

# **Academy of Health Sciences I**

**Course # 1126**

**Credits 12.5**

**2018**

## **I. Course Description:**

The first-year course of the Academy of Health Sciences is designed to expose the student to all aspects of a career in healthcare. It is divided into 4 major sections to build a strong foundation of medical knowledge. Each part is created to enhance and compliment the next. It begins with a topic which is the basis of all healthcare careers; infection control and safety. *Environmental Health and Safety* introduces and explains theory and practical skills to prevent the spread of infection and promote safety among healthcare workers and their patients. It includes a 10-hour OSHA hybrid lesson which will culminate with state certification from OSHA. Once this is complete, *Introduction to Medical Terminology* will follow with an introduction of medical terminology including anatomical organization of the body, word construction and basic medical terms. This introduction of medical terminology will be a prerequisite to *Anatomy and Physiology I & Medical Terminology I. (A and P-I & MT- I)*.

*A and P-I & MT-I* is the key component of next part of the Medical Arts I curriculum. It is designed to introduce students to basic knowledge of medical terminology needed to pursue a career and / or further education in the healthcare profession. It will include key terms related to the study of body systems, anatomy, physiology, medical processes and procedures and a variety of diseases. Informing the students with a comprehensive knowledge of word construction, definition, and the use of terms related to all areas of medical science is a key objective of this course. Several body systems and the corresponding medical terminology related to the systems will be addressed in this medically focused curriculum including: integumentary, skeletal, muscular, neurological, and special senses. This includes not only normal form and function, but disorders, diseases, diagnostics and treatments as well. It is also a prerequisite to be expanded upon sophomore year in *A and P-II & MT- II*.

*Health Career Exploration* is the final topic which includes health care history, systems and economics, and a diverse sampling of career pathways. Furthermore, the course addresses: professionalism, leadership, law, ethics, communication and cultural diversity. Career ready practical skills such as proper body mechanics, aseptic hand washing, proper sanitization of body fluids, donning and doffing personal protective equipment (PPE), and temperature taking (oral, electronic, digital tympanic, temporal) will also be implemented and practiced over this dynamic course of study.

## II Unit Plans:

<b>Content Area:</b>	<b>Academy of Health Sciences I</b>	<b>Grade(s)</b>	<b>9</b>
<b>Unit Plan Title:</b>	<b>Environmental Health/ Safety- Promotion of Safety</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
<p>9.3. HL 3.1: Explain infection control procedures</p> <p>9.3. HL 3.2: Demonstrate personal safety practices</p> <p>9.3. HL 3.3: Use techniques to insure environmental safety</p> <p>9.3. HL 3.4: Identify common safety hazards</p> <p>9.3. HL 3.5: Describe healthy and safety behaviors.</p> <p>9.3. HL 3.6: Utilize emergency procedures and protocols.</p> <p>9.3. HL-DIA 3.1: Apply techniques for patient/ client safety when positioning, transferring and transporting patients / clients.</p> <p>9.3. HL-DIA 3.2: Use equipment for positioning, transferring and transporting patients / clients safely.</p> <p>9.3. HL-HI 1.1: Employ techniques for effectively communicating health/medical information within legal/regulatory guidelines.</p> <p>9.3. HL-HI 1.2: Employ techniques for confidentially communicating health/medical information within legal/regulatory guidelines.</p> <p>9.3 HL-SUP 2.1: Perform cleaning and decontamination tasks using the best practices for eliminating pathogenic organisms.</p> <p>9.3 HL-SUP 2.2: Employ best safety practices for handling hazardous materials and managing waste.</p> <p>9.3 HL-SUP 2.3: Employ best safety practices for handling and storing a variety of materials common to the health services environment.</p>			
<b>Essential Questions (3-5)</b>			
<p>How do OSHA standards help make health care workers more effective?</p> <p>How do Government agencies (WHO, CDC, FDA, DHHS) influence health occupation safety?</p> <p>Does ergonomics prevent injuries to both health care workers and patients?</p> <p>How do sterilization and disinfection differ?</p> <p>How do general safety measures establish a safe environment for healthcare workers and patients?</p> <p>What are the skills needed to maintain a safe environment for healthcare workers?</p>			
<b>Anchor Text</b>			

Simmers DHO Health Science 8<sup>th</sup> edition, Cengage Health Care Company. ISBN# 978-1-133-69361-1  
Dynamics of Health Care in Society.by, Wolters Kluwer / Lippincott Williams & Wilkins. ISBN# 978-1-4511-8977-3

### Short & Informational Texts (3-5)

Center for Disease Control and Prevention. Patient Safety. Available at <http://www.cdc.gov/Features/PatientsSafety>.  
U.S Department of Health and Human Services. HHS Action Plan to Prevent Healthcare-Associated Infections. Available at <http://www.hhs.gov/ash/initiatives/hai/actionplan/index.html>.  
Occupational Safety and Health Administration (OSHA). Available at <https://www.osha.com/courses/outreach.html>

### Expected Proficiencies of the Unit

- Define the term *body mechanics* as it is used.
- Use correct body mechanics while doing procedures in the clinical and medical office areas.
- Observe all regulations for patient’s safety while performing procedures on a student partner in the clinical area / or any area.
- Explain the basic principles of health care.
- Explain the importance of our government agencies and how important it is to stay in their guidelines.
- Demonstrate skills pertaining to safety.
- Apply and remove of personal protective equipment (PPE)
- Demonstrate the proper use of a wheelchair for the safety of both the patient and the health care provider.

### Formative & Summative Assessments

Formative:

Quizzes  
Participation

Notebook / Journal

Summative:

Tests (written and oral)  
Class work and homework  
OSHA certification hybrid test

Project “Chain of Infection Project”  
Safety Test provided by PCTI

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

- Canvas
  - Google classroom
  - Online library database
  - Online library catalog
  - Power points
  - Google drive.
  - Center for Disease Control and Prevention. Patient safety. Available at [http://www.cdc.gov/Features/Patients safety](http://www.cdc.gov/Features/Patients%20safety).
  - U.S Department of Health and Human Services. HHS Action plan to Prevent Healthcare-Associated Infections. Available at: <http://www.hhs.gov/ash/initiative/hai/actionplan/index.html>.
  - Ed-Puzzle
- Required Safety Test By: PCTI teachers 2018 edition

<b>Vocabulary for Safety</b>	<ul style="list-style-type: none"> <li>• Base of support</li> <li>• Body mechanics</li> <li>• Ergonomics</li> <li>• Fire extinguishers</li> <li>• Incident report</li> <li>• Material Safety Data Sheets (MSDS)</li> <li>• Occupational Safety and Health Administration (OSHA)</li> <li>• Safety standards</li> </ul>
<b>Suggested Time Frame:</b>	<b>3 weeks</b>

<b>Content Area:</b>	<b>Academy of Health Sciences I</b>	<b>Grade(s)</b>	<b>9</b>
<b>Unit Plan Title:</b>	<b>Environmental Health/ Safety-Infection Control</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
93. HL 3.1: Explain infection control procedures			

- 93. HL 3.2: Demonstrate personal safety practices
- 93. HL 3.3: Use techniques to insure environmental safety
- 93. HL 3.4: Identify common safety hazards
- 93. HL 3.5: Describe healthy and safety behaviors.
- 93. HL 3.6: Utilize emergency procedures and protocols.
- 93. HL-DIA 3.1: Apply techniques for patient/ client safety when positioning, transferring and transporting patients / clients.
- 93. HL-DIA 3.2: Use equipment for positioning, transferring and transporting patients / clients safely.
- 93. HL-HI 1.1: Employ techniques for effectively communicating health/medical information within legal/regulatory guidelines.
- 93. HL-HI 1.2: Employ techniques for confidentially communicating health/medical information within legal/regulatory guidelines.
- 9.3 HL-SUP 2.1: Perform cleaning and decontamination tasks using the best practices for eliminating pathogenic organisms.
- 9.3 HL-SUP 2.2: Employ best safety practices for handling hazardous materials and managing waste.
- 9.3 HL-SUP 2.3: Employ best safety practices for handling and storing a variety of materials common to the health services environment.

### **Essential Questions (3-5)**

- How do OSHA standards help make health care workers more effective?
- How do Government agencies (WHO, CDC, FDA, DHHS) influence health occupation safety?
- Does ergonomics prevent injuries to their help health care workers and patients?
- How do sterilization and disinfection differ?
- How do general safety measures establish safety in healthcare workers and patients?
- What are the skills needed to maintain a safe environment for healthcare workers?

### **Anchor Text**

Simmers DHO Health Science 8<sup>th</sup> edition, Cengage Health Care Company. ISBN# 978-1-133-69361-1  
Dynamics of Health Care in Society.by, Wolters Kluwer / Lippincott Williams & Wilkins. ISBN# 978-1-4511-8977-3  
Required Safety Test  
By: PCTI teachers 2018 edition

### **Short & Informational Texts (3-5)**

Center for Disease Control and Prevention. Patient Safety. Available at <http://www.cdc.gov/Features/PatientsSafety>.  
 U.S Department of Health and Human Services. HHS Action Plan t Prevent Healthcare-Associated Infections. Available at <http://www.hhs.gov/ash/initiatives/hai/actionplan/index.html>.  
 Occupational Safety and Health Administration (OSHA). Available at <https://www.osha.com/courses/outreach.html>

### Expected Proficiencies of the Unit

Outline how infectious diseases are transmitted. (chain of infection)  
 Explain how to prevent the spread of infectious diseases and the techniques.  
 Outline the difference in all the methods and levels of standard precautions used in healthcare.  
 Proficient in demonstrating skills pertaining to environmental health. (hand washing)  
 Understanding the main classes of microorganisms.

### Formative & Summative Assessments

Formative:

Quizzes  
 Participation

Notebook / Journal

Summative:

Tests (written and oral)  
 Class work and homework  
 OSHA certification hybrid test

Project “*Ergonomics Project*”  
 Safety Test provided by PCTI

### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Canvas
- Google classroom
- Online library database
- Online library catalog
- Power points
- Google drive.
- Center for Disease Control and Prevention. Patient safety. Available at <http://www.cdc.gov/Features/Patients safety>.

- U.S Department of Health and Human Services. HHS Action plan to Prevent Healthcare-Associated Infections. Available at : <http://www.hhs.gov/ash/initiativees/hai/actionplan/index.html>.
- Ed-Puzzle  
Required Safety Test By: PCTI teachers 2018 edition

**Vocabulary for  
Environmental Health /  
Infection Control**

- Aerobic
- Airborne diseases
- Anaerobic
- Antiseptics
- Asepsis
- Bactericidal
- Blood-borne disease
- Contaminated
- Cavitation
- Center for Disease Control and Prevention (CDC)
- Disinfection
- Endogenous
- exogenous
- exposure reports
- epidemic
- fomites
- fungi
- helminthes
- hepatitis B
- hepatitis C
- germicidal
- hepatitis
- host
- human immunodeficiency virus (HIV)

	<ul style="list-style-type: none"> <li>• microorganism</li> <li>• medical asepsis</li> <li>• mode of transmission</li> <li>• non-pathogens</li> <li>• nosocomial infection</li> <li>• opportunistic</li> <li>• pandemic</li> <li>• personal protective equipment (PPE)</li> <li>• Pathogen</li> <li>• Portal of entry</li> <li>• Portal of exit</li> <li>• Protozoa</li> <li>• Reservoir</li> <li>• Rickettsiae</li> <li>• Standard precautions</li> <li>• Sanitization</li> <li>• sterile</li> <li>• Sterilization</li> <li>• Vector</li> <li>• viruses</li> </ul>
<b>Suggested Time Frame:</b>	<b>3 weeks</b>

<b>Content Area:</b>	<b>Academy of Health Sciences I</b>	<b>Grade(s)</b>	<b>9</b>
<b>Unit Plan Title:</b>	<b>Introduction to Medical Terminology- Course Introduction</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
9.3. HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.			

9.3. HLC01.01 Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. In addition to state high school graduation requirements, the following are included: Use of knowledge of human structure and function to conduct health care role.

9.3. HLC01.01.01 Use knowledge of human structure and function to conduct health care role.

### **ESSENTIAL QUESTIONS 3-5**

Do prefixes, suffixes and root words assist in creating medical terms?

How do primary medical terms create complex medical terms?

What is the importance of proper spelling in the medical setting?

How do “look alike” and “sound alike” word effect the study of health care sciences?

What are the main terms used to describe body planes, directions, regions and cavities?

