

HEALTH SUPPORT SERVICES

INDUSTRY SECTOR | Health Science and Medical Technology PATHWAY | Patient Care

COURSE ESSENTIAL QUESTION:

Not sure what kind of health care career you want to work in because you don't want to be a doctor or a nurse? Is there anything you can do in the health care field?

COURSE OVERVIEW: Do you feel the need or desire to help others who are sick or hurt. Are you unsure about in which part of the medical field you want to participate? This course is designed to introduce the student to a multitude of health support careers that deal with care directly or indirectly with patients in an administrative capacity and health care professional capacity. The student will be introduced to CPR, First-aid and AED use. Additionally, hands-on skills in different careers in rehabilitation, diagnostic and laboratory services, pharmacy and pharmacology, informatics and health information services. Integrated throughout the course are Common Core State Standards and Career Technical Education Standards which include safety, security, communication, technology, ethics, career planning and other health support career fields.

INFORMATION:

- A. **Pre-requisite:** Healthcare Occupations is recommended.
- B. **Abilities Required:** Education Basic reading, writing, and math skills. Medical Terminology recommended.
- C. **Dress Requirement and Grooming:** Per dress code requirements; school and/or industry appropriate.
- D. **Students must master 80% of the certificate competencies to receive a certificate.**
- E. **Fee:** None
- F. **Course Length:** 180 hours
- G. **Textbook:** [Click here to enter text.](#)
- H. **UC a-g Approved:** No
- I. **Industry Certification:** Yes
- J. **Sequencing to Include a Capstone:** Yes
- K. **Community College Articulation:** Yes
- L. **Common Core Alignment:** Yes
- M. **Community Classroom:** No
- N. **Career Technical Student Organization:** No
- O. **Work-Based Learning:** No

IDEA/THEME: UNIT 1. HEALTH, SAFETY AND ENVIRONMENTAL MANAGEMENT

ENGAGING TITLE:

ESSENTIAL QUESTION: *What is the slippery substance and why should I avoid it?*

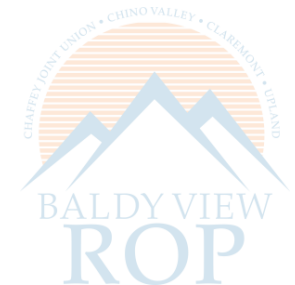
INSTRUCTIONAL HOURS: 20.00 HOURS

Common Core Unit Objective

- Students will learn about safety in the healthcare environment, verbalize protocols for reporting accidents, demonstrate appropriate hand washing techniques and correct lifting, bending and transferring techniques of patients in the healthcare settings and will demonstrate appropriate method of disposing medical waste. (i.e. syringes with needles, sharp edged instruments, glass vials).
- Students will learn Health Care Provider CPR, Basic First Aid, use of an AED and protocols for earthquake, disaster and fire drills.
- Students will learn Health Care Provider CPR and receive a provider card.
- Students will learn basic first aid, including dressings, wound care, bleeding control, and appropriate use of an AED.
- Student will also learn protocols for various drills.

Key Assignments

- Participation in practical drills – Emergency Mock Disaster. Teacher prepared disaster situation/triage areas. Student assigned duties.
- Build a kit – What to put in an emergency kit

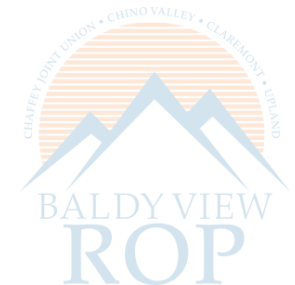


Anchor Standards

- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.
- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
 - 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
 - 6.3 Use health and safety practices for strong, cleaning, and maintaining tools, equipment, and supplies.
 - 6.4 Practice personal safety when lifting, or moving equipment and supplies.
 - 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
 - 6.6 Maintain a safe and healthful working environment.
 - 6.7 Identify and follow ecological practices applicable to the health care setting (i.e., recycling, energy efficiency, environmentally preferable chemical use, waste disposal, and water conservation).
 - 6.8 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

Pathway Standards

- B8.0 Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.
- B9.0 Implement wellness strategies for the prevention of injury and disease.
 - B9.1 Know and implement practices to prevent injury and protect health for self and others.
- B10.0 Comply with protocols and preventive health practices necessary to maintain a safe and healthy environment for patients, health care workers, coworkers, and self within the health care setting.
 - B10.4 Demonstrate the use of appropriate personal protective equipment (PPE).
- B11.0 Comply with hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.



