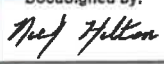
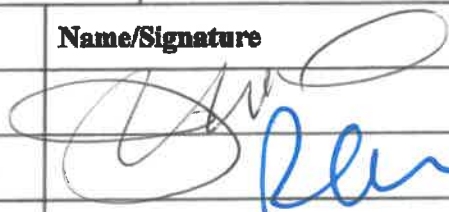



Perris Union High School District

Course of Study

A. COURSE INFORMATION

Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">RCOE Introduction to Medical Professions</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">CTE Intro to Medical Professions</div>	Is this classified as a Career Technical Education course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No PATHWAY: Patient Care INTRODUCTION	
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">608361/608362</div> (To be assigned by Educational Services)	Credentials Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <i>Designated Subjects: CTE + Health science + medical Technology</i> <u>To be completed by Human Resources only.</u> </div>	
Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> DocuSigned by: <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  Signature </div> <div style="text-align: center;"> 3/12/2021 Date </div> </div> </div>	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <u>previously approved by UC for PUHSD?</u> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Submitted by: Dian Martin Site: Educational Services Date: 03/02/2021		
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		3/16/21
Asst. Superintendent of Educational Services		3/19
Governing Board		



Riverside County Office of Education – Career Technical Education

RCOE INTRODUCTION TO MEDICAL PROFESSIONS

DATE:

INDUSTRY SECTOR: Health Science and Medical Technology Sector

PATHWAY: Patient Care

CALPADS TITLE: Introduction to Patient Care

CALPADS CODE: 7920

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	90	90

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Medical and Health Services Managers	11-9111.00	Registered Nurses	29-1141.00
Medical and Clinical Laboratory Technologists	29-2011.00	Health Diagnosing and Treating Practitioners, All Other	29-1199.00

COURSE DESCRIPTION:

This course is designed to provide students with an overall introduction to medical professions including vital signs, medical terminology, medical abbreviations, health and safety in healthcare, professionalism in healthcare, legal and ethical responsibilities of a medical professional, measurements and mathematics applied in healthcare careers, body systems along with anatomy and physiology, and will assist students in developing a career plan. Emphasis is placed on the skills necessary to enter the health-care field and exploration of the many different employment areas within healthcare.

A-G APPROVAL: G

ARTICULATION:

College	Course Code
Riverside Community College District	HET-79 Introduction to Healthcare Careers

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite
None

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- None

RECOMMENDED TEXTS:

- Simmers DHO Health Science Louise Simmers, Karen Simmers-Nartker, Sharon Simmers-Kobelak Cengage Learning 8th ed/2017
- Introduction to Medical Terminology Ann Ehrlich, Carol L. Schroeder Cengage Learning 3rd ed/ 2015
- Basic Life Support American Heart Association

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9, 10, 11, 12			• •	Introductory	RCOE Introduction to Medical Professions
12			• •	Concentrator	RCOE Medical Assisting Administrative
12			• •	Capstone	RCOE Advanced Medical Assisting