### **Anchor Text-**

Medical Terminology for Health Professions 7<sup>th</sup> ed. Ann Erlich-Carol L. Schroeder-ISBN13: 978-1-111-54327-3 Delmar Cengage

### **Short & Informational Texts (3-5)**

Diversified Health Occupations-8<sup>th</sup> ed. Louise Simmers- ISBN13: 978-1-133-69361-1 Cengage

Edpuzzle assignment: --Body Cavities <https://edpuzzle.com/media/56a2f2749987b334415edd8b>

Edpuzzle assignment: -- Anatomical Terms: <https://edpuzzle.com/media/568d51416db3158c54ad1de8>

### **Expected Proficiencies of the Unit:**

Define the terms anatomy and physiology

Describe the relationship between structure and function

Identify 12 body systems: integumentary, skeletal, muscular, nervous, special senses, endocrine, cardiovascular, respiratory, immune, digestive, urinary, and reproductive.

Describe the hierarchy or organization within the body systems

Summarize basic properties of cells

Explain the concept of homeostasis and feedback mechanisms

### **Vocabulary**

Cytology

Cytologist

Cell membrane

Cytoplasm

Nucleus

Stem cells

Adult stem cells

Embryonic stem cells

Tissue

Organ

posterior

dorsal

ventral

inferior

superior

cephalic

caudal

proximal

distal

medial

lateral

Identify the roles of prefix, suffix, word roots and combining forms.

Recognize the importance of spelling medical terms correctly.

Recognize, define, spell and correctly pronounce primary medical terms

-algia

dys

-ectomy

hyper-

hypo-

-itis

-osis

-ostomy

-otomy

-plasty

-rrhage

-rrhaphy

-rrhea

-rrhexis

-sclerosis

### **Formative & Summative Assessments**

#### **REQUIRED:**

Quizzes after key concept of each lesson. (6-8)

Unit Exam including Lesson I, II, III

Project:

Create a visual (or slideshow) labeling and explaining either quadrants, regions, or cavities.

#### **OPTIONAL:**

Interview a body system-include major structures and functions of body systems. (pairs)

Word part puzzle pieces

Slide show with images for word parts  
Diagrams  
Color diagrams.  
Create flash cards.

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

[www.nih.gov](http://www.nih.gov),  
Classroom for assignments and quizzes,  
Newsela, Quizizz, Smartboard activities

**Suggested Time Frame:** 1 weeks

**Content Area:** Academy of Health Sciences I **Grade(s)** 9

**Unit Plan Title:** Introduction to Medical Terminology- Surfaces, Planes and Directions

**NJSLS/CCTC Standard(s) Addressed in this unit**

9.3. HL.1. Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.  
9.3. HLC01.01 Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. In addition to state high school graduation requirements, the following are included: Use of knowledge of human structure and function to conduct health care role.  
9.3. HLC01.01.01 Use knowledge of human structure and function to conduct health care role.

**ESSENTIAL QUESTIONS 3-5**

Do prefixes, suffixes and root words assist in creating medical terms?  
How do primary medical terms create complex medical terms?  
What is the importance of proper spelling in the medical setting?  
How do look alike” and “sound alike” word effect the study of health care sciences?  
What are the main terms used to describe body planes, directions, regions and cavities?

**Anchor Text-**

Medical Terminology for Health Professions 7<sup>th</sup> ed. Ann Erlich-Carol L. Schroeder-ISBN13: 978-1-111-54327-3 Delmar Cengage

### **Short & Informational Texts (3-5)**

Diversified Health Occupations-8<sup>th</sup> ed. Louise Simmers- ISBN13: 978-1-133-69361-1 Cengage

Edpuzzle assignment: --Body Cavities <https://edpuzzle.com/media/56a2f2749987b334415edd8b>

Edpuzzle assignment: -- Anatomical Terms: <https://edpuzzle.com/media/568d51416db3158c54ad1de8>

### **Expected Proficiencies of the Unit:**

Label body planes, cavities, regions and quadrants.

#### PLANES

sagittal plane

midsagittal plane

frontal plane

transverse plane

#### CAVITIES

dorsal

cranial

spinal

ventral

thoracic

abdominal

pelvic

abdominal pelvic

diaphragm

#### REGIONS

right and left hypochondriac

epigastric

right and left lumbar

umbilical  
right and left iliac  
hypogastric

QUADRANTS

right lower  
left lower  
right upper  
left upper  
peritoneum  
retroperitoneal

Identify the organs found in each cavity and quadrant.

Define and discuss the uses of anatomic position and direction.

anterior  
posterior  
dorsal  
ventral  
inferior  
superior  
cephalic  
caudal  
proximal  
distal  
medial  
lateral

Identify the roles of prefix, suffix, word roots and combining forms.

Recognize the importance of spelling medical terms correctly.

Recognize, define, spell and correctly pronounce primary medical terms

-algia  
dys

-ectomy  
hyper-  
hypo-  
-itis  
-osis  
-ostomy  
-otomy  
-plasty  
-rrhage  
-rrhaphy  
-rrhea  
-rrhexis  
-sclerosis

### **Formative & Summative Assessments**

#### **REQUIRED:**

Quizzes after key concept of each lesson. (6-8)

Unit Exam including Lesson I, II, III

Project:

    Create a visual (or slideshow) labeling and explaining either quadrants, regions, or cavities.

#### **OPTIONAL:**

Interview a body system-include major structures and functions of body systems. (pairs)

Word part puzzle pieces

Slide show with images for word parts

Diagrams

Color diagrams.

Create flash cards.

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

[www.nih.gov](http://www.nih.gov),

Classroom for assignments and quizzes,  
Newsela, Quizizz, Smartboard activities

**Suggested Time Frame:** 3 weeks

<b>Content Area:</b>	<b>Academy of Health Sciences I</b>	<b>Grade(s)</b>	<b>9</b>
<b>Unit Plan Title:</b>	<b>Introduction to Medical Terminology- Look alike sound alike terms</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
9.3. HL. 1. Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.			
9.3. HLC01.01 Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. In addition to state high school graduation requirements, the following are included: Use of knowledge of human structure and function to conduct health care role.			
9.3. HLC01.01.01 Use knowledge of human structure and function to conduct health care role.			
<b>ESSENTIAL QUESTIONS 3-5</b>			
Do prefixes, suffixes and root words assist in creating medical terms?			
How do primary medical terms create complex medical terms?			
What is the importance of proper spelling in the medical setting?			
How do look alike” and “sound alike” word effect the study of health care sciences?			
What are the main terms used to describe body planes, directions, regions and cavities?			
<b>Anchor Text-</b>			
<u>Medical Terminology for Health Professions</u> 7 <sup>th</sup> ed. Ann Erlich-Carol L. Schroeder-ISBN13: 978-1-111-54327-3 Delmar Cengage			
<b>Short &amp; Informational Texts (3-5)</b>			
Diversified Health Occupations-8 <sup>th</sup> ed. Louise Simmers- ISBN13: 978-1-133-69361-1 Cengage			
Edpuzzle assignment: --Body Cavities <a href="https://edpuzzle.com/media/56a2f2749987b334415edd8b">https://edpuzzle.com/media/56a2f2749987b334415edd8b</a>			

Edpuzzle assignment: -- Anatomical Terms: <https://edpuzzle.com/media/568d51416db3158c54ad1de8>

**Expected Proficiencies of the Unit:**

Describe basic medical terms to define disease

- sign
- symptom
- diagnosis
- differential diagnosis
- prognosis
- acute
- chronic
- remission
- disease
- eponym
- acronym

Differentiate and distinguish look alike word parts and medical terms

- Arteri/o
- Ather/o
- Arthr/o
- Fissure
- Fistula
- Ileum
- Ilium
- Mucous
- Mucus
- Myc/o

My/o  
Myel/o  
Palpation  
Palpitation

### Formative & Summative Assessments

#### REQUIRED:

Quizzes after key concept of each lesson. (6-8)

Unit Exam including Lesson I II III

Project:

Create a visual (or slideshow) labeling and explaining either quadrants, regions, or cavities.

#### OPTIONAL:

Interview a body system-include major structures and functions of body systems. (pairs)

Word part puzzle pieces

Slide show with images for word parts

Diagrams

Color diagrams.

Create flash cards.

### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

[www.nih.gov](http://www.nih.gov),

Classroom for assignments and quizzes,

Newsela, Quizizz, Smartboard activities

**Suggested Time Frame:** 2 weeks

**Content Area:** Academy of Health Sciences I

**Grade(s)** 9

**Unit Plan Title:** Anatomy & Physiology I and Medical Terminology I - Intro to Cells, Tissues, Organs and Systems

**NJSLS/CCTC Standard(s) Addressed in this unit**

9.3. HLC01.01 Health care workers will know the academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.  
9.3. HLC02 Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.  
9.3. HLC04 Use information technology tools specific to the career cluster to access, manage, integrate and create information.  
9.3. HL.1 Determine academic subject matter, in addition to high school requirements, necessary for pursuing a health science career.  
9.3. HL-DIA.2 Assess and report patient's/client's health status in order to monitor and document patient progress.  
CRP4-Communicate clearly and effectively and with reason.

**Essential Questions (3-5)**

In what manner do the key elements of all organisms relate to each other?  
How do medical terms identify anatomy and physiology?  
How do health care workers assess patient health status?  
In what manner do form and function relate to medical terminology?  
How do various diagnostic procedures correspond with disorders/diseases?

**Anchor Text :**

Medical Terminology for Health Professions 8<sup>th</sup> ed., Ann Erlich & Carol L. Schroeder ISBN13: 978-1-111-54327-3  
Delmar Cengage

**Short & Informational Texts (3-5)**

Simmers DHO Health Science 8<sup>th</sup> ed. Cengage ISBN-978-1-305-50951-1  
[www.mayoclinic](http://www.mayoclinic)  
[www.nih.gov](http://www.nih.gov)

**Expected Proficiencies of the Unit:**

**Lesson I (2 weeks)**

Identify the units of basic human structure:

Explain the relationship among cell, tissues, organs and systems

Identify the parts of a cell

Explain the structures and functions of a cell.

Differentiate between adult and embryonic stem cells.

Compare and contrast the 4 main types of tissues:

- epithelial
- connective
- muscle
- nerve

### **Vocabulary**

Genome

Chromosome

Cystic Fibrosis

Down Syndrome

Hemophilia

Huntington's disease

iatrogenic

idiopathic

anomaly

### **Formative & Summative Assessments**

Quizzes, (6-8) after key concepts.

EXAMs-after each lesson or combined chapters.

**REQUIRED PROJECT: PRESENTATIONS** (auditory)

Write a story, song or skit using major bones and vocabulary of skeletal system or muscular system. (kinesthetic)

OR

Create a visual with all anatomical parts of a chosen body system. (visual)

**OPTION:**

Create and demonstrate exercises utilizing major muscle groups and movements.

Label skeleton with post-its-take a pic---email.

Teach a lesson in regards to a disorder-diagnostic procedure and career related to diagnosis.

Research and create a “mini- book” or other educational material explaining the special senses of the eye and ear.

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Google Classroom, Canvas, [www.mayoclinic](http://www.mayoclinic) , [www.nih.gov](http://www.nih.gov),

**Suggested Time Frame:** 2 weeks

<b>Content Area:</b>	<b>Academy of Health Sciences I</b>	<b>Grade(s)</b>	<b>9</b>
<b>Unit Plan Title:</b>	<b>Anatomy&amp; Physiology I and Medical Terminology I - Integumentary System</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
9.3. HLC01.01 Health care workers will know the academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.			
9.3. HLC02 Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.			
9.3. HLC04 Use information technology tools specific to the career cluster to access, manage, integrate and create information			
9.3. HL.1- Determine academic subject matter, in addition to high school requirements, necessary for pursuing a health science career.			
9.3. HL-DIA.2- Assess and report patient’s/client’s health status in order to monitor and document patient progress.			
CRP4-Communicate clearly and effectively and with reason.			
<b>Essential Questions (3-5)</b>			
In what manner do the key elements of all organisms relate to each other?			

How do medical terms identify anatomy and physiology?  
How do health care workers assess patient health status?  
In what manner do form and function relate to medical terminology?  
How do various diagnostic procedures correspond with disorders/diseases?

**Anchor Text :**

Dynamics of Health Care in Society.by, Wolters Kluwer / Lippincott Williams & Wilkins. ISBN# 978-1-4511-8977-3

**Short & Informational Texts (3-5)**

Simmers DHO Health Science 8<sup>th</sup> ed. Cengage ISBN-978-1-305-50951-1

[www.mayoclinic](http://www.mayoclinic) [www.nih.gov](http://www.nih.gov)

**Expected Proficiencies of the Unit:**

**Integumentary System**

Identify and describe the functions and structures of the integumentary.

