Preparation for Adults Through Training and Higher Education

CUNY CareerPATH
and
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Health Care: From the Body to the Body Politic

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Health Care: From the Body to the Body Politic

a CLIP CareerPATH Curriculum
Written and developed by Rebecca Leece, OAA

This reading- and writing- based course introduces key issues in the field of healthcare and explores some of the career opportunities available in New York City.

Unit #1: The Patient Experience

The class begins with what the students already know about—being a patient. We'll reflect on and analyze our own experiences. The main text of this unit, *Your Medical Mind* by Jerome Groopman and Pamela Hartzband, examines how patients make medical decisions for themselves—and how these decisions are influenced by our cultures, religions, and histories. Key questions of this unit include:

- What is good health?
- How do people make decisions about their health?
- How do doctors and health care providers make decisions about their patients' health?
- What are your responsibilities as a patient?
- How can we advocate for our own preferences and better health care service?
- How does my cultural background affect my preferences, and how do I make sure that my doctor respects that?

This unit largely focuses on the concept of primary care—particularly, going to see a doctor in an office. We'll map out all the people who work in medical offices, including doctors, LPNs, medical assistants, medical billers and coders, interpreters, lab technicians, and counselors. What do these people do? We'll learn about the training and skills necessary to work in these roles by reading a series of interviews with people who work in the field.

Finally, we'll learn about the circulatory system, heart disease, hypertension, and high cholesterol. Each unit's readings circle around one (or more) particular human body system or health issue, and the reading in this unit is largely about heart disease. We'll learn the basics of the heart and how it can be affected by diet, exercise, stress, and heredity.

Unit #2: Public Health

This unit begins with questions:

- What is public health?
- How is it addressed in New York City?
- Who are the providers of services?

- What are the most common conditions in the community right now? What is being done to address these conditions?
- How should we define a "healthy community"?

In this unit, we'll move away from specific patient experiences and start to think about health in our community. We'll think about how legislation, old and new, affects us daily. Specifically, we'll look at the impact of seat belt laws and gun laws. We'll also research environmental health—how the quality of air, food, water, and the disposal of waste impact our community's health. We'll learn about Mayor Bloomberg's smoking ban and proposed soda ban and talk about the impact that these decisions have on our community.

We'll also look at how our community deals with emergencies. The central text for this unit is *Rescue 471* by Peter Canning. Canning writes about his experiences as a paramedic on the job. We'll learn about paramedics, EMTs, and other emergency personnel in the emergency rooms of hospitals. Then we'll look at other environments that address community health in New York City, including CBOs and other community health providers. We'll learn about community health workers, health educators, and counselors.

Rescue 471 also introduces all the main public health issues that we are dealing with right now: obesity, asthma, diabetes, drugs and alcohol, and many others. We research these chronic conditions—how they develop and how they are treated.

Unit #3: Health Care in The United States

In the last unit, we'll jump into the fray and learn about health care reform in the United States. We'll start off slow and just try to understand the basics of health insurance—who gets it, who pays for it. We'll compare our current system with systems in other countries—France, Canada, India, Germany, Japan, and the U.K. To this end, we'll read T. R. Reid's *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care*.

Finally, we will attempt to understand the elements of "Obamacare" and the results of the Supreme Court ruling. The second main text of this unit will be the *New York Times*—both articles in Tuesday's "Health and Science" section and coverage on health care reform. We'll follow the continuing debate on the topic of how health care is dealt with in our country.

The health focus in this unit will be preventative health. Students will also identify one area of health or disease that they would like to research.

Texts

Books:

Canning, Peter. *Rescue 471: A Paramedic's Stories*. New York: Random House Publishing, 2000. Print.

Groopman, Jerome E., and Pamela Hartzband. *Your medical mind: how to decide what is right for you*. New York: Penguin Press, 2011. Print.

Reid, T. R. *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care*. 2009. Reprint. New York: Penguin Press, 2013. Print.

Articles and Resources:

"Bloomberg's Supersize Soda Ban." . The New York Times: The Opinion Pages, 1 June 2012. Web. 23 July 2014. <http://www.nytimes.com/2012/06/02/opinion/bloombergs-supersize-soda-ban.html>.

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Confessore, Nicholas. "Cigarette Tax Increased to Keep State Running." . The New York Times, 21 June 2010. Web. 23 July 2014. <http://www.nytimes.com/2010/06/22/nyregion/22budget.html>.

Cooper, Michael. "Mayor Signs Law to Ban Smoking Soon At Most Bars." . The New York Times, 31 Dec. 2002. Web. 23 July 2014. <http://www.nytimes.com/2002/12/31/nyregion/mayor-signs-law-to-ban-smoking-soon-at-most-bars.html>.

Grynbaum, Michael. "New York Plans to Ban Sale of Big Sizes of Sugary Drinks." . The New York Times, 30 May 2012. Web. 23 July 2014. <http://www.nytimes.com/2012/05/31/nyregion/bloomberg-plans-a-ban-on-large-sugared-drinks.html?pagewanted=all>.

Lerne, Paul, and Julie Lerner. *Lerner's consumer guide to health care: how to get the best health care for less*. Seattle, WA: Lerner Communications Ltd., 2000. Print.

Silverman, Frank. "They're All Bad for You, but Should They Be Illegal?." . The New York Times, 1 Apr. 2007. Web. 23 July 2014. <http://www.nytimes.com/2007/04/01/nyregion/nyregionspecial2/01cttopic.html?_r=0>.

Surowiecki, James. "Downsizing Surprise." . The New Yorker, 13 Aug. 2012. Web. 23 July 2014. <http://www.newyorker.com/magazine/2012/08/13/downsizing-supersize>.

Scott, Janny. "Life at the Top in America Isn't Just Better, It's Longer." . The New York Times, 16 May 2005. Web. 23 July 2014. <http://www.nytimes.com/2005/05/16/national/class/HEALTH-FINAL.html?pagewanted=all&gwh=DD70A7121051FF544A0061F3F28B19AD&gwt=pay>.

United States Department of Labor. “Occupational Outlook Handbook.” . Bureau of Labor Statistics, Unites States Department of Labor. Web. <http://www.bls.gov/ooh/>.

"What’s the Best Way to Break Society’s Bad Habits?." . The New York Times: Room for Debate, 2 June 2012. Web. 23 July 2014. <http://www.nytimes.com/roomfordebate/2012/06/02/whats-the-best-way-to-break-societys-bad-habits>.

Unit #1: The PATIENT Experience

Key Questions:

- What are your preferences as a patient? Are you a believer or a doubter? Are you a maximalist or a minimalist?
- How do we make health decisions for our families and ourselves?
- How can we work with doctors and medical professionals so that they support us?
- How can we get the beat health care?

Readings and Source Materials:

- *Your Medical Mind* by Jerome Groopman
- Patient Voices: Thyroid Disease http://www.nytimes.com/interactive/2009/09/10/health/Patient_Voices.html?ref=health
- "How to Get the Best Health Care" by Julie Lerner
- "Ask Me 3" video
- Students' Choice: Health Selections from "Room for Debate," *NY Times*
- Optional Further Reading: *How Doctors Think, Every Patient Tells a Story*

Reading Skills:

1. Chunking a Text
2. Identifying Narrative and Non-Narrative Texts
3. Identifying the Main Idea
4. Organizing Information on a Continuum
5. Self-Awareness as a Reader and Learner
6. Taking Notes on a Text
7. Using Narrative Stories to Illustrate Ideas

Essays:

Essay #1: My Work History and Career Goals
Essay #2: My Medical Mind

Essay #3: Responding to Julie Lerner's Story
Essay #4: How Narrative Stories Illustrate the Ideas in *Your Medical Mind*

Career Activities

1. Essay: My Work History and Career Goals
2. Researching Jobs in Health Care
3. Career Family Tree
4. Graph: Industry Profile: Health Care

Graphs & Data

1. Prevalence of Risk Factors for Heart Disease in Adult New Yorkers
2. Industry Profile: Health Care
3. Nutrition Labels

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Introduction Activity: Find Someone Who

This is an exercise that will help you review some English grammar and get to know the other students in the class. First, write a question for each statement. Then, find two students in the class who can say "yes" to your question. Follow the example.

Find someone who ...	Write it as a question!	Find two students in our class!
... has been to the Metropolitan Museum	Have you been to the Metropolitan Museum?	Sasha and Gus have been to the Met.
... was in CLIP last semester		
... was not in CLIP last semester		
... hates doctors		
... exercises 2-3 times a week		
...wants to be a nurse (or another medical job)		
... has broken a bone		

… is a vegetarian		
… has been to the Emergency Room		
… takes a multivitamin		
… eats at least 4 servings of fruits and vegetables every day		
… gets less than 6 hours of sleep a night		
… knows someone who works at a hospital or doctor's office		

Introduction Activity: Health Quotes

1. Choose two of the quotes (below and on the following page) that you like or agree with, and circle them. Discuss these two with a neighbor, explaining why you like or agree with them. Try to connect each quote to a historical event that you know about. Write one event next to each of the two quotes.
2. Find and mark (check) two quotes that you think are saying the same thing. Discuss with a neighbor.
3. Find and mark (star) two quotes that are in opposition to each other. Discuss with a neighbor.

It is health that is real wealth and not pieces of gold and silver.
~Mahatma Gandhi

I am at the moment deaf in the ears, hoarse in the throat, red in the nose, green in the gills, damp in the eyes, twitchy in the joints and fractious in temper from a most intolerable and oppressive cold.
~Charles Dickens

Health is not valued until sickness comes.
~Thomas Fuller

Everyone who is born holds dual citizenship, in the kingdom of the well and in the kingdom of the sick. Although we all prefer to use only the good passport, sooner or later each of us is obliged, at least for a spell, to identify ourselves as citizens of that other place.
~Susan Sontag

If you resolve to give up smoking, drinking and loving, you don't actually live longer; it just seems longer.
~Clement Freud

Live in rooms full of light
Avoid heavy food
Be moderate in the drinking of wine
Take massage, baths, exercise, and gymnastics
Fight insomnia with gentle rocking or the sound of running water
Change surroundings and take long journeys
Strictly avoid frightening ideas
Indulge in cheerful conversation and amusements

Listen to music.
~A. Cornelius Celsus

The only way to keep your health is to eat what you don't want, drink what you don't like, and do what you'd rather not.
~Mark Twain

In health there is freedom. Health is the first of all liberties.
~Henri Frederic Amiel

So many people spend their health gaining wealth, and then have to spend their wealth to regain their health.
~A. J. Reb Materi

Before You Read: Vocabulary

1) Take a look at this list of vocabulary from the introduction. How familiar are you with these words or phrases?

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
Medical procedure				
Prevention				
Treatment				
Stroke				
Cardiologist				
Side effect				
Option				
Cholesterol				
Hypertension				
Physician				

2) Compare your answers with your partner, and try to explain the definition if you know a word but your partner doesn't.

3) Can you think of a synonym for any of these words? Write it next to the word. Compare your synonyms with a partner.

4) Choose five words to practice. Look up the definition and write a sentence connecting the word to you or someone that you know.

Before You Read: Constructing Questions

Take a look at these three sentences from the introduction. Before you start to read the chapter, write information questions (W-H questions) based on these sentences. Take a look at the example.

1. *Dave had the words in his head to answer but found that he couldn't speak.*

Question #1: Why couldn't Dave speak? What happened?

Question #2: What language does Dave speak? Was he trying to speak in another language?

2. *If I have a headache, I just deal with it; I don't immediately reach for Tylenol.*

Question:

3. *"I felt lousy, not myself at all," he said.*

Question:

Check Yourself:
Take a look at your grammar. Does it look correct? Compare your questions with a partner or a group of three. Choose the two best questions from your group and write them on the board. After you read the introduction, return to these questions. Can you answer any of them?

After You Read: Chunking the Text

The text is divided into six "chunks" or sections. Give a subtitle to each section. One is done for you as an example.

Chunk #1 Subtitle:

Chunk #2 Subtitle: Dave Simon

Chunk #3 Subtitle:

Chunk #4 Subtitle:

Chunk #5 Subtitle:

Chunk #6 Subtitle:

Your Medical Mind
by Jerome Groopman + Pamela Hartzband

Introduction

We are drowning in information,
while starving for wisdom.

—E. O. Wilson

Chunk #1

Every day, thousands of people consider whether or not they should take a medication or undergo a medical procedure. For some it's a question of prevention, how to stay healthy. Others must choose among different options for treating an illness. Making these decisions is harder than ever. There's certainly no lack of information—from doctors, the Internet, television, radio, magazines, and self-help books. Experts everywhere are telling you what to do. Some assert that you need more—more tests and more treatment. Others insist that you need less. How do you know what is right for you? The answer often lies not with the experts, but within you.

Chunk #2

Dave Simon had been working for months to improve his serve. Recently retired, still trim and athletic, he was trying hard to bring his tennis game up to the next level. Now it was match point, and Dave was determined to win. He served wide and ran to the net, lunging to return a low volley. As his racket met the ball, he collapsed onto the cool clay of the court. He tried to get up but realized that his right arm and leg would not move. He heard his partner calling out to him, asking if he was okay. Dave had the words in his head to answer but found that he couldn't speak.

So this is what it means to have a stroke. My doctor warned me this could happen.

The door to the examining room clicked open and his cardiologist entered. Dave snapped out of his terrifying daydream. He was not on the tennis court, but in his cardiologist's office. He stretched his right arm and leg, reassuring himself that nothing had really happened.

"Good morning, Mr. Simon," the doctor said. "Have you had a chance to think more about the medicine? Are we going to start treatment today?"

On a routine checkup several weeks earlier, Dave's internist had found that his pulse was irregular. An electrocardiogram revealed that he had atrial fibrillation, a common abnormal heart rhythm. Dave was referred to a cardiologist, but his repeat EKG was normal. The cardiologist recommended that he wear a heart monitor throughout the day, which showed that he was still having episodes of the abnormal rhythm, even though he didn't realize they were happening. She explained that this condition could cause clots to form in Dave's heart; those clots might break off and go to his brain, causing a stroke. But the risk of stroke was low. There were medications that could help

stop the clots from forming. But these drugs had serious potential side effects, primarily bleeding.

Dave was friendly with a neighbor who had been on such a drug. Several years ago, on a flight to Europe, his friend began to vomit massive amounts of blood. He almost died in the plane. The flight was diverted to Greenland, and the man, in shock, was rushed to the hospital. Emergency surgery saved his life.

Dave's mind veered back and forth between his chilling fantasy of a stroke and the image of his friend nearly bleeding to death. He looked at his cardiologist and replied, "I haven't decided yet."

Dave was caught in what psychologists call "decisional conflict," uncertain which option to choose. He knew the stakes were high and anticipated regretting either choice.

Chunk #3

Susan Powell had already made her decision when we spoke with her. She wasn't going to take a statin drug for her high cholesterol.

Susan wasn't ignorant about high cholesterol and its consequences. Nor was she "in denial," as some physicians liked to put it. Fifty-one years old, she spent her days as a nurse's assistant caring for people of all ages and backgrounds with a variety of diseases from congestive heart failure to cancer. Her doctor had explained that high cholesterol levels could lead to heart disease and stroke and advised her to begin taking a statin pill. Susan was familiar with this type of drug, which is sold under brand names like Lipitor, Crestor, and Zocor. Some of the people she took care of were on it, and she had seen ads promoting these drugs on TV and in magazines.

"My father also had high cholesterol, and he died after a long and healthy life, without taking any medication." She told us that when her own health is at issue, she is the kind of patient who approaches

medical treatment with skepticism. "I'm careful about what I put into my body, and I don't like medication," she said. "If I have a headache, I just deal with it; I don't immediately reach for Tylenol." Susan is a "doubter." You may see your own thinking in her, or she may remind you of a friend or family member. Chunk #4

Or you may take a very different approach to treatment, like Michelle Byrd. Michelle is an administrator at a university near Boston. She's in her fifties, too, she exercises every day, and she's proud that she can "power walk" two miles in less than twenty-nine minutes. Her college degree was in nutrition, and she is attentive to her diet. A routine checkup a few years ago revealed that she had mild high blood pressure. "I started taking medicine right then," Michelle told us. "I'm focused on doing the best I can for myself, and that means being proactive." Both her parents had hypertension, but neither had suffered any of its consequences like stroke, heart attack, or kidney disease. "And I don't want to either."

When Michelle Byrd began treatment, the first medication did not improve her blood pressure and a second drug caused side effects. She didn't hesitate to switch to yet another antihypertensive medication, and she's had no problem with this one.

Every morning and evening, Michelle checks her blood pressure at home and updates a chart of the results. "When there's a problem, I'll do everything I can to get as perfect a resolution as possible," she said. When we asked whether she was satisfied with her current systolic blood pressure in the low 120s, she paused and then answered, "I'm borderline okay with that." Then, after another pause: "Not really." She knows that 120 is viewed as a normal cutoff, but, she said, "I'd much rather be at 110." So she's asked her doctor to increase the dose of her current medication or add another treatment. He told her this wasn't necessary, but she still presses him for more. Michelle seeks to do the maximum. "That's the way I am. When I set a goal,

that's it." Michelle is a "believer," certain that maximizing treatment is the best way to stay healthy. Chunk #5

Soon after we spoke with Susan Powell and Michelle Byrd, we met Alex Miller, who's also in his fifties. Alex is an accountant, a precise and organized man who spends his days crunching numbers. He has both high cholesterol (like Susan) and mild high blood pressure (like Michelle). While Susan Powell is convinced that taking a statin pill for her high cholesterol makes no sense, Alex Miller takes this medication every day, believing that it will help keep him healthy. So you might predict that Alex would be like Michelle Byrd in his approach to blood pressure readings above the normal range. But he decided that it doesn't make sense for him to take medication for high blood pressure.

Alex's cholesterol levels were consistent at each visit. But his blood pressure varied and was only somewhat elevated. After more than a year of discussion with his doctor, Alex reluctantly agreed to take a medication for his blood pressure. The pill had significant side effects. "I felt lousy, not myself at all," he said. His doctor tried to reassure him that the side effects would soon pass, and if they didn't, there were many other medications he could try. Unlike Michelle Byrd, who enthusiastically embraced a new drug after experiencing a side effect from a prior one, Alex Miller refused any more treatment.

Alex does not suffer from what some doctors call "health illiteracy"—a lack of understanding of the risks and benefits of treatment. His fluency with numbers allowed him to grasp the statistics his doctor showed him about high blood pressure and its potential consequences. But Alex had read on the Internet that some experts over the years had revised the definition of the normal range for blood pressure readings, designating what was once acceptable as now risky. "It's like they keep changing the goalposts," he said.

Alex knew not only about the consequences of hypertension it-

self, but about the many potential risks of treatment. "I wonder how many people actually look at the list of drug side effects, because if they did, they might not take any medication."

We asked him, "Does being so fully informed give you confidence in your decision or make you more worried?"

"Both," he replied.

Chunk #6

Susan Powell and Michelle Byrd approach treatment choices quite differently. Susan is deeply doubtful about treatment and wants the minimum necessary, certain that "less is more." Michelle seeks maximal medical therapy, believing that by being "proactive," she is "ahead of the curve" in dealing with health issues. Alex Miller has elements of both approaches.

But isn't there a single indisputable right answer about treatment for each of them?

Despite many scientific advances, the unsettling reality is that much of medicine still exists within a gray zone where there is no black or white answer about when to treat and how to treat. Often, there are several differing approaches to treatment, each with its own risks and benefits. The best choice for an individual may be anything but simple or obvious.

People often explain their treatment choices by saying they do or don't feel "comfortable" taking a medication or undergoing a procedure. The discussion usually stops there. But what makes them "comfortable" or "uncomfortable" with one treatment or another, or no treatment at all? Where do these views about therapy come from? What are the forces inside and outside a patient's mind that shape that person's views? And will understanding those forces help patients to make better decisions?

After more than three decades of clinical practice, we did not

have ready answers to these fundamental questions for our patients or for ourselves. Despite a rigorous education in medical school and residency training, then working in academic medical centers, we had never been taught how and why a patient might come to choose one treatment or another.

For answers, we turned first to medical decision analysis. This approach, drawn from economics and used by health care policy makers and insurance companies, contends that the experience of illness can be readily distilled into a number. These numbers should then be used to calculate the one "best" and therefore "rational" treatment choice. Difficult decisions become a matter of simple arithmetic. This kind of approach holds understandable appeal, but we found considerable research that shows it is based on false assumptions and fails to fulfill its promise.

As we continued to search for answers, the words of Sir William Osler, an eminent physician of the last century, came to mind. He famously said that when trying to unravel a complex medical diagnosis, you should listen carefully to the patient, because he is telling you the answer. So we turned for insight to people making choices about treatment.

We spoke at length with scores of patients of different ages, in different parts of the country, of different economic status, with different medical conditions, from various ethnic, racial, and religious groups. We asked them to tell their stories: when they first fell ill, how the diagnosis was made, what their physicians advised, and other information they considered when choosing their treatment. Often, we went back and spoke to them again, delving deeply into not only the clinical aspects of their experience, but the details of their lives—their families' attitudes about health and disease, whether friends or acquaintances had conditions that showed them the kinds of choices they might one day face, what knowledge they gained from their re-

lationships, or their jobs, or their faith, that served them as guideposts. That journey into the minds of patients became this book. At each step along the way, as we listened to patients reflect, we gained more understanding. We then applied new research in psychology and cognitive science about decision making to their stories and began to answer the questions we raised.

It would be impossible to recount all the stories we heard, so we selected the ones that best illustrated specific influences on the medical decisions all of us make as patients. You will meet a teacher, a business consultant, a fitness trainer, an art dealer, a homemaker, a psychologist, a librarian, and many more. We're grateful to all these people for their openness and candor and their desire to share both their successes and failures in making their choices.

The book begins with decisions about problems that are not urgent and are often found on a routine checkup, like a high cholesterol level or a small rise in blood pressure, and then proceeds to conditions of greater urgency, like surgery, heart disease, and cancer. We ultimately reach the point where life itself hangs in the balance and choices may have to be made in a matter of moments or delegated to surrogates like family and physicians.

In each instance, we examine the powerful and often hidden influences outside and inside the patient's mind that can sway thinking and distort judgment. We saw that by unmasking these influences, it is possible to gain greater confidence and control over your medical decisions. That way, you can chart a clear path through all the conflicting advice and arrive at the right treatment for the right reasons.

One

Where Am I in the Numbers?

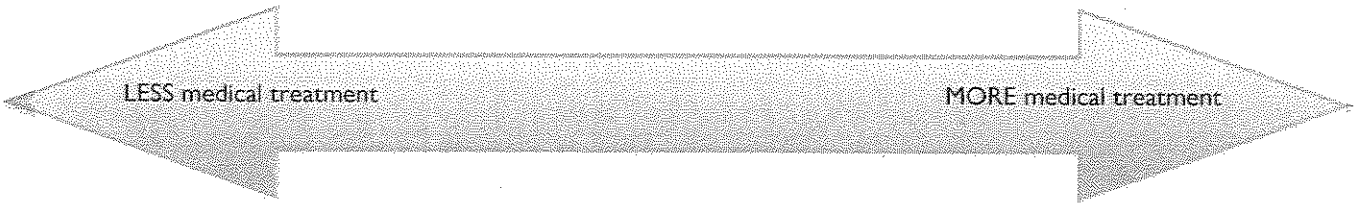
Susan Powell was one of the first patients we spoke with. We thought that starting with a common and seemingly simple choice—whether or not to take a statin drug for high cholesterol—would give us a simple answer about how people process information and arrive at their decisions. But Susan's decision was anything but simple.