I.	HISTORY AND TRENDS OF HEALTHCARE	CR	Lab/ CC	Standards
	<p>This unit will identify at least 10 major events in the history of healthcare as well as the history of multiple important historical individuals important to health care with some emphasis on women in medicine. Students will learn about current trends and changes in health care. Students will obtain knowledge of and differentiate between early beliefs about the cause of disease and treatment and current beliefs and practices in health care as well as learn about various types of alternative medicine including the beliefs, practices, and effectiveness of alternative medicine. Students will be able to differentiate between complementary and alternative therapies. Students will understand the elements of the Hippocratic Oath.</p> <p>Unit Assignment(s): Key Assignment:</p> <p>Students will identify major events in the history of healthcare by constructing a timeline of events and include at least one woman in medicine and her contribution in health care by reading the textbook and notes obtained through a PowerPoint presentation. Students will complete the associated worksheet for the chapter for a better understanding of the chapter content. Students will also conduct an internet search of most frequently utilized alternative medicine treatments and the effectiveness on current diseases. Students will present their findings orally in class.</p>	9	9	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B13.6</p>
II.	PERSONAL AND PROFESSIONAL QUALITIES OF A HEALTHCARE WORKER	CR	Lab/ CC	Standards
	<p>This unit introduces the characteristics of a successful and effective healthcare worker. Students will identify the factors that contribute to good health and the standards of a professional appearance. Students will create a profile of personal and professional traits and attitudes of a healthcare worker. Students will identify barriers with listening and become an active listener. Students will understand the benefit of teamwork, styles of leadership and the importance of time management. Finally, students will identify the causes of stress and develop a stress reduction toolbox.</p> <p>Unit Assignment(s): Key Assignment:</p> <p>Students will participate in team brainstorming and presentation about personal and professional characteristics after reading the associated chapter and complete worksheets and will demonstrate appropriate professional dress standards. Students will take a variety of personality assessments including pre/post tests through Precision Exams which will allow students to evaluate their suitability for employment in health care. Students will participate in pairs to practice active listening with the listener summarizing what the messenger has said. Students will identify triggers to stress and present at least two stress reduction activities from their stress reduction toolbox. Students will participate in a teamwork stress survival activity by ranking items in order of importance.</p>	9	9	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Demonstration and Application: 11.4</p> <p>CTE Pathway: B3.1, B13.1</p>
III.	LEGAL AND ETHICAL RESPONSIBILITIES AND CULTURAL DIVERSITY	CR	Lab/ CC	Standards
	<p>In this unit, the students will define various privileged communications and understand how they apply to health care. Students will analyze the 18 elements of Protected Health Identifiers (PHI) as well as define Health Insurance Portability and Accountability Act of 1996 (HIPAA) and how it relates to the confidentiality of healthcare information. Students will differentiate between culture, ethnicity, and race and compare and contrast the diverse health beliefs of different ethnic/cultural groups. Students will explore methods that can be used to show respect for cultural diversity.</p> <p>Unit Assignment(s): Key Assignment:</p> <p>Worksheet and written tests will be utilized for understanding the different elements for Protected Health Identifiers and the consequences of violating the</p>	9	9	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B5.2</p>

	HIPPA laws utilizing textbook reading, powerpoint presentation, note taking and discussion. Students will interview a family member to identify diverse health beliefs specific to their culture and create a poster demonstrating their findings then present orally to the class.			
IV.	MEDICAL TERMINOLOGY AND MILITARY TIME	CR	Lab/ CC	Standards
	<p>This unit provides basic knowledge of the foreign language of medical terminology. Students will understand the importance of accuracy in medical records, orders, and treatment. Students will know basic medical abbreviations and the importance of using military time in healthcare. Students will be able to define prefixes, suffixes and word roots that form many medical terms and have the ability to define basic medical acronyms, eponyms and appropriate anatomical and physiological terms associated with the human body.</p> <p>Unit Assignment(s): Key Assignment:</p> <p>Students will read the textbook, complete worksheets and create a library of flashcards. Students will practice individually and as groups with repetition through games and activities to increase terminology knowledge and evaluate one another on the proper spelling of terms. Students will create multiple cards containing a suffix, prefix or word base. Students will form words and verify the meaning of their word-parts. Students will then form small groups with other students and their cards to create medical terms. Points are given for logical combination and actual medical terms.</p>	9	9	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B5.4</p>
V.	HUMAN ANATOMY AND PHYSIOLOGY	CR	Lab/ CC	Standards
	<p>This unit provides the basic knowledge of human anatomy and physiology. Students will practice correct terminology to describe the locations and relationships of body parts. Students will identify the basic structures and functions of each body system including the function of a cell. Students will explain the six levels of the biological structural organization. Students will discover anatomy through a virtual anatomy application. Students will explore the relationships among cells, tissues, organs, and systems.</p> <p>Unit Assignment(s): Key Assignment:</p> <p>Students will demonstrate proper medical terminology to differentiate structures and functions of the body systems as well as draw and label diagrams for each organ/structure to serve as a visual learning tool. Virtual dissection will be performed utilizing Z-Space technology to allow students to visualize all structures of the body systems and the cavities in which each organ is housed.</p>	9	9	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B13.3</p>
VI.	INFECTION CONTROL	CR	Lab/ CC	Standards
	<p>Students will explain the different types of micro-organisms and a disease for each one. They will know six links in the chain of infection, examples of each and how to break the chain of infection at each link. Students will differentiate between antisepsis, disinfection, and sterilization. Students will be able to identify the rationale of standard precautions as well as understand the purpose, elements, and practices of patient isolation. Students will be instructed in the proper use of personal protective equipment.</p> <p>Unit Assignment(s): Key Assignment:</p> <p>A central issue of infection control in healthcare is adequate hand washing. A worksheet will be utilized to document knowledge of vocabulary, purpose, types of washing, limitations to attaining asepsis and when, where and how to wash utilizing the World Health Organization (WHO) guidelines. Students will work in pairs utilizing at least two hand washing techniques. After applying fluorescent "germ" hand lotion, an ultraviolet light will be used to inspect for residual "germs". The results demonstrate the effectiveness of proper washing and the importance of not wearing rings or nail polish.</p> <p>Unit 6 Assessment:</p>	9	9	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B13.6</p>

