**COURSE DESCRIPTION**

**Course Title: Health-Medical Assisting**

**Course Number:** 00928AM 00978PM (CIP Code 51.0899)

**Course Prerequisites:** Grade 10 grade students are required to have earned 6 credits in 9th grade. Grade 11 students entering the program are required to have earned 12 credits in Grades 9 and 10.

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| **Course Description:** This is a program with a combination of subject matter and experiences designed to prepare individuals for entry level employment in a minimum of three related health occupations under the supervision of a licensed health care professional. Instruction consists of core course content with clinical experiences in one or two health related occupations. The core curriculum consists of planned courses for introduction of health careers, basic anatomy and physiology, medical terminology, legal and ethical aspects of health care and communications, and at least three planned courses for the knowledge and skills for the occupational area such as medical assisting, ward clerk, nursing assisting. |  |

**Suggested Grade Level**: Grades 10-12

**Length of Course:** Two Semesters

**Units of Credit:** Choose an item.

 **Three (3) elective credits per year (Up to nine credits)**

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

#13: Emergency Certification

#66: Vocational Instruction & Vocational Intern Certification

#7: level II (Permanent Certification)

Occupational competency area – Health Assistant 2202

Occupational Competency Evaluation – Credential Review

To find the CSPG information, go to [CS10th PG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** [x] Yes [ ] No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

[x] F – Final Average [x] MP – Marking Period [x] EXM – Final Exam

**GPA Type**: [ ]  GPAEL-GPA Elementary [ ]  GPAML-GPA for Middle Level [x]  NHS-National Honor Society

[x]  UGPA-Non-Weighted Grade Point Average [x]  GPA-Weighted Grade Point Average

**State Course Code**: 14202

To find the State Course Code, go to [State Course Code](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:**  Simmers DHO Health Science 9th Ed.

**Publisher:** Cengage Learning

**ISBN #:**  978-0357419997

**Copyright Date:** 2021

**WCSD Board Approval Date:** Click or tap here to enter text.

**Supplemental Materials:**

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:**

**Date Approved:**  Click or tap to enter a date.

**Implementation Year:** Click or tap here to enter text.

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**Industry or Other Standards:**

 **AED Essentials – American Red Cross**

 **First Aid – American Red Cross**

 **Infant and Child CPR – American Red Cross**

 **OSHA Certification - CareerSafe**

**SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS**

**Competency Task List**

**Year One: (36 weeks)**

Health Care Concepts/Professionalism- 2 weeks

Communication Skills- 2 weeks

Safety and Infection Control- 2 weeks

Microorganism and Infection control- 2 weeks

Body System & Related Skills- 14 weeks

Personal Hygiene and care of patient- 4 weeks

Medical Terminology- 4 weeks

Special Care, Emergency Care and Disaster Preparedness- 6 weeks

**Year Two: (36 weeks)**

Health Care documentation, Ethics, Laws- 3 weeks

Medical Documentation- Diseases/Terminology- 3 weeks

Immune System and Infection control – 6 weeks

Intercultural Health Care- 2 weeks

Anatomy, Physiology and Terminology- 10 weeks

Intro. To Allied Health Careers- 4 weeks

Medical Assisting- 5 weeks

Death and Dying-3 weeks

**Year Three (36 Weeks)**

Health Care Concepts II- 3 weeks

Reproductive system, Pregnancy, labor and delivery- 3 weeks

Human needs, Growth and development- 5 weeks

Mental health- 4 weeks

Advanced anatomy and physiology- 5 weeks

Clinical experience- 8 weeks

Nutrition and hydration- 5 weeks

Soft skill development- 3 weeks.

**Total 1,080 Hours**

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| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Year Taught**  |
| Justify the selection of a career. | 13.1.11D | Year 1-2-3 |
| Analyze and evaluate complex technical tasks using sophisticated processes. | 13.2.11B | Year 1-2-3 |
| Identify sources of health, safety and regulatory practices and their effect on the work environment. | 13.2.11D | Year 1-2-3 |
| Analyze Performance-based assessments components. | 13.2.11F | Year 1-2-3 |
| Analyze the need for manipulative/motor skills. | 13.2.11G | Year 1-2-3 |
| Analyze work habits needed to advance within a career. | 13.3.11A | Year 1-2-3 |
| Apply properties of rational and irrational numbers to solve real world or mathematical problems. | 2.1.F.2 | Year 1-2-3 |
| Use units as a way to understand problems and to guide the solution of multi-step problems | 2.1.F.4 | Year 1-2-3 |
| Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. | 2.1.F.5 | Year 1-2-3 |
| Extend the knowledge of arithmetic operations and apply to complex numbers. | 2.1.F.6 | Year 1-2-3 |
| Cite specific textural evidence, etc. . | 3.5.11-12A | Year 1-2-3 |
| Determine the central ideas or conclusions of a text. | 3.5.11-12B | Year 1-2-3 |
| Follow precisely a complex multi-step procedure, etc. | 3.5.11-12-C | Year 1-2-3 |
| Determine the meaning of symbols, key terms and other domain specific words | 3.5.11-12D | Year 1-2-3 |
| Analyze the structure of the relationships among concepts in a text | 3.5.11-12E | Year 1-2-3 |
| Analyze the author’s purpose in providing an explanation describing procedure. | 3.5.11-12F | Year 1-2-3 |
| Integrate and evaluate multiple sources of information presented in a diverse format to solve a problem. | 3.5-11-12G | Year 1-2-3 |
| Evaluate the hypothesis, data analysis and conclusion in a technical text, verifying data when possible. | 3.5.11-12H | Year 1-2-3 |
| Synthesize information from a range of sources into a coherent understanding. | 3.5.11-12I | Year 1-2-3 |
| By the end of grade 12, read and comprehend technical texts independently and proficiently. | 3.5.11-12J | Year 1-2-3 |