Susan was up as usual at dawn. She made breakfast for her husband and her children and then checked the list of patients she would care for that day as a nurse's assistant. Late that afternoon she had a follow-up appointment with her new primary care doctor.

Susan had been healthy all her life. Like many women, her only contact with a doctor had been with the obstetrician/gynecologist who delivered her daughters and performed a yearly examination. But

After You Read: Arranging Information on a Continuum

There are four people in the introduction. Who wants more medical treatment and who wants less medical treatment? Write their names on this continuum.



Your Medical Mind, Chapter 1: "Where Am I in the Numbers?"

Before You Read: Vocabulary

1) Take a look at this list of vocabulary from this chapter. How familiar are you with these words or phrases?

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
primary care doctor				
prescription				
statin				
arteries				
acquaintance				
consequence				
colleague				
bias				
statistic				
accurate				
controversy				
negotiation				

1) Compare your answers with your partner, and try to explain the definition if you know a word but your partner doesn't.

2) Can you think of a synonym for any of these words? Write it next to the word. Compare your synonyms with a partner.

3) Choose five words to practice. Look up the definition and write a sentence connecting the word to you or someone that you know.

4) Sort all the words into these two categories:

Words related to health or medicine	*Words you can use in many situations*

Before You Read: Agree/Disagree Statements

Read the statements below. Do you agree or disagree? What are you reasons? Write a paragraph in your notebook in response to this statement.

If a doctor prescribes a medication for you, you should always take it.

Before You Read: Prediction Guide

Talk about each of these statements with a partner. Do you think it is true or false? Don't look at the book yet.

_____1. There are three kinds of cholesterol—good cholesterol, bad cholesterol, and mediocre cholesterol.

_____2. High cholesterol is related to heart attacks.

_____3. If you know someone who takes a medication and experienced bad side effects from it, you are less likely to take that medication yourself.

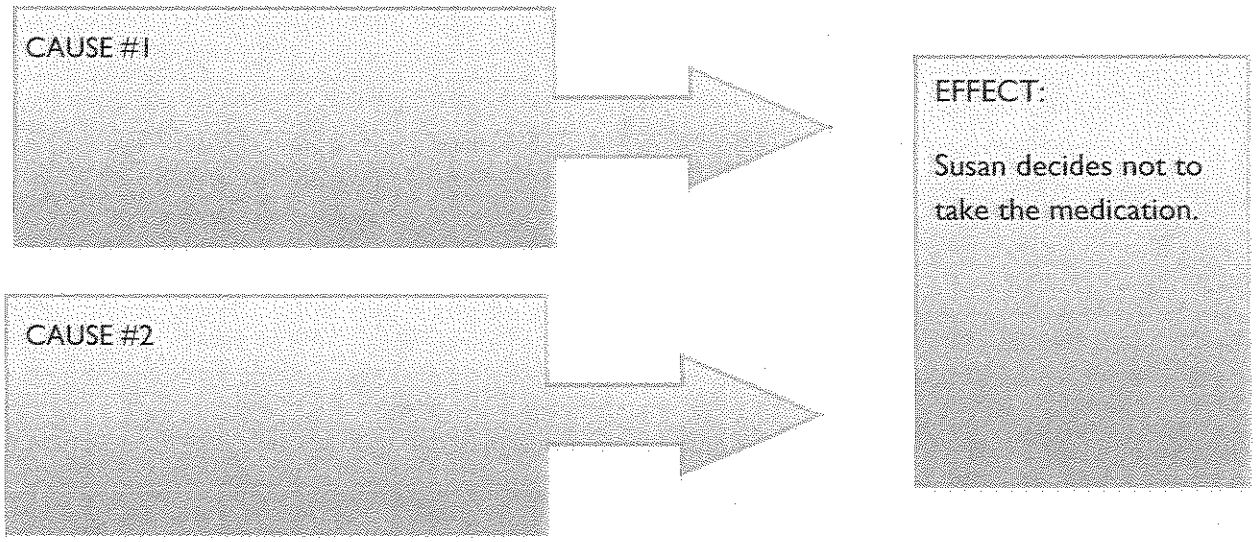
_____4. People who have a "naturalism bias" would rather use food and exercise to cure themselves instead of medication.

_____5. "Treatment will reduce Susan's risk for a heart attack by 30%." This means that Susan's risk for a heart attack is 100%, but if she gets treatment, her risk will be 70%.

These statements are related to the content of chapter 1. Make a prediction of what chapter 1 will be about:

While You Read: Cause and Effect

Find two causes that led to this effect.



While You Read: Chunking the Text

This is a long chapter. One way to make reading easier is to "chunk" the text. In the Introduction, the chapter was always divided into chunks, and you labeled each chunk. Now, we're going to reverse it. Here are the labels. You decide how to divide it.

Chunk #1: **Susan's Story** starts on page _____ and ends on page _____.

Chunk #2: **Statistics** starts on page _____ and ends on page _____.

Chunk #3: **TV Ads** starts on page _____ and ends on page _____.

Chunk #4: **Dr. Carter** starts on page _____ and ends on page _____.

Chunk #5: **Back to Susan's Story** starts on page _____ and ends on page _____.

After You Read: Becoming a Better Reader

1. Which "chunk" listed above was the easiest part to read?

2. Which chunk was the most difficult to read?

    a. Why was it difficult? Chose one (or more) of these or write your own reason:
        i. The vocabulary was too hard.
        ii. I got lost.
        iii. I started thinking about lunch/dinner/my job/my kids/something else.
        iv. I don't know anything about the subject.
        v. Another reason:

    b. What did you do when you had trouble reading?
        i. I skipped that part.
        ii. I tried to read it again.
        iii. I divided it into smaller chunks.
        iv. I tried to understand the main idea in each paragraph.
        v. I asked someone for help.
        vi. I read it out loud.
        vii. Another strategy:

After You Read: Return to the Prediction Guide

Go back to the Prediction Guide for this chapter. What are the correct answers?

After You Read: Review Vocabulary

Go back to your vocabulary list from the introduction. How many of those words can you find in this chapter?

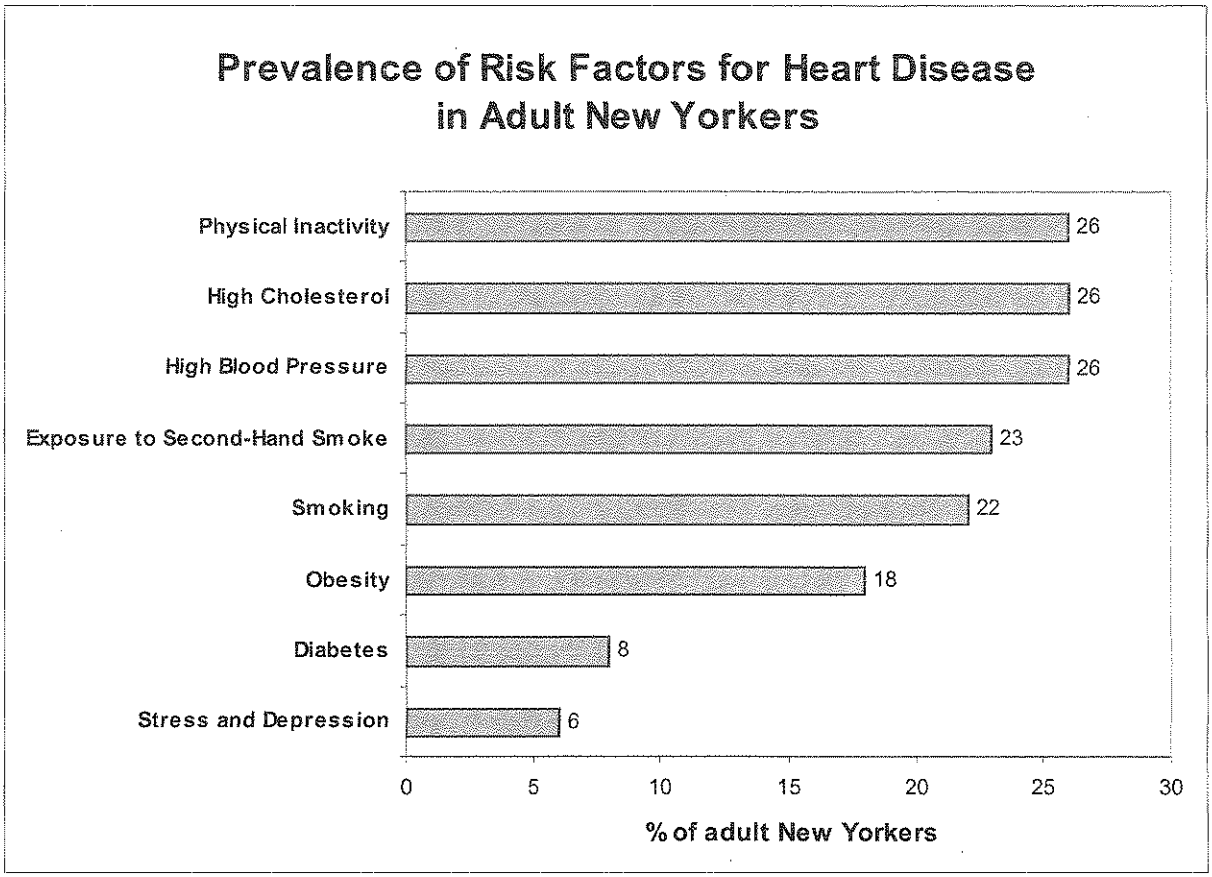
Reading Graphs: Prevalence of Risk Factors for Heart Disease in Adult New Yorkers

When you look at a graph, start with the title. In this graph, you see the title at the top. The title gives you the main idea of the graph. Do you understand all the words in the title? If not, look them up in the dictionary. Restate the main idea of the graph in your own words below.

This graph shows…

Next, look at the labels along the side and bottom of the graph. These labels tell you what is being measured. The label along the bottom says "% of adult New Yorkers." Now you know what is being measured along that axis.

Write five true sentences here about this graph.



Source: This data is based on the 2002 New York City Community Health Survey, in which adults 18 and older representing every neighborhood in New York City were interviewed by telephone about their health and the health of their families. For full survey details, see nyc.gov/health/survey.

Your Medical Mind, Chapter 2: "Believers and Doubters"

Before You Read: Predicting

1) The title of this chapter is "Believers and Doubters." Discuss with a partner what you think this chapter will be about. How will it fit in with the introduction and chapter one? After you discuss this with a partner, write your prediction in your notebook.

2) In chapter 1, you read about Susan. From what you already know, is Susan a believer or a doubter? Why? Discuss this with a partner and then write a paragraph in your notebook.

Before You Read: Chunking

In the introduction and in chapter 1, we "chunked" the chapters to make it easier to read. In this chapter, the authors have already chunked it for you! Three out of the four chunks are labeled. Before you start to read the chapter, skim through it to find all the chunk names. Write them here. One is done for you.

Chunk #1:

Chunk #2: Jerry's Narrative

Chunk #3:

Chunk #4:

Before You Read: Vocabulary from CHUNK #1

1) This small chunk of text has very useful vocabulary. Make sure you know it! How familiar are you with these words or phrases?

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
Skill				
sequence				
symptoms				
prior				
attitude				
values				
exception				
previous				

2) Compare your answers with your partner, and try to explain the definition if you know a word but your partner doesn't.

3) Can you think of a synonym for any of these words? Write it next to the word. Compare your synonyms with a partner.

4) Choose three words to practice. Look up the definition and write a sentence connecting the word to you or someone that you know.

When you finish, read chunk #1.

After Your Read CHUNK #1: Summarizing

This is a short chunk, but you can make it even shorter! Summarize this chunk in 3-5 sentences in your notebook.

While You Read CHUNK #2: Taking Notes on a Text

In the beginning of this chapter, the authors describe what this chapter is going to be about. Take notes on the following chart as you read this chunk.

	Jerry's Narrative
Family history	
Past medical history	
Social history	

After You Read CHUNK #2: Studying Vocabulary

1) "Jerry's Narrative" has some excellent vocabulary in it. Which of these words are you already familiar with? Which words do you need to practice?

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
results				
restricted				
drastic				
evaporate				
fluid				
like-minded				
cell				
persist				
aggressive				
pivot				
compromise				

2) Circle the words that are unfamiliar to you. Create a study sheet for yourself for these words. You can include anything on the study sheet that will help you learn the words well.

3) What's the best way for YOU to learn vocabulary? What's worked well for you in the past? Write a letter to your teacher describing how you have learned vocabulary in the past, and explained what works well for you.

Before You Read CHUNK #4: Categorizing and Predicting

Here are a few key words from "Pam's Narrative." Put them in the categories below.

Abdominal
Virus
Pediatrician
Appendix
Immerse
Inherit
Encounter
Nurse-practioner
Bladder
Hormone

Medical job	Something found in the body	Verb

Based on these words, what do you think "Pam's Narrative" will be about? Write a prediction in your notebook.

While You Read CHUNK #3: Taking Notes on a Text

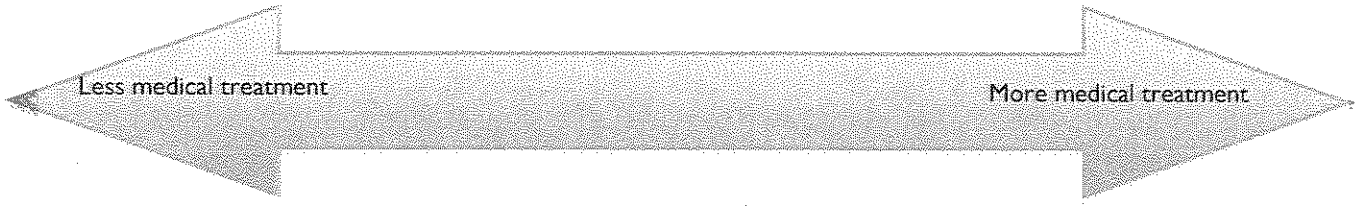
In the beginning of this chapter, the authors describe what this chapter is going to be about. Take notes on the following chart as you read this chunk.

	Pam's Narrative
Family history	
Past medical history	
Social history	

After You Read: Arranging Information on a Continuum

In the introduction, you arranged the names of four people on this continuum.

1) Where do Jerry and Pam belong on the continuum? Write their names.
2) Next, add the following words to the continuum: MINIMALIST, MAXIMALIST, BELIEVER, DOUBTER.
3) Finally, add your name. Where do you belong?



After You Read: Writing Assignment

Write your own essay based on the structure of chapter 2. You will include the same elements that the authors did. Start by making notes of things you might include in your essay. Don't include anything that you want to keep private.

	Your Narrative
Family history	
Past medical history	
Social history	

While You Read: Taking Notes on a Text

Read the first part of this chapter, pages 49 – 54. While you read, imagine that you are a doctor interviewing Patrick Baptiste. Take notes on him and his condition.

Name:

Biographical notes:

Medical History:

Symptoms:

Diagnosis:

Options for treatment:

While You Read: Narrative and Non-Narrative Texts

The first part of this chapter—the chunk about Patrick Baptiste—is mostly written in a narrative style. A narrative text tells a story. Usually, you follow one person and learn what happens to that person over a period of time.

In this book, you will also read a lot of non-narrative text. Unless you are a history or literature major in college, the majority of texts that you will read in college will be non-narrative. This kind of text might explain, analyze, describe, or compare. You can learn strategies that will make reading non-narrative text easier.

The first strategy is to identify non-narrative text. While you are reading, you can think to yourself, "Okay, this is a narrative. I just need to follow along to see what happens to this person." Or, you might think, "This is not a narrative text. This text looks like it's describing something. I need to figure out what it's describing." This is one strategy that will help you be a better, faster reader.

Some texts are a mix of narrative and non-narrative! In that case, you need to figure out what the author's most important point is.

Complete the following sentences about narrative and non-narrative texts.

Narrative texts are

Two examples of narrative texts are

Non-narrative texts are

Two examples of non-narrative texts are

While You Read: Narrative and Non-Narrative Texts

Let's practice. Look at these two paragraphs. One of them is mostly narrative, and one of them is mostly non-narrative. Label them.

#1

The specialist's office was not far from Patrick's health club. After a short wait, he was ushered into am exam room. The doctor asked Patrick how he was feeling and handed him a glass of water. He asked Patrick to sip and swallow several times as he stared intently at the front of Patrick's next. He then stood behind Patrick, placed his fingers around both sides of his neck, and again asked him to swallow. Taking his stethoscope from his pocket, he listened over Patrick's neck. Finally, the doctor took out what looked like a metal ruler and measured the distance from the corner to the front of Patrick's eyes. He put down the instrument and went back to his desk.

#2

This divide between doctors' and patients' preferences has been studied in depth in treatment of another problem, atrial fibrillation, the condition that affected Dave Simon. This abnormal cardiac rhythm is very common: About 1 percent of Americans in their fifties suffer from it, and 5 to 10 percent of those who are seventy or older do. Based on data from the Framingham Heart Study, it is estimated that over the course of a lifetime, atrial fibrillation or a related rhythm called atrial flutter will occur in about 25 percent of the population. It can be the first sign of hyperthyroidism, especially in the elderly.

While You Read: What is this paragraph trying to tell me?

We're going to look very closely at one chunk of this chapter. It starts on page 54 and ends at the top of page 57. Most of this chunk is non-narrative. If you are reading a non-narrative text, and you don't understand it, focus on one paragraph at a time. Ask yourself, "What is this paragraph trying to tell me?"

Look at the paragraph on page 54 that starts with "The search for 'best choice' takes us..." This is a long paragraph with a lot of details. It can take a long time to understand all the details. But you might not need to understand all the details! If you understand "What is this paragraph trying to tell me?" you can move on to the next paragraph. You can always come back and read it again if you need to understand the details.

The question "What is this paragraph trying to tell me?" is answered for some of the paragraphs in this section. Find what paragraph each answer belongs to. The first one is done for you.

1. This paragraph is trying to tell me about a guy named Daniel Bernoulli. The end of the paragraph describes a math formula that Bernoulli invented to help people make decisions.

   This paragraph starts with the words, "The search for the 'best choice' takes us to..."

   It is on page 54.

2. This paragraph explains how Lily Chan decided about treatment for Graves' disease.

   This paragraph starts with the words

   It is on page

3. These two paragraphs are trying to explain how Patrick could use Bernoulli's formula to make his own decision about treatment. (Hint: these two paragraphs are right next to each other.)

   These two paragraphs start with the words

   They are on page

4. This paragraph explains why the authors think it's a good idea to apply Bernoulli's formula to medical decisions.

   This paragraph starts with the words

   It is on page

5. This paragraph is trying to explain how doctors could use Bernoulli's formula to help patients like Patrick.

   This paragraph starts with the words

   It is on page

6. This paragraph explains how Anna Gonzales decided about treatment for Graves' disease.

   This paragraph starts with the words

   It is on page

7. This paragraph explains how Patrick's doctor might have used Bernoulli's formula for Patrick's situation.

   This paragraph starts with the words

   It is on page

When you are finished, compare your answers with a partner. If you disagree on any of the paragraphs, read that paragraph out loud. Reconsider your answers.

While You Read: Chunking & Summarizing

In the previous chapters, you practiced dividing the chapter up into chunks. In this chapter, it's done for you. Write a short summary (3-5 sentences) for each chunk. Good news—chunk #4 is done for you! You don't have to read chunk #4 in the book—just read the summary here to get the main idea.

Chunk #1: **Patrick's Story** (pages 49-54)

Chunk #2: **Using Bernoulli's Formula to Make Decisions About Graves' Disease** (pages 54-58)

Chunk #3: **Making Decisions About Atrial Fibrillation** (pages 58-63)

Chunk #4: **Best Practices** (pages 63-66)

A group of specialists decides what they think is the best treatment for a health problem, and the results are published for doctors and patients. But there are a lot of problems with these "best practices." There is pressure on doctors to use the "best practice" treatment for all patients, no matter what situation the patient has or what the patient prefers. The authors argue that individual patient needs and preferences should always be taken into consideration.

Chunk #5: **What Patrick Decided to Do** (pages 66-67)

Congratulations!

That was a tough chapter. The strategies that we practiced—identifying narrative and non-narrative text, finding the main idea of paragraphs, chunking, and summarizing chunks of text—are all strategies that good, fast readers use. Everyone, your teacher included, can practice these strategies to improve their reading skills. These skills will help you a lot on tests and in college. We're going to come back to them again and again in this class to give you more practice.

Write a note to your teacher about how you felt while you read and worked with this chapter. How difficult was it for you? Which strategy helped you the most? What else helped you understand this chapter? Which was the most confusing? What is your opinion of the ideas in this chapter? Reflect on your experience with chapter 3.

New York Times Patient Voices: Thyroid Disease

Google "nytimes patient voices thyroid disease." You should find a website on the New York Times website that has short interviews and photographs of six people with thyroid disease. Choose three people and listen to their interviews once through. Once you have listened to the interview once, choose two topics to take notes on. You can choose your own topics, or you can use two of these topics:

- How this person found out that they have this disease
- Difficulties / Challenges
- Changes this person made
- Interactions with doctors or medical staff

Listen to each interview again and take notes on your chosen topics. Complete the chart with notes for three of the people profiled on the website.

Name	*Age/Location*	*Topic #1*	*Topic #2*

Name	*Age/Location*	*Topic #1*	*Topic #2*

After You Read: Summarizing

Summarize Julie's story in no more than 5-6 sentences. Write the summary in your notebook.

After You Read: Select an Important Passage

Reread Julie's story. This time, look for a passage that stands out as being especially important. Choose a passage that you have a lot to say about. Copy the passage below, in quotes. Next, restate what the passage is saying in your own words. Finally, explain why you chose it and why you find it important.

My Passage:

My Paraphrase of the Passage:

Why I Chose It:

groups protecting their agendas. So you need to take responsibility for protecting your own interests.

Marcus Welby, M.D., is dead. In the Age of Managed Care, patients who "work the system" are more likely to get the best care.

From our personal experiences, we've seen that being an assertive consumer—and even a "difficult patient"—is what works. Julie was a difficult patient, and that's one of the reasons she's still alive. We all need to stop being "good patients" and start being good consumers.

The two of us believe so strongly in this endeavor that we are willing to put our name on it—a rare thing in health care today. We are advocates for patients and health consumers only—we have no connections to insurance companies, HMOs, hospitals, or doctors' groups. Unlike most people in health care, we work solely for you, the consumer.