Common Core Standards

- LS 11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LS 11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LS 11-12.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- RSIT 11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RRLST 11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RESOURCES:

Resources

1. YouTube – “Disaster Preparedness – The Go Bag And Simple Home Bag Emergency Kits
2. Diversified Healthcare Occupations – Chapter 13 – “Promotion Of Safety” with supplemental publisher handouts (13.1 – Using Body Mechanics; 13.2 – Preventing Accidents and Injuries; 13.3 – Observing Fire Safety) Chapter 14 – Infection Control – Diversified Healthcare Occupations – (Handouts 14.2 – Bioterrorism; 14.3 – Washing Hands; 14.4 – Observing Standard Precautions)
3. Hand Washing Video, lifting video (YouTube – Back Safety) DVD – “Killer Bacteria”



IDEA/THEME: UNIT 2. NUTRITION AND DIETETICS

ENGAGING TITLE:

ESSENTIAL QUESTION: *Weight A Minute! What am I suppose to eat?*

INSTRUCTIONAL HOURS: 5

Common Core Unit Objective

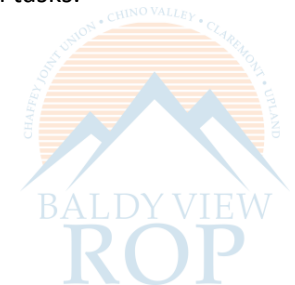
- Students will learn about nutritional needs of the human body.
- Students will determine the educational requirements of the dietitian or nutritional aid. The student will recognize therapeutic and specific diets and menus.
- Student will recognize food safety and proper storage and handling of food.
- Students will develop a 'GOOD' and 'BAD' menu from local fast food restaurants for presentation and will keep a journal of their current nutritional intake.

Key Assignments

- PowerPoint presentations – “The Good And Bad Menu Presentations”

Anchor Standards

- 4.0 **Technology:** Use existing and emerging technology to investigate, research and produce products and services, including new information, as required in the Health Science and Medical Technology sector workplace environment.
- 4.1 Use electronic reference materials to gather information and produce products and services
- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.



Pathway Standards

D5.0 Use principles and techniques of resource management to make appropriate decisions.

D5.1 Identify components of a comprehensive training program for health care employees, including safety, infection control, handling of hazardous materials, and use of equipment.

Common Core Standards

RSIT 11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RRLST 11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

RRLST 11-12.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

RESOURCES:

Resources

1. Various nutritional fact sheets from fast food/fastaurants – McDonalds, Burger King, Taco Bell, Subway, Panda Express, Chick-fil-A, Del Taco, Pizza Hut, Little Caesars, Farmer Boys, Wiener Schnitzel, Jimmy Johns, Jersey Mikes, KFC, El Polo Loco.
2. Diversified Health Occupations Text Book Chapter 11 – “Nutrition And Diets”
3. Supersize Generation – (DVD)



IDEA/THEME: UNIT 3. ADMITTING PROCEDURES

ENGAGING TITLE:

ESSENTIAL QUESTION: *Do you have a reservation for admissions?*

INSTRUCTIONAL HOURS: 10.00 HOURS

Common Core Unit Objective

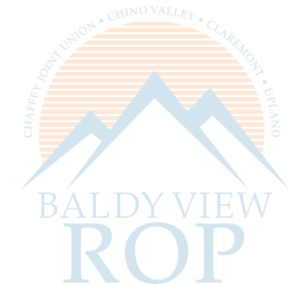
Students will demonstrate the process of admitting a patient into a hospital setting, will discuss the importance of a patient's rights and responsibility and different types of forms used in the admissions process. Student will observe and discuss the use of the electronic medical record and the electronic health record.

Key Assignments

- Teacher prepared activity – “Admitting Your Patient” – from start to room!

Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
 - 5.1 Identify and ask significant questions that clarify various points of view to solve problems.



Pathway Standards

- C1.0 Understand health care systems as the organization of people, institutions, funding, and resources as well as the broad scope of operations in which health care services are delivered to meet the health needs of target populations.
 - C1.1 Understand the specific roles and responsibilities of health care workers, including the health care administrative role of leadership for individuals and the organization within a variety of health care delivery systems.
- C5.0 Understand and maintain standards of excellence, professional, ethical, and moral conduct required in management of personnel and policy within the health care delivery system.
 - C5.1 Understand the alignment of personal and organizational conduct management with ethical and professional standards.
- C7.0 Follow the model of medical safety practices and processes that can help prevent system medication errors and understand the consequences of mistakes.
 - C7.2 Recognize the critical nature of accurate and complete documentation (e.g., medical allergies, conflicting prescriptions).
- C13.0 Understand the need to communicate health/medical information accurately and within legal/regulatory bounds across the organization.
 - C13.3 Communicate with patients compassionately, accurately, and effectively

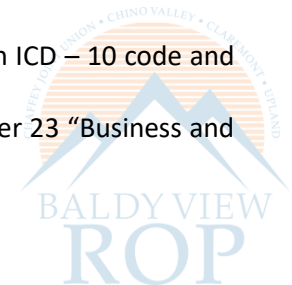
Common Core Standards

- LS 11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- LS 11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

RESOURCES:

Resources

1. Handouts – Patient demographics sheet, replica of MARS, Medicare/MediCal insurance paperwork, What is an ICD – 10 code and why is it important?
2. Reading – Diversified Healthcare Occupations: Chapter 12 – “Computer Technology in Healthcare”, and Chapter 23 “Business and Accounting Skills”
3. YouTube – Admission Video



IDEA/THEME: UNIT 4. HEALTH UNIT COORDINATOR

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 5.00 HOURS

Common Core Unit Objective

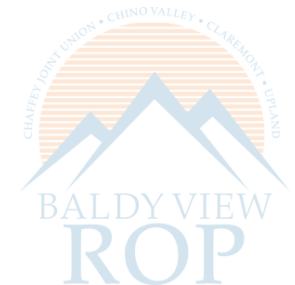
- Student will describe the role of the Health Unit Coordinator, will recognize different areas of medical expertise, and describe medical law and ethics associated with the Health Unit Coordinator.
- The student will learn about cost containment as it pertains to the cost of operations and maintain confidentiality of electronically generated patient records.