Recognize, define, spell and pronounce the primary terms related to the structures and function, pathology, and the diagnostic and treatment procedures of the skin.

Recognize, define, spell, and pronounce the primary terms related to the structures and function, pathology, and the diagnostic and treatment procedures of hair, nails and sebaceous glands.

Introduce and practice temperature taking skills including rationale.

**TERMINOLOGY**

cutane/o

derm/o, dermat/o

hidr/o

hirsut/o

kerat/o

lip/o

melan/o  
myc/o  
onych/o  
pil/i, pil/o  
py/o  
rhytid/o  
seb/o  
urtic/o  
xer/o

### **Vocabulary**

Sebaceous glands  
Sudoriferous glands  
Cutaneous  
Keratin  
Melanocytes  
Melanin  
Collagen  
Pores  
Unguis  
Follicle

### **Temperatures**

Oral (Electronic/ Digital), temporal,  
Tympanic

### **Formative & Summative Assessments**

Quizzes, (6-8) after key concepts.  
EXAMs-after each lesson or combined chapters.  
REQUIRED PROJECT: PRESENTATIONS (auditory)

Write a story, song or skit using major bones and vocabulary of skeletal system or muscular system. (kinesthetic)

OR

Create a visual with all anatomical parts of a chosen body system. (visual)

**OPTION:**

Create and demonstrate exercises utilizing major muscle groups and movements.

Label skeleton with post-its-take a pic---email.

Teach a lesson in regards to a disorder-diagnostic procedure and career related to diagnosis.

Research and create a “mini- book” or other educational material explaining the special senses of the eye and ear.

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Google Classroom, Canvas, [www.mayoclinic](http://www.mayoclinic) , [www.nih.gov](http://www.nih.gov),

**Suggested Time Frame:** 2 weeks

<b>Content Area:</b>	<b>Academy of Health Sciences I</b>	<b>Grade(s)</b>	<b>9</b>
<b>Unit Plan Title:</b>	<b>Anatomy &amp; Physiology I and Medical Terminology I - Skeletal System</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
9.3. HLC01.01 Health care workers will know the academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.			
9.3. HLC02 Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.			
9.3. HLC04 Use information technology tools specific to the career cluster to access, manage, integrate and create information			
9.3. HL.1- Determine academic subject matter, in addition to high school requirements, necessary for pursuing a health science career.			
9.3. HL-DIA.2- Assess and report patient’s/client’s health status in order to monitor and document patient progress.			
CRP4-Communicate clearly and effectively and with reason.			

### Essential Questions (3-5)

In what manner do the key elements of all organisms relate to each other?  
How do medical terms identify anatomy and physiology?  
How do health care workers assess patient health status?  
In what manner do form and function relate to medical terminology?  
How do various diagnostic procedures correspond with disorders/diseases?

### Anchor Text :

Medical Terminology for Health Professions 8<sup>th</sup> ed., Ann Erlich & Carol L. Schroeder ISBN13: 978-1-111-54327-3  
Delmar Cengage

### Short & Informational Texts (3-5)

Simmers DHO Health Science 8<sup>th</sup> ed. Cengage ISBN-978-1-305-50951-1

[www.mayoclinic](http://www.mayoclinic) [www.nih.gov](http://www.nih.gov)

### Expected Proficiencies of the Unit:

#### **Skeletal System**

Identify and describe the major functions and structures of the skeletal system.

Differentiate between the axial and appendicular skeletons

Recognize, define, spell, and pronounce the primary terms related to the pathology and the diagnostic and treatment procedures of the skeletal system.

#### **TERMINOLOGY**

ankyl/o

arthr/o

chondr/i, chondr/o

cost/o

cran/i

-desis

kyph/o  
lord/o  
-lysis  
myel/o  
osse/e, oss/I, ost/o, oste/o  
scoli/o  
spondyl/o  
synovi/o, synov/o  
-um

### **Vocabulary**

Hemopoietic  
Diaphysis  
Epiphysis  
Foramen  
Process  
Synovial  
Cartilaginous

### **Formative & Summative Assessments**

Quizzes, (6-8) after key concepts.

EXAMs-after each lesson or combined chapters.

**REQUIRED PROJECT: PRESENTATIONS** (auditory)

Write a story, song or skit using major bones and vocabulary of skeletal system or muscular system. (kinesthetic)

OR

Create a visual with all anatomical parts of a chosen body system. (visual)

**OPTION:**

Create and demonstrate exercises utilizing major muscle groups and movements.

Label skeleton with post-its-take a pic---email.

Teach a lesson in regard to a disorder-diagnostic procedure and career related to diagnosis.

Research and create a “mini- book” or other educational material explaining the special senses of the eye and ear.

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Google Classroom, Canvas, [www.mayoclinic](http://www.mayoclinic) , [www.nih.gov](http://www.nih.gov),

**Suggested Time Frame:** 3 weeks

**Content Area:** Academy of Health Sciences I

**Grade(s)** 9

**Unit Plan Title:** Anatomy & Physiology I and Medical Terminology I - Nervous System

**NJSLS/CCTC Standard(s) Addressed in this unit**

9.3. HLC01.01 Health care workers will know the academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.

9.3. HLC02 Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.

9.3. HLC04 Use information technology tools specific to the career cluster to access, manage, integrate and create information

9.3. HL.1- Determine academic subject matter, in addition to high school requirements, necessary for pursuing a health science career.

9.3. HL-DIA.2- Assess and report patient’s/client’s health status in order to monitor and document patient progress.

CRP4-Communicate clearly and effectively and with reason.

**Essential Questions (3-5)**

In what manner do the key elements of all organisms relate to each other?

How do medical terms identify anatomy and physiology?

How do health care workers assess patient health status?

In what manner do form and function relate to medical terminology?

How do various diagnostic procedures correspond with disorders/diseases?

**Anchor Text :**

Medical Terminology for Health Professions 8<sup>th</sup> ed., Ann Erlich & Carol L. Schroeder ISBN13: 978-1-111-54327-3  
Delmar Cengage

**Short & Informational Texts (3-5)**

Simmers DHO Health Science 8<sup>th</sup> ed. Cengage ISBN-978-1-305-50951-1

[www.mayoclinic](http://www.mayoclinic) [www.nih.gov](http://www.nih.gov)

**Expected Proficiencies of the Unit:**

Describe the functions and structures of the nervous system.

Identify the major divisions of the nervous system and describe the structure of each by location and function.

Recognize, define, spell and pronounce the primary terms related to the pathology and the diagnostic treatment procedures of the nervous system.

**TERMINOLOGY**

caus/o

cerebr/o

concuss/o

contus/o

encephal/o

-esthesia

-graphy

mening/o

myel/o

neur/I, neur/o

phobia

psych/o

radicul/o

tropic

**Vocabulary**

Central nervous system  
Peripheral nervous system  
Nerve  
Ganglion  
Innervation  
Plexus  
Receptors  
Stimulus  
Reflex  
Neuron  
Conjunctiva

**Formative & Summative Assessments**

Quizzes, (6-8) after key concepts.  
EXAMs-after each lesson or combined chapters.  
REQUIRED PROJECT: PRESENTATIONS (auditory)  
Write a story, song or skit using major bones and vocabulary of skeletal system or muscular system. (kinesthetic)  
OR  
Create a visual with all anatomical parts of a chosen body system. (visual)  
OPTION:  
Create and demonstrate exercises utilizing major muscle groups and movements.  
Label skeleton with post-its-take a pic---email.  
Teach a lesson in regard to a disorder-diagnostic procedure and career related to diagnosis.  
Research and create a “mini- book” or other educational material explaining the special senses of the eye and ear.

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Google Classroom, Canvas, [www.mayoclinic](http://www.mayoclinic) , [www.nih.gov](http://www.nih.gov),

<b>Suggested Time Frame:</b>	<b>2 weeks</b>
------------------------------	----------------

<b>Content Area:</b>	<b>Academy of Health Sciences I</b>	<b>Grade(s)</b>	<b>9</b>
----------------------	-------------------------------------	-----------------	----------

<b>Unit Plan Title:</b>	<b>Anatomy &amp; Physiology I and Medical Terminology I - Muscular System</b>
-------------------------	---

**NJSLS/CCTC Standard(s) Addressed in this unit**

9.3. HLC01.01 Health care workers will know the academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.

9.3. HLC02 Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.

9.3. HLC04 Use information technology tools specific to the career cluster to access, manage, integrate and create information

9.3. HL.1- Determine academic subject matter, in addition to high school requirements, necessary for pursuing a health science career.

9.3. HL-DIA.2- Assess and report patient's/client's health status in order to monitor and document patient progress.

CRP4-Communicate clearly and effectively and with reason.

**Essential Questions (3-5)**

In what manner do the key elements of all organisms relate to each other?

How do medical terms identify anatomy and physiology?

How do health care workers assess patient health status?

In what manner do form and function relate to medical terminology?

How do various diagnostic procedures correspond with disorders/diseases?

**Anchor Text :**

Medical Terminology for Health Professions 8<sup>th</sup> ed., Ann Erlich & Carol L. Schroeder ISBN13: 978-1-111-54327-3  
Delmar Cengage

### Short & Informational Texts (3-5)

Simmers DHO Health Science 8<sup>th</sup> ed. Cengage ISBN-978-1-305-50951-1

[www.mayoclinic](http://www.mayoclinic) [www.nih.gov](http://www.nih.gov)

### Expected Proficiencies of the Unit:

Describe the functions and structures of the muscular system, including the three types of muscle, fibers, fascia and tendons.

Recognize, define, pronounce and spell the primary terms related to muscle movements, and explain how the muscles are named.

Recognize, define, pronounce and spell the primary terms related to the pathology and the diagnostic and treatment procedures of the muscular system.

#### **TERMINOLOGY**

bi-

-cele

dys-

fasci/o

fibr/o

-ia

-ic

kines/o, kinesi/o

my/o

-plegia

-rrhexis

tax/o

ten/o, tend/o, tendin/o

ton/o

tri-

#### **Vocabulary**

Tendon

Fascia

Skeletal  
Smooth(visceral)  
Cardiac  
Antagonistic  
Contraction  
Relaxation

### Formative & Summative Assessments

Quizzes, (6-8) after key concepts.  
EXAMs-after each lesson or combined chapters.  
REQUIRED PROJECT: PRESENTATIONS (auditory)  
Write a story, song or skit using major bones and vocabulary of skeletal system or muscular system. (kinesthetic)  
OR  
Create a visual with all anatomical parts of a chosen body system. (visual)  
**OPTION:**  
Create and demonstrate exercises utilizing major muscle groups and movements.  
Label skeleton with post-its-take a pic---email.  
Teach a lesson in regard to a disorder-diagnostic procedure and career related to diagnosis.  
Research and create a “mini- book” or other educational material explaining the special senses of the eye and ear.

### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Google Classroom, Canvas, [www.mayoclinic](http://www.mayoclinic) , [www.nih.gov](http://www.nih.gov),

**Suggested Time Frame:** 3 weeks

<b>Content Area:</b>	<b>Academy of Health Sciences I</b>	<b>Grade(s)</b>	<b>9</b>
<b>Unit Plan Title:</b>	<b>Anatomy &amp; Physiology I and Medical Terminology I - Special Senses (eyes and ears)</b>		

**NJSLS/CCTC Standard(s) Addressed in this unit**

9.3. HLC01.01 Health care workers will know the academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.

9.3. HLC02 Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.

9.3. HLC04 Use information technology tools specific to the career cluster to access, manage, integrate and create information

9.3. HL.1- Determine academic subject matter, in addition to high school requirements, necessary for pursuing a health science career.

9.3. HL-DIA.2- Assess and report patient's/client's health status in order to monitor and document patient progress.

CRP4-Communicate clearly and effectively and with reason.

**Essential Questions (3-5)**

In what manner do the key elements of all organisms relate to each other?  
How do medical terms identify anatomy and physiology?  
How do health care workers assess patient health status?  
In what manner do form and function relate to medical terminology?  
How do various diagnostic procedures correspond with disorders/diseases?

**Anchor Text :**

Medical Terminology for Health Professions 8<sup>th</sup> ed., Ann Erlich & Carol L. Schroeder ISBN13: 978-1-111-54327-3  
Delmar Cengage

**Short & Informational Texts (3-5)**

Simmers DHO Health Science 8<sup>th</sup> ed. Cengage ISBN-978-1-305-50951-1

[www.mayoclinic](http://www.mayoclinic) [www.nih.gov](http://www.nih.gov)

**Expected Proficiencies of the Unit:**

Describe the functions and structures of the eyes and their accessory structures.