Some medical experts have told us that consumers are too intimidated, lazy, or dumb to use the information in this book to make good decisions about their health care. We think they're wrong. In the past decade, large numbers of Americans have taken control of their financial lives and begun investing for the future, greatly surprising the financial "experts." In the next decade, people will take control of their health care in similar ways. Learning from the patient advocacy movement, which has helped so many people affected by AIDS and cancer, we are on the verge of creating a new "individual health advocacy."

When enough of us have become informed and assertive consumers, the health care industry will have no choice but to respond to the changing marketplace. Our health care system will become more patient-focused—one consumer at a time.

Join us.

—Paul Lerner and Julie Lerner

Lerner's Consumer Guide to Health Care
by Paul Lerner and Julie Lerner, 2001

1.

How to Get the Best Health Care

Julie Lerner's Story

IN THE EARLY 1990S, I WAS IN MY MID-TWENTIES, LIVing in New York City, and working at a radio station. I sold advertising for a commercial classical station that was owned by a large company. As an active young person, I enjoyed all of the good things of New York. I was happy, dating, and looking forward to marriage, kids—the usual goals.

I had been extremely healthy all my life. In 1990, before taking a trip to Europe (a belated college graduation present), I went to see my dermatologist because I had lumps on either side of my neck. The dermatologist seemed very concerned and said that I should have the lumps checked out.

So I went to a specialist. After taking an aspiration of the lumps, he said they were nothing. He remarked that they were probably due to hair coloring. That seemed odd, because I only highlighted my hair, never colored it. So for two years I went around with the false sense that the lumps in my neck were nothing to worry about. During that time, strange things started happening to me. For instance, I had chicken pox, and I started having immune system problems.

I later learned that this type of misdiagnosis is surprisingly common. Many people are misdiagnosed when it comes to a serious illness. Medicine is a tricky thing, and it's more subjective than you realize. It's as much art as science.

It took a while for the pieces to come together. Eventually, they did. On May 5, 1992, I was diagnosed with a form of cancer called non-Hodgkin's lymphoma.

Two days later I saw a doctor to talk about treatment. I asked if I would still be able to have children. He responded, "Why are you worried about that? You might not live." Compassion and communication are not high priorities with all doctors, as I was to learn.

That was the beginning of my long journey into our medical system. From 1992 to 1996, I had nearly 30 inpatient stays and more than 300 outpatient visits at seven different hospitals around the country. In the process, I became a health care expert.

Though I hope you never need this information, I'm going to share what I learned about being a patient. At some point, you and your loved ones are going to face serious health issues. When it happens, remember this:

If you are sick, you've got to be tough, even when you don't feel tough. You've got to learn to rely on other people. It's almost impossible to go it alone, so look for support from family, friends, support groups, and not-for-profit organizations. You have to take the bull by the horns and find out information for yourself.

You should definitely get second opinions before you have a treatment. Let it be known if there are problems. Be vocal. Don't worry about being called "difficult." Take as much into your own hands as possible. Have friends or relatives by your side to act as your "patient advocate" during the times you don't feel up to it.

Write questions and comments down, in case you don't remember everything. Give these written questions and comments to your doctors and nurses, and make sure they give you answers. If you have problems in a hospital, contact the patient representatives—they will lobby for you.

Some doctors can be condescending. Don't let it get to you.

Don't be afraid to challenge your doctor. It's your life, and these are your decisions. If you search, you will find excellent doctors who are also wonderful, compassionate people. If you need to change doctors, do it. If you need to change hospitals, do that, too. It's your life—literally.

When your care involves a hospital stay, don't be surprised if the environment there is not nurturing. Hospitals can be cold and harsh. When I had cancer, I did not see myself as a "victim." But I often felt that I was treated like a victim in the hospital, and I started to feel like one. You may be facing the toughest moments of your life, but quite often the empathy is not there. Some of the doctors I dealt with were so cold that it was shocking to me. So I learned an important skill—how to change doctors.

Some medical experts may scoff when I talk about a "nurturing environment." After everything I've been through, I know that your environment can make a big difference in your attitude, and that your attitude can make a big difference in your health. You can make a hospital room more pleasant by bringing your own clothes, books, music, videos, pillows, and photographs. If the food is bad (and it often is), ask friends and family members to bring you food from somewhere else. Trust me, pizza will taste better than anything on the tray.

Going into the hospital may be an overwhelming experience, so do everything you can to make it easier on yourself. Now is the time to ask favors from friends, relatives, colleagues, and anyone else who can help.

After any treatment, there will be a lot of confusing paperwork. Keep good records. Start a file. Document everything. If you have a friend or relative who is good with numbers, enlist that person to help you keep track of your medical bills. The paperwork may go on for months. Prepare yourself—handling this paperwork can be a job in itself.

Which doctors and hospitals should you choose? Read and learn as much as you can. Talk to as many people as you can. Go visit hospitals to test what feels right.

I beat cancer with the help of good doctors, nurses, hospitals, friends, family, and good luck. Along the way, I consistently saw that it was difficult to find objective information about health care options, and I learned that you must be an assertive and informed consumer of health care. I realized that some institutions do not deserve their lofty reputations and that some people in the health care industry fail to put patients first. Most important, I learned that the real experts about health care are the patients—yet few people ask us our opinions.

I was particularly disenchanted with one hospital, which every year was rated #1 for cancer treatment by a national newsmagazine. At that hospital, I experienced condescending doctors, episodes of miscommunication, medical mistakes, bureaucracy, eight-hour waits for admission, and constant paperwork and billing foul-ups. Once a nurse yelled at me because friends were visiting my hospital room to cheer me up and we were all laughing. A person battling cancer should not be treated that way.

This hospital was a big bureaucratic machine. When you are facing a life-threatening illness, you want some element of humanity. While being treated there, I felt like a number. I was #988417. I will remember that number all my life.

I started to wonder who did all of these rankings regarding the quality of care. Were they ever patients themselves? No! In most surveys, they never even ask the patients. They talk to the "experts," not to the people who actually use the services.

When I was diagnosed with cancer, I was far from being an advocate. But after my experiences at this hospital, I became an activist. I went to the patient representative with ideas, but I didn't get anywhere. I asked to talk to the hospital's CEO, but could never get in. But I saw how things could be, and I started talking to other people who felt the same way.

I think it's time more attention was paid to the health consumer's point of view. That's one of the reasons my brother and I wrote this book. When I was diagnosed, I didn't have a lot of

information to make good choices. I've learned that information is crucial, and I want every patient in the future to have more information so that they can make the best choices. Now, for me, it's about creating change.

I came very close to dying. I was given poor odds of surviving cancer—only about 15%—but I beat the odds. Recently I passed the five-year anniversary of my second bone marrow transplant. I'm officially in remission, and I'm doing very well. My long-term prognosis is excellent. I feel like I am one of the luckiest people around.

Today I'm a marketing executive in the restaurant industry. I love what I do. I'm active with the Cure For Lymphoma Foundation and the Leukemia and Lymphoma Society, and plan to walk a marathon soon for the Leukemia Society's "Team In Training." I also help people who are newly diagnosed with cancer and raise money for patient-aid programs.

I learned that every day of your life is a gift. After an experience like this, you really try hard to make it the best life you can. Now I don't wait to do things, whether it's walking a marathon, working for a cause, or writing a book.

People call me a survivor. I like that. I'm very proud of that word. My theme song is, "I Will Survive."

As a patient, I could only do so much. But now, I can do a lot more to help people. While facing my health challenges, I discovered how things work in health care—and how things often don't work for the patient. We as individuals have to be ready to stand up and demand our rights. The patients' point of view should be just as important as the "experts." That's why I've made it my mission to help other people find the best health care available—and not to let anything stop them.

Paul Lerner's Story

I lost friends to AIDS and then went to work in the AIDS field. In my five years working for not-for-profit AIDS service

Note-Taking: Ask Me 3

Google the phrase "ask me 3." You should find a website by the National Patient Safety Foundation. On the website, watch the video called "Ask Me 3" once through. (The video is about 4 minutes long.)

Now, watch the video a second time. This time, take notes on it in your notebook. This is good practice for taking notes in college classes. What are the video's main ideas? Imagine that your friend is absent from class today. Tomorrow morning, she asks you what you did in class today. Take good enough notes that you can tell her everything she needs to know from the video.

Watch the video a third time and check your notes to make sure that they are accurate.

Next, consider these questions. Write answers in your notebook.

1. Why did this group make this video? Why do they think this is an important issue?
2. Do you think it was a successful communication of their messages? Why or why not?
3. Who is this group, the National Patient Safety Foundation? What else do they do?
4. What do you think the authors of *Your Medical Mind* would think about "Ask Me 3"? Do you think they would agree or disagree with the messages? What do you think Julie Lerner would think about it?

Reviewing Vocabulary: NYC Health Bulletin

Here's a list of all the vocabulary that we've learned so far. Skim the NYC Health Bulletin: Control Your Cholesterol, and look for these words. Underline all of the words that you find. How many did you find?

accurate
acquaintance
aggressive
arteries
attitude
bias
cardiologist
cell
cholesterol
colleague
compromise
consequence
controversy
drastic
evaporate
exception
fluid
hypertension
like-minded
medical procedure
negotiation
option
persist
physician
pivot
prescription
prevention
previous
primary care doctor
prior
results
restricted
sequence
side effect
skill
statin
statistic
stroke
symptoms
treatment
values

Reading Graphs: Food Labels

In the NYC Health Bulletin: Control Your Cholesterol, you will find an example of a food label. Look closely at the nutrition facts that it presents. Write ten true statements about the information that this label presents. Include:

a) 3 statements about percentages
b) 3 comparative statements (more than, less than…)

Example:
This food gives you 4% of the iron you are supposed to eat in one day.

VOLUME 5, NUMBER 8

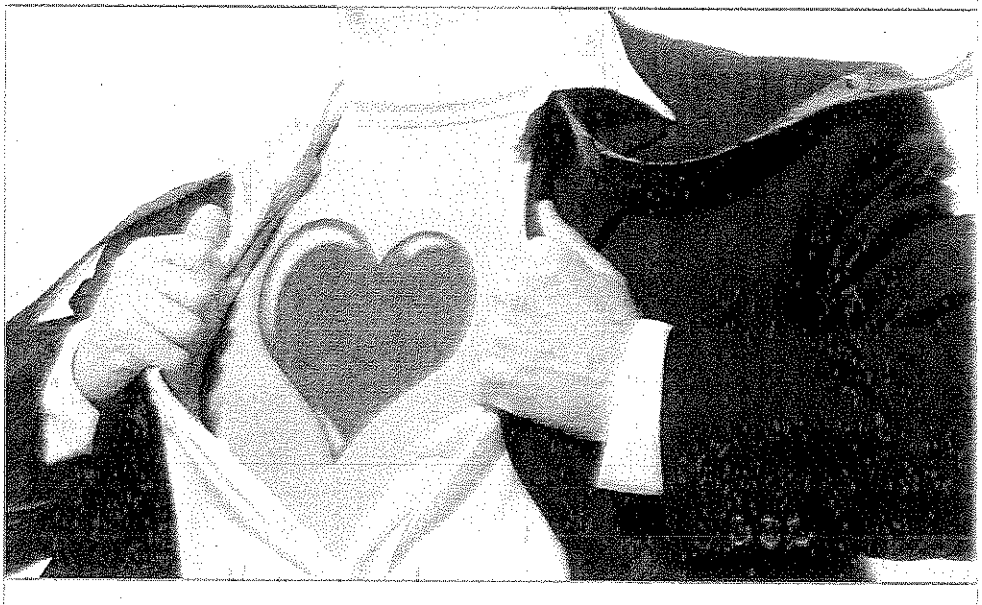
NYC Health

Health Bulletin

NEW YORK CITY DEPARTMENT OF HEALTH AND MENTAL HYGIENE

#42 in a series of Health Bulletins on issues of pressing interest to all New Yorkers

Control Your Cholesterol: Keep Your Heart Healthy



- High cholesterol is a *preventable* and *treatable* cause of heart disease and stroke.
- 1 in 4 adult New Yorkers has high cholesterol, but many don't know it.
- High cholesterol has no symptoms. The only way to know you have it is to get checked by your doctor.
- It won't go away on its own. High cholesterol *stays* high unless you take action – and keep taking action.
- Physical activity, healthy diet, and healthy weight can prevent and reduce high cholesterol.
- Cholesterol-lowering medications are safe and effective.

TAKE CARE NEW YORK

- Available in Spanish and Chinese: call 311 or visit nyc.gov/health
- Disponible en español: llame al 311 o visite nyc.gov/health
- 需要中文版卷 - 可电 311 或造訪網址 nyc.gov/health

"Good" and "Bad" Cholesterol

There are two main types of cholesterol.

LDL – "bad" cholesterol

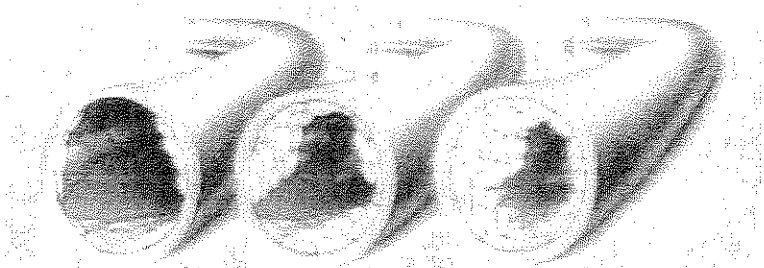
LDL (low-density lipoprotein) can clog arteries, increasing the risk of heart disease. Keep it Low.

HDL – "good" cholesterol

HDL (high-density lipoprotein) keeps arteries clear, reducing the risk of heart disease. Keep it High.

- *Triglycerides* (a type of fat) can also clog arteries.

High Cholesterol Can Kill You

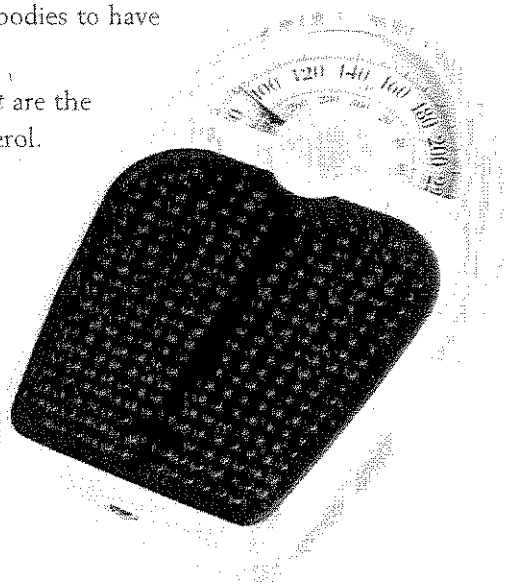


Overeating, high cholesterol, excess body fat clogs arteries. Walls and edges get rough, leading to:

- Heart attack
- Stroke
- Angina
- Poor circulation
- Death at an early age

Diet, Weight, and Genetics Can Make Cholesterol Rise

- People who are overweight or obese are more likely to have high cholesterol, but anyone can have it, including thin people and even children.
- Some people's genetics cause their bodies to have high cholesterol.
- Food with *saturated fat* and *trans fat* are the main dietary causes of high cholesterol.
- Cholesterol in food can also raise your blood cholesterol, but not as much as saturated fat. Products that say "cholesterol-free" may still contain saturated or trans fat.



Maintain a healthy weight. Being overweight may raise bad (LDL) cholesterol.

Cholesterol Levels

Total cholesterol (lower is better)

- Ideal – Below 200
- Borderline High – 200 to 239
- High – 240 and above

"Bad" LDL cholesterol (keep it Low)

- Ideal – Below 100
- Above Ideal – 100 to 129 (BUT – Above 100 is "High" for people with heart disease or diabetes)
- Borderline High – 130 to 159
- High – 160 and above

"Good" HDL cholesterol (keep it High)

- Ideal – 60 and above
- Low – Below 40

Triglycerides (lower is better)

- Ideal – Below 150
- Borderline High – 150 to 199
- High – 200 and above

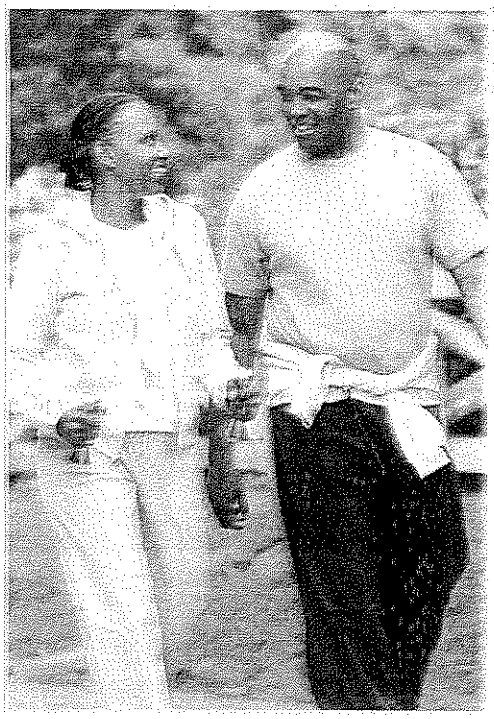
Getting Your Numbers

- Men 35 and older and women 45 and older should have regular blood tests for high cholesterol.
- You may need to be tested earlier and more often if:
  - You have already had a heart attack or stroke.
  - You have other risk factors (diabetes, high blood pressure, a family history of early heart disease, are overweight, or smoke).
- Ask your doctor how often you should be tested and what cholesterol levels are healthy for you.

You *Can* Control Cholesterol

To keep bad (LDL) cholesterol low and good (HDL) cholesterol high:

Exercise. Get at least 30 minutes of moderate physical activity (such as a brisk walk) at least 5 days a week. Exercise can raise good (HDL) cholesterol.

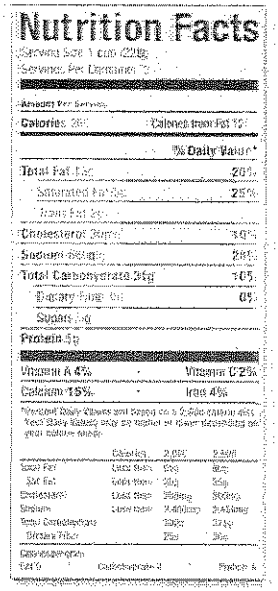


Eat a healthy diet.

- Eat at least 5 servings of fruits or vegetables a day. Add fiber to your diet.
- Limit saturated fat and high-cholesterol foods.
- Avoid all trans fat. (Don't eat foods with *partially hydrogenated* vegetable oils on their labels.)
- Choose foods with healthy *monounsaturated* or *polyunsaturated* oils.
- When eating out, ask about the oils used to cook your food. Choose items from the menu that are low in saturated fat and free of trans fat.
- See **A Healthy Diet Helps Control Cholesterol** for details.

Check labels before you buy.

- Look for the **Nutrition Facts** panel.
- Choose foods with the lowest "% Daily Value" of saturated fat and cholesterol per serving — no more than 20%.
  - The product on the right has 25% Daily Value of saturated fat per serving – *that's too much.*
  - It has 10% Daily Value of cholesterol per serving – *that's okay.*
- Choose foods with 0 grams (NO) trans fat. This product has 2 grams per serving – *don't buy it!*
- To help lower LDL (bad) cholesterol, choose foods high in fiber – more than 20% Daily Value per serving.

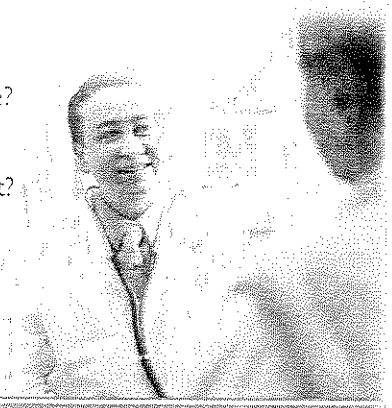


If you smoke, quit now. Smoking lowers good (HDL) cholesterol. For free help, call 311 and ask for the Smokers' Quitline.

Medications. When diet and exercise aren't enough, cholesterol-lowering medicines are safe and effective. REMEMBER, if you are prescribed medication, it only protects your heart if you take it!

Questions to Ask Your Doctor

- What are my cholesterol levels?
- Are these levels ideal for me?
- What diet and lifestyle changes are right for me?
- *If you are prescribed a medication, always ask:*
  - How long and how often will I need to take it?
  - Are there any side effects?
  - Is a less expensive "generic" form available?



More Information

- NYC Department of Health and Mental Hygiene Cardiovascular Disease Prevention Program: nyc.gov/heart or call 311 and ask for Cholesterol
- American Heart Association: www.americanheart.org/cholesterol or 1-800-AHA-USA-1 (1-800-242-8721)
- Centers for Disease Control and Prevention: www.cdc.gov/cvh
- National Institutes of Health: www.nhlbi.nih.gov/chd
- American Academy of Physicians: www.familydoctor.org/029.xml
- MedicineNet: www.medicinenet.com/cholesterol/article.htm

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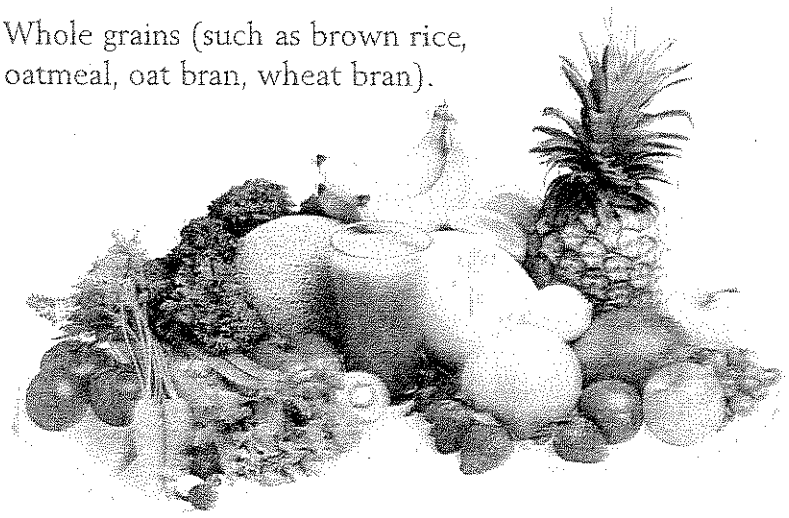
A Healthy Diet Helps Control Cholesterol

Choose Foods From These Groups...

- Skinless poultry, fish, and lean cuts of meat.
- Fat-free or 1% dairy products (milk, yogurt, cheese).
- Trans-fat-free *monounsaturated* or *polyunsaturated* vegetable oils and spreads (such as olive, canola, corn, cottonseed, peanut, safflower, soybean, sunflower).
- Egg whites and egg substitutes.
- Fiber-rich foods:
  - Whole fruits (such as apples, bananas, berries, nectarines, oranges, peaches, pears, plums, prunes).
  - Vegetables (such as broccoli, Brussels sprouts, carrots, celery, cucumbers, tomatoes).
  - Legumes (peas, beans, lentils).
  - Nuts and seeds.
  - Whole grains (such as brown rice, oatmeal, oat bran, wheat bran).