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| **100 Safety** |  |  |
| Identify safety measures that prevent accident. | 101 | Year 1-2-3 |
| Follow OSHA standards which promote a safe work environment for employees. | 103 | Year 1-2-3 |
| Follow the Right to Know law and the information provided on a SDS form. | 104 | Year 1-2-3 |
| Perform body mechanics used by a health care worker when moving, lifting objects, or clients. | 105 | Year 1-2-3 |
| Transfer client from bed to chair, chair to bed, bed to stretcher, and stretcher to bed/ | 106 | Year 1-2-3 |
| Assist client with dangling, standing, and walking. | 107 | Year 1-2-3 |
| Turn and/or position client in bed, in a chair, and/or an exam table. | 108 | Year 1 -2 |
| Assist with client ambulation and use of ambulation devices, such as a gait/transfer belt. | 109 | Year 1 -2 |
| Describe the use of a mechanical lift adhering to the current governmental regulations | 110 | Year 1-2-3 |
| **200 Professionalism, Legal, and Ethical Issues** |  |  |
| Define the role, functions, and responsibilities of the health care team members. | 201 | Year 1-2-3 |
| Define the chain of command within the scope of practice of the health care team members. | 202 | Year 2 |
| Maintain personal hygiene and exhibit professional dress practices. | 205 | Year 1 |
| Identify the legal responsibilities and ethical behaviors of a health care provider. | 206 | Year 1-2-3 |
| Practice leadership and citizenship skills through participation in Career and Technical Student Organizations (CTSOs) | 209 | Year 2 |
| Modify personal behavior in response to client attitude and behaviors. | 210 | Year 1-2-3 |
| Follow documentation procedures, including charting client information. | 211 | Year 2-3 |
| Apply standards of confidentiality as required by HIPAA | 212 | Year 1-2-3 |
| Identify, report and document possible abuse and/or neglect in all health care settings. | 213 | Year 1-2-3 |
| **300 Communication** |  |  |
| Use abuse-free verbal and non-verbal communication with the health care team and clients | 301 | Year 1  |
| Communicate in a respectful, professional manner according to the client’s stage of development and cultural background | 303 | Year 1 |
| Identify physical and psychological indicators of stress in self and others. | 304 | Year 1 |
| Identify and use interpersonal conflict management skills. | 305 | Year 1 |
| Follow stress reduction techniques | 309 | Year 1-2-3 |
| **400 Infection Control** |  |  |
| Identify and explain the chain of infection | 401 | Year 1 -2 |
| Demonstrate proper hand hygiene techniques | 402 | Year 1 -2 |
| Implement the practice of standard precautions and transmission-based precautions with correct use of Personal Protective Equipment (PPE) | 403 | Year 1-2-3 |
| Follow OSHA blood borne pathogens standards pertaining to the health care industry | 404 | Year 2 |
| Differentiate between medical and surgical asepsis | 405 | Year 2 |
| **500 Emergency Care and Disaster Preparedness** |  |  |
| Demonstrate CPR skills and the proper use of an AED, including a choking victim | 501 | Year 1-2-3 |
| Perform basic first aid skills | 502 | Year 2 - 3 |
| Describe emergency response/crisis plan procedures when life threatening situations occur. | 503 | Year 3 |
| Identify potential fire hazards and procedures to use in a fire emergency. | 504 | Year 1-2-3 |
| Recognize and report emergencies immediately. | 505 | Year 1-2-3 |
| **600 Human Needs and Human Development** |  |  |
| Identify growth and development stages across the human life span | 601 | Year 1 |
| Describe how illness and disability impacts the individual across their life span | 602 | Year 2 |
| Select and implement techniques to deal with the cognitively impaired, e.g. validation, reminiscence, music therapy. | 603 | Year 3 |
| Use techniques to support gender identity and sexual choices of clients | 604 | Year 1-2-3 |
| **800 Health Care Provider Skills** |  |  |
| Provide the client with personal privacy | 801 | Year 1-2-3 |
| Demonstrate unoccupied bed making techniques according to setting | 803 | Year 1 |
| Demonstrate occupied bed making techniques  | 804 | Year 2 - 3 |
| Measure and record height and weight | 805 | Year 1 |
| Assist with client bathing, peri-care, and personal grooming while encouraging independence with ADLs. | 807 | Year 1 |
| Assist with dressing and undressing | 809 | Year 1 -2 |
| Observe and report condition of the skin, including measures to prevent decubitus ulcers, pressure sores, pressure ulcers, and bed sores. | 810 | Year 3 |
| Assist and/or administer denture and oral care for conscious and unconscious clients. | 812 | Year 1 -2 |