Recognize define, spell and pronounce the primary terms related to the structures and function, pathology, and the diagnostic and treatment and procedures of the eyes and vision.

Describe the functions and structures of the ears.

Recognize define, spell and pronounce the primary terms related to the structures and function, pathology and the diagnostic and treatment procedures of the ears and hearing.

### **TERMINOLOGY**

blephar/o

-cusis

irid/o

kerat/o

myring/o

ophthalm/o

-opia

opt/o

ot/o

phank/o

presby/o

retin/o

scler/o

trop/o

tympan/

### **Vocabulary**

Adnexa

Orbit

Canthus

Cilia

Tarsus

Lacrimal

Conjunctiva

optic

### **PROFICIENCIES:**

Temperatures

Oral (Electronic/ Digital) , temporal,  
Tympanic

### Formative & Summative Assessments

Quizzes, (6-8) after key concepts.

EXAMs-after each lesson or combined chapters.

REQUIRED PROJECT: PRESENTATIONS (auditory)

Write a story, song or skit using major bones and vocabulary of skeletal system or muscular system. (kinesthetic)

OR

Create a visual with all anatomical parts of a chosen body system. (visual)

OPTION:

Create and demonstrate exercises utilizing major muscle groups and movements.

Label skeleton with post-its-take a pic---email.

Teach a lesson in regards to a disorder-diagnostic procedure and career related to diagnosis.

Research and create a “mini- book” or other educational material explaining the special senses of the eye and ear.

### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Google Classroom, Canvas, [www.mayoclinic](http://www.mayoclinic) , [www.nih.gov](http://www.nih.gov),

**Suggested Time Frame:** 2 weeks

<b>Content Area:</b>	<b>Academy of Health Sciences I</b>	<b>Grade(s)</b>	<b>9</b>
<b>Unit Plan Title:</b>	<b>Health Careers Exploration-A Brief history of Medicine and Health Care</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
HL.2.1: Explain systems theory as it applies to the health care environment.			
HL.2.2: Explain the concept of system change as it applies to the health care environment.			
HL.2.4: Identify and explain the key system of the health care delivery system.			

HL3.5 Describe healthy behaviors.

HL4.1: Describe team member participation.

HL4.2: Identify and describe health care teams.

HL4.3: Employ communication strategies used in the delivery of quality health care.

HL5.1: Describe legal implications affecting health care workers.

HL5.2: Describe legal practices employed by health care workers.

HL6.1: Describe legal and ethical boundaries in health care delivery.

HL6.2: Describe ethical practice as it applies to health care delivery.

CRP1. Act as a responsible and contributing citizen and employee.

CRP1. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Role model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.3 HLC02. Communications: Use oral and written communications skills in creating, expressing and interpreting information and ideas including technical terminology and information.

9.3 HLC08.01 Health care workers will understand the legal responsibilities, limitations, and implications of their actions within the health care delivery setting in order to deliver services within legal requirements.

### **Essential Questions (3-5)**

How do major events in health care history influence today's health care?

What does it mean to be a professional?

Do the educational requirements and responsibilities of health care careers vary?

What are the various facilities that employ health care workers?

Which personal characteristics and traits align with certain health care careers?

How do leadership qualities correspond with professional career choice?

How are medical ethics and legalities similar and different?

How do the current key laws and regulations relate to the health care worker's responsibilities?

In what ways does the economy influence healthcare?

**Anchor Text:**

Dynamics of Health Care in Society. Revised edition, Wolters Kluwer / Lippincott Williams & Wilkins. ISBN# 978-1-4511-8977-3  
Simmers DHO-Health Science. 8<sup>th</sup> ed. Cengage. ISBN# 978-1-305-50951-1

**Short and informational Texts (3-5)**

- Bureau of Labor and Statistics. *Occupational Outlook Handbook*. [www.bls.gov/oco/oco2003.htm](http://www.bls.gov/oco/oco2003.htm)
- Luscombe, Stephen. *The History of Medicine: Pre-history*.  
[www.britishempire.co.uk/boniface/humanites/history/year10/prehistoric.html](http://www.britishempire.co.uk/boniface/humanites/history/year10/prehistoric.html)
- Scott, Patrick. *Edward Jenner and Discovery of Vaccination*. <http://www.sc.edu/libray/spcoll/nathis/jenner.html>
- Heron E. *Tending Live: Nurses on the Medical Front*. New York: Ivy Books (Ballantine/Random House), 1998.
- American Medical Association. *Careers in Health Care*. <http://www.ama-assn.org/ama/pub/education-careers-health-care-shtml>
- Radiological Society of North America. *Radiology in Motion*. <http://www.radiology-info.org/en/video/index.cfm>
- Koenig HG, Larson DB. *Use of hospital services, religious attendance and religious affiliation*.  
[www.ncbi.nlm.nih.gov/pubmed/9786287](http://www.ncbi.nlm.nih.gov/pubmed/9786287)
- <http://www.nejm.org/medical-research/medical-ethics>
- [www.news-medical.net/news/20170605/Doctors-debate-about-physician-assisted-suicide.aspz](http://www.news-medical.net/news/20170605/Doctors-debate-about-physician-assisted-suicide.aspz)

**Expected Proficiencies of the Unit:**

Recognize the importance of major health care events throughout the ages

Characterize the most common health care practices during various eras of history

- Prehistoric Times
- Ancient Times
- Medieval Times
- The Renaissance
- Modern Times

Discuss the importance of key figures in medical history

- Imhotep

- Hippocrates
- Al-Razi
- Andreas Vesalius
- Florence Nightingale
- Edward Jenner
- Zacharias Janssen
- William Harvey
- Renee Laennec
- Louis Pasteur
- Robert Koch
- William Conrad Roentgen
- Clara Barton
- Vivien Thomas
- James Watson and Francis Crick
- Ian Wilmut

Describe the trends and potential advances in health care treatments over the next few decades and identify associated careers that may emerge.

Explore the impact of the emergence of the scientific method on medical research practice.

**Formative & Summative Assessments-**

Quizzes (4-6)

EXAMs (2)

**PROJECTS REQUIRED:**

Research career-include educational requirements, personal characteristics, roles responsibilities, salary, and facility to work.

Create a brochure or employment.

Timeline-- Include key events in medical history.

**OPTIONAL:**

Interview a famous medical figure: utilizing a “talk-show” or news program interview process. Include key points about the figure and happenings surrounding the time period.

Role playing for leadership-communication techniques.

Debate between assisted physician suicide and euthanasia. (or another current topic)

Using your parents, grandparents’ other family members, interview them regarding folk and traditional health care remedies.

Current event: Research a **current** topic pertaining to medical ethics and law and summarize it.

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Google Classroom, Canvas, [www.mayoclinic](http://www.mayoclinic) , [www.nih.gov](http://www.nih.gov),

**Suggested Time Frame:**

**2 weeks**

**Content Area:**

**Academy of Health Sciences I**

**Grade(s)**

**9**

**Unit Plan Title:**

**Health Careers Exploration: Today’s Health Care System**

### **NJSLS/CCTC Standard(s) Addressed in this unit**

HL2.1: Explain systems theory as it applies to the health care environment.

HL2.2: Explain the concept of system change as it applies to the health care environment.

HL2.4: Identify and explain the key system of the health care delivery system.

HL3.5 Describe healthy behaviors.

HL4.1: Describe team member participation.

HL4.2: Identify and describe health care teams.

HL4.3: Employ communication strategies used in the delivery of quality health care.

HL5.1: Describe legal implications affecting health care workers.

HL5.2: Describe legal practices employed by health care workers.

HL6.1: Describe legal and ethical boundaries in health care delivery.

HL6.2: Describe ethical practice as it applies to health care delivery.

CRP1. Act as a responsible and contributing citizen and employee.

CRP1. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Role model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.3 HLC02. Communications: Use oral and written communications skills in creating, expressing and interpreting information and ideas including technical terminology and information.

9.3 HLC08.01 Health care workers will understand the legal responsibilities, limitations, and implications of their actions within the health care delivery setting in order to deliver services within legal requirements.

### **Essential Questions (3-5)**

How do major events in health care history influence today's health care?

What does it mean to be a professional?

Do the educational requirements and responsibilities of health care careers vary?

What are the various facilities that employ health care workers?  
Which personal characteristics and traits align with certain health care careers?  
How do leadership qualities correspond with professional career choice?  
How are medical ethics and legalities similar and different?  
How do the current key laws and regulations relate to the health care worker's responsibilities?  
In what ways does the economy influence healthcare?

**Anchor Text:**

Dynamics of Health Care in Society. Revised edition, Wolters Kluwer / Lippincott Williams & Wilkins. ISBN# 978-1-4511-8977-3  
Simmers DHO-Health Science. 8<sup>th</sup> ed. Cengage. ISBN# 978-1-305-50951-1

**Short and informational Texts (3-5)**

Bureau of Labor and Statistics. *Occupational Outlook Handbook*. [www.bls.gov/oco/oco2003.htm](http://www.bls.gov/oco/oco2003.htm)  
Luscombe, Stephen. *The History of Medicine: Pre-history*. [www.britishempire.co.uk/boniface/humanites/history/year10/prehistoric.html](http://www.britishempire.co.uk/boniface/humanites/history/year10/prehistoric.html)  
Scott, Patrick. *Edward Jenner and Discovery of Vaccination*. <http://www.sc.edu/libray/spcoll/nathis/jenner.html>  
Heron E. *Tending Live: Nurses on the Medical Front*. New York: Ivy Books (Ballantine/Random House), 1998.  
American Medical Association. *Careers in Health Care*. <http://www.ama-assn.org/ama/pub/education-careers-health-care-shtml>  
Radiological Society of North America. *Radiology in Motion*. <http://www.radiology-info.org/en/video/index.cfm>  
Koenig HG, Larson DB. *Use of hospital services, religious attendance and religious affiliation*. [www.ncbi.nlm.nih.gov/pubmed/9786287](http://www.ncbi.nlm.nih.gov/pubmed/9786287)  
<http://www.nejm.org/medical-research/medical-ethics>  
[www.news-medical.net/news/20170605/Doctors-debate-about-physician-assisted-suicide.aspz](http://www.news-medical.net/news/20170605/Doctors-debate-about-physician-assisted-suicide.aspz)

**Expected Proficiencies of the Unit:**

Identify major health care facilities and the purpose or each.  
Hospitals  
Subacute care facilities  
Extended care facilities  
Home health care agencies  
Rehabilitation centers  
Mental health facilities  
Hospice

Volunteer agencies  
 List and explain trends that influence health care  
 Complementary and alternative therapies

**Formative & Summative Assessments-**

Quizzes (4-6)  
 EXAMs (2)  
**PROJECTS REQUIRED:**  
 Research career-include educational requirements, personal characteristics, roles responsibilities, salary, facility to work.  
 Create a brochure or employment.  
 Timeline-- Include key events in medical history.  
**OPTIONAL:**  
 Interview a famous medical figure: utilizing a “talk-show” or news program interview process. Include key points of figure and happenings surrounding the time period.  
 Role playing for leadership-communication techniques.  
 Debate between assisted physician suicide and euthanasia. (or another current topic)  
 Using your parents, grandparents’ other family members, interview them regarding folk and traditional health care remedies.  
 Current event: research a current topic pertaining to medical ethics and law and summarize it.

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Google Classroom, Canvas, [www.mayoclinic](http://www.mayoclinic) , [www.nih.gov](http://www.nih.gov)

**Suggested Time Frame:** 1 week

<b>Content Area:</b>	<b>Academy of Health Sciences I</b>	<b>Grade(s)</b>	<b>9</b>
<b>Unit Plan Title:</b>	<b>Health Careers Exploration- Modern Health Career Pathways</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
HL.2.1: Explain systems theory as it applies to the health care environment.			
HL2.2: Explain the concept of system change as it applies to the health care environment.			
HL2.4: Identify and explain the key system of the health care delivery system.			
HL3.5 Describe healthy behaviors.			

HL4.1: Describe team member participation.

HL4.2: Identify and describe health care teams.

HL4.3: Employ communication strategies used in the delivery of quality health care.

HL5.1: Describe legal implications affecting health care workers.

HL5.2: Describe legal practices employed by health care workers.

HL6.1: Describe legal and ethical boundaries in health care delivery.

HL6.2: Describe ethical practice as it applies to health care delivery.

CRP1. Act as a responsible and contributing citizen and employee.

CRP1. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Role model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.3 HLC02. Communications: Use oral and written communications skills in creating, expressing and interpreting information and ideas including technical terminology and information.