Limit or Avoid These Foods...

- Fatty cuts of beef and pork.
- Deli meats (such as salami, sausage, pepperoni).
- Organ meats (such as brain, liver, kidneys) – they are high in cholesterol.
- Shrimp and lobster (moderately high in cholesterol).
- High-fat dairy products (whole milk, butter, cream, half-and-half, cheese, yogurt).
- Whole eggs including those in baked goods and processed foods. Yolks are high in cholesterol (egg *whites* are okay).
- Processed or store-bought foods that contain saturated or trans fat (check the **Nutrition Facts** label).

NYC Health

Health Bulletin

A free series of Health Bulletins on issues of pressing interest to all New Yorkers

New York City Department of Health and Mental Hygiene
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Division of Health Promotion and Disease Prevention
Bureau of Chronic Disease Prevention and Control
Cardiovascular Disease Prevention and Control Program

Control Your Cholesterol: Keep Your Heart Healthy

Before You Read: Understanding the Title

What is the difference between regret and disappointment? Discuss this with a partner and work together to create distinct definitions.

Regret =

Disappointment =

Before You Read: Journal

What do you regret? What was the situation? Why do you regret it? How would you change it if you could? Spent 15 minutes writing continuously in your notebook. Try to keep your pen moving.

Before You Read: Chunking

Before you start reading this chapter, skim through it. Look for these four sections. Where do they begin and end?

1. "Carl Simpson's Story" begins on page _____ and ends on page _____.

2. "How the Research on Regret applies to Carl" begins on page _____ and ends on page _____.

3. "How the Research on Regret Applies to Lisa" begins on page _____ and ends on page _____.

4. "Lisa Norton's Story" begins on page _____ and ends on page _____.

Before You Read: Narrative or Non-narrative?

Based on chunk titles given above, which chunks of this chapter are narratives? Which chunks are non-narrative? Label 1 – 4 above as "narrative" or "non-narrative."

While You Read: Taking Notes on a Text

Read "Lisa Norton's Story." Imagine that you are a doctor interviewing Lisa before she has surgery. Take notes on her and her condition.

Name:

Biographical notes:

Medical History:

Symptoms:

Diagnosis:

Options for treatment:

While You Read: Taking Notes on a Text

Read "Carl Simpson's Story." Imagine that you are a doctor interviewing Carl. Take notes on him and his condition.

Name:

Biographical notes:

Medical History:

Symptoms:

Diagnosis:

Options for treatment:

While You Read: Pause to Reflect

Before you continue to read this chapter, think about how Lisa feels and how Carl feels. They had similar outcomes from surgery, but they feel very differently about it. Why? Discuss this with a partner. After your discussion, each of you should write a paragraph about your *hypothesis** about why Lisa and Carl feel so differently.

(* What's a hypothesis? A hypothesis is a proposed explanation. It's your attempt to explain something. It might not be correct, but that's okay!)

Before You Read (the Rest of the Chapter): Prediction Guide

Talk about each of these statements with a partner. Do you think it is true or false?

1. _____If you have an excellent surgeon, hospital, and nurses, you will have a perfect result from your surgery.

2. _____You have owned stock in Apple for many years. Your brother bought stock in Apple yesterday. Today, Apple stock loses 50% in value. You feel more regret than your brother.

3. _____A soccer team is losing a game. The coach changes the players and strategy. They still lose the game. The coach feels minimal regret.

4. _____A soccer team is winning. The coach changes players and strategy. The team loses the game. The coach feels minimal regret.

5. _____Some people don't tell their doctors what they really want because they are don't want to be a "difficult patient."

6. _____Some people are intimidated by doctors.

After You Read: Becoming a Better Reader

Write a letter to your teacher about your experience reading this chapter. Was it easier or harder than the other chapters in the book? Or the same? Consider the following questions.

1. Which chunk in this chapter was the easiest part to read?

2. Which chunk was the most difficult to read?

    a. Why was it difficult? Chose one (or more) of these or write your own reason:
        i. The vocabulary was too hard.
        ii. I got lost.
        iii. I started thinking about lunch/dinner/my job/my kids/something else.
        iv. I don't know anything about the subject.
        v. Another reason:

    b. What did you do when you had trouble reading?
        i. I skipped that part.
        ii. I tried to read it again.
        iii. I divided it into smaller chunks.
        iv. I tried to understand the main idea in each paragraph.
        v. I asked someone for help.
        vi. I read it out loud.
        vii. Another strategy:

3. What's your opinion of this book so far? Why?

Role Play: Patient Advocacy

1. Read the scenario on the following page. Based on the dialogue, write down three adjectives that describe the doctor, and three adjectives that describe Sam.

2. Compare your adjectives with a partner. What's your opinion of this doctor? What's your opinion of Sam? What's your opinion of Sam's wife? Discuss this with a partner for 5-10 minutes.

3. Then, write a response in your notebook. Focus on your opinions. Can you relate to Sam?

4. We'll act this out in class.

5. Finally, you are going to rewrite this interaction between Sam and his doctor to improve it. How can you improve this interaction? Discuss what to do with a partner, then create a new dialogue together. One of you will be responsible for Sam's words, and one of you will be responsible for the doctor's words.

Sam's Doctor Appointment

Sam decided to make a doctor's appointment. He hadn't seen a doctor in about ten years—he's normally healthy, and he doesn't like to go unless he's sick. His wife disagreed. She said that he should get blood tests every few years just to make sure that everything was okay. She had been nagging him to do this for a while. Lately, he had also been getting headaches. He also noticed a dark spot on his neck that hadn't been there before. So he made an appointment with a doctor.

Here's what happened at Sam's appointment:

Doctor: Mr.... Perez?

Sam: Yes.

Doctor: Hi, I'm Dr. Mendel. We are really busy today! Sorry about that wait! Can you tell me what brought you in today?

Sam: Well, my wife said I should come in. I haven't seen a doctor in a while.

Doctor: Okay, so we'll do a check up. When is the last time you had blood tests done?

Sam: I don't remember.

Doctor: Okay, we'll do that today before you leave. I'd like to listen to your heart and lungs. Take a few deep breaths. Okay, sounds good. I see here that your blood pressure is a little high. Is that normal?

Sam: I don't know—like I said, it's been a while since I've seen a doctor.

Doctor: Sure. I'm going to prescribe something for it. Here you go.

Sam: Okay.

Doctor: What about family history? Any cancer, high blood pressure?

Sam: Um, I think my grandfather had high blood pressure too.

Doctor: We'll take a look at those blood tests too, when they come back, and make sure it all looks okay. Any questions?

Sam: Uh, I have this spot on my neck?

Doctor: You'll have to talk to a dermatologist about that—it's not my specialty.

Sam: Oh, alright. Is there one here?

Doctor: A dermatologist? No, we don't have one in our group. Any other questions? If not, we'll get the bloodwork and have you on your way.

Sam: I guess not.

Later, Sam goes home. He tells his wife that he got a prescription.

Wife: What's the prescription for?

Sam: For my heart, I think.

Wife: Your heart? What do you mean? What's wrong?

Sam: Nothing major, I don't think. My grandfather took some pills, too. The doctor didn't act like it was serious.

Wife: How long do you have to take these pills?

Sam: I'm not sure.

Wife: What do they do? What will happen if you don't take them?

Sam: I don't know. I guess I should have taken you to this appointment!

Wife: And what did the doctor say about your headaches?

Sam: Oh my god, I forgot to ask!

Wife: What do you mean, you forgot???

Sam: Well, the doctor was in a rush, so I got distracted and didn't remember.

Before You Read: Vocabulary

1) Take a look at this list of vocabulary from this chapter. How familiar are you with these words or phrases?

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
autonomy				
cope				
adequate				
biopsy				
oncologist				
diagnosis				
emphasize				
disregard				
adapt				
paralyze				
anonymous				

2) Compare your answers with your partner, and try to explain the definition if you know a word but your partner doesn't.

3) Can you think of a synonym for any of these words? Write it next to the word. Compare your synonyms with a partner.

4) Choose five words to practice. Look up the definition and write a sentence connecting the word to you or someone that you know.

5) Sort all the words into these two categories:

Words related to health or medicine	*Words you can use in many situations*

Before You Read: Constructing Questions

Take a look at these three sentences from this chapter. Before you start to read the chapter, write two information questions (W-H questions) based on these sentences.

1. *"You should get it checked out tomorrow."*

Question #1:

Question #2:

2. *"I guarantee you are going to love us."*

Question #1:

Question #2:

3. *"Furthermore, the mutation increases the risk of ovarian cancer."*

Question #1:

Question #2:

Check Yourself:
Take a look at your grammar. Does it look correct? Compare your questions with a partner or a group of three. Choose the two best questions from your group and write them on the board. After you read the introduction, return to these questions. Can you answer any of them?

Before You Read: Prediction Guide

Talk about each of these statements with a partner. Do you think it is true or false? Don't look at the book yet.

_____1. Most people find a new primary care doctor based on recommendations from family or friends.

_____2. The best way to choose a doctor is to get a recommendation from your insurance company.

_____3. Your genes can make it more and less likely that you will develop cancer or other diseases.

While You Read: Chunking the Text

We've worked a lot with "chunking" texts in this class. Now, it's your turn! As you read this chapter, break it up into chunks. You decide how many chunks, where the chunks are and what they are called.

Start by skimming the chapter. Are there any obvious breaks or shifts in subject? Next, look at the first few paragraphs. What is the first chunk about? Go ahead and give it a title. Skim the text until it looks like there is a new subject. Make a note of it in your notebook. You'll come back to read everything thoroughly later! Break the entire chapter into chunks. You decide how many.

Make a list in your notebook of your chunks. It should look like this:

Example:

Chunk #1: **Susan's Story** starts on page1 and ends on page 5.

While You Read: Taking Notes on a Text

While you read, imagine that you are a doctor interviewing Julie Brody. Take notes on her and her condition.

Name:

Biographical notes:

Medical History:

Symptoms:

Diagnosis:

Options for treatment:

After You Read: Using Personal Stories (Narrative) to Illustrate a Point

Your Medical Mind is written in a very specific way. The authors had certain ideas that they wanted to communicate. For example, they wanted to communicate the idea that some people are "believers" and some people are "doubters" when it comes to medical care. They explained this idea, but then they *illustrated* this idea by using stories about real people. Susan Powell is an example of a doubter. Michelle Byrd is an example of a believer.

This is a common and powerful way to write a book or essay. You will use this same style of writing in the CAT-W and other essays in college.

As a review of the book, identify what these other peoples' stories are illustrating. Why are these stories included in the book? What purpose did they serve in explaining the authors' broader ideas? Follow the example.

Example

Personal Story Used As Illustration:
Susan Powell is an example of a doubter. Michele Byrd is an example of a believer.

This Story Illustrates the Idea:
Some people are believers in medical care and some people are doubters in medical care.

Personal Story Used As Illustration:

Lisa Norton …

This Story Illustrates the Idea:

Personal Story Used As Illustration:

Carl Simpson …

This Story Illustrates the Idea:

Personal Story Used As Illustration:

Patrick Baptiste …

This Story Illustrates the Idea:

Personal Story Used As Illustration:

Julie Brody …

This Story Illustrates the Idea:

Personal Story Used As Illustration:

Angela Balducci …

This Story Illustrates the Idea:

Before You Read: Vocabulary

1) Take a look at this list of vocabulary from this chapter. How familiar are you with these words or phrases?

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
shield				
consult				
incurable				
intravenous				
dignity				
decline				
ventilator				
collaborative				
intubation				
significant				
maintenance				
resuscitation				
interfere				

2) Compare your answers with your partner, and try to explain the definition if you know a word but your partner doesn't.

3) Can you think of a synonym for any of these words? Write it next to the word. Compare your synonyms with a partner.

4) Choose five words to practice. Look up the definition and write a sentence connecting the word to you or someone that you know.

5) Sort all the words into these two categories:

Words related to health or medicine	*Words you can use in many situations*

Before You Read: Write About It

What are the death rituals in your first country? Do people die more often at home or in a hospital? Is death discussed often or rarely? Are you comfortable discussing death? Do you think there is a "good" and "bad" way to die? What is the difference?

Write about your ideas in your notebook for 15 minutes.

Before You Read: Research It

Read the NYC Health Bulletin: Advance Directives and write a definition in your own words.

Advance directive / Living will =

What is your option of advance directives/living wills? Do you think it's a good or bad idea? Why?

VOLUME 7, NUMBER 12

Health Bulletin

NEW YORK CITY DEPARTMENT OF HEALTH AND MENTAL HYGIENE

#67 in a series of Health Bulletins on issues of pressing interest to all New Yorkers

Who will make your medical decisions if you can't?

Protect yourself by taking simple steps now

Advance Directives

NOW is the time to decide

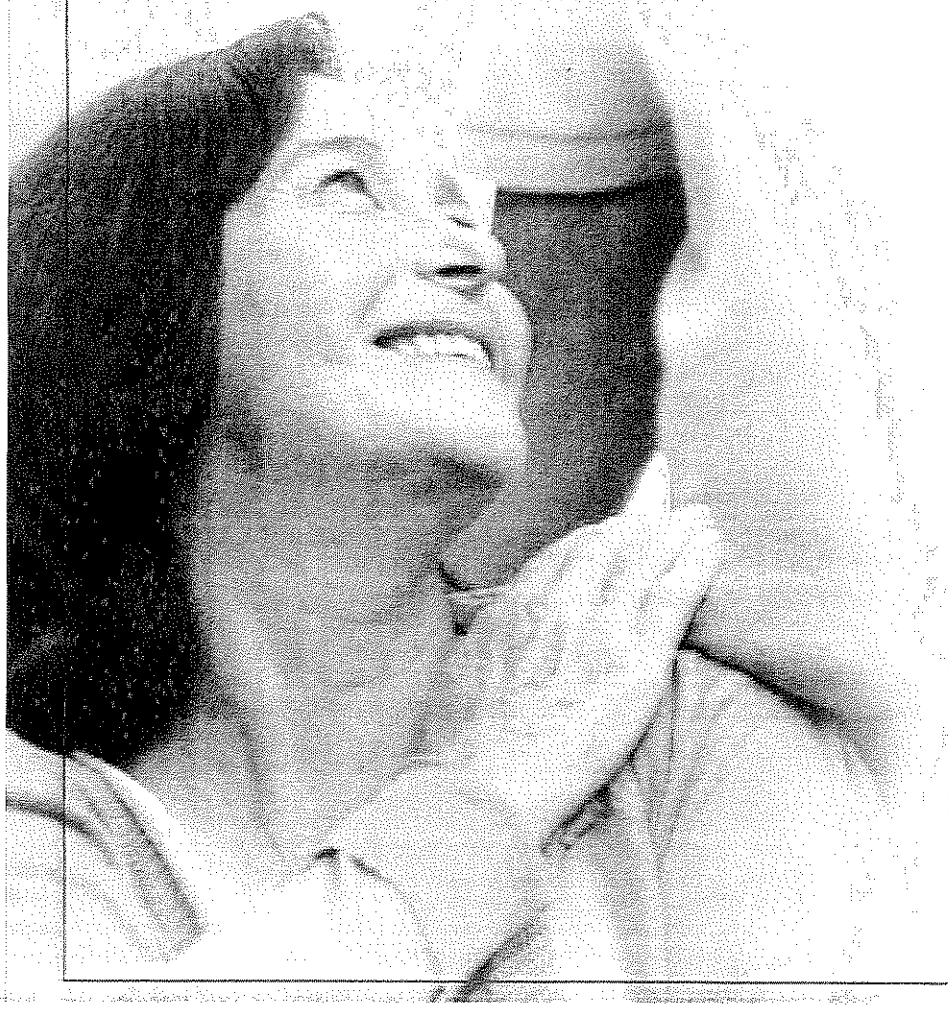
Advance directives are not just for the elderly.

There are times when people — even young, healthy people — can't make their own decisions about medical care. *For example:*

- You are injured in an accident and arrive at the hospital unconscious.
- You are under general anesthesia for routine surgery when something unexpected happens.
- You have an illness that leaves you unable to speak, or you are comatose.

Who will speak for you?

- Friends or family members can always tell health care providers what they think you would want. *But in New York State, they cannot direct your medical care unless you appoint them in writing.*
- No one – not even your spouse — can act on your behalf unless you appoint them using the **New York Health Care Proxy** form. "Proxy" means "substitute" — a person who can act as your agent.
- The New York Health Care Proxy form is an **advance directive** *(see box)* that lets you express your wishes in advance.
- You can say what care you do — or do NOT — want. Your health care proxy (your agent) must follow your directions.



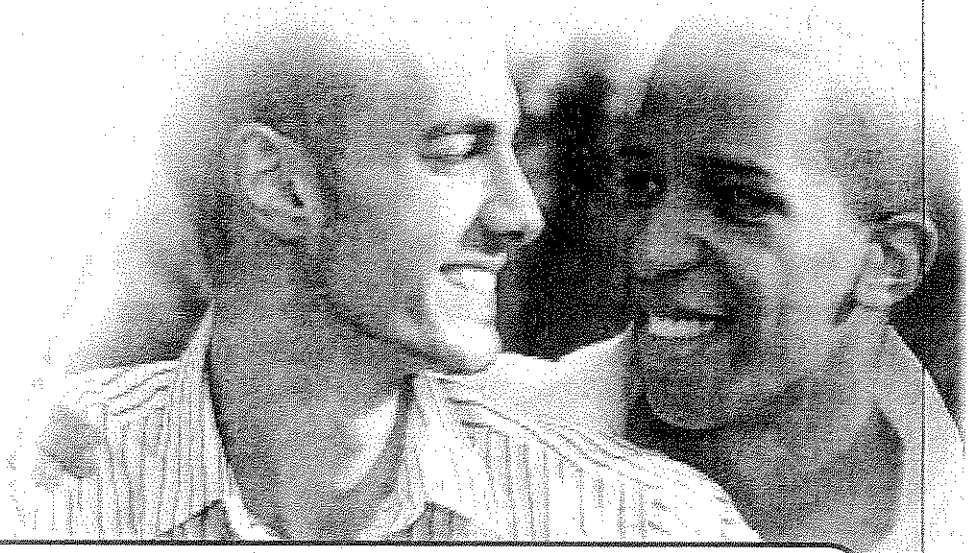
Gain more control over your care.

- Everyone 18 and older should have a health care agent.
- When you appoint an agent, you help your family avoid confusion and conflict. There is no doubt about who will make decisions.
- When you appoint an agent, you claim your legal right to ask for — or refuse — medical care.
- Hospitals, nursing homes, doctors and other health care providers must follow your agent's decisions as if they were your own.

How to appoint a health care agent

It's easier than many people think.

- Select an adult you trust, such as a family member or friend, as your agent on the Health Care Proxy form. You can also name an alternate agent who will take over if your primary agent is not available.
- Discuss your wishes with your health care agent. Talk about your values and beliefs.
- No one can plan for every scenario. The more your agent knows, the easier it will be for that person to make decisions for you.
- If you wish, you can use the Health Care Proxy form to write specific directions about the kind of care you want or don't want, just as you would in a **Living Will** or a **Do Not Resuscitate (DNR) Order** *(see box)*.
- If you like, you can simply write, *"my agent knows my wishes."*
- You can also use the Health Care Proxy form to give instructions about organ donation, if you wish.
- You do not need a lawyer or a notary to sign the form — just two adult witnesses.
- You can change your Health Care Proxy form or appoint a new health care agent whenever you want. Simply fill out a new form.
- The form is free and it comes with instructions.
  To get one, call 311 or see More Information and Help.



What Are Advance Directives?

They are legal documents that ensure your wishes are followed if you cannot make decisions for yourself. New York State recognizes three types of advance directives:

1. New York State Health Care Proxy

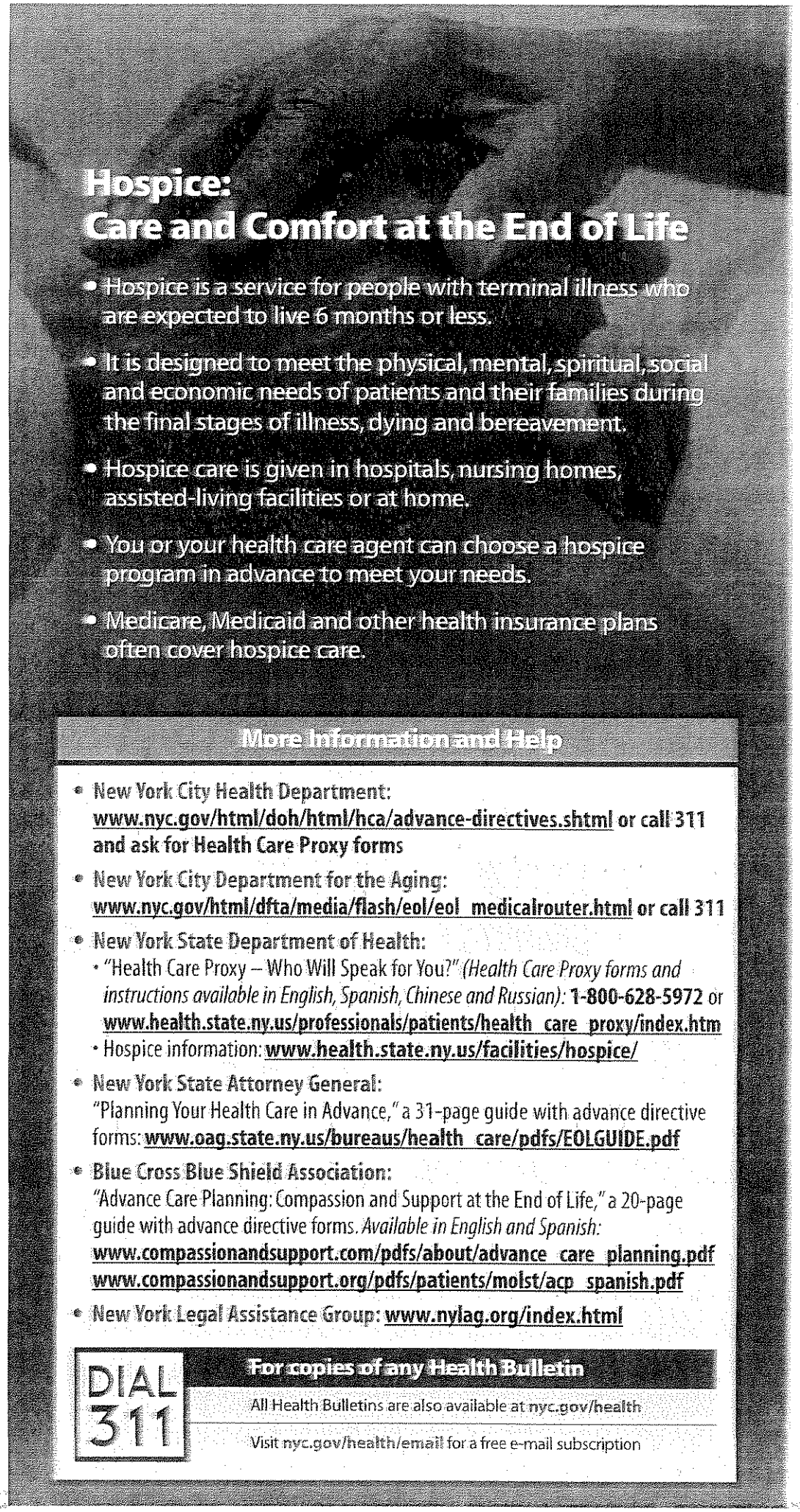
- **What it does:** Lets you name a health care agent who will make decisions if you cannot make them yourself.
- **When it takes effect:** Only after two doctors decide you are not able to make your own decisions.
- **Standard New York State form?** Yes. (See **More Information.**) Give copies to your health care agent, your close family members, your doctors and others involved in your care.