Certificate Competencies

- Describes the job responsibilities of the Health Unit Coordinator.
- Describe various medical specialties and departments and their roles and responsibilities.
- Describes medical law and ethics associated with the Health Unit Coordinator.
- Define cost containment.
- Maintains confidentiality of electronically generated patient record.

Key Assignments

- Students will present step-by-step PowerPoint presentation practicing professional, ethical and legal behavior pertaining to discharging patient from hospital to transitional care. Included should be discharge paperwork and rationale regarding patient needs to either go home, to a SNF or to a morgue.

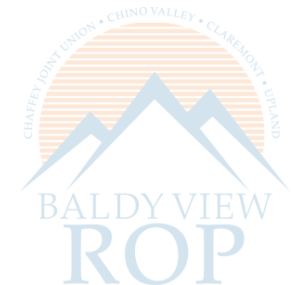


Anchor Standards

- 7.0 **Responsibility and Flexibility:** Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Health Science and Medical Technology sector workplace environment and community settings.
 - 7.4 Practice time management and efficiency to fulfill responsibilities.
 - 7.5 Apply high-quality techniques to product or presentation design and development
- 8.0 **Ethics and Legal Responsibilities:** Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
- 9.0 **Leadership and Teamwork:** Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA career technical student organization.

Pathway Standards

- C1.0 Understand health care systems as the organization of people, institutions, funding, and resources as well as the broad scope of operations in which health care services are delivered to meet the health needs of target populations.
 - C1.5 Recognize the varied vital roles that health care administrative workers serve in the health care process.
- C2.0 Understand the various health care provider and support roles in patient care as an integrated, comprehensive health care system, to offer the very best options for treatment of patients.
 - C2.1 Recognize health care identifiers (e.g., National Provider Indicator [NPI], Drug Enforcement Administration [DEA] numbers, and Clinical Laboratory Improvement Amendments [CLIA] numbers).
- C6.0 Understand the dynamics of human relations, self-management, organizational, and professional leadership skills necessary within the health care administrative system.
 - C6.3 Know and assess decision-making skills.
- C13.0 Understand the need to communicate health/medical information accurately and within legal/regulatory bounds across the organization.
 - C13.3 Communicate with patients compassionately, accurately, and effectively.



Common Core Standards

- LS 11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- LS 11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing.

RESOURCES:

Resources

1. Manual chart building with dividers, lab results, radiology results handouts and comparing to handouts of screen shot examples from EMR.
2. Read and reference – Chapter 12 “Computer Technology in Healthcare” and Chapter 15 – Vital Signs – Include PowerPoint presentations for Chapter 12 and Chapter 15.
3. YouTube video – “Discharge Starts at Admission” and “How to Discharge A Patient”
4. Ted Talks – “The Hidden Role Informal Caregivers Play In Healthcare” (for DC planning)



IDEA/THEME: UNIT 5. MEDICAL ADMINISTRATIVE ASSISTANT

ENGAGING TITLE:

ESSENTIAL QUESTION: Do you have the qualities to be a Medical Assistant?

INSTRUCTIONAL HOURS: 10.00 HOURS

Common Core Unit Objective

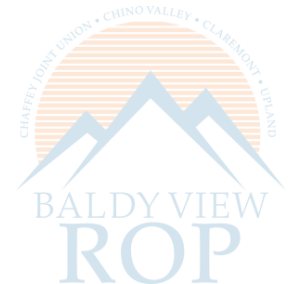
Student will learn about the role of the Medical Administrative Assistant in the health care field, will identify cultural and socio-economic differences of patients, assess electronic medical records, demonstrate effective scheduling techniques, describe the process of the intake of clients into the examination room and describe how to use office equipment (i.e. computer, fax machine, telephone console and table).

Key Assignments

- Practical anatomy exam identifying skeletal parts and other anatomy model identification
- using Human Body Jingo activity, students will identify medical terminology

Anchor Standards

- 11.0 **Demonstration and Application:** Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.



Pathway Standards

- C1.0 Understand health care systems as the organization of people, institutions, funding, and resources as well as the broad scope of operations in which health care services are delivered to meet the health needs of target populations.
 - C1.6 Understand the full process of health care delivery (e.g., from patient illness or injury to recovery)
- C2.0 Understand the various health care provider and support roles in patient care as an integrated, comprehensive health care system, to offer the very best options for treatment of patients.
 - C2.2 Describe common medical record documentation formats (e.g., Subjective, Objective, Assessment, and Plan [SOAP] notes, admission notes).
- C5.0 Understand and maintain standards of excellence, professional, ethical, and moral conduct required in management of personnel and policy within the health care delivery system.
 - C5.1 Understand the alignment of personal and organizational conduct management with ethical and professional standards.
- C7.0 Follow the model of medical safety practices and processes that can help prevent system medication errors and understand the consequences of mistakes.
 - C7.2 Recognize the critical nature of accurate and complete documentation (e.g., medical allergies, conflicting prescriptions)
- C11.0 Know how to schedule and manage appointments for providers.
 - C11.1 Understand prioritizing methods (e.g., first-come, first-served; emergency appointments; types of procedures).
- C13.0 Understand the need to communicate health/medical information accurately and within legal/regulatory bounds across the organization.
 - C13.3 Communicate with patients compassionately, accurately, and effectively

