The Bridge to College and Careers Program at LaGuardia Community College provides educational and career pathways for adults and out-of-school youth. Students in the Bridge Program prepare to pass the high school equivalency exam and develop transferable academic competencies and professional awareness that will serve them in the workplace, college, or vocational training. Coursework covers topics in healthcare, and develops academic reading, writing and math skills in preparation for college and employment in one of these three areas.

Our Approach
The Bridge classroom is a collaborative learning environment where students discover key concepts and practice professional skills focused on a specific career pathway. Favoring an interdisciplinary range of texts and primary source materials, the rigorous course content emphasizes basic reading, writing and math skills. The Bridge Program uses contextualized instruction, a sector focused approach to developmental instruction, to build basic skills.

Students read a variety of level appropriate informational texts, chosen for their focus on healthcare issues and connections to students' professional aspirations. Over the course of the semester, students complete activities that introduce them to the daily demands of the healthcare professions and current public health issues they will encounter in the workplace.

Reading & Writing Lesson Preview: Introduction to Epidemics, Part One
Students consider the details of a quarantine policy following an outbreak of tuberculosis in South Africa. Practicing close reading strategies, students locate information in the text to identify the points of view of various stakeholders in the case and build their own argument in favor of or against quarantine.
Introduction to Epidemics: Practitioners' Response

**Essential Questions:** What is an epidemic? What are some solutions to the spread of epidemics?

**Description:**

**Part 1:** “TB Patients Chafe Under Lockdown in South Africa” by Celia W. Dugger serves as an introduction to the discussion about epidemics. Students evaluate the complexities of the drug resistant TB epidemic in South Africa from a healthcare professional’s and a patient’s/family member’s points of view. They work individually and in groups on identifying the major issues in handling the outbreak of tuberculosis and in being a victim of the disease.

**Part 2:** Students share their writing and compose together, using the specific examples from the article, and present their findings to the class.

**Parts 3 and 4:** In the final activity of this lesson, students look for the solutions to the issues they identified and vigorously discuss them within their groups and with the whole class. Students will use their writing and knowledge gained from the discussions and group work as a springboard for the third writing formal assignment.

**Learning Objectives/Competencies:**

**Content**
- Explore the social and health considerations involved with an outbreak of a potentially deadly disease

**Literacy**
- Practice close reading and other active reading strategies
- Locate and identify specific information in a text
- Respond to readings in writing by using specific examples and information from a text
- Differentiate between the main idea and supporting details
- Comprehend text enough to discuss it with peers
- Comprehend the text enough to make connections to other texts, media, and individual experience
- Use context clues to identify new vocabulary
Materials:

- Lesson handouts and instructions

Learning Plan

Individual Work: 15 minutes
Distribute the handout Part 1 to students and ask them to answer the questions about the article. Give students the same prompt at each table, so they can work as a group later. Each student will analyze the article either from a healthcare professional’s point of view or a patient/family’s point of view.

Healthcare Professional’s Point of View

Part 1: From a healthcare professional’s point of view, what are some of the issues or dilemmas involved in dealing with the drug resistant TB (XDR-TB) outbreak in South Africa? (Use some examples from the article.)

Group Work: 30 minutes
1. Invite students to share their answers with the members of the group. Distribute to students the handout Part 2 and ask them to fill it out together. Encourage students to copy the table on the chart paper, and then fill it out to save time.
Part 2: As a group share the issues or dilemmas that you wrote about, on a piece of chart paper copy the chart below and fill it in. You can use the space below to take notes as your group is sharing out their ideas.

Healthcare Professional’s Point of View

Whole-Class Discussion: 15 minutes
2. Invite each group to present their posters to the class. After students finish presenting, ask them the following questions:

1. How are patient/family members’ and healthcare professionals’ points of view different?
   Sample answer: A healthcare professional is concerned with the spread of disease, while a patient/family member is concerned with his/her personal wellbeing.
2. How is this article similar or different to “The Use of Force”?

Individual Work: 10 minutes
3. Distribute the handout Part 3 and ask students to find solutions for dealing with South Africa’s XDR-TB outbreak.

Do you agree how South Africa is dealing with the XDR-TB outbreaks?

Part 3: Take a few minutes to write on the following questions: What are some solutions or ways of dealing with South Africa’s XDR-TB outbreak? What would you do, change, or suggest in order to improve the situation in South Africa? How/why do you think these suggestions or ideas could improve the situation?
Whole-Class Discussion: 15 minutes

4. Invite students to share their solutions to the problem with the class. Students’ solutions to the XDR-TB outbreak in South Africa could be the following:

### Solutions to the XDR-TB outbreak in South Africa:
- Create units with a sterile room, so patients’ families can visit safely;
- Make a library and offer some classes to educate patience about the disease;
- Provide more staff who can take better care of patients;
- Collect donations of money and medicine from different organizations and other countries to improve the hospitals in South Africa;
- Provide a health coach for patients;
- Let the relatives to visit patients in the safe environment;
- Separate patients with the different types of the disease, so they do not get infected from each other.

#### Homework:
1. Students complete a reading such as “The Three Rules of Epidemics” from *The Tipping Point* by Malcolm Gladwell and answer the questions, the handout *Rules of Epidemics*. Assign each student one rule by giving them Part 2: Rule#1 or Rule#2 or Rule#3.

#### Assessment:
1. Group work and presentations allow the instructor to assess teamwork skills and individual understanding (by observing individuals during group work).
2. By collecting students’ answers to the questions, the instructor can assess individual understanding.