2. Living Will

- **What it does:** Lets you say what care you want – or don't want – at the end of life.
- **When it takes effect:** When you cannot make your own decisions, and your doctor confirms that you have an incurable condition.
- **Standard New York State form?** No. Sample forms are available. (See More Information.) You can also write special instructions on your Health Care Proxy form.

3. Do Not Resuscitate (DNR) Order

- **What it does:** Tells health care providers and emergency workers not to revive you if you stop breathing or your heart stops beating.
- **When it takes effect:** When signed by your doctor.
- **Standard New York State form?** Yes.
  - Hospitals have their own forms.
  - Anyone not in a hospital can use a "Nonhospital Order Not to Resuscitate." (See **More Information.**) Keep the form where everyone can see it.
  - If you are too sick to agree to a DNR, your health care agent or your closest family member can agree.
  - You can also write DNR instructions on your Health Care Proxy form or Living Will.



Hospice: Care and Comfort at the End of Life

- Hospice is a service for people with terminal illness who are expected to live 6 months or less.
- It is designed to meet the physical, mental, spiritual, social and economic needs of patients and their families during the final stages of illness, dying and bereavement.
- Hospice care is given in hospitals, nursing homes, assisted-living facilities or at home.
- You or your health care agent can choose a hospice program in advance to meet your needs.
- Medicare, Medicaid and other health insurance plans often cover hospice care.

More Information and Help

- **New York City Health Department:**
  www.nyc.gov/html/doh/html/hca/advance-directives.shtml or call 311 and ask for Health Care Proxy forms
- **New York City Department for the Aging:**
  www.nyc.gov/html/dfta/media/flash/eol/eol_medicalrouter.html or call 311
- **New York State Department of Health:**
  - "Health Care Proxy – Who Will Speak for You?" *(Health Care Proxy forms and instructions available in English, Spanish, Chinese and Russian):* **1-800-628-5972** or **www.health.state.ny.us/professionals/patients/health_care_proxy/index.htm**
  - Hospice information: **www.health.state.ny.us/facilities/hospice/**
- **New York State Attorney General:**
  "Planning Your Health Care in Advance," a 31-page guide with advance directive forms: **www.oag.state.ny.us/bureaus/health_care/pdfs/EOLGUIDE.pdf**
- **Blue Cross Blue Shield Association:**
  "Advance Care Planning: Compassion and Support at the End of Life," a 20-page guide with advance directive forms. *Available in English and Spanish:*
  www.compassionandsupport.com/pdfs/about/advance_care_planning.pdf
  www.compassionandsupport.org/pdfs/patients/molst/acp_spanish.pdf
- **New York Legal Assistance Group: www.nylag.org/index.html**

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VOLUME 7, NUMBER 14

Health Bulletin

NEW YORK CITY DEPARTMENT OF HEALTH AND MENTAL HYGIENE

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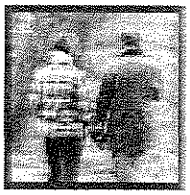
Division of Health Care Access and Improvement
Bureau of Take Care New York



Advance Directives

While You Read: Chunking the Text

We've worked a lot with "chunking" texts in this class. Now, it's your turn! As you read this chapter, break it up into chunks. You decide how many chunks, where the chunks are and what they are called.

Start by skimming the chapter. Are there any obvious breaks or shifts in subject? Next, look at the first few paragraphs. What is the first chunk about? Go ahead and give it a title. Skim the text until it looks like there is a new subject. Make a note of it in your notebook. You'll come back to read everything thoroughly later! Break the entire chapter into chunks. You decide how many.

Make a list in your notebook of your chunks. It should look like this:

Example:

Chunk #1: **Susan's Story** starts on page1 and ends on page 5.

While You Read: Taking Notes on a Text

While you read, imagine that you are a doctor interviewing Mary Quinn. Take notes on her and her condition.

Name:

Biographical notes:

Medical History:

Symptoms:

Diagnosis:

Options for treatment:

While You Read: Taking Notes on a Text

While you read, imagine that you are a doctor interviewing Ruth Adler. Take notes on her and her condition.

Name:

Biographical notes:

Medical History:

Symptoms:

Diagnosis:

Options for treatment:

After You Read: Using Personal Stories (Narrative) to Illustrate a Point

Your Medical Mind is written in a very specific way. The authors had certain ideas that they wanted to communicate. For example, they wanted to communicate the idea that some people are "believers" and some people are "doubters" when it comes to medical care. They explained this idea, but then they *illustrated* this idea by using stories about real people. Susan Powell is an example of a doubter. Michelle Byrd is an example of a believer.

This is a common and powerful way to write a book or essay. You will use this same style of writing in the CAT-W and other essays in college.

There are two stories in this chapter. What larger points are these two stories illustrating? Start by briefly summarizing each story. Then explain what they illustrate.

Mary Quinn

This Story Illustrates the Idea:

Ruth Adler

This Story Illustrates the Idea:

Book Overview: *Your Medical Mind*

This book includes the stories of many different people. Which stories are the most interesting to you? Flip back through the book to remind yourself of all the option. Choose three stories that stand out to you.

Name of Person	Why this story is interesting to you

Before You Read: Vocabulary

1) Take a look at this list of vocabulary from this chapter. How familiar are you with these words or phrases?

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
preference				
irrelevant				
estimate				
standardize				
customize				
artificial				
efficient				
proactive				
skepticism				
pessimistic				
neglect				
analyze				
orientation				

2) Compare your answers with your partner, and try to explain the definition if you know a word but your partner doesn't.

3) Can you think of a synonym for any of these words? Write it next to the word. Compare your synonyms with a partner.

4) Choose five words to practice. Look up the definition and write a sentence connecting the word to you or someone that you know.

While You Read: What is this paragraph trying to tell me?

As you read the conclusion to the book, pause and try to say the main idea of each paragraph in your own words. This is an excellent reading strategy that helps when reading non-narrative texts.

For each of these paragraphs in the conclusion, write the main idea of the paragraph in one sentence in your notebook.

1. "Studies and statistics can tell us…"
2. "Stating that 35 percent of people with a serious illness…"
3. "We are often asked who is the 'best doctor'…"
4. "Some patients seek physicians who have a mind-set like…"
5. "Navigating a medical decision is a…"

After You Read: The Big Picture

Congratulations! You've finished the book. Now that you are done, think about why the authors wrote this book. What do they believe about health care? What changes would they like to see? What do they think doctors should do? What do they think patients should do?

After You Read: Your Personal Response

You've finished the book! What do you think? Which part of this book was the most interesting to you? Have you thought about health care in a different way after reading it? Were the ideas new or old to you? What is your reaction?

Weekly News Log

Room for Debate

Go to nytimes.com/roomfordebate. Scroll down to find the list of topics. Click on "health." Choose one article to read and report on here.

Headline:

Date published:

Question or issue being discussed:

Pros	Cons

What I Think:

Essays

1. My Work History and Career Goals
2. My Medical Mind
3. Responding to Julie Lerner's Story
4. How Narrative Stories Illustrate the Ideas in *Your Medical Mind*

Essay #1: My Work History and Career Goals

This first essay is an opportunity for me to see what your writing is like. I would like you to write as much as you can, because it will give me an idea of what you do well already and where you need improvement.

This semester, we will learn about a huge industry: healthcare. Over half a million people in New York City work in healthcare. We'll study many aspects of this field, but we will particularly consider the job opportunities. If you don't want to work in healthcare, don't worry! You will also do independent research in the fields you are interested in.

Your first essay is about *your* personal experience and attitude about working.

Where you have been:

- Describe your work experience up to now. What has been your most important job, and why? Which has been the job you liked best or least?
- If you have never worked at a paying job yet, think about other kinds of work you might have done. For instance, most teens have done some kind of work at home for the family. What kind of household tasks are you best at performing? Which jobs do you like least? Also, perhaps you have been a volunteer at your house of worship or at some school organization or event. If so, describe the work required in those capacities.

Where you want to go:

Now you have been accepted to college in order to study some major that can lead to a job path. What is your major? Make some predictions about you will learn in those classes, or what kind of projects your teachers might expect you to complete. What career will this major prepare you for? Describe what you are personally seeking in a job in this career besides money. Do you have a long-term career goal? If you do, tell me about it.

Where you are now:

Are you on target for your career goal? Why or why not? What specifically will you do or have you been doing to reach your goal?

Any essay you write in an English class may be read out loud or by other students, so don't include details you don't want to share with the class.

Things to keep in mind:

- Choose the right tense for the time period you are describing. For instance, if part of your work history is already over, then use past tenses in your description. If part of your work experience is happening right now, then use present tenses.

- Use direction/signal words like "before, next, then, later" to show time sequence in your paper.

- Include enough detail so that any reader (either your teacher or another classmate) can fully understand what you are describing.

Essay #2: My Medical Narrative

We've been reading about how people form preferences about medical treatment. In this essay, reflect on your past experience to think about how your medical preferences have been formed. Even if you have been healthy your whole life, you probably still have opinions.

You don't have to include everything about your medical history! If you want to keep something private, please do. Only write about things that you are comfortable sharing.

The body of this essay will have three parts:

- Family history
- Past medical history
- Social history

Use your notes on the previous page to help you get started on the essay. You can use "Jerry's Narrative" and "Pam's Narrative" in our book as models.

You will also need to add an introduction and a conclusion to this essay. What would make a good introduction? Imagine you are on the subway on the way home. You are bored, and you forgot to bring anything to read. Luckily, a CLIP student left their essay on the train! You pick it up to read. The introduction should help you, the reader, to understand what the essay is going to be about. How will you introduce your subject matter clearly?

Make sure you also add a conclusion. In the conclusion, consider the following questions: how have your family history, past medical history, and social history affected your preferences for medical treatment? Are you a maximalist or minimalist or a mixture of the two? Are you a believer or a doubter or a mixture? Do you trust all doctors, or do you believe that "doctors don't know everything," like Pam's mother?

Essay #3: Response to "Julie Lerner's Story"

In this essay, you will write an essay in response to this reading. This is excellent practice for the CAT-W and college classes. In fact, you are going to use the CAT-W directions as a guideline, with one important difference. Here are the CAT-W directions:

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author's most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced. Remember to review your essay and make any changes or corrections that will help your reader follow your thinking.

Make sure you do everything that the prompt asks you to do. AND, you will also do one more thing. I want you to comment on the relationship between what Julie Lerner writes about and one of the other readings that we have done in class. What connections or contrasts can you find? How does Julie's narrative add or build on something we've already read about? How does she offer a new perspective? I want you to devote at least one long paragraph to explaining how Julie's ideas add and mix with the ideas we're already read about in this class.

Writing Skill Focus: Unity
One problem many students have on the CAT-W is that they write floating paragraphs that are not clearly connected to each other. In this essay, I'd like you to think about creating a unified essay. This means that everything is connected clearly, and that I could give your essay to the director of CLIP, and the director would understand your essay perfectly. In order to do this, you need to have a clear introduction, transitions between paragraphs to signal the reader where you are going, and a clear conclusion to draws everything together.

Essay #4: How Narrative Stories Illustrate the Ideas in *Your Medical Mind*

In this essay, you will discuss how *Your Medical Mind* is written. Specifically, you will focus on how the authors used narrative stories to illustrate broader points. This is an extremely common and useful skill to be able to identify in text and to use in your own writing. In fact, the CAT-W requires you to use this exact skill.

In your ***introduction***, explain how writers can use narrative stories to illustrate points. How is it done? Besides *Your Medical Mind*, what other books, articles, newspapers, television shows, internet sites, college textbooks, or documentaries use this technique?

In the ***body*** of your essay, choose two people whose stories are included in *Your Medical Mind*. Briefly summarize their stories, and then explain what their stories are illustrating. What larger, broader point did the authors have in mind? Do the author directly link these stories to the broader point, or do they let the reader figure it out?

In the ***conclusion*** of your essay, consider your personal opinion of this writing technique. Do you find this an effective way to write? Do you enjoy reading texts that use this technique? Why or why not? Finally, how can you apply this technique to the CAT-W?

Career Activities

1. Essay: My Work History and Career Goals
2. Researching Jobs in Health Care
3. Career Family Tree
4. Graph: *Industry Profile: Health Care*

Essay #1: My Work History and Career Goals

This first essay is an opportunity for me to see what your writing is like. I would like you to write as much as you can, because it will give me an idea of what you do well already and where you need improvement.

This semester, we will learn about a huge industry: healthcare. Over half a million people in New York City work in healthcare. We'll study many aspects of this field, but we will particularly consider the job opportunities. If you don't want to work in healthcare, don't worry! You will also do independent research in the fields you are interested in.

Your first essay is about *your* personal experience and attitude about working.

Where you have been:

- Describe your work experience up to now. What has been your most important job, and why? Which has been the job you liked best or least?
- If you have never worked at a paying job yet, think about other kinds of work you might have done. For instance, most teens have done some kind of work at home for the family. What kind of household tasks are you best at performing? Which jobs do you like least? Also, perhaps you have been a volunteer at your house of worship or at some school organization or event. If so, describe the work required in those capacities.

Where you want to go:

Now you have been accepted to college in order to study some major that can lead to a job path. What is your major? Make some predictions about you will learn in those classes, or what kind of projects your teachers might expect you to complete. What career will this major prepare you for? Describe what you are personally seeking in a job in this career besides money. Do you have a long-term career goal? If you do, tell me about it.

Where you are now:

Are you on target for your career goal? Why or why not? What specifically will you do or have you been doing to reach your goal?

Any essay you write in an English class may be read out loud or by other students, so don't include details you don't want to share with the class.

Things to keep in mind:

- Choose the right tense for the time period you are describing. For instance, if part of your work history is already over, then use past tenses in your description. If part of your work experience is happening right now, then use present tenses.

- Use direction/signal words like "before, next, then, later" to show time sequence in your paper.

- Include enough detail so that any reader (either your teacher or another classmate) can fully understand what you are describing.

Jobs in Health Care

More than half a million people in New York City work in the field of health care. We're going to learn about some of the jobs that people do in this field. Here are a few of the jobs that have been mentioned in *Your Medical Mind* so far. Use Google to research each job. Find a definition and list some of the duties of the job. Also make a note of the websites that gave you clear information. You can use as many different websites as you need to understand the job clearly.

cardiologist

definition:

job duties:

websites I used:

psychologist

definition:

job duties:

websites I used:

nurse's assistant

definition:

job duties:

websites I used:

primary care physician

definition:

job duties:

websites I used:

obstetrician/gynecologist

definition:

job duties:

websites I used:

oncologist

definition:

job duties:

websites I used:

pediatrician

definition:

job duties:

websites I used:

registered nurse (RN)

definition:

job duties:

websites I used:

nurse practitioner

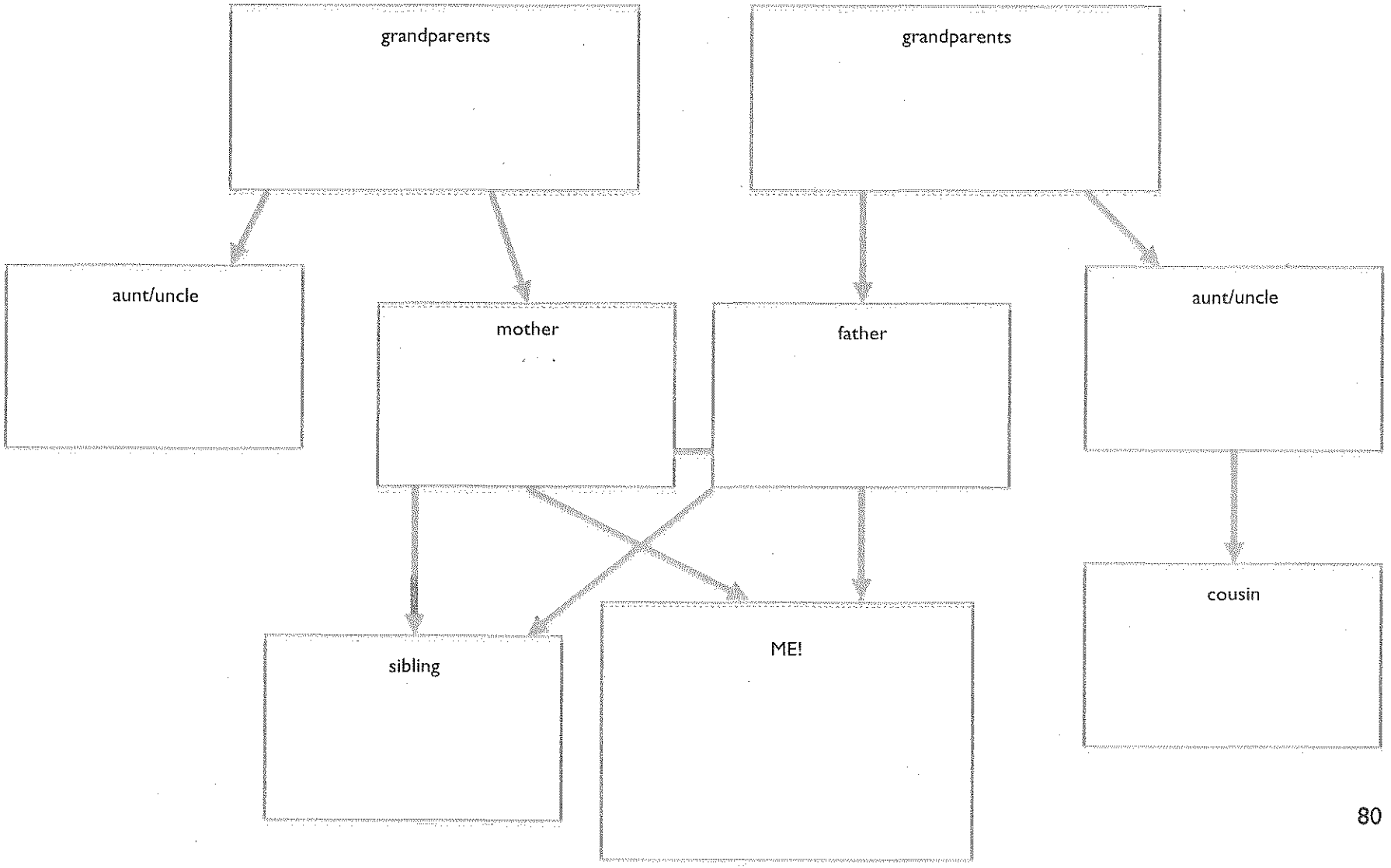
definition:

job duties:

websites I used:

Researching Careers: Career Family Tree

It's interesting to think about the careers and jobs that people in your family have chosen. If your mother is a nurse, you might know more about nursing than some people. You also might know that you DON'T want to do that job! Fill in each box with the jobs or career of the listed person. If you have other family members with interesting jobs, please add them.



Researching Careers: Career Family Tree

Answer the following questions in your notebook.

1. Have several of your family members chosen similar career fields?

2. What do your family members tell you about their careers? Do they hope that you will follow in the same field? Do they tell you NOT to go into the same field? What reasons do they give?

3. Do you understand more about your parents' careers than other careers? Are you considering these fields? Why or why not?

Researching Careers: Networking

Get into a group of 3-4 students. Bring your family trees. Follow the next steps:

1. Which people are still working today in the careers listed on your family tree? Put a small star next to those careers.

2. Introduce those careers to your group briefly—tell you group what you understand about this job or career from knowing this person in your family.

3. Make a group list of all of starred careers on all of your family trees.

4. How can you categorize or organize the list? Are any of the careers related to each other? Are any of the jobs similar to each other?

Reading Graphs: Industry Profile: Health Care

Read the handout "Industry Profile: Health Care." In the middle of the page, you will see a chart. Write five comparative statements about the information presented in this chart. A comparative statement *compares* two things.

Example:
There are fewer hospitals in the New York City than ambulatory care facilities.

Industry Profile: Health Care

What is the health care cluster in New York City?

New York City is home to more than 16,000 public and private health care establishments, employing a total of more than 466,000 people, with average pay of $56,074 per year.

According to the Bureau of Labor Statistics, the industry can be broken down into three subsectors:

- Ambulatory health care facilities, which includes offices of physicians, dentists, and other health care practitioners, as well as outpatient care centers, medical and diagnostic laboratories, and home health care services
- Hospitals, which includes general medical and surgical hospitals, psychiatric and substance abuse hospitals, and other specialty hospitals
- Nursing and residential care facilities, which includes nursing care facilities, residential mental retardation, mental health and substance abuse facilities, and community care facilities for the elderly

Increasingly the lines between these subsectors, as defined by the Bureau of Labor Statistics, are being blurred. For example, hospitals' role in the delivery of ambulatory care services is growing.

FIRMS, EMPLOYMENT AND AVERAGE PAY, 2010

	Firms	Employees	Average Pay
Ambulatory Health Care Services	15,139	180,152	$47,497
Hospitals	103	200,675	$70,451
Nursing and Residential Care Facilities	1,246	85,445	$40,698
Total Health Care	16,488	466,272	$56,074

Source: QCEW, 2010

How has employment changed in health care in New York City in the last 10 years? What are the main drivers influencing business activity today? What impact has this had on employment?

Over the last 10 years, employment in this industry cluster in New York City has grown steadily, adding a total of 64,866 jobs, a 16 percent increase from 2000 to 2010. All of this growth has been in ambulatory health care services, which has added 64,289 jobs over the 10-year period. The number of people employed in hospitals and nursing and residential care facilities was almost exactly the same in 2010 as it had been in 2000.

Unit #2: Public Health

Key Questions:

- What is public health?
- What is the impact of public health on my daily life?
- What are the health statistics in my neighborhood?
- How has New York City and Mayor Bloomberg worked to improve the health of New Yorkers? What is the history and outcomes of the smoking ban? What are the arguments for and against the soda ban?
- How do we balance public health laws and freedom of choice?
- What do paramedics and emergency medicine professionals do?