9.3 HLC08.01 Health care workers will understand the legal responsibilities, limitations, and implications of their actions within the health care delivery setting in order to deliver services within legal requirements.

### **Essential Questions (3-5)**

- ❖ How do major events in health care history influence today's health care?
- ❖ What does it mean to be a professional?
- ❖ Do the educational requirements and responsibilities of health care careers vary?
- ❖ What are the various facilities that employ health care workers?
- ❖ Do our personal characteristics and traits align with certain health care careers?
- ❖ How do leadership qualities correspond with professional career choice?
- ❖ How are medical ethics and legalities similar and different?
- ❖ How do the current key laws and regulations relate to the health care worker's responsibilities?
- ❖ In what ways does the economy influence healthcare?

**Anchor Text:**

Wolters Kluwer / Lippincott Williams & Wilkins. ISBN# 978-1-4511-8977-3

Simmers DHO-Health Science. 8<sup>th</sup> ed. Cengage. ISBN# 978-1-305-50951-1

Dynamics of Health Care in Society. Revised edition.

**Short and informational Texts (3-5)**

Bureau of Labor and Statistics. *Occupational Outlook Handbook*. [www.bls.gov/oco/oco2003.htm](http://www.bls.gov/oco/oco2003.htm)

Luscombe, Stephen. *The History of Medicine: Pre-history*. [www.britishempire.co.uk/boniface/humanites/history/year10/prehistoric.html](http://www.britishempire.co.uk/boniface/humanites/history/year10/prehistoric.html)

Scott, Patrick. *Edward Jenner and Discovery of Vaccination*. <http://www.sc.edu/libray/spcoll/nathis/jenner.html>

Heron E. *Tending Live: Nurses on the Medical Front*. New York: Ivy Books (Ballantine/Random House), 1998.

American Medical Association. *Careers in Health Care*. <http://www.ama-assn.org/ama/pub/education-careers-health-care-shtml>

Radiological Society of North America. *Radiology in Motion*. <http://www.radiology-info.org/en/video/index.cfm>

Koenig HG, Larson DB. *Use of hospital services, religious attendance and religious affiliation*. [www.ncbi.nlm.nih.gov/pubmed/9786287](http://www.ncbi.nlm.nih.gov/pubmed/9786287)

<http://www.nejm.org/medical-research/medical-ethics>

[www.news-medical.net/news/20170605/Doctors-debate-about-physician-assisted-suicide.asp](http://www.news-medical.net/news/20170605/Doctors-debate-about-physician-assisted-suicide.asp)

**Expected Proficiencies of the Unit:**

Identify the main career pathways within the health care field:

Patient care-medical surgical:

Medical assistants, surgical technologists, physician assistants, EMT/paramedics

Patient care-nursing:

Registered nurses, licensed practical nurses, certified nursing assistants,

Laboratory and Pharmacy Services:

Clinical laboratory technologists, laboratory assistants, pharmacists, pharmacy technicians.

Diagnostic imaging services:

Cardio graphic technologists, phlebotomist's diagnostic medical sonographers, radiologic technologists, nuclear medicine technologists

Therapy and rehabilitation:

Physical therapist, physical therapist's assistants, occupational therapists, occupational therapist assistants, respiratory therapists, massage therapists.

Describe occupations in each of the main pathways in terms of education and employment-related characteristics.  
Explore and identify employment opportunities and trends throughout the nation.  
Differentiate and define registration, licensure and certification.  
Identify professional organizations.

**Vocabulary**

Accreditation  
Biotechnology  
Career ladder  
Certification  
Diagnostic service  
Licensure  
Registration  
Support services  
Therapeutic services

**Formative & Summative Assessments-**

Quizzes (4-6)

EXAMs (2)

**PROJECTS REQUIRED:**

Research career-include educational requirements, personal characteristics, roles responsibilities, salary, facility to work.

Create a brochure or employment.

Timeline-- Include key events in medical history.

**OPTIONAL:**

Interview a famous medical figure: utilizing a “talk-show” or news program interview process. Include key points of figure and happenings of period.

Role playing for leadership-communication techniques.

Debate between assisted physician suicide and euthanasia. (or another current topic)

Using your parents, grandparents’ other family members, interview them regarding folk and traditional health care remedies.

Research a **current** topic pertaining to medical ethics and law and summarize it.

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Google Classroom, Canvas, [www.mayoclinic](http://www.mayoclinic) , [www.nih.gov](http://www.nih.gov),

<b>Suggested Time Frame:</b>	<b>2 weeks</b>
------------------------------	----------------

<b>Content Area:</b>	<b>Academy of Health Sciences I</b>	<b>Grade(s)</b>	<b>9</b>
<b>Unit Plan Title:</b>	<b>Health Careers Exploration- Personal Qualities and Professional Skill and Success</b>		

**NJSLS/CCTC Standard(s) Addressed in this unit**

HL.2.1: Explain systems theory as it applies to the health care environment.  
HL2.2: Explain the concept of system change as it applies to the health care environment.  
HL2.4: Identify and explain the key system of the health care delivery system.  
HL3.5 Describe healthy behaviors.  
HL4.1: Describe team member participation.  
HL4.2: Identify and describe health care teams.  
HL4.3: Employ communication strategies used in the delivery of quality health care.  
HL5.1: Describe legal implications affecting health care workers.  
HL5.2: Describe legal practices employed by health care workers.  
HL6.1: Describe legal and ethical boundaries in health care delivery.  
HL6.2: Describe ethical practice as it applies to health care delivery.  
CRP1. Act as a responsible and contributing citizen and employee.  
CRP1. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP9. Role model integrity, ethical leadership and effective management.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.  
9.3 HLC02. Communications: Use oral and written communications skills in creating, expressing and interpreting information and ideas including technical terminology and information.

9.3 HLC08.01 Health care workers will understand the legal responsibilities, limitations, and implications of their actions within the health care delivery setting in order to deliver services within legal requirements.

### Essential Questions (3-5)

- ❖ How do major events in health care history influence today's health care?
- ❖ What does it mean to be a professional?
- ❖ Which educational requirements and responsibilities of health care careers vary?
- ❖ What are the various facilities that employ health care workers?
- ❖ Do our personal characteristics and traits align with certain health care careers?
- ❖ How do leadership qualities correspond with professional career choice?
- ❖ How are medical ethics and legalities similar and different?
- ❖ How do the current key laws and regulations relate to the health care worker's responsibilities?
- ❖ In what ways does the economy influence healthcare?

### Anchor Text:

Dynamics of Health Care in Society. Revised edition.  
Wolters Kluwer / Lippincott Williams & Wilkins. ISBN# 978-1-4511-8977-3  
Simmers DHO-Health Science. 8<sup>th</sup> ed. Cengage. ISBN# 978-1-305-50951-1

### Short and informational Texts (3-5)

Bureau of Labor and Statistics. *Occupational Outlook Handbook*. [www.bls.gov/oco/oco2003.htm](http://www.bls.gov/oco/oco2003.htm)  
Luscombe, Stephen. *The History of Medicine: Pre-history*. [www.britishempire.co.uk/boniface/humanites/history/year10/prehistoric.html](http://www.britishempire.co.uk/boniface/humanites/history/year10/prehistoric.html)  
Scott, Patrick. *Edward Jenner and Discovery of Vaccination*. <http://www.sc.edu/libray/spcoll/nathis/jenner.html>  
Heron E. *Tending Live: Nurses on the Medical Front*. New York: Ivy Books (Ballantine/Random House), 1998.  
American Medical Association. *Careers in Health Care*. <http://www.ama-assn.org/ama/pub/education-careers-health-care-shtml>  
Radiological Society of North America. *Radiology in Motion*. <http://www.radiology-info.org/en/video/index.cfm>  
Koenig HG, Larson DB. *Use of hospital services, religious attendance and religious affiliation*. [www.ncbi.nlm.nih.gov/pubmed/9786287](http://www.ncbi.nlm.nih.gov/pubmed/9786287)  
<http://www.nejm.org/medical-research/medical-ethics>  
[www.news-medical.net/news/20170605/Doctors-debate-about-physician-assisted-suicide.aspz](http://www.news-medical.net/news/20170605/Doctors-debate-about-physician-assisted-suicide.aspz)

### Expected Proficiencies of the Unit:

- Recognize personal qualities and skills that are important for health care providers
- List professional attributes that benefit all health care workers.
- Describe values and how they are developed.
- Identify important values in health cares.
- Recognize the importance of good health behaviors, personal hygiene, and grooming for the health care professional.

**Vocabulary**

Altruism

Autonomy

Competence

Human dignity

Initiative

Public service

Stress

Time management

Value

Value system

**Formative & Summative Assessments-**

Quizzes (4-6)

EXAMs (2)

**PROJECTS REQUIRED:**

Research career-include educational requirements, personal characteristics, roles responsibilities, salary, and facility to work.

Create a brochure or employment.

Timeline-- Include key events in medical history.

**OPTIONAL:**

Interview a famous medical figure: utilizing a “talk-show” or news program interview process. Include key points of figure and happenings of the period.

Role playing for leadership-communication techniques.

Debate between assisted physician suicide and euthanasia. (or another current topic)

Using your parents, grandparents’ other family members, interview them regarding folk and traditional health care remedies.

Research a **current** topic pertaining to medical ethics and law and summarize it.

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

[www.nih.gov](http://www.nih.gov),

Classroom for assignments and quizzes,

Newsela, Quizizz, Smartboard activities

**Suggested Time Frame:**

**1 week**

**Content Area:**

**Academy of Health Sciences I**

**Grade(s)**

**9**

**Unit Plan Title:**

**Health Careers Exploration- Law, Ethics and Professionalism in Health Care**

**NJSLS/CCTC Standard(s) Addressed in this unit**

HL.2.1: Explain systems theory as it applies to the health care environment.

HL2.2: Explain the concept of system change as it applies to the health care environment.

HL2.4: Identify and explain the key system of the health care delivery system.

HL3.5 Describe healthy behaviors.

HL4.1: Describe team member participation.  
HL4.2: Identify and describe health care teams.  
HL4.3: Employ communication strategies used in the delivery of quality health care.  
HL5.1: Describe legal implications affecting health care workers.  
HL5.2: Describe legal practices employed by health care workers.  
HL6.1: Describe legal and ethical boundaries in health care delivery.  
HL6.2: Describe ethical practice as it applies to health care delivery.  
CRP1. Act as a responsible and contributing citizen and employee.  
CRP1. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP9. Role model integrity, ethical leadership and effective management.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.  
9.3 HLC02. Communications: Use oral and written communications skills in creating, expressing and interpreting information and ideas including technical terminology and information.  
9.3 HLC08.01 Health care workers will understand the legal responsibilities, limitations, and implications of their actions within the health care delivery setting in order to deliver services within legal requirements.

### **Essential Questions (3-5)**

How do major events in health care history influence today's health care?  
What does it mean to be a professional?  
Do the educational requirements and responsibilities of health care careers vary?  
What are the various facilities that employ health care workers?  
Which personal characteristics and traits align with certain health care careers?  
How do leadership qualities correspond with professional career choice?  
How are medical ethics and legalities similar and different?  
How do the current key laws and regulations relate to the health care worker's responsibilities?  
In what ways does the economy influence healthcare?

**Anchor Text:**

Dynamics of Health Care in Society. Revised edition, Wolters Kluwer / Lippincott Williams & Wilkins. ISBN# 978-1-4511-8977-3  
Simmers DHO-Health Science. 8<sup>th</sup> ed. Cengage. ISBN# 978-1-305-50951-1

**Short and informational Texts (3-5)**

Bureau of Labor and Statistics. Occupational Outlook Handbook. [www.bls.gov/oco/oco2003.htm](http://www.bls.gov/oco/oco2003.htm)  
Luscombe, Stephen. The History of Medicine: Pre-history. [www.britishempire.co.uk/boniface/humanites/history/year10/prehistoric.html](http://www.britishempire.co.uk/boniface/humanites/history/year10/prehistoric.html)  
Scott, Patrick. Edward Jenner and Discovery of Vaccination. <http://www.sc.edu/libray/spcoll/nathis/jenner.html>  
Heron E. Tending Live: Nurses on the Medical Front. New York: Ivy Books (Ballantine/Random House), 1998.  
American Medical Association. Careers in Health Care. <http://www.ama-assn.org/ama/pub/education-careers-health-care-shtml>  
Radiological Society of North America. Radiology in Motion. <http://www.radiology-info.org/en/video/index.cfm>  
Koenig HG, Larson DB. Use of hospital services, religious attendance and religious affiliation. [www.ncbi.nlm.nih.gov/pubmed/9786287](http://www.ncbi.nlm.nih.gov/pubmed/9786287)  
<http://www.nejm.org/medical-research/medical-ethics>  
[www.news-medical.net/news/20170605/Doctors-debate-about-physician-assisted-suicide.asp](http://www.news-medical.net/news/20170605/Doctors-debate-about-physician-assisted-suicide.asp)

**Expected Proficiencies of the Unit:**

- Understand health care-related laws
- Realize the difference between intentional and unintentional torts.
- Explain the importance of protecting patients' rights.
- Identify ethical principles and decision making.
- Discuss the ethical codes for health care professionals.