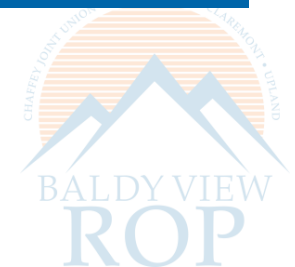
Common Core Standards

- LS 11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RESOURCES:

Resources

1. YouTube – “CMA, RMA – Medical Assistant exam, review study guide”
2. Diversified Healthcare Occupations – “Chapter 15, 16 and 20”
3. Use of skeleton, internal organ models for learning anatomy and physiology



IDEA/THEME: UNIT 6. MEDICAL BILLING , CODING AND MEDICAL RECORDS

ENGAGING TITLE:

ESSENTIAL QUESTION: WHAT'S THE CODE? WILL I BE ABLE TO SPEAK "MEDICINE"?

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

The student will determine the educational requirements and career opportunities available for medical billing and records, will evaluate the systems of coding/billing and records keeping, will integrate different forms for billing, will analyze Medi-Cal, Medicare, HMO's, PPO's and their differences, will integrate a paper medical chart and tear it down when completed.

Key Assignments

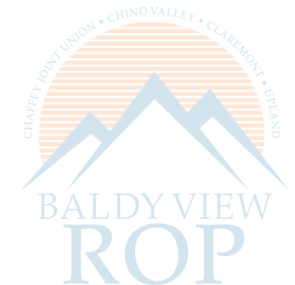
- Worksheets/ICD9-HCPCS coding
- Practical application
- Billing activity/group activity
- Chart building/electronic medical records

Anchor Standards

- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.6 Read, interpret, and extract information from documents
- 8.0 **Ethics and Legal Responsibilities:** Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
- 8.1 Access, analyze, and implement quality assurance standards of practice.

Pathway Standards

- B1.1 Know relationship and use of an integrated health care delivery system.
- B1.5 Describe the importance of reimbursement systems in relationship to the delivery of patient care.



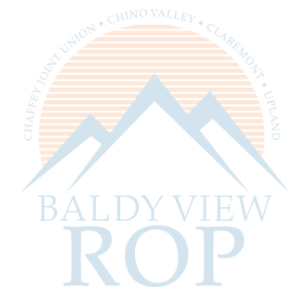
Common Core Standards

- LS 11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LS 11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 8. DIAGNOSTIC IMAGING/RADIOLOGY

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

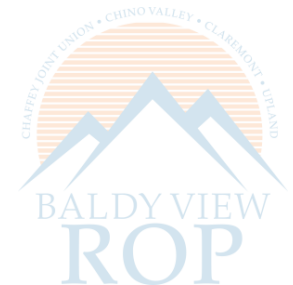
INSTRUCTIONAL HOURS: 5.00 HOURS

Common Core Unit Objective

The student will determine the job responsibilities and educational requirements of the radiologist, radiological technician and the ultrasound technician, integrate the need for safety in regards to the exposure of radiation and will identify differences between an MRI, PET scan and a CAT scan and will be able to describe different test results from a variety of radiological exams.

Key Assignments

- Positioning of a patient in the exam room worksheet
- Radiology worksheet handbook
- Internet activity
- Visualization of x-ray samples

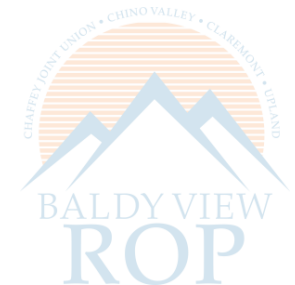


Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
Identify barriers to accurate and appropriate communication
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)
 - 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- 4.0 **Technology:** Use existing and emerging technology to investigate, research and produce products and services, including new information, as required in the Health Science and Medical Technology sector workplace environment.
 - 4.1 Use electronic reference materials to gather information and produce products and services.
- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.
- 9.0 **Leadership and Teamwork:** Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA career technical student organization.
 - 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

Pathway Standards

- B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.
 - B2.1 Know basic human body structure and function in relationship to specific care between prevention, diagnosis, pathology, and treatment.
- B9.0 Implement wellness strategies for the prevention of injury and disease.
 - B9.1 Know and implement practices to prevent injury and protect health for self and others.



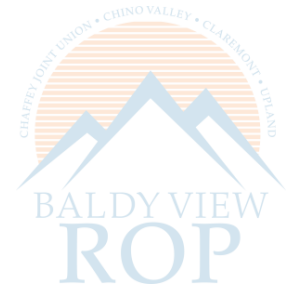
Common Core Standards

- LS 11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LS 11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- LS 11-12.6. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 9. DENTAL

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 10.00 HOURS

Common Core Unit Objective

Students will identify the basic anatomy of the mouth, gums and teeth, identify the numbers of the teeth using the universal numbering system, and analyze the different dental healthcare professionals and different dental health insurances. The students will also assess how to brush their teeth correctly. The student will also analyze how dental health can affect a person's overall health.