Readings and Source Materials:

Books:

- *Rescue 471* by Peter Canning

Articles:

- www.whatispublichealth.org
- Public Health: Day in the Life
- "The New York City Soda Ban, and a Brief History of Bloomberg's Nudges" by Alice Park, *Time Magazine*, May 2012
- "New York Plans to Ban Sale of Big Sizes of Sugary Drinks" by Michael Grynbaum, *The New York Times*
- Letters to the Editor: Bloomberg's Supersize Soda Ban, *The New York Times*,
- "Downsizing Supersize" by James Surowiecki, *The New Yorker*, 2012
- NYC Community Health Profile
- "Mayor Signs Law to Ban Smoking Soon At Most Bars" by Michael Cooper, *The New York Times*, 2002
- "Cigarette Tax Increased to Keep State Running" by Nicholas Confessore, *The New York Times*, 2010
- "Preventing Burnout"
- "They're all Bad for You, but Should They Be Illegal?" by Fran Silverman, *The New York Times,* 2007
- Room for Debate: What's the Best Way to Break Society's Bad Habits?, *The New York Times*, 2012

Reading Skills:

1. Summarizing
2. Responding Personally to a Text

3. Taking Notes on a Text
4. Extensive Reading
5. Metacognitive Reading Logs

Essays:

- Twenty Years From Now…
- Midterm Evaluation
- Burnout and Recovery

Career Activities

1. Researching Careers: Find Someone Who
2. Researching Careers: What is the Department of Labor?
3. Researching Careers: DOL's Occupational Outlook Handbook
4. Researching Careers: Using the DOL Handbook to Learn About Careers
5. Essay: Twenty Years From Now…
6. Essay: Burnout and Recovery
7. Researching Careers: What are you interested in?
8. Researching Careers: Research a Job You Are Interested In
9. Learn About LinkedIn
10. Learn About LinkedIn Profiles
11. Setting Up Your LinkedIn Profile
12. Your LinkedIn Profile: Making Connections

Graphs & Data

- Analyzing Data: NYC Community Health Profiles
- Analyzing Data: Trends in Smoking and Obesity in the United States

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2. Researching Careers: Find Someone Who
3. Researching Careers: Department of Labor Lesson Set
4. *Rescue 471*, Introduction
5. *Rescue 471*, "Arthur" Lesson Set
6. Public Health: A Day In the Life
7. *Rescue 471*, "Saving Lives" Lesson Set
8. Public Health in NYC: The Soda Ban, Part 1
9. *Rescue 471*, "Story of a Life" Lesson Set
10. Essay: Twenty Years from Now…
11. Public Health in NYC: The Soda Ban, Part 2
12. *Rescue 471*, "Troubled Man" Lesson Set
13. *Rescue 471*, "Recognize" Lesson Set
14. Analyzing Data: NYC Community Health Profiles
15. Public Health in NYC and NY State: Smoking
16. Analyzing Data: Smoking and Obesity
17. *Rescue 471*, "Burnout" Lesson Set
18. Outside reading: "Preventing Burnout"
19. *Rescue 471*, "Shaman" Lesson Set
20. Essay: Burnout & Recovery
21. The Role of Public Health Lesson Set
22. *Rescue 471*, "Memory" Lesson Set
23. *Rescue 471*, "The Job" Lesson Set

What Is Public Health?

The theme of Unit #2 is PUBLIC HEALTH. What does that mean? Start with a definition. Write a definition below of public, and then complete the following sentences.

Public =

What is an antonym of public?

A public school is a school that …

A public pool is a pool that …

A public library is a library that …

What Is Public Health?

Go to the website www.whatispublichealth.org. Take notes on these three topics. Your notes should be understandable to you! Do not copy something down that you do not understand. If you read something and you do not understand it, ask a partner for help, keep reading to see if it becomes clearer, break it into smaller chunks, look up vocabulary words, or find another website with a clearer explanation.

What Is Public Health?

(Make sure to click on "learn more" to get more detail.)

Impact of Public Health

(Make sure to click on "learn more" to get more detail.)

Careers in Public Health

(Make sure to click on "learn more" to get more detail.)

What Is Public Health?

Go to the website www.whatispublichealth.org. Click on "What Is Public Health?" and then on "Learn More." Different areas of public health are listed here. Work with a partner to read about the following areas. Describe in your own words what each field of public health is about. Don't copy phrases from the website—explain it yourself. Start by talking about this with your partner, and say your summary out loud before you write it down.

Areas of Public Health	Description
Behavioral Science/Health Education is…	
Biostatistics is…	
EMS is…	
Environmental Health is…	
Epidemiology is…	

International/Global Health is…	
Maternal & Child Health is…	
Nutrition is…	

Which category above is the most interesting to you? Why?

Look at the cover of our second book. Which category of public health would you put it in?

Researching Careers: Find Someone Who

This is an exercise that will help you learn about the career experience and plans of the other students in the class. First, write a question for each statement. Then, write a follow-up question. Finally, talk to the other students until you find someone who can answer the questions. Follow the example.

Find someone who …	Write it as a question!	Write a follow-up question!	Find a student in our class!
… would like to be a teacher	Would you like to be a teacher?	What subject do you want to teach?	Min would like to be a teacher. She wants to teach young children.
… has worked in a clothing store			
… has worked at a restaurant			
… wants to work with computers			
… knows someone who owns their own business			

… wants to open their own business			
… is interested in engineering			
… is interested in graphic design			
… knows someone who works in the medical field			
… has had more than four different jobs in their life			

Researching Careers: The Department of Labor

The United States government has a whole department called the Department of Labor. Go to their website to learn more about them: www.dol.gov. Find a basic description of what the Department of Labor does. Take some notes here:

The Department of Labor…

Where did you find this information on the website?

Researching Careers: DOL's Occupational Outlook Handbook

The Department of Labor has something called the Occupational Outlook Handbook. It has information about jobs. Find it on their website: www.dol.gov.

Once you find it, notice how you can search for jobs in different ways. There are broad categories that will give you a list of jobs in that area—for example, Healthcare or Architecture & Engineering. But there are other ways to search for jobs. Find the area that allows you to search by growth rate. Select the *largest* growth rate and see which jobs are growing the fastest right now. Choose the three most interesting jobs listed, and take notes in the chart below:

Job	Education Required	Median Pay

Go back to the main page and click on the "Healthcare" category. Scroll through the list of jobs that comes up and read the short descriptions. Many of these jobs will come up in the books and articles we'll read this semester. Complete the following sentence starters:

I could imagine working as a …

I would NEVER want to work as a …

because…

Researching Careers: Learning About Careers

Find the page on the DOL's Occupational Outlook Handbook about EMTs and Paramedics. Use the information on this page to complete this chart about these jobs.

Job Basics for: EMTs & Paramedics

What You Actually Do When You Have This Job:

Where You Can Get a Job:

What Skills You Need:

Education Required for: EMTs & Paramedics

What Degrees/Certificates You Need:

How Long These Degree/Certificate Programs Are:

What Classes You Need to Take:

One Other Important Thing I Learned From the Website About This Job:

Use Google to find out:

CUNY Schools That Offer These Degree/Certificate Programs:

Rescue 471, Introduction

After You Read: Summarizing

Read the introduction to *Rescue 471*. Imagine that your friend doesn't understand it. How would you explain it to him? What is this book going to be about? Use your own words.

Rescue 471, "Arthur" (pages 1- 26)

Before Your Read: Research It!

Go back to the page on the DOL's Occupational Outlook Handbook about EMTs and Paramedics. What are the differences between these three levels of this job? Take some notes on the chart.

EMT-Basic	EMT-Intermediate	Paramedic

Before You Read: Constructing Questions

Take a look at these three sentences from this section. Before you start to read the chapter, write information questions (W-H questions) based on these sentences. Take a look at the example.

1. *He yanks it out of his throat, sits bolt upright, and pukes over himself, then turns on all four and pukes again.*

Question:

2. *I strap on my seat belt and pray we will make it to the scene alive.*

Question:

3. *Suddenly her eyes do a little roll, her head falls to the side, and she conks out.*

Question:

Check Yourself:
Take a look at your grammar. Does it look correct? Compare your questions with a partner or a group of three. Choose the two best questions from your group and write them on the board. After you read the introduction, return to these questions. Can you answer any of them?

Before You Read: Narrative or Non-narrative

According to the three sentences above, do you think that this book will be mostly narrative or non-narrative?

Before You Read & While You Read: Using Titles

This section has four short pieces, and the Peter Canning gave titles to each piece: "Kools," "Arthur," "Rescue 471" and "Kids." Before you read, do you know what the titles refer to? For example, what are "Kools"? Have you ever heard of Kools before? If not, you can say, "I don't know." After you read, fill in what you find out.

	Before You Read: What I Think the Title Refers To	After You Read: Were you right? If not, fill in the correct information.
Kools		
Arthur		
Rescue 471		
Kids		

After You Read: Summarizing

The first chunk, "Kools," is summarized here. Read it and discuss it with a partner. Do you think you should add anything to it? Next, write summaries for the other three chunks of this section.

Summary of "Kools" (pages 3-6)

Peter and his partner rush to a scene near a supermarket. A man who did heroin is lying on the ground. His body is cool, and he isn't breathing. The paramedics try to revive him. Suddenly, he wakes up, and he's angry. He accuses them of stealing his cigarettes and money. He refuses to go to the hospital and walks off. His friend, who called the ambulance, took his cigarettes.

In your notebook, write three summaries:

1. Summary of "Arthur" (pages 6-14)
2. Summary of "Rescue 471" (pages 14-22)
3. Summary of "Kids" (pages 23-26)

After You Read: Vocabulary

Below are phrases from your assigned reading. Use your best dictionary to look up the word that has been underlined. You may find that the word has more than one meaning. Read these different definitions over carefully and choose the definition that is closest in meaning to how the word is being used in *this* phrase, or *context*. On a separate piece of paper, recopy the phrase substituting the correct meaning as a synonym, making sure that you use the right part of speech, tense, or number so that the sentence remains true to its original meaning. After that, copy one of the other meanings of this word so you can become familiar with that, too.

Example

"Rose Colletti's confidence began to fade" (3)

Confidence = (noun) certitude, self-trust, assurance.

Rose Colletti's assurance began to fade

Other meaning: (noun) a secret

Please do your work by yourself—do not work with a classmate on these vocabulary assignments, because it's important for you to learn as many words as you can for your own personal vocabulary.

1. "Our ambulance is *dispatched*…" (3)
2. "A likely heroin *overdose*…" (3)
3. "No, no, he's just an *acquaintance*…." (4)
4. "... and I like to be *aggressive*…" (4)
5. "…when I am tired from working *overtime*…" (10)
6. "… he always lets me take the back of the *stretcher*…" (12)
7. "Our patient is an old lady who *fractured* her hand…" (13)
8. "He goes through the same *routine*…" (14)
9. "His *respiratory* rate is fine…" (14)
10. "He has a strong, steady *pulse*…" (14)
11. "I listen to his lungs with a *stethoscope*…" (14)
12. "We clear and they send us on a *priority* two…" (21)
13. "…other times their *resilience* will surprise you." (24)
14. "The girl is *unconscious*…" (24)
15. "A couple months later, we are *transporting*…." (26)

After You Read: Responding to the Text

There were four short stories in this section, "Kools," "Arthur," "Rescue 471," and "Kids." Which one did you like the most? Why? Write at least a page in your notebook explaining your choice.

This is NOT a summary! You already summarized the stories. A summary is based on the text, not your own thoughts and ideas. Your own thoughts and ideas are your ***response***. Your thoughts and ideas might include your opinions, something the text reminded you about, questions you had related to the text, or anything else that the text made you think about.

For example, in "Arthur," Peter Canning writes about his relationship with his coworker Arthur. (Another word for coworker is colleague.) As you read this, you might have thought about a relationship that you have with a colleague. Or, you might have remembered a story that your parents or friends told you about one of their colleagues. You could write about this in your response.

Responding to text is a very important reading skill in college and in the job world. In Unit #2, we will practice this skill a lot.

Public Health: Day in the Life

Review your notes on public health. Then, read this text and underline any part that is related to public health. When you are done, compare your work with a partner. Did you partner find different things? Do you agree or disagree?

The following text is from:
http://www.whatispublichealth.org/what/daylife.html

7 a.m.
Your alarm clock rings and you roll out of bed. You turn the faucet to brush your teeth and fluoride-enriched water flows out. Despite being reluctant to commute to work this morning, you have slept well.

7:30 a.m.
Before you leave the house, you have a balanced, nutritious breakfast. The milk, orange juice, and coffee you prepare have all been inspected and approved as ready for human consumption. The same goes for your bread, bagels, cereal, bananas, or any other breakfast food you choose.

8 a.m.
You hop in the car for your daily commute to work and buckle your seatbelt. As you are driving, you can be assured that public health experts have conducted research that have led to improved traffic safety laws.

9 a.m.
Your workday has begun. The air filters provide the office with clean air. Public health experts researching the effects of proper posture on chronic musculoskeletal injuries developed your office chair with ergonomics in mind. The overhead lights have been designed to provide just the right amount of light so as to keep you awake during work and also reduce depressive symptoms.

12 noon
At lunch, you go for a brisk walk. The CDC encourages adults to get at least 30 minutes of activity at day. Regular exercise can help you:

- Control weight
- Control high blood pressure
- Reduce risk for type 2 diabetes, heart attack, and colon cancer
- Reduce symptoms of depression and anxiety
- Reduce arthritis pain and disability
- Reduce risk for osteoporosis and falls

5 p.m.
You go to meet friends or work colleagues for an early dinner. Open the restaurant door and, before being seated, you catch a glimpse of the city or county certificate of approval. The certificate signifies your chosen restaurant serves clean food.

8 p.m.
Before reading a bestselling novel and falling asleep, you decide to watch some television. The evening newscaster mentions the latest study into the effects of smoking on lung cancer and another study about the latest data released for a new cancer drug. The FDA announced approval of a new medication to treat asthma and public health experts are handling possible disease transmission after a recent hurricane hits the southern States. A commercial explains the latest food guide and you start planning what breakfast you would like to eat tomorrow morning.

Rescue 471, "Saving Lives" (pages 29 – 51)

Before You Read: Constructing Questions

Take a look at these three sentences from this section. Before you start to read the chapter, write two information questions (W-H questions) for each sentence.

1. *I feel the urge to snap at her, to call her a whiner.*

Question:

Question:

2. *She just starts crying and throws her arms around him, weeping huge grateful sobs.*

Question:

Question:

3. *"You're lucky this didn't cut your head off," I say, then hold my tongue.*

Question:

Question:

4. *But now for the first time, I notice the gray in his mustache, the lines etched in his face.*

Question:

Question:

Check Yourself:
Take a look at your grammar. Does it look correct? Compare your questions with a partner or a group of three. Choose the two best questions from your group and write them on the board. After you read the introduction, return to these questions. Can you answer any of them?

While You Read: Taking Notes on a Text

Take notes on the following patients that Canning discussed in "Perfect," on pages 29-36.

Patient	What are this person's symptoms?	What's the cause?	What happens?
"77 year old man"			
"woman in her late 40s"			
70 year old woman			
A naked man			
A man barely responsive			

After You Read: Summarizing

"Saving Lives" is summarized here. Read it and discuss it with a partner. Do you think you should add anything to it? Next, write summaries for the other three chunks of this section.

Summary of "Saving Lives" (pages 39-40)

In this short section, Canning says that most people become EMTs because they want to save lives. However, they don't get the opportunity to do it very often. It's rare that an EMT's actions mean the difference between a person living and dying. When they do have the chance to save a life, they really have to make sure that they do everything right.

In your notebook, write three summaries:

1. Summary of "No Luck Left"
2. Summary of "Bag and Drop"
3. Summary of "Baby Code"

After You Read: Vocabulary

Below are phrases from your assigned reading. Use your best dictionary to look up the word that has been underlined. You may find that the word has more than one meaning. Read these different definitions over carefully and choose the definition that is closest in meaning to how the word is being used in *this* phrase, or *context*. On a separate piece of paper, recopy the phrase substituting the correct meaning as a synonym, making sure that you use the right part of speech, tense, or number so that the sentence remains true to its original meaning. After that, copy one of the other meanings of this word so you can become familiar with that, too.

Please do your work by yourself—do not work with a classmate on these vocabulary assignments, because it's important for you to learn as many words as you can for your own personal vocabulary.

1. "The seventy-seven-year-old man in the nursing home has a sudden *onset*…" (29)
2. "…where I get an *IV* in his hand." (29)
3. "Our *interventions* have made the difference." (30)
4. "In *triage* I tell the nurse, chest pain with vomiting…" (31)
5. "On Rescue 911, every *critical* patient is saved." (32)
6. "The seventy-year-old woman was sitting in a chair when she *collapsed* and vomited." (32)
7. "She is *alert* and oriented…" (32)
8. "The hood is bent back and crashed through the *windshield*." (37)
9. "He just has an *abrasion*…" (39)
10. "As he *narrates*…" (40)
11. "The idea is a *trauma* victim…" (42)
12. "Much of the *controversy*…" (43)
13. "I've just finished *restocking*…" (45)
14. "It feels just like a *CPR* infant mannequin…" (46)
15. "I can see her arms and hands, opening up, *tensing*, closing…." (49)

After You Read: Responding to the Text

This section has five short pieces: "Perfect," "No Luck Left," "Saving Lives," "Bag and Drag," and "Baby Code." Which one did respond to the most? Choose one piece that you have a lot to say about and writing a one-page response to it in your notebook. Be sure to explain why you choose that piece.

This is NOT a summary! You already summarized the stories. A summary is based on the text, not your own thoughts and ideas. Your own thoughts and ideas are your ***response***. Your thoughts and ideas might include your opinions, something the text reminded you about, questions you had related to the text, or anything else that the text made you think about.

Public Health in New York City: The Soda Ban

Read this article from *TIME Magazine*, and then complete the following sentences.

"*The New York City Soda Ban, and a Brief History of Bloomberg's Nudges*" by Alice Park

This article can be found at http://healthland.time.com/2012/05/31/bloombergs-soda-ban-and-other-sweeping-health-measures-in-new-york-city/

1. This article is mostly about how Bloomberg wants to…

2. He wants to do this because…

3. People and/or companies that disagree with him include…

4. In the past, Bloomberg has also limited…

Rescue 471, "Story of a Life" (pages 53 – 80)

Before You Read: Respond to a Quote

Turn to page 53 in the book. This is a new section. Peter Canning put a quote here to begin this section. Why? What does he mean? Talk about what this quote means with a partner and why Canning chose to put it here.

Next, write a short response on this page or in your notebook. Be sure to:

- Explain what the quote means.
- Why you think Canning chose to put it at the beginning of this section
- What you think this section will be about

"I never want to lose my focus on the patient, on the person."
(53)

Before You Read: Respond to a Quote

Take a look at these three sentences from this section. Before you start to read the chapter, write two information questions (W-H questions) for each sentence.

1. *"I knew I shouldn't have left him. He just doesn't care anymore."*

Question:

Question:

2. *"I think I killed somebody."*

Question:

Question:

3. *He needs to know right away so the Secret Service can start a background check.*

Question:

Question:

Check Yourself:
Take a look at your grammar. Does it look correct? Compare your questions with a partner or a group of three. Choose the two best questions from your group and write them on the board. After you read the introduction, return to these questions. Can you answer any of them?

After You Read: Summarizing

In your notebook, write four summaries of stories in this section. Try to keep them very short—only a few sentences.

1. Summary of "Life On Mars"

2. Summary of "Lord Randal"

3. Summary of "An Old Man, a Crack Girl, and a Rat"

4. Summary of "Presidential Debate"

5. Now, summarize this entire section, from page 55 – page 80. Why is it called "Story of a Life"? What do these stories all have in common?

After You Read: Vocabulary

Below are phrases from your assigned reading. Use your best dictionary to look up the word that has been underlined. You may find that the word has more than one meaning. Read these different definitions over carefully and choose the definition that is closest in meaning to how the word is being used in *this* phrase, or *context*. On a separate piece of paper, recopy the phrase substituting the correct meaning as a synonym, making sure that you use the right part of speech, tense, or number so that the sentence remains true to its original meaning. After that, copy one of the other meanings of this word so you can become familiar with that, too.

Please do your work by yourself—do not work with a classmate on these vocabulary assignments, because it's important for you to learn as many words as you can for your own personal vocabulary.

1. "I know that burnout is an occupational *hazard*." (55)
2. "Migraine headache to *massive* stroke." (55)
3. "… to wake him up or transport him *comatose*." (59)
4. "I'm a *veteran*." (60)
5. "I *hesitate* a moment…" (62)
6. "…which looks *abandoned*." (65)
7. "He has only one leg, and no *balance*." (66)
8. "…whether or not her living off him constitutes elder *abuse*." (68)
9. "A month later we get called for an *unconscious* man…" (69)
10. "Where's my *motivation*?" (70)
11. "I've struggled against this *fatigue*…" (70)
12. "She is constantly *nauseated*…" (72)
13. "I read her name on the *obituary* page…" (73)
14. "The quarterly bulletin was filled with boasts of *alumni*…" (78)
15. "…struggling to meet his *mortgage*…" (80)

After You Read: Responding to the Text

This section has seven short pieces: "Respect," "Life On Mars," "Lord Randal," "What About the Man?" "An Old Man, a Crack Girl, and a Rat," "Story of a Life," and "Presidential Debate." Which one did respond to the most? Choose one piece that you have a lot to say about and writing a one-page response to it in your notebook. Be sure to explain why you choose that piece.

This is NOT a summary! You already summarized the stories. A summary is based on the text, not your own thoughts and ideas. Your own thoughts and ideas are your ***response***. Your thoughts and ideas might include your opinions, something the text reminded you about, questions you had related to the text, or anything else that the text made you think about.

Essay: Twenty Years From Now…

In this section of the book, Canning reflects on his job and how he feels about the work he does. Reread "Respect" and "Presidential Debate," paying special attention to the parts that discuss how he feels about his job. Select a quote from the text that you would like to write about and copy it into your notebook. Below the quote, explain why you choose this quote.

In this essay, begin by discussing Canning's feelings about his job and his career. Why does he do this job? What problems does he have? How does he feel about what he has achieved in the 20 years since he graduated from school?

Next, present and explain the quote that you selected. Why did you choose this quote? What significance does it hold for you?

Finally, imagine that it is now 20 years in the future. You are reflecting back on your career since CLIP. Where do you want to be? What do you want to have done? What do you think you will be thinking? How will you get there?

Public Health in New York City: The Soda Ban

We're going to learn more about the soda ban in New York City. First, read:

- "New York Plans to Ban Sale of Big Sizes of Sugary Drinks" by Michael Grynbaum
- Letters to the Editor: Bloomberg's Supersize Soda Ban

Both of these were printed in the New York Times. Take notes on the pros and cons of the soda ban. Work on this with a partner, or compare your notes with a partner after you are done. Finally, explain your opinion on this topic.

The Soda Ban

Pros	Cons

Do you agree or disagree with this ban? Why?

Public Health in New York City: The Soda Ban

Read "Downsizing Supersize" by James Surowiecki. In your notebook, complete these three steps.

1. Is Surowiecki for or against the soda ban? How can you tell?
2. Imagine that you are taking the CAT-W, and this is the reading. How would you summarize this article succinctly?
3. Select a passage from this article, copy it down in quotes, and then write a response to it.