**Vocabulary**

Assault  
Battery  
Civil law  
Civil rights  
Common law  
Constitutional rights  
Defamation of character

Durable power of attorney  
Ethics  
False imprisonment  
Health Insurance Portability and Accountability Act  
Human rights  
Implied consent  
Incapacitated  
Informed consents  
Intentional torts  
Invasion of privacy  
Legal guardian  
Libel  
Litigation  
Living will  
Malpractice  
Negligence  
Professionalism  
Public law  
Restitution  
Slander  
Statutory law  
Tort  
Unintentional torts  
Ward

**Formative & Summative Assessments-**

Quizzes (4-6)

EXAMs (2)

**PROJECTS REQUIRED:**

Research career-include educational requirements, personal characteristics, roles responsibilities, salary, facility to work.

Create a brochure or employment.

Timeline-- Include key events in medical history.

**OPTIONAL:**

Interview a famous medical figure: utilizing a “talk-show” or news program interview process. Include key points of figure and happenings of period.

Role playing for leadership-communication techniques.

Debate between assisted physician suicide and euthanasia. (or another current topic)

Using your parents, grandparents’ other family members, interview them regarding folk and traditional health care remedies.

Research a **current** topic pertaining to medical ethics and law and summarize it.

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

[www.nih.gov](http://www.nih.gov),

Classroom for assignments and quizzes,

Newsela, Quizizz, Smartboard activities

**Suggested Time Frame:**

**2 Weeks**

**Content Area:**

**Academy of Health Sciences I**

**Grade(s)**

**9**

**Unit Plan Title:**

**Health Careers Exploration- Diversity and Difference in Heath Care**

**NJSLS/CCTC Standard(s) Addressed in this unit**

HL.2.1: Explain systems theory as it applies to the health care environment.

HL2.2: Explain the concept of system change as it applies to the health care environment.

HL2.4: Identify and explain the key system of the health care delivery system.

HL3.5 Describe healthy behaviors.

HL4.1: Describe team member participation.

HL4.2: Identify and describe health care teams.

HL4.3: Employ communication strategies used in the delivery of quality health care.

HL5.1: Describe legal implications affecting health care workers.

HL5.2: Describe legal practices employed by health care workers.

HL6.1: Describe legal and ethical boundaries in health care delivery.

HL6.2: Describe ethical practice as it applies to health care delivery.

CRP1. Act as a responsible and contributing citizen and employee.

CRP1. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Role model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.3 C02. Communications: Use oral and written communications skills in creating, expressing and interpreting information and ideas including technical terminology and information.

9.3 HLC08.01 Health care workers will understand the legal responsibilities, limitations, and implications of their actions within the health care delivery setting in order to deliver services within legal requirements.

### **Essential Questions (3-5)**

How do major events in health care history influence today's health care?

What does it mean to be a professional?

Do the educational requirements and responsibilities of health care careers vary?

What are the various facilities that employ health care workers?

Which personal characteristics and traits align with certain health care careers?

How do leadership qualities correspond with professional career choice?

How are medical ethics and legalities similar and different?

How do the current key laws and regulations relate to the health care worker's responsibilities?

In what ways does the economy influence healthcare?

**Anchor Text:**

Dynamics of Health Care in Society. Revised edition.  
Wolters Kluwer / Lippincott Williams & Wilkins. ISBN# 978-1-4511-8977-3  
Simmers DHO-Health Science. 8<sup>th</sup> ed. Cengage. ISBN# 978-1-305-50951-1

**Short and informational Texts (3-5)**

Bureau of Labor and Statistics. *Occupational Outlook Handbook*. [www.bls.gov/oco/oco2003.htm](http://www.bls.gov/oco/oco2003.htm)  
Luscombe, Stephen. *The History of Medicine: Pre-history*. [www.britishempire.co.uk/boniface/humanites/history/year10/prehistoric.html](http://www.britishempire.co.uk/boniface/humanites/history/year10/prehistoric.html)  
Scott, Patrick. *Edward Jenner and Discovery of Vaccination*. <http://www.sc.edu/libray/spcoll/nathis/jenner.html>  
Heron E. *Tending Live: Nurses on the Medical Front*. New York: Ivy Books (Ballantine/Random House), 1998.  
American Medical Association. *Careers in Health Care*. <http://www.ama-assn.org/ama/pub/education-careers-health-care-shtml>  
Radiological Society of North America. *Radiology in Motion*. <http://www.radiology-info.org/en/video/index.cfm>  
Koenig HG, Larson DB. *Use of hospital services, religious attendance and religious affiliation*. [www.ncbi.nlm.nih.gov/pubmed/9786287](http://www.ncbi.nlm.nih.gov/pubmed/9786287)  
<http://www.nejm.org/medical-research/medical-ethics>  
[www.news-medical.net/news/20170605/Doctors-debate-about-physician-assisted-suicide.asp](http://www.news-medical.net/news/20170605/Doctors-debate-about-physician-assisted-suicide.asp)

**Expected Proficiencies of the Unit:**

- Name cultural and ethnic differences that you may encounter in the workplace and explain how they may relate to health care.
- Identify differences among individuals based on socioeconomic factors, age and religion.
- Describe how people of different races and cultures vary physically and psychologically.
- Give examples of cultural differences involving reactions to pain, gender roles, time orientation and food/nutrition preferences.
- Describe examples of diverse health care practices, including natural remedies and complementary and alternative treatments.

**Vocabulary**

Acculturation  
Cultural assimilation  
Cultural diversity  
Culture  
Dominant group  
Ethnicity

Ethnocentrism  
Folk medicine  
Hereditary  
Immigrate  
Minority group  
Race  
Subculture

### Formative & Summative Assessments-

Quizzes (4-6)  
EXAMs (2)

#### **PROJECTS REQUIRED:**

Research career-include educational requirements, personal characteristics, roles responsibilities, salary, and facility to work.  
Create a brochure or employment.  
Timeline-- Include key events in medical history.

#### **OPTIONAL:**

Interview a famous medical figure: utilizing a “talk-show” or news program interview process. Include key points of figure and happenings of period.  
Role playing for leadership-communication techniques.  
Debate between assisted physician suicide and euthanasia. (or another current topic)  
Using your parents, grandparents’ other family members, interview them regarding folk and traditional health care remedies.  
Current event research a **current** topic pertaining to medical ethics and law and summarize it.

[www.nih.gov](http://www.nih.gov),

Classroom for assignments and quizzes,  
Newsela, Quizizz, Smartboard activities

**Suggested Time Frame:**

**1 week**

<b>Content Area:</b>	<b>Academy of Health Sciences I</b>	<b>Grade(s)</b>	<b>9</b>
<b>Unit Plan Title:</b>	<b>Health Careers Exploration- Teamwork and Leadership</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
<p>HL.2.1: Explain systems theory as it applies to the health care environment.</p> <p>HL2.2: Explain the concept of system change as it applies to the health care environment.</p> <p>HL2.4: Identify and explain the key system of the health care delivery system.</p> <p>HL3.5 Describe healthy behaviors.</p> <p>HL4.1: Describe team member participation.</p> <p>HL4.2: Identify and describe health care teams.</p> <p>HL4.3: Employ communication strategies used in the delivery of quality health care.</p> <p>HL5.1: Describe legal implications affecting health care workers.</p> <p>HL5.2: Describe legal practices employed by health care workers.</p> <p>HL6.1: Describe legal and ethical boundaries in health care delivery.</p> <p>HL6.2: Describe ethical practice as it applies to health care delivery.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP1. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Role model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>9.3 HLC02. Communications: Use oral and written communications skills in creating, expressing and interpreting information and ideas including technical terminology and information.</p> <p>9.3 HLC08.01 Health care workers will understand the legal responsibilities, limitations, and implications of their actions within the health care delivery setting in order to deliver services within legal requirements.</p>			
<b>Essential Questions (3-5)</b>			

How do major events in health care history influence today's health care?  
What does it mean to be a professional?  
Do the educational requirements and responsibilities of health care careers vary?  
What are the various facilities that employ health care workers?  
Which personal characteristics and traits align with certain health care careers?  
How do leadership qualities correspond with professional career choice?  
How are medical ethics and legalities similar and different?  
How do the current key laws and regulations relate to the health care worker's responsibilities?  
In what ways does the economy influence healthcare?

#### **Anchor Text:**

Dynamics of Health Care in Society. Revised edition.  
Wolters Kluwer / Lippincott Williams & Wilkins. ISBN# 978-1-4511-8977-3  
Simmers DHO-Health Science. 8<sup>th</sup> ed. Cengage. ISBN# 978-1-305-50951-1

#### **Short and informational Texts (3-5)**

Bureau of Labor and Statistics. *Occupational Outlook Handbook*. [www.bls.gov/oco/oco2003.htm](http://www.bls.gov/oco/oco2003.htm)  
Luscombe, Stephen. *The History of Medicine: Pre-history*. [www.britishempire.co.uk/boniface/humanites/history/year10/prehistoric.html](http://www.britishempire.co.uk/boniface/humanites/history/year10/prehistoric.html)  
Scott, Patrick. *Edward Jenner and Discovery of Vaccination*. <http://www.sc.edu/libray/spcoll/nathis/jenner.html>  
Heron E. *Tending Live: Nurses on the Medical Front*. New York: Ivy Books (Ballantine/Random House), 1998.  
American Medical Association. *Careers in Health Care*. <http://www.ama-assn.org/ama/pub/education-careers-health-care-shtml>  
Radiological Society of North America. *Radiology in Motion*. <http://www.radiology-info.org/en/video/index.cfm>  
Koenig HG, Larson DB. *Use of hospital services, religious attendance and religious affiliation*. [www.ncbi.nlm.nih.gov/pubmed/9786287](http://www.ncbi.nlm.nih.gov/pubmed/9786287)  
<http://www.nejm.org/medical-research/medical-ethics>  
[www.news-medical.net/news/20170605/Doctors-debate-about-physician-assisted-suicide.asp](http://www.news-medical.net/news/20170605/Doctors-debate-about-physician-assisted-suicide.asp)

#### **Expected Proficiencies of the Unit:**

Explain the characteristics of effective teams.  
Characterize the elements of team structure  
List tips for effective teamwork  
Explain how to manage conflict  
Define leadership skills, styles and responsibilities

### **Vocabulary**

Autocratic leadership  
Conflict  
Democratic leadership  
Directive leadership  
Group dynamics  
Health care team  
Laissez-faire leadership  
Leadership  
Multidisciplinary team  
Nondirective leadership  
Teamwork

### **Formative & Summative Assessments-**

Quizzes (4-6)

EXAMs (2)

#### **PROJECTS REQUIRED:**

Research career-include educational requirements, personal characteristics, roles responsibilities, salary, and facility to work.

Create a brochure or employment.

Timeline-- Include key events in medical history.

#### **OPTIONAL:**

Interview a famous medical figure: utilizing a “talk-show” or news program interview process. Include key points of figure and happenings of time period.

Role playing for leadership-communication techniques.

Debate between assisted physician suicide and euthanasia. (or another current topic)

Using your parents, grandparents’ other family members, interview them regarding folk and traditional health care remedies.

Current event research a **current** topic pertaining to medical ethics and law and summarize it.