Certificate Competencies

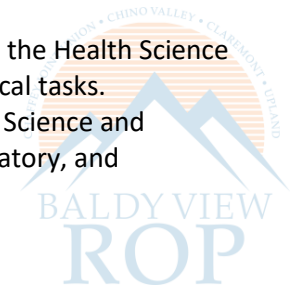
- Names the basic anatomical structures of the face, oral cavity, and tissues of the teeth.
- Identifies different tooth numbering systems.
- Selects appropriate forms for obtaining patient information for clinical records.
- Discusses the importance of patient, medical and dental histories.
- Discusses scheduling considerations.
- Correctly completes an appointment card and daily schedule.
- Completes a dental claim form for pre-authorization and one for payment of services. (Non-computer)

Key Assignments

- Dental module worksheets
- Dental practitioner presentation
- Insurance worksheets
- Worksheets

Anchor Standards

- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.
- 11.0 **Demonstration and Application:** Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.



Pathway Standards

- B1.0 Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment.
- B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.
- B6.0 Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.
 - B6.6 Maintain written guidelines of the Health Insurance Portability and Accountability Act (HIPAA) in all communications.
- B7.0 Apply observation techniques to detect changes in the health status of patients.

Common Core Standards

- LS 11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LS 11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 10. CARDIOPULMONARY THERAPY

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 10.00 HOURS

Common Core Unit Objective

The student will describe the job responsibilities and education required to work in cardiopulmonary therapy, will identify heart arrhythmias, will identify what an EKG test entails and will demonstrate appropriate documentation of the cardiopulmonary system. The student will also learn how to assess lung sounds and count pulse and respiration, determining the quality of each.

Key Assignments

- Anatomy and physiology of the cardiopulmonary system (textbook)
- Demonstrate how to count pulse (supplemental handout)
- Demonstrate how to count respirations (supplemental handout)
- Observe different assessment techniques to document on cardiopulmonary disease

Anchor Standards

- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.
- 11.0 **Demonstration and Application:** Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Health Science and Medical Technology sector program of study.



Pathway Standards

- B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.
 - B2.1 Know basic human body structure and function in relationship to specific care between prevention, diagnosis, pathology, and treatment.
- B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.
 - B5.1 Use medical terminology in patient care appropriate to communicate information and observations.
- B6.0 Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.
 - B6.1 Observe and document the ability of patients to comprehend and understand procedures and determine how to adjust communication techniques

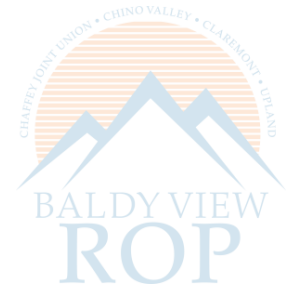
Common Core Standards

- WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 11. EMERGENCY MEDICINE

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 10.00 HOURS

Common Core Unit Objective

Students will learn about the personnel, operations and equipment of the emergency room setting. Students will learn about emergency room situations, disaster drill settings and how to determine what to do in an emergency situation , (i.e. earthquake, fire, disaster)

Key Assignments

- Emergency room equipment
- Review IV, pumps, roles of the emergency room personnel

Anchor Standards

10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.

Pathway Standards

- C5.0 Understand and maintain standards of excellence, professional, ethical, and moral conduct required in management of personnel and policy within the health care delivery system.
- C5.1 Understand the alignment of personal and organizational conduct management with ethical and professional standards.
- C5.2 Know the organizational responsibility to the patient and community and a commitment to lifelong learning and improvement.

Common Core Standards

- LS 11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.



RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 12. LONG TERM CARE

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 10.00 HOURS

Common Core Unit Objective

Students will learn about laws governing public social services, patient's rights and responsibilities, activity planning for the elderly, menu planning, and exercises appropriate for the elderly client.

Key Assignments

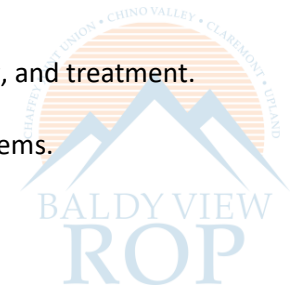
- Convalescent care and adult assisted living handouts
- Long term care planning/picking the correct facility
- How to make a bed, giving a bath/shower and ADL's practicum

Anchor Standards

- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.
- 10.1 Interpret and explain terminology and practices specific to the Health Science and Medical Technology sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Health Science and Medical Technology sector
- 11.0 **Demonstration and Application:** Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Health Science and Medical Technology sector program of study

Pathway Standards

- B1.0 Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment.
- B1.2 Understand the range between prevention, diagnosis, pathology, and treatment procedures.
- B1.3 Understand the significance of nontraditional approaches to health care in relationship to delivery systems.
- B1.4 Illustrate the value of preventive and early intervention in relationship to health care practices.