Rescue 471, "Troubled Man" (pages 83-107)

Before You Read: Respond to a Quote

Turn to page 81 in the book. This is a new section. Peter Canning put a quote here to begin this section. Why? What does he mean? Talk about what this quote means with a partner and why Canning chose to put it here.

Next, write a short response on this page or in your notebook. Be sure to:

- Explain what the quote means.
- Why you think Canning chose to put it at the beginning of this section
- What you think this section will be about

"Looking at me, I may look fine, but I got problems, I tell you, I got a storm brewing." (81)

Before You Read: Respond to a Quote

Take a look at these three sentences from this section. Before you start to read the chapter, write two information questions (W-H questions) for each sentence.

1. *"He woke up screaming and throwing things."*

Question:

Question:

2. *We enter the holding area, where a police officer stands with a short male, who is pacing about nervously.*

Question:

Question:

3. *A nineteen-year-old girl sits in a chair, her head down, drool coming from her open mouth.*

Question:

Question:

Check Yourself:
Take a look at your grammar. Does it look correct? Compare your questions with a partner or a group of three. Choose the two best questions from your group and write them on the board. After you read the introduction, return to these questions. Can you answer any of them?

After You Read: A New Summarizing Challenge!

For this section, we're going to try something new. Summarize these sections in only ONE or TWO sentences. Don't go over! You can do it.

1. Summary of "Troubled Man" (page 83)

2. Summary of "Sound Mind" (84-87)

3. Summary of "Five White Men, a Blonde, and Jesus" (88-89)

4. Summary of "Little Gods" (90-92)

5. Now, summarize this entire section, from pages 83-107. Why is it called "Troubled Man"?

After You Read: Vocabulary

Below are phrases from your assigned reading. Use your best dictionary to look up the word that has been underlined. You may find that the word has more than one meaning. Read these different definitions over carefully and choose the definition that is closest in meaning to how the word is being used in *this* phrase, or *context*. On a separate piece of paper, recopy the phrase substituting the correct meaning as a synonym, making sure that you use the right part of speech, tense, or number so that the sentence remains true to its original meaning. After that, copy one of the other meanings of this word so you can become familiar with that, too.

Please do your work by yourself—do not work with a classmate on these vocabulary assignments, because it's important for you to learn as many words as you can for your own personal vocabulary.

1. "…along with an *administrator* in a white shirt and tie." (83)
2. "…and says it's a *psych* case." (84)
3. "You have *seizures*?" (96)
4. "According to the father, the man has just *assaulted* his mother..." (98)
5. "We're sent for a violent psych at the McKinney Homeless *Shelter*." (102)
6. "The shelter officials *gradually* ease him outside..." (102)
7. "Her *pupils* are pinpoint." (103)
8. "She spits and again *insults* my mother." (106)

After You Read: Responding to the Text

This section has seven short pieces: "Respect," "Life On Mars," "Lord Randal," "What About the Man?" "An Old Man, a Crack Girl, and a Rat," "Story of a Life," and "Presidential Debate." Which one did respond to the most? Choose one piece that you have a lot to say about and writing a one-page response to it in your notebook. Be sure to explain why you choose that piece.

This is NOT a summary! You already summarized the stories. A summary is based on the text, not your own thoughts and ideas. Your own thoughts and ideas are your ***response***. Your thoughts and ideas might include your opinions, something the text reminded you about, questions you had related to the text, or anything else that the text made you think about.

Rescue 471, "Recognize" (pages 109-132)

Before You Read: Respond to a Quote

Turn to page 109 in the book. This is a new section. Peter Canning put a quote here to begin this section. Why? What does he mean? Talk about what this quote means with a partner and why Canning chose to put it here.

Next, write a short response on this page or in your notebook. Be sure to:

- Explain what the quote means.
- Why you think Canning chose to put it at the beginning of this section
- What you think this section will be about

"Who is shaping them, nurturing them, directing them, loving them? And even those who get love and direction, what will happen to them in the world they live in?" (109)

While You Read: Vocabulary

While you read this section, keep track of vocabulary words that are new for you. Choose five words that you would like to learn, and complete the chart for these five words.

Vocabulary Word	1) Copy the sentence from the book that has this word, 2) Define this word, 3) Practice this word.

After You Read: A New Summarizing Challenge!

Summarize these sections in only ONE or TWO sentences. Don't go over! You can do it.

1. Summary of "Girls" (page 111)

2. Summary of "Mother" (119)

3. Summary of "French Fries" (124)

After You Read: Career Skills

You've now read 132 pages of this book. What do you think about the job of paramedic? Are you interested in doing this job? Why or why not?

We read about the skills necessary to be an EMT in the DOL Handbook online. Now, make a list of skills that Peter Canning has. Page through the book and try to find specific skills, like "taking blood pressure." List them in the correct categories.

Medical skills	Communication skills	Emotional skills

Analyzing Data: NYC Community Health Profiles

Mayor Bloomberg and New York City are very interested in the health of New Yorkers. There is a whole department at the mayor's office dedicated to improving the health of people who live here. This department is called New York City Department of Health and Mental Hygiene. Many of the people who work in this department studied and specialize in PUBLIC HEALTH. Do you remember what the different realms of public health are?

This department looks at health in every neighborhood of NYC. We're going to look at a publication by this department about the neighborhood we are in right now. *(Community Health Profiles can be found at www.nyc.gov/html/doh/html/data/data.shtml#4)*

1) Start by paging through the document to get a sense of the information covered. What stands out as interesting to you? Why?

2) Go to page 2 and look at the "At A Glance" box. Read the date presented here and write TEN comparative statements about this neighborhood vs. NYC. How is this neighborhood different from NYC?

3) Go to page 3 and look at the "Take Care" section. The Health Department has ten goals to improve the health of people in New York. They are listed here. For which goals is this neighborhood below average? List them and then find those sections. For each of these goals, how much does this neighborhood have to improve to be equal to the rest of NYC?

Public Health in New York City and State: Smoking

As we have read, the soda ban is not the first time that Bloomberg has tried to impact the health of New Yorkers. Today we're going to learn about the law that Bloomberg passed regarding smoking. We're also going to read about how New York State government increased a cigarette tax. Read the following articles and complete the sentence below.

- "Mayor Signs Law to Ban Smoking Soon At Most Bars" by Michael Cooper (2002)
- "Cigarette Tax Increased to Keep State Running" by Nicholas Confessore (2010)

New York City decided to….

Because…

My opinion is…

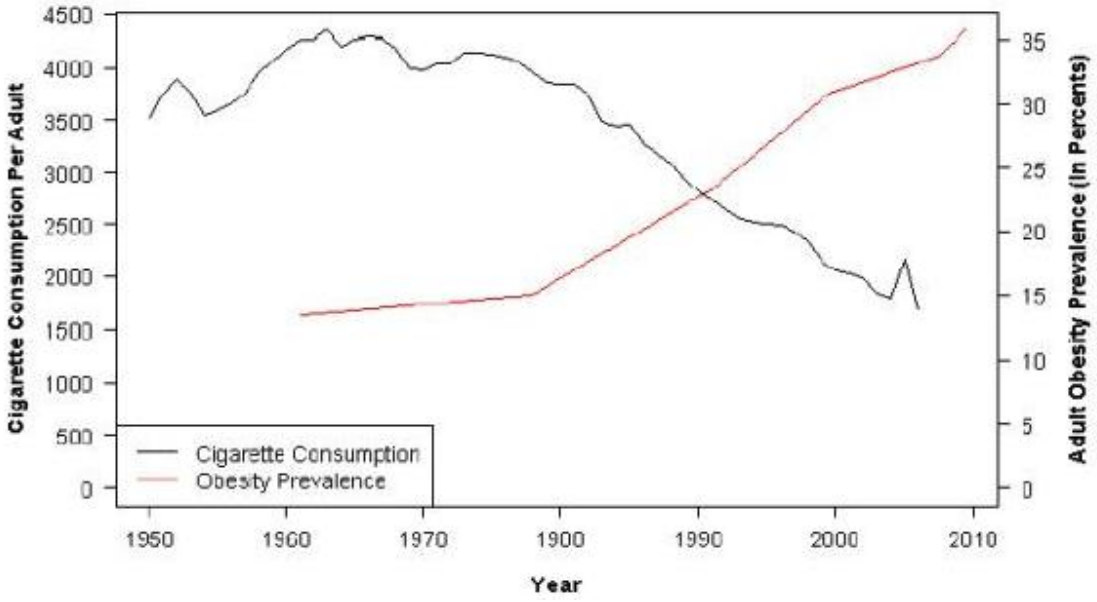
New York State decided to….

Because…

My opinion is…

Analyzing Data: Smoking and Obesity

Fig 1. Trends in Smoking and Obesity in the United States



1. Look closely at this graph. With a partner, write five true statements about it.

2. Discuss these questions with your partner:

    a. Why has the obesity rate increased?
    b. Why has the smoking rate decreased?
    c. What year was the healthiest for Americans? Why?

Graph: http://www.washingtonpost.com/blogs/ezra-klein/wp/2012/09/25/increased-obesity-is-wiping-out-most-health-benefits-of-less-smoking/

Rescue 471, "Burnout" (pages 163-194)

Before You Read: Respond to a Quote

Turn to page 163 in the book. This is a new section. Peter Canning put a quote here to begin this section. Why? What does he mean? Talk about what this quote means with a partner and why Canning chose to put it here.

Next, write a short response on this page or in your notebook. Be sure to:

- Explain what the quote means.
- Why you think Canning chose to put it at the beginning of this section
- What you think this section will be about

"I just sit the rest of the way wondering what is happening to me." (163)

While You Read: Vocabulary

While you read this section, keep track of vocabulary words that are new for you. Choose five words that you would like to learn, and complete the chart for these five words.

Vocabulary Word	1) Copy the sentence from the book that has this word, 2) Define this word, 3) Practice this word.

After You Read: Reading Log

Now that you've read half the book, you are familiar with the structure and with Canning's voice. For the rest of the book, I want you to think about your experience reading.

In the Reading Log, you will keep track of your experience reading and your reading speed. This is not a race—we are just collecting information about you as a reader. Start by recording the date and the page number you started reading. Make note of the time so that you will know how much time has passed when you are finish. Then, choose one, two or three of the sentence starters to describe your experience reading today. Be as specific as you can. Here's an example:

I was reading the newspaper this morning, but halfway into an article about the election, I started to think about a doctor's appointment that I have later this afternoon. I kept reading, but I wasn't really paying attention to the article—I was worrying about the appointment. Finally I stopped, had a drink of water, and re-read the article. This time, I paid attention. The second time I read it, it reminded me of the movie Election, which takes place in a high school…

Create a Reading Log page in your notebook that looks like this:

Date	Page # started	Time started	Page # Ended	Time ended	Total time spent reading

While I was reading…

- I got confused by…
- I was distracted by…
- I started to think about…
- I got stuck when…
- The time went quickly because…
- A word/some words I didn't know were…
- I stopped because…
- I lost track of everything because…
- I figured out that…
- I first thought… but then I realized…

After You Read: Problems at Work

In this section, Canning describes some of the problems at his job. Make a list of four problems he describes.

	What's the larger issue?	**What's the concrete example?**
Problem #1		
Problem #2		
Problem #3		
Problem #4		

After You Read: Problems at Work

Canning describes some of the problems at his job. What kind of problems have you experienced while working? If you haven't worked, what kinds of problems have you heard about from a parent, spouse, or friend? What kind of problems can you imagine having in the future in the field you are interested in?

Reading: "Preventing Burnout"

Read this article with a pen in your hand. Underline anything in the article that seems related to Canning's situation in the "Burnout" section of *Rescue 471*. Focus on the definition and causes of burnout explained in the article.

In order to prepare for the next section of *Rescue 471*, review this article's advice for overcoming burnout. According to the article, what are the best ways to overcome burnout? Complete the following paragraph. Be sure to paraphrase.

(This article can be found at www.helpguide.org/mental/burnout_signs_symptoms.htm)

According to the article "Preventing Burnout," the best ways to recover from burnout at work are to…

Rescue 471, "Shaman" (pages 195-236)

Before You Read: Constructing Questions

Take a look at these three sentences from this section. Before you start to read the chapter, write information questions (W-H questions) based on these sentences. Take a look at the example.

1. *"There's a lot of people out there angry about this," he says.*

Question:

Question:

2. *"They are looking to you," Cressy says. "You're the leader, you're the man."*

Question:

Question:

3. *She is smiling, her face flushed as if she was just named woman of the year.*

Question:

Question:

Check Yourself:
Take a look at your grammar. Does it look correct? Compare your questions with a partner or a group of three. Choose the two best questions from your group and write them on the board. After you read the introduction, return to these questions. Can you answer any of them?

After You Read: Reading Log

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Create a Reading Log page in your notebook that looks like this:

Date	Page # started	Time started	Page # Ended	Time ended	Total time spent reading

While I was reading…

- I got confused by…
- I was distracted by…
- I started to think about…
- I got stuck when…
- The time went quickly because…
- A word/some words I didn't know were…
- I stopped because…
- I lost track of everything because…
- I figured out that…
- I first thought… but then I realized…

After Your Read: Vocabulary

After you read this section, choose five words that you would like to learn, and complete the chart for these five words. Be sure to choose five words that are going to be useful for you.

Vocabulary Word	1) Copy the sentence from the book that has this word, 2) Define this word, 3) Practice this word.

While You REREAD: Taking Notes

One excellent strategy for learning is to re-read a text several times. Return to "Keep Hope Alive" and reread this section. Take notes on the following ideas as you reread it.

Problems that EMS has in Connecticut	What Canning and other people do to address these problems

While You REREAD: Taking Notes

One excellent strategy for learning is to re-read a text several times. Return to "Rebecca" and reread this section. Take notes on the following ideas as you reread it.

Rebecca is good at…	Rebecca needs to work on…

After Your Read: Take Notes

In "Burnout," Canning described a lot of problems that he experienced in his job. In this section, "Shaman," he describes how he renews his energy and excitement for his work. What brings him back to his work? What happens that helps him feel excited again about his work? Take specific notes on three separate things that make him enjoy his job again.

#1	
#2	
#3	

Essay: Burnout and Recovery

The sections "Burnout" and "Shaman" are, in some ways, the heart of *Rescue 471*. They Describe how Canning losing his energy for his job, and how he regains it. Canning is not the only person who has experienced this. Everyone, in any line of work, can grow bored and exhausted with his or her job. And there are many ways to recover from this problem.

In this essay, you will discuss this problem and how it manifests in Canning's life, and your own. Begin by introducing the concept of burnout. Use your notes, *Rescue 471*, and the article "Preventing Burnout" to help you explain this concept. In your introduction, make sure to connect this concept to Peter Canning's life and book.

In the next section of your essay, explain the many causes for Canning's burnout. What caused it? Also, what does burnout feel like? How does it manifest in Canning's actions and feelings? What are the "symptoms" of Canning's burnout? You will have to reread sections of the book to find the details.

Next, describe how Canning renews himself and finds energy and excitement in his job again. There are many things that help him recover—include at least three in your essay. Describe how Canning feels after he has these experiences. What are the "symptoms" of recovery?

Finally, end your essay by related the concept of burnout and recovery to your own life. Have you experienced something like this in any part of your life—work, school, family obligations? How is your experience similar or different from Canning's? If you haven't experienced it, how have you managed to avoid it?

The Role of Public Health

Read the article "They're All Bad for You, But Should They Be Illegal?" by Fran Silverman. This was published in the New York Times in 2007. What are the two sides to this argument? What are their reasons?

Side #1:	**Side #2:**
Reasons:	**Reasons:**

The Role of Public Health: Room for Debate

Go to nytimes.com/roomfordebate. Search for "What's the Best Way to Break Society's Bad Habits?" Select FOUR people to read on this topic, and complete the following chart.

Headline:

Date published:

Question or issue being discussed:

Pros	Cons

What I Think:

Rescue 471, "Memory" (pages 237-260)

Before You Read: Respond to a Quote

Turn to page 237 in the book. This is a new section. Peter Canning put a quote here to begin this section. Why? What does he mean? Talk about what this quote means with a partner and why Canning chose to put it here.

Next, write a short response on this page or in your notebook. Be sure to:

- Explain what the quote means.
- Why you think Canning chose to put it at the beginning of this section
- What you think this section will be about

"I raise my eyes and take in this room, this sight, these people." (237)

After You Read: Reading Log

Create a Reading Log page in your notebook that looks like this:

Date	Page # started	Time started	Page # Ended	Time ended	Total time spent reading

While I was reading…

- I got confused by…
- I was distracted by…
- I started to think about…
- I got stuck when…
- The time went quickly because…
- A word/some words I didn't know were…
- I stopped because…
- I lost track of everything because…
- I figured out that…
- I first thought… but then I realized…

After Your Read: Vocabulary

After you read this section, choose five words that you would like to learn, and complete the chart for these five words. Be sure to choose five words that are going to be useful for you.

Vocabulary Word	1) Copy the sentence from the book that has this word, 2) Define this word, 3) Practice this word.

After You Read: Summarizing and Responding to the Text

1) Choose three sections of "Memory" to summarize in your notebook. You decide how long the summaries should be!

2) Choose one section of "Memory" to respond to. Write a one-page personal response to it in your notebook. Be sure to explain why you choose that piece.

Rescue 471, "The Job" (pages 261-284)

After You Read: Reading Log

Create a Reading Log page in your notebook that looks like this:

Date	Page # started	Time started	Page # Ended	Time ended	Total time spent reading

While I was reading…

- I got confused by…
- I was distracted by…
- I started to think about…
- I got stuck when…
- The time went quickly because…
- A word/some words I didn't know were…
- I stopped because…
- I lost track of everything because…
- I figured out that…
- I first thought… but then I realized…

After Your Read: Vocabulary

After you read this section, choose five words that you would like to learn, and complete the chart for these five words. Be sure to choose five words that are going to be useful for you.

Vocabulary Word	1) Copy the sentence from the book that has this word, 2) Define this word, 3) Practice this word.

After You Read: Summarizing and Responding to the Text

1) Reread the section "Change." How has the field changed since Canning started working?

2) Choose two other sections of "The Job" to summarize in your notebook. You decide how long the summaries should be!

3) Which section of "The Job" is your favorite? Why? Write a one-page personal response to it in your notebook. Be sure to explain why you choose that piece.

Essays

- Twenty Years From Now…
- Midterm Evaluation
- Burnout and Recovery

Essay: Twenty Years From Now…

In this section of the book, Canning reflects on his job and how he feels about the work he does. Reread "Respect" and "Presidential Debate," paying special attention to the parts that discuss how he feels about his job. Select a quote from the text that you would like to write about and copy it into your notebook. Below the quote, explain why you choose this quote.

In this essay, begin by discussing Canning's feelings about his job and his career. Why does he do this job? What problems does he have? How does he feel about what he has achieved in the 20 years since he graduated from school?

Next, present and explain the quote that you selected. Why did you choose this quote? What significance does it hold for you?

Finally, imagine that it is now 20 years in the future. You are reflecting back on your career since CLIP. Where do you want to be? What do you want to have done? What do you think you will be thinking? How will you get there?

Essay: Midterm Evaluation

We are now halfway through the semester. It's time to check in on how you are doing. How do you feel about your progress this semester? What have you accomplished so far? What more do you need to work on? Write an essay about your experience and progress in this class so far. Consider each of the following in detail:

1) READING: How has your reading improved this semester? How have you handled the reading that we have done in this class so far? Consider *Your Medical Mind, Rescue 471*, Julie Lerner's Story, the health bulletins, the New York Times articles, and the online readings. Which readings have been the easiest and the hardest for you and why?

   Next, consider the reading skills we have practiced in class, including chunking, identifying narrative and non-narrative text, finding the main idea of a text, taking notes from text, and using reading logs. What has been your experience using these strategies? Which has been the most useful for you and why?

2) VOCABULARY: We have used three different systems for studying vocabulary this semester. In the first system, I choose the vocabulary words for you, and you thought about how well you understood the words and choose a few to study. In the second system, I gave you sentences from the book with important vocabulary words, and you used the dictionary to find the meanings and other information. In the third system, you choose your own vocabulary words and your own method of studying. Which system has worked the best for you? Why? What other systems could work well for you?

3) WRITING: How has your writing improved so far this semester? Take out the essays that you have already written and read over them. What do you notice? What are you doing well, and what do you need to work on? Do your essays flow from introduction to body to conclusion? Are they detailed or vague? Short or long? Pretend that you are a professor, and analyze your own writing skills.

   Also consider two important skills: summarizing and responding to a text. How are you doing? Is it easy for you to summarize and respond to a text or not?

4) What are the two most significant, interesting things that you have learned about our theme, HEALTH, this semester? Why are they significant and interesting to you?

5) Besides health, we've already talking and thought about JOBS and WORKING this semester. Where are you in this process? Do you know what you would like to major in? Do you know what kind of jobs you would like to pursue? If not, what will you do to help you decide? What job-related activities or discussions have been the most useful for you this semester?

6) What are your goals for the rest of the semester? What can I help you with the most? What can you work on by yourself? What do you want to accomplish here before this class ends?

Essay: Burnout and Recovery

The sections "Burnout" and "Shaman" are, in some ways, the heart of *Rescue 471*. They Describe how Canning losing his energy for his job, and how he regains it. Canning is not the only person who has experienced this. Everyone, in any line of work, can grow bored and exhausted with his or her job. And there are many ways to recover from this problem.

In this essay, you will discuss this problem and how it manifests in Canning's life, and your own. Begin by introducing the concept of burnout. Use your notes, *Rescue 471*, and the article "Preventing Burnout" to help you explain this concept. In your introduction, make sure to connect this concept to Peter Canning's life and book.

In the next section of your essay, explain the many causes for Canning's burnout. What caused it? Also, what does burnout feel like? How does it manifest in Canning's actions and feelings? What are the "symptoms" of Canning's burnout? You will have to reread sections of the book to find the details.

Next, describe how Canning renews himself and finds energy and excitement in his job again. There are many things that help him recover—include at least three in your essay. Describe how Canning feels after he has these experiences. What are the "symptoms" of recovery?

Finally, end your essay by related the concept of burnout and recovery to your own life. Have you experienced something like this in any part of your life—work, school, family obligations? How is your experience similar or different from Canning's? If you haven't experienced it, how have you managed to avoid it?

Career Activities

(This section includes only the activities that are not embedded in the Thematic Guide)

- Researching Careers: What are you interested in?
- Researching Careers: Research a Job You Are Interested In
- Learn About LinkedIn
- Learn About LinkedIn Profiles
- Setting Up Your LinkedIn Profile
- Your LinkedIn Profile: Making Connections

Researching Careers: What Are You Interested In?

Return to the main page of the Occupational Outlook Handbook on the Department of Labor's website: www.dol.gov. Today, think about what you are interested in doing for your career. Find THREE jobs that you find interesting possibilities for yourself. Make some notes here about them.

Job	Why I'm Interested In This Job

Researching Careers: Research A Job You Are Interested In

Return to the DOL's Occupational Outlook Handbook. What job are you ***most*** interested in right now? Find that job on the website and take some notes about it.