### **Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

[www.nih.gov](http://www.nih.gov),

Classroom for assignments and quizzes,

Newsela, Quiziz, Smartboard activities

<b>Suggested Time Frame:</b>	<b>1 week</b>
------------------------------	---------------

<b>Content Area:</b>	<b>Academy of Health Sciences I</b>	<b>Grade(s)</b>	<b>9</b>
----------------------	-------------------------------------	-----------------	----------

<b>Unit Plan Title:</b>	<b>Health Careers Exploration- Health Care Communication-</b>
-------------------------	---

<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>
--

HL.2.1: Explain systems theory as it applies to the health care environment.  
HL2.2: Explain the concept of system change as it applies to the health care environment.  
HL2.4: Identify and explain the key system of the health care delivery system.  
HL3.5 Describe healthy behaviors.  
HL4.1: Describe team member participation.  
HL4.2: Identify and describe health care teams.  
HL4.3: Employ communication strategies used in the delivery of quality health care.  
HL5.1: Describe legal implications affecting health care workers.  
HL5.2: Describe legal practices employed by health care workers.  
HL6.1: Describe legal and ethical boundaries in health care delivery.  
HL6.2: Describe ethical practice as it applies to health care delivery.  
CRP1. Act as a responsible and contributing citizen and employee.  
CRP1. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP9. Role model integrity, ethical leadership and effective management.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.  
9.3 HLC02. Communications: Use oral and written communications skills in creating, expressing and interpreting information and ideas including technical terminology and information.

9.3 HLC08.01 Health care workers will understand the legal responsibilities, limitations, and implications of their actions within the health care delivery setting in order to deliver services within legal requirements.

### Essential Questions (3-5)

How do major events in health care history influence today's health care?  
What does it mean to be a professional?  
Do the educational requirements and responsibilities of health care careers vary?  
What are the various facilities that employ health care workers?  
Which personal characteristics and traits align with certain health care careers?  
How do leadership qualities correspond with professional career choice?  
How are medical ethics and legalities similar and different?  
How do the current key laws and regulations relate to the health care worker's responsibilities?  
In what ways does the economy influence healthcare?

### Anchor Text:

Dynamics of Health Care in Society. Revised edition.  
Wolters Kluwer / Lippincott Williams & Wilkins. ISBN# 978-1-4511-8977-3  
Simmers DHO-Health Science. 8<sup>th</sup> ed. Cengage. ISBN# 978-1-305-50951-1

### Short and informational Texts (3-5)

Bureau of Labor and Statistics. *Occupational Outlook Handbook*. [www.bls.gov/oco/oco2003.htm](http://www.bls.gov/oco/oco2003.htm)  
Luscombe, Stephen. *The History of Medicine: Pre-history*. [www.britishempire.co.uk/boniface/humanites/history/year10/prehistoric.html](http://www.britishempire.co.uk/boniface/humanites/history/year10/prehistoric.html)  
Scott, Patrick. *Edward Jenner and Discovery of Vaccination*. <http://www.sc.edu/libray/spcoll/nathis/jenner.html>  
Heron E. *Tending Live: Nurses on the Medical Front*. New York: Ivy Books (Ballantine/Random House), 1998.  
American Medical Association. *Careers in Health Care*. <http://www.ama-assn.org/ama/pub/education-careers-health-care-shtml>  
Radiological Society of North America. *Radiology in Motion*. <http://www.radiology-info.org/en/video/index.cfm>  
Koenig HG, Larson DB. *Use of hospital services, religious attendance and religious affiliation*. [www.ncbi.nlm.nih.gov/pubmed/9786287](http://www.ncbi.nlm.nih.gov/pubmed/9786287)  
<http://www.nejm.org/medical-research/medical-ethics>  
[www.news-medical.net/news/20170605/Doctors-debate-about-physician-assisted-suicide.aspz](http://www.news-medical.net/news/20170605/Doctors-debate-about-physician-assisted-suicide.aspz)

### Expected Proficiencies of the Unit:

Explain how the communication process is important in health care

Differentiate among the three most common modes of communication and how they are used in health care.

Describe the different methods and types of patient communication

Explain the importance of accuracy and security in health care recording and reporting.

Identify the most common communication challenges in health care and know how to overcome them.

Use good telephone manners in communication.

### **Vocabulary**

Body language

Channel of communication

Chronological organization

Clarification

Communication

Comparison organization

Feedback

Kinesics

Message

Non-language sounds

Paraphrasing

Problem-oriented organization

Proxemics

Reflecting

Source

**Formative & Summative Assessments-**

Quizzes (4-6)

EXAMs (2)

**PROJECTS REQUIRED:**

Research career-include educational requirements, personal characteristics, roles responsibilities, salary, facility to work.

Create a brochure or employment.

Timeline-- Include key events in medical history.

**OPTIONAL:**

Interview a famous medical figure: utilizing a “talk-show” or news program interview process. Include key points of figure and happenings of time period.

Role playing for leadership-communication techniques.

Debate between assisted physician suicide and euthanasia. (or another current topic)

Using your parents, grandparents’ other family members, interview them regarding folk and traditional health care remedies.

Current event, research a **current** topic pertaining to medical ethics and law and summarize it.

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

[www.nih.gov](http://www.nih.gov),

Classroom for assignments and quizzes,

Newsela, Quizizz, Smartboard activities

**Suggested Time Frame:**

**1 week**

**Content Area:**

**Academy of Health Sciences I**

**Grade(s)**

**9**

**Unit Plan Title:**

**Health Careers Exploration- Health Care Economics**

**NJSLS/CCTC Standard(s) Addressed in this unit**

HL.2.1: Explain systems theory as it applies to the health care environment.

HL2.2: Explain the concept of system change as it applies to the health care environment.

HL2.4: Identify and explain the key system of the health care delivery system.

HL3.5 Describe healthy behaviors.

HL4.1: Describe team member participation.  
HL4.2: Identify and describe health care teams.  
HL4.3: Employ communication strategies used in the delivery of quality health care.  
HL5.1: Describe legal implications affecting health care workers.  
HL5.2: Describe legal practices employed by health care workers.  
HL6.1: Describe legal and ethical boundaries in health care delivery.  
HL6.2: Describe ethical practice as it applies to health care delivery.  
CRP1. Act as a responsible and contributing citizen and employee.  
CRP1. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP9. Role model integrity, ethical leadership and effective management.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.  
9.3 HLC02. Communications: Use oral and written communications skills in creating, expressing and interpreting information and ideas including technical terminology and information.  
9.3 HLC08.01 Health care workers will understand the legal responsibilities, limitations, and implications of their actions within the health care delivery setting in order to deliver services within legal requirements.

### **Essential Questions (3-5)**

How do major events in health care history influence today's health care?  
What does it mean to be a professional?  
Do the educational requirements and responsibilities of health care careers vary?  
What are the various facilities that employ health care workers?  
Which personal characteristics and traits align with certain health care careers?  
How do leadership qualities correspond with professional career choice?  
How are medical ethics and legalities similar and different?  
How do the current key laws and regulations relate to the health care worker's responsibilities?  
In what ways does the economy influence healthcare?

**Anchor Text:**

Dynamics of Health Care in Society. Revised edition.  
Wolters Kluwer / Lippincott Williams & Wilkins. ISBN# 978-1-4511-8977-3  
Simmers DHO-Health Science. 8<sup>th</sup> ed. Cengage. ISBN# 978-1-305-50951-1

**Short and informational Texts (3-5)**

Bureau of Labor and Statistics. *Occupational Outlook Handbook*. [www.bls.gov/oco/oco2003.htm](http://www.bls.gov/oco/oco2003.htm)  
Luscombe, Stephen. *The History of Medicine: Pre-history*. [www.britishempire.co.uk/boniface/humanites/history/year10/prehistoric.html](http://www.britishempire.co.uk/boniface/humanites/history/year10/prehistoric.html)  
Scott, Patrick. *Edward Jenner and Discovery of Vaccination*. <http://www.sc.edu/libray/spcoll/nathis/jenner.html>  
Heron E. *Tending Live: Nurses on the Medical Front*. New York: Ivy Books (Ballantine/Random House), 1998.  
American Medical Association. *Careers in Health Care*. <http://www.ama-assn.org/ama/pub/education-careers-health-care-shtml>  
Radiological Society of North America. *Radiology in Motion*. <http://www.radiology-info.org/en/video/index.cfm>  
Koenig HG, Larson DB. *Use of hospital services, religious attendance and religious affiliation*. [www.ncbi.nlm.nih.gov/pubmed/9786287](http://www.ncbi.nlm.nih.gov/pubmed/9786287)  
<http://www.nejm.org/medical-research/medical-ethics>  
[www.news-medical.net/news/20170605/Doctors-debate-about-physician-assisted-suicide.asp](http://www.news-medical.net/news/20170605/Doctors-debate-about-physician-assisted-suicide.asp)

**Expected Proficiencies of the Unit:**

- Identify various types of health care institutions.
- Define the most common health care payment methods
- Characterize the significance of managed care.
- Identify the purpose of cost containment
- Recognize the importance of health care economics.

**Vocabulary**

- Co-insurance
- Co-pay
- Deductible
- Diagnostic related groups.
- Direct payment
- Flexible spending account

Gatekeeper  
Government institution  
Government plan  
Health care cost containment  
Health maintenance organization plan (HMO)  
Health savings account  
In-network provider  
Managed care  
Medicaid  
Medicare  
Out-of-network provider  
Premium  
Private insurance  
Proprietary institution  
TRICARE  
Utilization review  
Voluntary nonprofit institution

**Formative & Summative Assessments-**

Quizzes (4-6)

EXAMs (2)

**PROJECTS REQUIRED:**

Research career-include educational requirements, personal characteristics, roles responsibilities, salary, facility to work.

Create a brochure or employment.

Timeline-- Include key events in medical history.

**OPTIONAL:**

Interview a famous medical figure: utilizing a “talk-show” or news program interview process. Include key points of figure and happenings of time period.

Role playing for leadership-communication techniques.

Debate between assisted physician suicide and euthanasia. (or another current topic)

Using your parents, grandparents’ other family members, interview them regarding folk and traditional health care remedies.

Current event, research a current topic pertaining to medical ethics and law and summarize it.

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

[www.nih.gov](http://www.nih.gov),

Classroom for assignments and quizzes,

Newsela, Quizizz, Smartboard activities

**Suggested Time Frame:**

**1 week**

### III. Instructional Strategies:

A combination of various instructional strategies is used based on students learning styles and the subject content. Examples of those strategies are:

Collaborating with teammates to complete projects.

Discussing text materials, newspaper articles, supplementary materials, PowerPoint presentations and videos.

Reading materials from a variety of reliable sources.  
 Role playing authentic situations.  
 Watching and responding to videos and presentations.  
 Brainstorming to solve critical issues in the project.  
 Researching various health care topics.  
 Providing peers with constructive feedback  
 Culminating projects

#### IV. Scope and Sequence:

**Key I-Introduced D-Developed R-Reinforced M-Mastered**

	9	10	11	12
Define the term <i>body mechanics</i> as it is used.	I D R	R M	R M	M
Use correct body mechanics while doing procedures in the clinical and medical office areas.	I D	D R	R M	R M
Observe all regulations for patient's safety while performing procedures on a student partner in the clinical area / or any area.	I D	D R	R M	R M
Explain the basic principles of health care.	I D	D R	R M	<u>M</u>
Explain the importance of our government agencies and how important it is to stay in the guidelines.	I D	D R	R M	M
Demonstrate skills pertaining to safety.	I R	D R	D R M	R M
Apply and remove of personal protective equipment (PPE)	I R M	M	M	M
Demonstrate the proper use of a wheelchair for the safety of both the patient and the health care provider.			I R	D R M
Define the term <i>body mechanics</i> as it is used.	I R M	R M	M	M
Use correct body mechanics while doing procedures in the clinical and medical office areas.	I D	D R	D R M	M
Observe all regulations for patient's safety while performing procedures on a student partner in the clinical area / or any area.	I R	D R	D R M	R M

Explain the basic principles of health care.	I D	D R	D R M	R M
Explain the importance of our government agencies and how important it is to stay in the guidelines.	I R	D R	D R	R M
Demonstrate skills pertaining to safety.	I D R	D R	R M	R M
Outline how infectious diseases are transmitted. (chain of infection)	<u>I D</u>	R M	R M	R M
Explain how to prevent the spread of infectious diseases and the techniques.	I D	D R	R M	R M
Outline the difference in all the methods and levels of standard precautions used in healthcare.	I R	D R	D R	R M
Proficient in demonstrating skills pertaining to environmental health. (hand washing)	I D R M	R M	R M	R M
Understanding the main classes of microorganisms	I R	D R	D R	R M
Explain how to prevent the spread of infectious diseases and the techniques.	I D R	D R	R M	<u>M</u>
Outline the difference in all the methods and levels of standard precautions used in healthcare.	I D	D R	R M	M
Proficient in demonstrating skills pertaining to environmental health. (hand washing)	I D R	D R M	R M	R M
Define the terms anatomy and physiology	I D	D R M	M	M
Describe the relationship between structure and function	I D	D R M	M	M
Identify 12 body systems (integumentary, skeletal, muscular, nervous, special senses, endocrine, cardiovascular, respiratory, immune, digestive, urinary, reproductive)	I D	I D R	D R M	D R M
Describe the hierarchy or organization within the body systems	I D	I D R	D R M	D R M
Summarize basic properties of cells	I D	D R	D M	D M
Explain the concept of homeostasis and feedback mechanisms	I D	D R	R M	M
Describe basic medical terms to define disease	I D R	I D R	D R	R M
Differentiate and distinguish look alike word parts and medical terms	I R	D R	R M	R M
Identify and describe the functions and structures of the integumentary. Recognize, define, spell and pronounce the primary terms related to the structures and function, pathology, and the diagnostic and treatment procedures of the skin.	I R	R	D R	D R M