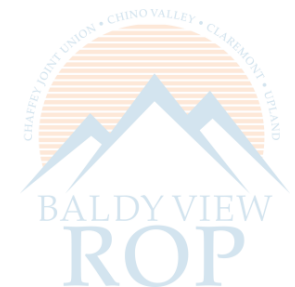
Common Core Standards

- LS 11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LS 11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LS 11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 13. CENTRAL SUPPLY

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 5.00 HOURS

Common Core Unit Objective

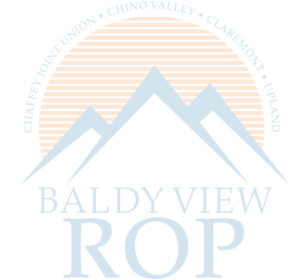
Student will learn about different duties of the Central Supply/Central Processing/Material Management technician, will learn different sterilization, disinfection and cleaning techniques, wrapping and preparation of instruments, inventory skills, ordering of supplies in central supply, cleaning specialized areas and how to appropriately dress for decontamination through the sterilization process.

Key Assignments

- Central Supply Clerk handouts
- Gowning and gloving practicum practice
- The Different ways to do sterilization, packing and cleaning instruments

Anchor Standards

- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.8 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).
- 9.0 **Leadership and Teamwork:** Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA career technical student organization.
- 9.7 Participate in interactive teamwork to solve real Health Science and Medical Technology sector issues and problems.



Pathway Standards

- D1.0 Describe the process for monitoring clients' expectations by using plans to promote satisfaction and measurement tools to ensure sufficient of products and delivery of services.
 - D1.1 Understand the responsibilities of their roles and perform their tasks safely by using appropriate guidelines
 - D1.4 Evaluate and determine a process operational systems improvement
- D5.0 Use principles and techniques of resource management to make appropriate decisions.
 - D5.1 Identify components of a comprehensive training program for health care employees, including safety, infection control, handling of hazardous materials, and use of equipment.

Common Core Standards

- LS 11-12.6. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 14. MEDICAL SURGICAL PROCEDURES

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 5.00 HOURS

Common Core Unit Objective

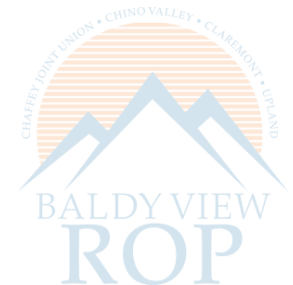
Students will learn the relationship between medicine and law, how to collect lab specimens, prepares patient for physical exam, obtain vital statistics on patients, know the paperwork involved in for medical history, how specific tests are performed in a clinical setting.

Key Assignments

- Assessment practicum
- Laws and HIPAA governing hospitals

Anchor Standards

11.0 **Demonstration and Application**: Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.



Pathway Standards

- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
 - 5.6 Read, interpret, and extract information from documents.
- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.
 - 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies
 - 6.6 Maintain a safe and healthful working environment
 - 6.8 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).
- 9.0 **Leadership and Teamwork:** Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA career technical student organization.
 - 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities. Collaborate with industry experts for specific technical knowledge and skills6. Evaluate reports based on data.

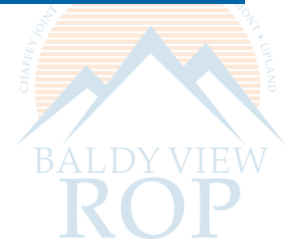
Common Core Standards

- RSIT 11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11/12 Language standards 4-6 on page 46 for additional expectations.)

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 15. PEDIATRICS

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 5.00 HOURS

Common Core Unit Objective

The student will learn about the pediatric client through age specific needs, graphing of vital statistics, use of toys in play therapy, use of an apnea monitor, caring for an infant, and developmental stages of an infant to an adolescence.

Key Assignments

- Pediatrics handouts
- Textbook/practical application
- Genetic building of your child activity
- How to care for your baby activity

Anchor Standards

- 4.0 **Technology:** Use existing and emerging technology to investigate, research and produce products and services, including new information, as required in the Health Science and Medical Technology sector workplace environment.
- 4.1 Use electronic reference materials to gather information and produce products and services.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.
- 6.6 Maintain a safe and healthful working environment.
- 7.0 **Responsibility and Flexibility:** Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Health Science and Medical Technology sector workplace environment and community settings.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.

Pathway Standards

- B1.0 Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment.
 - B1.4 Illustrate the value of preventive and early intervention in relationship to health care practices
- B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.
 - B2.1 Know basic human body structure and function in relationship to specific care between prevention, diagnosis, pathology, and treatment.

Common Core Standards

- LS 11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LS 11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 16. OCCUPATIONAL THERAPY

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 5.00 HOURS

Common Core Unit Objective

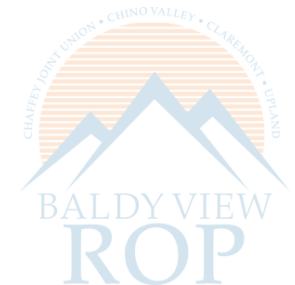
Student will describe job responsibilities and educational requirements for the occupational therapist, occupational therapist assistant and occupational therapy aide, describes activities of daily living, defines body systems and diseases treated by occupational therapy, identifies therapeutic exercises, and identifies adaptive equipment.