Job Basics for:

What You Actually Do When You Have This Job:

Where You Can Get a Job:

What Skills You Need:

Education Required for:

What Degrees/Certificates You Need:

How Long These Degree/Certificate Programs Are:

What Classes You Need to Take:

One Other Important Thing I Learned From the Website About This Job:

Use Google to find out:

CUNY Schools That Offer These Degree/Certificate Programs:

Learn About LinkedIn

Go to www.learn.linkedin.com and look for the list of User Guides on the left side of the page. Click on "Students." A series of videos will appear. Watch the first video in the series, "Get Started with LinkedIn: What Is LinkedIn and Why Should I join?" Take notes on the following ideas as you watch the video. Pause the video any time you need time to write something down, or back up and watch a section twice to help you understand it.

How Ann Used LinkedIn to Get a Job

What LinkedIn Is NOT

What LinkedIn IS

How LinkedIn Can Help You Find a Job

Learn About LinkedIn Profiles

Return to the www.learn.linkedin.com page and look for the list of Site Features on the left side. Click on "Profile." Several short videos will appear. Watch these five short videos and take notes on what they explain. Pause or repeat the videos whenever you need to.

Profile Basics: Overview

Profile Basics: Basic Information

Profile Basics: Experience

Profile Basics: Education

Profile Basics: Summary

Setting Up Your LinkedIn Profile

Go to www.linkedin.com and register! Start to set up your profile. To complete this assignment, you will need to fill out five areas of your profile:

- Basic Info
- Experience
- Education
- Summary
- Skills & Expertise

Start with Basic Info. When you are done with Basic Info, search for other profiles to see some examples before you continue. You can search by name or by job title. For example, you can search for "Barack Obama" or "president of the United States." Look at three profiles.

How is LinkedIn different from Facebook? Make some notes here.

LinkedIn	Facebook

Go back to your profile and fill out what you can. For the Summary section, explain that you are a full-time student in the CLIP program and explain what you hope to do in the future, both in your education and in your career.

Is there any section you need to return and finish later? Which sections?

Your LinkedIn Profile: Make Connections & Work on Your Profile

Sign into your LinkedIn Profile.

1. Find the link that says "Add Connections." Follow the instructions. Do you know anyone on LinkedIn already? How many people?

2. Now, you are going to connect your profile to your classmates' profiles. How will you do this? Discuss with a partner and come up with a plan.

3. Finally, sit with a partner. Pretend that you are a manager and you need to hire someone. Look at your partner's LinkedIn profile. Would you hire this person? Why or why not? What could this person do to improve their profile? Write some notes here:

Unit #3: Health Care in the United States

Key Questions:

- What is health insurance and how do people get it?
- Who has health care and who doesn't have health care?
- How is government involved in providing health care in the United States?
- How do other countries provide health care for their citizens?
- How is health care changing in the United States?
- What is "Obamacare?"
- What issues affect health care in the United States right now?

Readings and Source Materials:

- *The Healing of America* by TR Reid

- Students' Choice: Health Selections from "Room for Debate," *NY Times*

Reading Skills:

1. Tone
2. Using Quotes From the Text
3. Thesis Statements
4. Activate Prior Knowledge with What You Know
5. Prediction Guides
6. Choose a Way to Respond: Argue/Agree, Associate/Make a Connection, or Apply
7. Main Ideas vs. Details

Essays:

Career Activities

Graphs & Data

1. Uninsured Children
2. Health Insurance in the United States

Table of Contents

What Is Health Insurance?

The theme of Unit #3 is Health Care Reform in the United States. Before we can talk about the system of health care in the United States, or reforming it, we need to talk about HEALTH INSURANCE.

Let's start with insurance. What is insurance? Talk with a partner to come up with the best, clearest explanation of insurance that you can. Imagine that an alien just landed on earth, and this alien walked up to you and asked you, "What is health insurance?" How would you explain it to the alien clearly?

Insurance =

What kinds of insurance are there? With your partner, make a list of all the kinds of insurance that you can think of:

Now, what is HEALTH INSURANCE? How does it work? Again, imagine that you are explaining this to your new alien friend.

Health Insurance =

Prediction Guide: How Do People Get Health Insurance?

With a partner, predict how each group listed below gets health insurance in the United States. It's okay to be wrong--this is a predicting exercise.

	How do most of these people get health insurance in the United States?
Children	
College students	
Adults with jobs	
Adults without jobs	
Poor people	
People in the military	
Immigrants (with legal status)	
Immigrants (without legal status)	
Disabled people (who can't work)	
People over the age of 65 years	

Prediction Guide: How Do People Get Health Insurance?

Review your list on the previous page again.

- For which groups of people are you the MOST SURE about your prediction? Put a check mark next to those.
- For which groups of people are you the MOST UNSURE about your prediction? Put a question mark next to those.
- Which groups of people are the LEAST LIKELY to have insurance? Underline those.
- Which ones are you interested in learning more about? Circle those.

Analyzing Data: Uninsured Children

With a partner, write ten true statements about the chart "Uninsured Children by Poverty Status, Household Income, Age, Race and Hispanic Origin, and Nativity: 2009." Include at least two sentences for each of the four categories on the chart, and then two more of your choice.

When you are done, pick your two best, most interesting sentences. Write those on the board to share with the class.

Health Insurance in the United States

Read the excerpt from the graphic novel *Health Care Reform* by Jonathan Gruber. Four patients are introduced. Take notes on the kinds of insurance they have and how it impacts them.

	Type of Insurance	Cost of Treatment for a Heart Attack
Anthony		
Betty		
Carlos		
Dinah		

Analyzing Data: Health Insurance in the United States

- Write ten true statements about the graph "Coverage by Type of Health Insurance: 2008 and 2009."

- What surprises you the most about this data? Write a paragraph to explain what you see and why it's surprising to you.

Health Care In Other Countries: Interviews

How do other countries provide health care? Talk to two of your classmates who are from different countries than you. Ask them for a few details about how health care is provided in their countries. Then, explain a few details about how health care is provided in your native country. Take notes on all three.

Name of country	Notes about health care in this country

Health Care In Other Countries: Taiwan, Switzerland, and Britain

Before we learn about health care in these countries, where are these countries? Work with a partner and the blank map. If you aren't sure where these countries are, find the REGION where you think they are.

Next, read the excerpt from "10 Health Care Systems Around the World" from *Discovery Health*. Take notes about health care in these three countries.

	Health care system in this country
Taiwan	
Switzerland	
Britain	

Health Care In Other Countries: Taiwan, Switzerland, and Britain

This excerpt introduces vocabulary that will be important for the rest of this unit. Make a study sheet for these terms in your notebook. First, find the word in the reading and copy down the sentence from the reading that this word appears in. Don't forget to put this sentence in quotations marks. Then, use your best dictionary and the Internet to find clear definitions for the words or concepts.

Taiwan

- Subsidies
- Specialist
- Premiums

Switzerland

- Universal coverage
- Private insurance
- Profit

Britain

- Socialized medicine
- Rationed

Health Care In Other Countries: Taiwan, Switzerland, and Britain

What do you think about these three systems? Which one sounds the best to you? Why? Write a response in your notebook about which health care system makes the most sense to you and why.

The Healing of America

Before You Read: Previewing a Book

We're about to start our last book! Before you begin to read, evaluate these standard book elements. These book elements are there to help you understand what this book is about, or, they might also be there to advertise the book to you. What do you think of each of them? Are they successful or unsuccessful in explaining what this book is about?

	Describe this element.	**Evaluate this element. Do you like it? Is it useful to you? Does it help you understand what this book is about?**
Title		
Cover Design (including images)		
Back Cover Text		

Quotes on back cover		
Table of contents **(How is this book organized?)**		
Author Bio **(Is he a good writer for this topic?)**		

The Healing of America
"Prologue: A Moral Question"

Before You Read: Predicting

Some books have prologues. What is a prologue? With a partner, write a clear definition here.

Prologue =

What can you expect to find in a prologue?

Before and After You Read: Predicting & Returning to Your Prediction

The Prologue also has a secondary title: "A Moral Question." Before you start to read, what do you think this means? Make a prediction. After you read, return to your prediction. How can you edit it so that it's closer to what T.R. Reid say sin the book? What changes do you need to make? Finally, what evidence does Reid offer to support his claim that this is a "moral" question?

Before You Read… The title is "Prologue: A Moral Question." What do you think the moral question is? Make a prediction.	**After You Read…** Now that you've read the prologue, look again at your prediction to the left. Edit it so that it more closely follows what Reid says in the prologue and write your new version here:
	After You Read… Choose two details in the prologue that stand out to you, and describe them here.

The Healing of America
"Prologue: A Moral Question"

After You Read: Using Narratives to Illustrate a Point

Do you remember this from our first book?

> Your Medical Mind *is written in a very specific way. The authors had certain ideas that they wanted to communicate. For example, they wanted to communicate the idea that some people are "believers" and some people are "doubters" when it comes to medical care. They explained this idea, but then they illustrated this idea by using stories about real people. Susan Powell is an example of a doubter. Michelle Byrd is an example of a believer.*
>
> *This is a common and powerful way to write a book or essay. You will use this same style of writing in the CAT-W and other essays in college.*
>
> *As a review of the book, identify what these other peoples' stories are illustrating. Why are these stories included in the book? What purpose did they serve in explaining the authors' broader ideas? Follow the example.*
>
> *Example*
>
> ***Personal Story Used As Illustration:*** *Susan Powell is an example of a doubter. Michele Byrd is an example of a believer.*
> ***This Story Illustrates the Idea:*** *Some people are believers in medical care and some people are doubters in medical care.*

Apply this concept to the prologue of *The Healing of America*. What is the personal story? What idea does the story illustrate? Discuss this with a partner and write an answer here.

The Healing of America
"Prologue: A Moral Question"

Reading and Writing Skill: Tone

Tone reveals a writer's opinion, attitude, or emotion towards the subject. Select the adjectives that describe the tone of these sentences:

formal / informal / calm / excited / serious / joking / enthusiastic / respectful

1. Sure, go ahead and buy that car—if you want to throw your money away.

2. His skill and talent have no equal, both on and off the basketball court.

3. Woah, I can't believe it! That's fantastic news!

What helped you decide? What clues in vocabulary, punctuation, and sentence structure helped you to decide on the tone? With a partner, discuss each sentence and underline the parts of the sentence that helped you understand the tone.

Now, you are the writer. Write a sentence below that has a FORMAL tone. Then, write a sentence that has a CASUAL tone.

Formal Tone: Casual Tone:

Reading and Writing Skill: Tone

Tone can also be communicated through the examples a writer includes. Based on the examples in the sentences below, what is the writer's attitude towards health care in the United States? Underline the details that helped you to decide.

1. Walk into any emergency room in New York City, and you will see chaos. Crying babies, homeless people, and exhausted nurses fill the room. The floors are dirty, and there's a bad smell. You can expect to wait for at least four hours before you see a doctor—if you're lucky. If you aren't lucky, you'll be there all night long.

This writer's attitude is…

2. Everyone knows that the United States is the most powerful and technologically advanced country in the world, and this translated to our world-famous hospitals and research centers. Visit the Cleveland Clinic and you will see kings, queens, and dignitaries from all over the world who have come here for the best care possible. Competition to our medical schools is fierce—only the most intelligent and dedicated students are accepted and allowed to become doctors.

This writer's attitude is…

After You Read: Tone & Using Quotes From the Text

According to the language and examples that T.R. Reid includes in the prologue, what is his attitude towards health care in the United States? Next, find THREE specific quotes or examples from the text to support your opinion. Write them down in quotes with the page number in parentheses. Finally, explain what it is about each quote that supports your opinion.

T.R. Reid believes ...

Quote	How this quote supports my opinion

The Healing of America
"A Quest for Two Cures"

While Your Read: Using the Title to Guide Your Reading

The title of the chapter tells you what you should look for in that chapter. This title brings up three things: a quest, a cure, and another cure. That's what you are going to look for as you read this chapter. Use chunking to help you find this information.

Cure #1 is for the problem of…	**Symptoms of problem #1 are…**	**The main chunk that explains problem #1 starts on page…**
Cure #2 is for the problem of…	**Symptoms of problem #2 are…**	**The main chunk that explains problem #2 starts on page…**

A quest is…

After You Read: Thesis Statements

What's a thesis statement? Write a definition here.

Thesis statement =

Answer the following questions in your notebook.

1. What's Reid's thesis statement for this book?
2. Do you think this is a valid thesis statement? Is it a worthwhile goal? Why or why not?
3. How is Eisenhower related to Reid's thesis statement?

The Healing of America
"Different Models, Common Principles"

Before You Read: Previewing

Before you start to read a chapter, you can use the title and the headings throughout the chapter to help you understand the main ideas of the chapter. Flip through this chapter. How many pages is it? It's always helpful to see how long the chapter is before you start reading.

The title is "Different Models, Common Principles." So this chapter will be about… ? How many different models, and how many common principles? Flip through the chapter and read the headings only. Make a list here of the different models and common principles that will be discussed in this chapter.

Different Models	Common Principles

The Healing of America
"Different Models, Common Principles"

While You Read: Match the Summary

In this chapter, Reid presents four common models of providing health care. Which ones are described below? On page 20, Reid describes how the United States has elements of all four systems. Which American population group goes with each system?

1. In this system, there is no health insurance company. You pay for all the medical care yourself.

System:

American population:

2. In this system, the health insurance company is owned and run by the government. Citizens pay monthly fees, and those fees go toward paying medical bills.

System:

American population:

3. In this system, health insurance companies are non-profit. Citizens and their employers pay them every month, and then the insurance company pays medical bills.

System:

American population:

4. In this system, the government pays all medical bills. Citizens pay taxes, and the taxes go towards health care payments for everyone.

System:

American population:

The Healing of America
"Different Models, Common Principles"

Choose a quote from this chapter that's important or interesting to you. Write a reaction.

The Healing of America
"The Paradox"

Before You Read: Prediction Guide

Before you read this chapter, discuss each of these sentences with a partner. Do you think they are true or false? Use your dictionary if you need to.

1. In Singapore, there is a hospital run by an American medical school.
2. All developed countries except for the United States offer health care to everyone.
3. Because of the excellent medical education and technology in the United States, not many Americans die from controllable diseases like diabetes.
4. Fewer than 20,000 Americans go bankrupt because of their medical bills.
5. Lots of Americans die from curable diseases.
6. The rate of infant death in the United States is double the rate in Japan.
7. The United States spends about the same amount of money on health care as other rich countries.
8. American doctors don't usually have student debt.
9. Health insurance companies don't make a profit.
10. It's legal for health insurance companies to give coverage to healthy people but not to sick people.
11. If you have health insurance, they must pay all of your medical bills.
12. Other countries admire the American health care system.

While You Read: Main Ideas and Supporting Details

This chapter has three sections: Coverage, Quality, and Cost. What are Reid's main points about each of these topics? How does he support his claims? Work with a partner.

	Coverage	**Quality**	**Cost**
T.R. Reid main point about this is…			
One detail that Reid includes to support his main point is…			

After You Read:

The Healing of America
"France: The Vital Card"

Before You Read: KWL

What do you already know about France? With a partner, talk about anything you associate with this country. Make a list.

Before You Read: Prediction Guide

Before you read this chapter, discuss each of these sentences with a partner. Do you think they are true or false? Use your dictionary if you need to.

1. The first total joint replacement happened in the United States.
2. The first person to get a total joint replacement was a French surgeon.
3. French doctors make a lot of money.
4. French patients don't pay anything for medical care.
5. Doctors' offices in France don't have medical files for patients or send bills to patients.
6. Health care in France is very successful, because people stay very healthy and sick people are cured at a high rate.
7. There are many choices of health insurance plans in France.
8. French health insurance companies are non-profit and are required to pay all medical bills.
9. In France, you are only allowed to see the doctors that are connected to your health insurance company.
10. France spends half of what the United States spends on health care, but the French still believe that their system is too expensive.
11. It is illegal not to have health insurance in France.
12. Because France has excellent health care, they don't make changes to it very often.
13. The *carte vitale* was invented to keep track of prescriptions.
14. Because the carte vitale does billing automatically, the French health care system is much more efficient than the American system.
15. Medical school in France is free.

While You Read: Use the Prediction Guide

As you read this chapter, keep the prediction guide on your desk. The sentences are in the same order as those topics in the chapter. As you read, check your answers. Are they true or false? If there are false sentences, change them so that they are true.

The Healing of America
"France: The Vital Card"

While You Read: Take Notes

Reid explained what he evaluated in each country: Coverage, Quality, and Cost. As you read about his trip to France, take notes on the coverage, quality, and cost of health care in France.

Country: France

Coverage	Quality	Cost

The Healing of America
"France: The Vital Card"

After You Read: Strategies for Responding

What stands out from this chapter for you? Choose a way to respond to something from this chapter and write the response in your notebook. Choose from these strategies:

a) **Argue or Agree**: Is there something that you agree or disagree with in this chapter? Choose this strategy if you would like to explain why you agree or disagree with a concept that you read about.

b) **Associate/Make a Connection**: Is there something in this chapter that you can connect with something you have experienced, read about, or know about? Explain how these two things are connected.

c) **Apply**: Is there something in this chapter that you can apply to a different situation? For example, you might imagine what it would be like if an idea from France was put into practice in a different country. How would it work or not work?

The Healing of America
"Germany: Applied Christianity"

Before You Read: What You Know

What do you already know about Germany? With a partner, talk about anything you associate with this country. Make a list.

The Healing of America
"Germany: Applied Christianity"

Before You Read: Prediction Guide

Before you read this chapter, discuss each of these sentences with a partner. Do you think they are true or false? Use your dictionary if you need to.

While You Read: Use the Prediction Guide

As you read this chapter, keep the prediction guide on your desk. The sentences are in the same order as those topics in the chapter. As you read, check your answers. Are they true or false? If there is a false sentence, change is so that it is true.

While You Read: Take Notes

Reid explained what he evaluated in each country: Coverage, Quality, and Cost. As you read about his trip to Germany, take notes on the coverage, quality, and cost of health care in Germany.

Country: Germany

Coverage	Quality	Cost

After You Read: Strategies for Responding

What stands out from this chapter for you? Choose a way to respond to something from this chapter and write the response in your notebook. Choose from these strategies:

a) **Argue or Agree**: Is there something that you agree or disagree with in this chapter? Choose this strategy if you would like to explain why you agree or disagree with a concept that you read about.

b) **Associate/Make a Connection**: Is there something in this chapter that you can connect with something you have experienced, read about, or know about? Explain how these two things are connected.

c) **Apply**: Is there something in this chapter that you can apply to a different situation? For example, you might imagine what it would be like if an idea from France was put into practice in a different country. How would it work or not work?

The Healing of America
"Japan: Bismarck on Rice"

Before You Read: What You Know

What do you already know about Japan? With a partner, talk about anything you associate with this country. Make a list.

The Healing of America
"Japan: Bismarck on Rice"

Before You Read: Prediction Guide

Before you read this chapter, discuss each of these sentences with a partner. Do you think they are true or false? Use your dictionary if you need to.

While You Read: Use the Prediction Guide

As you read this chapter, keep the prediction guide on your desk. The sentences are in the same order as those topics in the chapter. As you read, check your answers. Are they true or false? If there is a false sentence, change is so that it is true.

While You Read: Take Notes

Reid explained what he evaluated in each country: Coverage, Quality, and Cost. As you read about his trip to Japan, take notes on the coverage, quality, and cost of health care in Japan.

Country: Japan

Coverage	Quality	Cost

After You Read: Strategies for Responding

What stands out from this chapter for you? Choose a way to respond to something from this chapter and write the response in your notebook. Choose from these strategies:

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c) **Apply**: Is there something in this chapter that you can apply to a different situation? For example, you might imagine what it would be like if an idea from France was put into practice in a different country. How would it work or not work?

The Healing of America
"The UK: Universal Coverage, No Bills"

Before You Read: What You Know

What do you already know about the UK? With a partner, talk about anything you associate with this country. Make a list.

The Healing of America
"The UK: Universal Coverage, No Bills"

Before You Read: Prediction Guide

Before you read this chapter, discuss each of these sentences with a partner. Do you think they are true or false? Use your dictionary if you need to.

While You Read: Use the Prediction Guide

As you read this chapter, keep the prediction guide on your desk. The sentences are in the same order as those topics in the chapter. As you read, check your answers. Are they true or false? If there are false sentences, change them so that they are true.

While You Read: Take Notes

Reid explained what he evaluated in each country: Coverage, Quality, and Cost. As you read about his trip to the UK, take notes on the coverage, quality, and cost of health care in the UK.

Country: UK

Coverage	Quality	Cost

After You Read: Strategies for Responding

What stands out from this chapter for you? Choose a way to respond to something from this chapter and write the response in your notebook. Choose from these strategies:

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c) **Apply**: Is there something in this chapter that you can apply to a different situation? For example, you might imagine what it would be like if an idea from France was put into practice in a different country. How would it work or not work?

The Healing of America
"Canada: 'Sorry to Keep You Waiting'"

Before You Read: What You Know

What do you already know about Canada? With a partner, talk about anything you associate with this country. Make a list.

The Healing of America
"Canada: 'Sorry to Keep You Waiting'"

Before You Read: Prediction Guide

Before you read this chapter, discuss each of these sentences with a partner. Do you think they are true or false? Use your dictionary if you need to.

While You Read: Use the Prediction Guide

As you read this chapter, keep the prediction guide on your desk. The sentences are in the same order as those topics in the chapter. As you read, check your answers. Are they true or false? If there are false sentences, change them so that they are true.

While You Read: Take Notes

Reid explained what he evaluated in each country: Coverage, Quality, and Cost. As you read about his trip to Canada, take notes on the coverage, quality, and cost of health care in Canada.

Country: Canada

Coverage	Quality	Cost

After You Read: Strategies for Responding

What stands out from this chapter for you? Choose a way to respond to something from this chapter and write the response in your notebook. Choose from these strategies:

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c) **Apply**: Is there something in this chapter that you can apply to a different situation? For example, you might imagine what it would be like if an idea from France was put into practice in a different country. How would it work or not work?

The Healing of America
"Out of Pocket"

Before You Read: What You Know

What do you already know about India? With a partner, talk about anything you associate with this country. Make a list.

The Healing of America
"Out of Pocket"

Before You Read: Prediction Guide

Before you read this chapter, discuss each of these sentences with a partner. Do you think they are true or false? Use your dictionary if you need to.

While You Read: Use the Prediction Guide

As you read this chapter, keep the prediction guide on your desk. The sentences are in the same order as those topics in the chapter. As you read, check your answers. Are they true or false? If there is a false sentence, change is so that it is true.

While You Read: Take Notes

Reid explained what he evaluated in each country: Coverage, Quality, and Cost. As you read about his trip to India, take notes on the coverage, quality, and cost of health care in India.

Country: *India*

Coverage	Quality	Cost

After You Read: Strategies for Responding

What stands out from this chapter for you? Choose a way to respond to something from this chapter and write the response in your notebook. Choose from these strategies:

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