Recognize, define, spell, and pronounce the primary terms related to the structures and function, pathology, and the diagnostic and treatment procedures of hair, nails and sebaceous glands	I R	R	D R	D R M
Introduce and practice temperature taking skills including rationale.	I D R	R	R M	M
Identify and describe the major functions and structures of the skeletal system	I D	R	D R M	M
Differentiate between the axial and appendicular skeletons	I D R	R	D R M	M
Recognize, define, spell, and pronounce the primary terms related to the pathology and the diagnostic and treatment procedures of the skeletal system.	I D R	R	D R M	M
Describe the functions and structures of the nervous system.	I D R	D R	D M	M
Identify the major divisions of the nervous system and describe the structure of each by location and function	I D R	D R	D R M	M
Recognize, define, spell and pronounce the primary terms related to the pathology and the diagnostic treatment procedures of the nervous system	I D R	D R	D R M	M
Describe the functions and structures of the muscular system, including the three types of muscle, fibers, fascia and tendons	I D R	R	D R M	M
Describe the functions and structures of the muscular system, including the three types of muscle, fibers, fascia and tendons.	I D R	R	D R M	M
Recognize, define, pronounce and spell the primary terms related to muscle movements, and explain how the muscles are named. Recognize, define, pronounce and spell the primary terms related to the pathology and the diagnostic and treatment procedures of the muscular system.	I D R	R	D R M	M
Describe the functions and structures of the eyes and their accessory structures.	I D R	R	D R M	M

Recognize define, spell and pronounce the primary terms related to the structures and function, pathology and the diagnostic and treatment procedures of the ears and hearing.	I D R	R	D R M	M
Recognize the importance of major health care events throughout the ages	I D R	R	D R M	M
Characterize the most common health care practices during various eras of history	I D R	D R	D R M	M
Discuss the importance of key figures in medical history	I D R	D M	D R M	M
Describe occupations in each of the main pathways in terms of education and employment-related characteristics.	I D R	I D R	D R	R M
Explore the impact of the emergence of the scientific method on medical research practice				
Compare and contrast registration, licensure and certification.	I D R	D R	R M	R M
Identify professional organizations.	I D	D R	D R M	D R M
Recognize personal qualities and skills that are important for health care providers	I D	D R	D R	R M
List professional attributes that benefit all health care workers.	I D	D R	R M	M
Identify important values in health care.	I D R	D R M	R M	M
Recognize the importance of good health behaviors, personal hygiene, and grooming for the health care professional	I R	D R	R M	M
Understand health care-related laws	I D	D R	R M	M
Realize the difference between intentional and unintentional torts.	I R	D R	R M	M
Explain the importance of protecting patients' rights.	I D	D R	D R M	M
Identify ethical principles and decision making.	I R	D R	D R M	M
Discuss the ethical codes for health care professionals.	I R	D R	R M	M
Name cultural and ethnic differences that you may encounter in the workplace and explain how they may relate to health care	I	D R	D R M	R M
Identify differences among individuals based on socioeconomic factors, age and religion	I	D R	R M	R M
Describe how people of different races and cultures vary physically and psychologically	I D	D R	R M	M
Give examples of cultural differences involving reactions to pain, gender roles, time orientation and food/nutrition preferences.	I D	D R	R M	M

Describe examples of diverse health care practices, including natural remedies and complementary and alternative treatments	I D	R	R	R M
Explain the characteristics of effective teams.	I	D R	R M	R M
Characterize the elements of team structure	I	D R	R M	R M
List tips for effective teamwork	I	D R	D R	R M
Explain how to manage conflict	I	D R	D R	R M
Define leadership skills, styles and responsibilities	I	D R	D R	R M
Explain how the communication process is important in health care	I D	D R	R M	R M
Differentiate among the three most common modes of communication and how they are used in health care	I D	D R	R M	M
Describe the different methods and types of patient communication	I R	D R	R M	M
Identify the most common communication challenges in health care and know how to overcome them.	I	D R	R M	M
Use good telephone manners in communication.	I	R	D R	R M
Identify various types of health care institutions.	I D	D R	R M	R M
Identify the purpose of cost containment	I	D R	R M	R M
Recognize the importance of health care economics	I D	D R	R M	M
Characterize the significance of managed care.	I D	R	R	D R M

## V. Complete List of Course Textbooks, Instructional Resources & Software:

Dynamics of Health Care in Society. Revised edition, Wolters Kluwer / Lippincott Williams & Wilkins. ISBN# 978-1-4511-8977-3

Simmers DHO-Health Science. 8<sup>th</sup> ed. Cengage. ISBN# 978-1-305-50951-1

Medical Terminology for Health Professions 8<sup>th</sup> ed., Ann Erlich & Carol L. Schroeder ISBN13: 978-1-111-54327-3  
Delmar Cengage

## **VI. Student Handout:**

### **A. Course Description:**

The first-year course of the Academy of Health Sciences is designed to expose the student to all aspects of a career in healthcare. It is divided into 4 major sections to build a strong foundation of medical knowledge. Each part is created to enhance and compliment the next. It begins with a topic which is the basis of all healthcare careers; infection control and safety. *Environmental Health and Safety* introduces and explains theory and practical skills to prevent the spread of infection and promote safety among healthcare workers and their patients. It includes a 10-hour OSHA hybrid lesson which will culminate with state certification from OSHA. Once this is complete, *Introduction to Medical Terminology* will follow with an introduction of medical terminology including anatomical organization of the body, word construction and basic medical terms. This introduction of medical terminology will be a prerequisite to *Anatomy and Physiology I & Medical Terminology I. (A&PI /MT I)*.

*A&PI /MTI* is the key component of last part of the Medical Arts I curriculum. It is designed to introduce students to basic knowledge of medical terminology needed to pursue a career and / or further education in the healthcare profession. It will include key terms related to the study of body systems, anatomy, physiology, medical processes and procedures and a variety of diseases. Embracing the students with a comprehensive knowledge of word construction, definition, and the use of terms related to all areas of medical science is a key objective of this course. Several body systems and the corresponding medical terminology related to the systems will be addressed in this medically focused curriculum including: integumentary, skeletal, muscular, neurological, special senses. This includes not only normal form and function, but disorders, diseases, diagnostics and treatments as well. It is also a prerequisite to be expanded upon sophomore year in *A&PII /MT II*.

*Health Career Exploration* is the final topic which includes health care history, systems and economics, and a diverse sampling of career pathways. Furthermore, the course addresses: professionalism, leadership, law, ethics, communication and cultural diversity. Career ready practical skills such as proper body mechanics, aseptic hand washing, proper sanitization of body fluids, donning and doffing personal protective equipment (PPE), and temperature taking (oral, electronic, digital tympanic, temporal) will also be implemented and practiced over this dynamic course of study.

## B. Proficiencies:

Define the term *body mechanics* as it is used.

Use correct body mechanics while doing procedures in the clinical and medical office areas.

Observe all regulations for patient's safety while performing procedures on a student partner in the clinical area / or any area.

Explain the basic principles of health care.

Explain the importance of our government agencies and how important it is to stay in their guidelines.

Demonstrate skills pertaining to safety.

Apply and remove of personal protective equipment (PPE)

Demonstrate the proper use of a wheelchair for the safety of both the patient and the health care provider.

Outline how infectious diseases are transmitted. (chain of infection)

Explain how to prevent the spread of infectious diseases and the techniques.

Outline the difference in all the methods and levels of standard precautions used in healthcare.

Proficient in demonstrating skills pertaining to environmental health. (hand washing)

Understanding the main classes of microorganisms.

Label body planes, cavities, regions and quadrants.

Identify the organs found in each cavity and quadrant.

Define and discuss the uses of anatomic position and direction.

Identify the roles of prefix, suffix, word roots and combining forms.

Recognize the importance of spelling medical terms correctly.

Recognize, define, spell and correctly pronounce primary medical terms

Define the terms anatomy and physiology

Describe the relationship between structure and function

Identify 12 body systems

(integumentary, skeletal, muscular, nervous, special senses, endocrine, cardiovascular, respiratory, immune, digestive, urinary, and reproductive).

Describe the hierarchy or organization within the body systems

Summarize basic properties of cells

Explain the concept of homeostasis and feedback mechanism

Describe basic medical terms to define disease

Differentiate and distinguish look alike word parts and medical terms

Identify the units of basic human structure:

Explain the relationship among cell, tissues, organs and systems

Identify the parts of a cell

Explain the structures and functions of a cell.

Differentiate between adult and embryonic stem cells.

Differentiate and distinguish look alike word parts and medical terms.

Identify and describe the functions and structures of the integumentary.

Recognize, define, spell and pronounce the primary terms related to the structures and function, pathology, and the diagnostic and treatment procedures of the skin.

Recognize, define, spell, and pronounce the primary terms related to the structures and function, pathology, and the diagnostic and treatment procedures of hair, nails and sebaceous glands.

Introduce and practice temperature taking skills including rationale.

Identify and describe the major functions and structures of the skeletal system.

Differentiate between the axial and appendicular skeletons

Recognize, define, spell, and pronounce the primary terms related to the pathology and the diagnostic and treatment procedures of the skeletal system.

Describe the functions and structures of the nervous system.

Identify the major divisions of the nervous system and describe the structure of each by location and function.

Recognize, define, spell and pronounce the primary terms related to the pathology and the diagnostic treatment procedures of the nervous system

Describe the functions and structures of the muscular system, including the three types of muscle, fibers, fascia and tendons.

Recognize, define, pronounce and spell the primary terms related to muscle movements, and explain how the muscles are named.

Recognize, define, pronounce and spell the primary terms related to the pathology and the diagnostic and treatment procedures of the muscular system.

Describe the functions and structures of the eyes and their accessory structures.

Recognize define, spell and pronounce the primary terms related to the structures and function, pathology, and the diagnostic and treatment and procedures of the eyes and vision.

Describe the functions and structures of the ears.

Recognize, define, spell and pronounce the primary terms related to the structures and function, pathology and the diagnostic and treatment procedures of the ears and hearing.

Recognize the importance of major health care events throughout the ages

Characterize the most common health care practices during various eras of history

Discuss the importance of key figures in medical history

Describe the trends and potential advances in health care treatments over the next few decades and identify associated careers that may emerge.

Explore the impact of the emergence of the scientific method on medical research practice.

Identify major health care facilities and the purpose of each.

List and explain trends that influence health care.

Identify the main career pathways within the health care field.

Describe occupations in each of the main pathways in terms of education and employment-related characteristics.

Explore and identify employment opportunities and trends throughout the nation.

Compare and contrast registration, licensure and certification.

Identify professional organizations.

Recognize personal qualities and skills that are important for health care providers

List professional attributes that benefit all health care workers.

Describe values and how they are developed.

Identify important values in health care.

Recognize the importance of good health behaviors, personal hygiene, and grooming for the health care professional

Understand health care-related laws

Realize the difference between intentional and unintentional torts.

Explain the importance of protecting patients' rights.

Identify ethical principles and decision making.

Discuss the ethical codes for health care professionals.

Name cultural and ethnic differences that you may encounter in the workplace and explain how they may relate to health care.

Identify differences among individuals based on socioeconomic factors, age and religion.

Describe how people of different races and cultures vary physically and psychologically.

Give examples of cultural differences involving reactions to pain, gender roles, time orientation and food/nutrition preferences.

Describe examples of diverse health care practices, including natural remedies and complementary and alternative treatments.

Explain the characteristics of effective teams.

Characterize the elements of team structure

List tips for effective teamwork

Explain how to manage conflict

Define leadership skills, styles and responsibilities

Explain how the communication process is important in health care

Differentiate among the three most common modes of communication and how they are used in health care.

Describe the different methods and types of patient communication

Identify the most common communication challenges in health care and know how to overcome them.

Use good telephone manners in communication.

Identify various types of health care institutions.

Identify the purpose of cost containment

Recognize the importance of health care economics.

Characterize the significance of managed care.