| Assist client with use of the bathroom, bedside commode (BSC), bedpan, and urinal. | 815 | Year 1 -2 |
| Provide catheter care and emptying of urinary drainage bag. | 816 | Year 2 - 3 |
| Measure and record body temperature using various thermometers placed on specific body sites | 818 | Year 1-2-3 |
| Measure and record various pulses | 819 | Year 1-2-3 |
| Measure and record respirations | 820 | Year 1-2-3 |
| Measure and record blood pressure | 821 | Year 1-2-3 |
| Identify parameters of blood glucose monitoring | 822 | Year 3 |
| Describe type, degree, and report client’s chest pain | 823 | Year 3 |
| Apply therapeutic compression devices (i.e. anti-embolism stockings) | 825 | Year 2 |
| Perform range of motion exercises with a client | 826 | Year 1 |
| Identify basic medical coding, billing, insurance, filing, and appointment scheduling procedures in a physical and virtual environment. | 828 | Year 3 |
| Perform methods of collection, special handling, and labeling of specimens. | 833 | Year 3 |
| Describe medication administration to a client utilizing proper medical math. | 834 | Year 2 |
| Describe how an EKG/ECG is performed and how it is used diagnostically. | 835 | Year 2 |
| Identify proper oxygen delivery methods, hazards involved with oxygen, use of a pulse oximeter, and report results. | 836 | Year 2 - 3 |
| Determine when the use of telemedicine/telehealth office visits is indicated | 838 | Year 3 |
| Perform techniques for positioning a client, e.g. supine, sims, lateral, prone, fowlers. | 839 | Year 1-2-3 |
| **900 Nutrition and Hydration** |  |  |
| List general principles of basic nutrition | 901 | Year 2- 3 |
| Identify therapeutic diets including cultural variations. | 902 | Year 1 -2 |
| Prepare and serve meal trays to clients, including fluids | 903 | Year 1 |
| Provide assistance with safe positioning and feeding techniques for dependent and sensory deprived clients | 904 | Year 3 |
| Measure and record intake and output (I&O) | 905 | Year 1-2-3 |
| Measure and record meal percentages | 906 | Year 3 |
| **1000 Basic Structures and Functions of the Human Body and Related Diseases with Associated Terminology** |  |  |
| Identify the basic structure and explain the function and disease processes for the integumentary system. | 1001 | Year 1-2-3 |
| … for the respiratory system | 1002 | Year 1-2-3 |
| … for the cardiovascular system | 1003 | Year 1-2-3 |
| … lymphatic/immune system | 1004 | Year 1-2-3 |
| … for the muscular system | 1005 | Year 1-2-3 |
| … for the skeletal system | 1006 | Year 1-2-3 |
| … for the nervous system | 1007 | Year 1-2-3 |
| … for the digestive system | 1008 | Year 1-2-3 |
| … for the urinary system | 1009 | Year 1-2-3 |
| … for the reproductive system | 1010 | Year 1-2-3 |
| … for the endocrine system | 1011 | Year 1-2-3 |
| Distinguish the various directional terms, planes, and regions of the human body. | 1013 | Year 1-2-3 |
| **1100 Death and Dying** |  |  |
| Identify feelings and attitudes concerning death | 1101 | Year 2 |
| Research how culture and religion influence attitudes toward death | 1102 | Year 3 |
| Identify the stages of grief | 1103 | Year 2 |
| Identify and report the common signs of a client approaching death | 1104 | Year 3 |
| Identify goals of hospice | 1105 | Year 2 |
| Identify various practices of postmortem care | 1106 | Year 2 - 3 |
| **1200 Medical Terminology** |  | Year 1-2-3 |
| Define and differentiate between root words, prefixes, and suffixes | 1201 | Year 1-2-3 |
| Identify the meaning of medical abbreviations | 1202 | Year 1-2-3 |
| Differentiate the various medical specialties in health care settings | 1203 | Year 1-2-3 |
| Communicate orally, electronically, and in writing using proper medical terms and approved abbreviations. | 1204 | Year 1-2-3 |

**ASSESSMENTS**

**PSSA Academic Standards, Assessment Anchors, and Eligible Content:**

The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:**

The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:**  Analyzing student work, strategic questioning

 **Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:**

The National Occupational Competency Testing Institute (NOCTI) Written and Performance Tests (2nd and 3rd year students – during senior year) developed by the National Occupational Competency Testing Institute. Students who score advanced will receive the PA Skills Certificate in Health/Medical Assisting signed by the Governor of Pennsylvania. Students who score advanced and successfully complete the Program of Study Task Grid will earn SOAR PA state-wide articulated credit and any additional approved articulated college credit.