Key Assignments

- Occupational therapist/COTA handouts
- Practical application of ADL's
- Upper extremity range of motion/exercises for the rehab patient

Anchor Standards

- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills
- 11.0 **Demonstration and Application:** Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Health Science and Medical Technology sector program of study



Pathway Standards

- B1.0 Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment.
 - B1.1 Know relationship and use of an integrated health care delivery system.
 - B1.2 Understand the range between prevention, diagnosis, pathology, and treatment procedures.
- B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.
 - B2.1 Know basic human body structure and function in relationship to specific care between prevention, diagnosis, pathology, and treatment.
 - B2.3 Recognize common disease and disorders of the human body.
- B7.0 Apply observation techniques to detect changes in the health status of patients.
 - B7.1 Demonstrate observation techniques.
- B8.0 Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.
 - B8.1 Explain the principles of body mechanics.

Common Core Standards

- LS 11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LS 11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LS 11-12.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 17. OUTPATIENT SURGERY

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 5.00 HOURS

Common Core Unit Objective

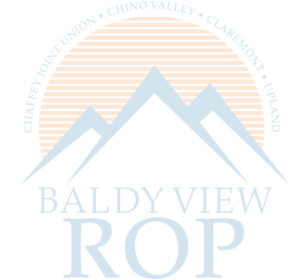
The student will describe the job responsibilities of the surgical personnel, instruct patients in pre-op, surgery and post-op care, diets specific to surgical procedures, signs and symptoms of complications after surgery. Student will also identify fears and concerns of the acutely ill, visitation policies, and complications of sleep deprivation.

Key Assignments

- Outpatient Surgery handouts (packet)
- Gowning, gloving and preparing for surgery practicum with application

Anchor Standards

- 8.0 **Ethics and Legal Responsibilities:** Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 11.0 **Demonstration and Application:** Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Health Science and Medical Technology sector program of study.



Pathway Standards

- B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.
 - B2.1 Know basic human body structure and function in relationship to specific care between prevention, diagnosis, pathology, and treatment
- B3.0 Know how to apply mathematical computations used in health care delivery system.
 - B3.2 Analyze diagrams, charts, graphs, and tables to interpret health care results.
- B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.
 - B5.1 Use medical terminology in patient care appropriate to communicate information and observations
- B7.0 Apply observation techniques to detect changes in the health status of patients.
 - B7.2 Differentiate between normal and abnormal patient health status.

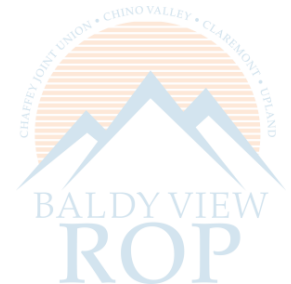
Common Core Standards

- RRLST 11-12.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes to any gaps or inconsistencies in the account.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 18. PHYSICAL THERAPY/ORTHEPEDIC NURSING

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 8.00 HOURS

Common Core Unit Objective

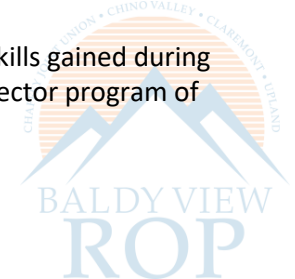
Student will describe job responsibilities and educational requirements for the physical therapist, physical therapy assistant and physical therapy aide, describes activities of daily living, physical limitations as they pertain to assessments of the physical therapist, defines body systems and diseases treated by physical therapy, identifies therapeutic exercises, identifies adaptive equipment, range of motion exercises, and the relationship of injury and disease as it pertains to the functionality of the musculoskeletal system and central nervous system.

Key Assignments

- Physical therapy occupational handouts
- Range of motion exercise handout and practicum
- Adaptive equipment handouts
- Performing the duties of the physical therapist, gait training and safe transferring

Anchor Standards

- 3.0 **Career Planning and Management:** Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 11.0 **Demonstration and Application:** Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Health Science and Medical Technology sector program of study



Pathway Standards

- B1.0 Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment.
 - B1.1 Know relationship and use of an integrated health care delivery system.
 - B1.2 Understand the range between prevention, diagnosis, pathology, and treatment procedures.
- B8.0 Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.
 - B8.1 Explain the principles of body mechanics.

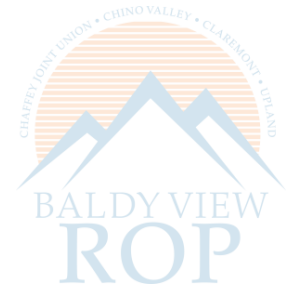
Common Core Standards

- LS 11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LS 11-12.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 19. PHARMACY

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 5.00 HOURS

Common Core Unit Objective

Students will learn about the pharmacist, pharmacy technician and pharmacy clerk and the job responsibilities and educational requirements required for each of these healthcare professionals. Students will demonstrate and describe the computer skills needed to work in a pharmacy department, will identify medication categories and components of a prescription, and describe how to prepare inventory, order and stock supplies and medications.

