number always represents systolic pressure (120 mm Hg), and the second number diastolic pressure (80 mm Hg). When you apply a pressure of 180 mm Hg to the arm, the 120 mm of pressure from the artery cannot overcome externally applied pressure; the artery stays shut.

As you release the air out of the cuff, the external pressure falls. At 150 mm Hg, the artery is still closed, but at 119 mm Hg, it can open for just the slightest instant as the maximum/systolic exceeds the applied pressure. Once the arterial pressure falls below 119 mm, however, the artery shuts again. This opening and shutting produces the sounds you hear through the stethoscope (Korotkoff sounds). When the applied pressure falls below the diastolic/resting pressure, the artery stays open all the time.

## Activity F Handout 2: Heart Parts



## Activity F Handout 3: Sphygmomanometer

### Why does a Sphygmomanometer Matter?



#### **Sphygmomanometer:**

This is the device that allows a health care professional to measure the amount of pressure that exists inside a person's arteries. A blood pressure is auscultated (listened to) by use of a stethoscope. The stethoscope is placed against a patient's brachial artery, located in the arm. The blood pressure cuff is then filled with air, and the blood flow to the artery is cut off, temporarily. The health care professional lets the air out of the cuff slowly and listens for the sound of blood beating in the person's artery. It sounds like a "thump thump thump" in the ear.

When the health care provider first hears the thumping sound, he/she records the number. There will then be a point at which the thumping sound goes away, and that is the lower number. The final record may show a BP or blood pressure of 120/80, which would be normal or average for an adult.

If the blood pressure is high, 140/90 or higher, it may mean that the patient is suffering from some sort of health problem, which they need to consult their doctor about.

High blood pressure can be a sign of cardiovascular or heart disease, which is the leading killer of Americans. High blood pressure should be dealt with as soon as it is discovered. Diet, exercise, and consulting a doctor can help people to lead healthier, longer lives.

## Activity G: How to Take a Pulse-recommended

### Purpose

Student will learn to take a pulse

### Materials

A watch with a second hand

A pen and paper for recording

### Exercise

Students will first practice taking their own pulse. Then, pairing with a partner, they will practice taking each other's pulses.

How to take your own pulse:

1. Bend your elbow with your arm at your side. The palm of your hand should be up.
2. Using your middle (long) and index (pointer) fingers, gently feel for the radial artery inside your wrist.
3. You will feel the radial pulse beating when you find it. Do not use your thumb to take the pulse because it has a pulse of its own.
4. Count your radial pulse for a full minute (60 seconds). Notice if your pulse is regular and has a strong or weak beat.
5. Write down your pulse rate, the date, time, and what wrist (right or left) was used to take the pulse. Also write down anything you notice about your pulse, such as it being weak, strong, or missing beats.
6. The radial artery is an easy artery to use when checking your heart rate during or after exercise.
7. If your pulse is regular, you can count the beats for 30 seconds and multiply by 2.

### Explanation

What is a pulse? A pulse is the beat you can feel against the wall of an artery each time your heart beats. The pulse is the same as the heart rate. The normal adult pulse is 60 to 100 bpm (beats per minute). Arteries are the vessels that carry oxygen-rich blood from the heart to different parts of your body. It is easier to feel the pulse in arteries that come close to the skin. There are several arteries in your body that can be used to feel a pulse. Here are the most common arteries for counting your pulse:

- Radial: This artery is located on the inside of the wrist near the side of your thumb.
- Carotid: This artery is found on the neck between the wind pipe and neck muscle, and just under the lower jaw bone.

*Adapted from: <http://www.madsci.org/experiments/archive/857361537.Bi.html>*

## Activity H: How to Count Respirations-recommended

### Purpose

Students will learn to count respirations.

### Materials

A watch or clock with a second hand

A pen and paper for recording

### Exercise

Have the students work in pairs to count each other's respirations

How to count respirations:

- You should be sitting or lying down. Another person should count your respirations for one full minute (60 seconds). If you count your own respirations, they might not be accurate because you are aware of your own breathing. If respirations are regular in rhythm, they can be counted for 30 seconds and multiplied by two.
- Respirations can be counted by placing your hand on the upper chest to feel it rise and fall. If you can hear the person breathing, count how many times he breathes in a minute. Listen to hear if the person is breathing deep (slow) or shallow (fast). Also write down anything you notice about the person's breathing, such as being regular or not regular and if there are sounds, such as wheezing.
- Write down the respiratory rate as soon as you finish.

### Explanation

- Counting a person's respirations is counting the number of times the chest rises in one minute. The number of times you breathe in and out each minute is called your respiratory (RES-per-uh-tor-e) rate.
- Most people take 12 to 20 breaths every minute. Respirations will be higher during physical exercise or increased activity. Sometimes pain or a fever makes breathing faster. Respirations will be slower during sleep.

*Adapted from:*

[http://www.healthtouch.com/bin/EContent\\_HT/cnoteShowLfts.asp?fname=02504&title=HOW+TO+COUNT+RESPIRATIONS+&cid=HHLTH](http://www.healthtouch.com/bin/EContent_HT/cnoteShowLfts.asp?fname=02504&title=HOW+TO+COUNT+RESPIRATIONS+&cid=HHLTH)

## **Activity I: Closing Activity for Volunteer Training Session: Crush Your Fears-optional**

### **Purpose**

Students will identify fears that they may have about the training program or volunteering in the health care field.

### **Materials**

Strips of paper (optional)  
Pen/pencil or markers  
Bag of balloons

### **Exercise**

Ask students to write down their fears on the strips of paper. If the students are willing to share their fears, they can read them aloud, with reassurances from the facilitator and staff. Then have students place each strip of paper into a balloon and inflate the balloon. Once all of the balloons been inflated, have the students pop the balloons. This will symbolize students “crushing” their fears.

Another option is to write the fears directly on a balloon with a marker, and then pop the balloons.

This activity was adapted from

<http://www.brandeis.edu/studentlife/activities/resources/breakers.html>

Revised on 10/5/2004