Key Assignments

- Pharmacist and Pharmacy Technician Handout packet
- Instruct a client who is visually impaired to fill a medication cassette.
- Demonstrate the use of a mortar and pestle
- Practical application for filling out RX/legalities of fraud

Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 3.0 **Career Planning and Management:** Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.
- 10.1 Interpret and explain terminology and practices specific to the Health Science and Medical Technology sector.



Pathway Standards

- B4.0 Recognize and practice components of an intake assessment relevant to patient care.
 - B4.4 Collect and synthesize information or data about the patient’s symptoms and vital signs
 - B4.5 Evaluate information gathered and connect patient data to appropriate system of care.
- B11.0 Comply with hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.
 - B11.2 Explain how waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations including hazardous chemicals, biohazards, and radioactive materials

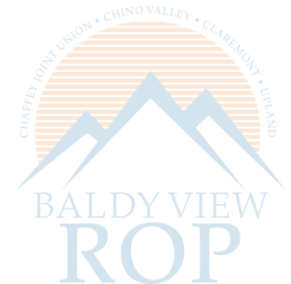
Common Core Standards

- RRLST 11-12.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes to any gaps or inconsistencies in the account.
- RRLST 11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 20. MENTAL HEALTH/SOCIAL WORK

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 5.00 HOURS

Common Core Unit Objective

Students will explain the goal of the mental health and social worker, will differentiate between normal and dysfunctional feelings, demonstrate observational skills, identify group activities for the elderly client, identify safety working with patients in the mental health setting explain the use of psychotropic drugs and recognize the symptoms of common mental/emotional disorders.

Key Assignments

- Mental health/social worker handouts (NAF curriculum)
- “The Medicated Child” video with worksheet

Anchor Standards

- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.6 Read, interpret, and extract information from documents.
- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 7.0 **Responsibility and Flexibility:** Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Health Science and Medical Technology sector workplace environment and community settings.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 8.0 **Ethics and Legal Responsibilities:** Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

Pathway Standards

- E1.0 Understand the context and scope of public health on improving health and quality of life in personal, community, and the global population.
 - E1.2 Describe the environmental, behavioral, biological, and socio-economic factors as well as access, quality, intervention and cost of medical care that are central to communities and the population.
- E2.0 Design, promote, and implement health programs which result in health-positive behaviors among all individuals, families, groups in a community, and the global environment.
 - E2.2 Identify and document factors influencing people’s health status through a strong grounding in social and behavioral theory.
 - E2.12 Research the social, cultural, and behavioral factors influencing health outcomes.

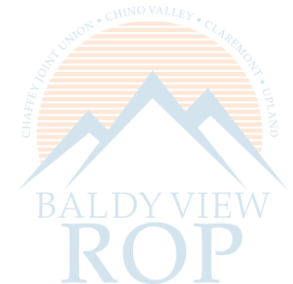
Common Core Standards

- LS 11-12.6. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 21. RESPIRATION THERAPY

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 5.00 HOURS

Common Core Unit Objective

Student will explain the job responsibilities and educational requirements of the respiratory therapist and respiratory therapy technician and the difference between the two professionals. Student will identify the different equipment used by the respiratory therapist and the drugs specifically used for different diseases and disorders of the respiratory system. Students will also learn about the respiratory system and how lung disease affects the human body.

Key Assignments

- Respiratory therapist/certified respiratory therapy technician handouts/packet
- Assessment handouts
- Applied practical learning to respiratory assessment/medications/equipment used in respiratory therapy

Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 3.0 **Career Planning and Management:** Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
 - 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.



Pathway Standards

- B1.0 Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment
- B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.
- B3.0 Know how to apply mathematical computations used in health care delivery system.
 - B3.1 Apply mathematical computations related to health care procedures (metric and household, conversions and measurement
- B12.0 Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning.
 - B12.3 Demonstrate the knowledge and delivery of specific skills and procedures as outlined within the scope of practice appropriate for patient care in prevention, diagnosis, pathology, and treatment.

Common Core Standards

- LS 11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LS 11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 22. CAREER PLANNING

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 10.00 HOURS

Common Core Unit Objective

Students will prepare and finish a professional portfolio showing the best work that has been completed during this class. Student will locate job opportunities through the use of internet search, complete a job application correctly, prepare for an interview, discuss employee benefits and equal opportunity employment, identify how to leave a job, complete a professional resume and demonstrate appropriate dress and grooming for interviewing and working.

Key Assignments

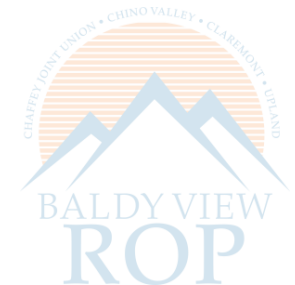
- Filling out an application practicum
- Career portfolio
- Dress for success/interview readiness practical application

Anchor Standards

- 3.0 **Career Planning and Management:** Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

Pathway Standards

- F13.0 Identify and apply leadership styles in personal growth and development.
- F13.1 Develop goal setting that leads to professional and career growth.
- F13.2 Participate in student leadership and skill development activities such as California Health Occupations Students of America (Cal-HOSA).



Common Core Standards

- LS 11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LS 11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- LS 11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RESOURCES:

Resources

Resources