	Hand washing demonstration; demonstration of the proper use of PPE; written test.			
VII.	BASIC FIRST AID AND CPR	CR	Lab/ CC	Standards
	<p>This unit will introduce students to the necessity, elements, and provision of first aid. Students will demonstrate and analyze first aid for bleeding, wounds, shock, poisoning, burns, heat or cold exposure and bone, joint, and other specific organ injuries. Students will learn to research the signs and symptoms of and the management of sudden illnesses including heart attack, stroke, fainting, convulsions, and diabetic reactions. Students will role-play the application of dressings and bandages while observing safety precautions as well as demonstrate cardiopulmonary resuscitation (CPR).</p> <p>Unit Assignment(s): Key Assignment:</p> <p>Students will read the textbook and complete associated worksheets. Students will work in pairs and practice the CPR skills for Infant, Child, and Adult. They will have the opportunity to receive CPR certification through the American Heart Association after completing written and skills assessment utilizing the check-off lists for basic first aid and CPR.</p>	9	9	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Technology: 4.5</p> <p>CTE Pathway: B5.7</p>
VIII.	NUTRITION AND DIET	CR	Lab/ CC	Standards
	<p>This important unit will teach students to define nutrition and understand the effects of good and bad nutrition including diseases resulting in poor nutrition. Students will name the six groups of essential nutrients and identify their sources and functions. Students will compare the steps in the six steps of the nutrition process from ingestion to elimination and identify the structures and functions of the digestive tract. Students will understand and interpret the purposes and elements of various therapeutic diets.</p> <p>Unit Assignment(s): Key Assignment:</p> <p>Students will read the textbook chapter on nutrition and diet and complete associated worksheets, practice graphing, calculating and planning to generate plans for one special medical diet. Students will calculate and graph their body mass index (BMI) and determine their required daily caloric intake. Students will create a meal plan and research the nutritional value of the foods consumed by themselves and write a two to three page paper explaining the risks and benefits of the values found in the foods.</p>	9	9	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.4</p> <p>CTE Pathway: B13.3</p>
IX.	HUMAN GROWTH AND DEVELOPMENT AND GERIATRIC CARE	CR	Lab/ CC	Standards
	<p>This unit will provide students with the knowledge and understanding of the numerous growth and developmental events across the lifespan. Students will identify physical, mental, emotional, and social developments for each of the seven main life stages. Students will understand Erikson's eight stages of psychosocial development, describe the five stages of grieving in relation to dying patients, differentiate between the myths and facts about aging and learn about methods of providing care to the elderly.</p> <p>Unit Assignment(s): Key Assignment:</p> <p>Students will participate in an introductory discussion of the meaning and measurement of growth and development as well as read the textbook chapter and complete the associated worksheets. Students will create three timelines focusing on various stages of development. Timelines are created utilizing online searches and printed milestone charts, graphs, and reports. Students will present their timelines orally and support the timelines with one page written summary. Students will interview one aging adult and identify any myths or facts in their belief system.</p>	9	9	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B13.6</p>
X.	PREPARING FOR THE WORK OF WORLD	CR	Lab/ CC	Standards

	<p>This unit will provide the student with the skills necessary to complete an employment application and develop a resume. Students will learn interview techniques, understand and utilize keywords to highlight their strengths during a job interview. Students will learn how to search for employment opportunities.</p> <p>Unit Assignment(s):</p> <p>Key Assignment:</p> <p>Students will obtain knowledge to prepare for employment. Students will read the textbook chapter associated with preparing for the work world and complete associated worksheets. Students will work in small groups to develop a resume and complete an employment application. Students will then compose a cover letter to attach to their resume and job application. Students will be encouraged to create an online portfolio. Students will rehearse interview skills with one another in preparation for "Mock Interview Day".</p>	9	9	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B13.6</p>
XI.	COURSE NOTES:	CR	Lab/ CC	Standards
	<p>Course Notes:</p>	0	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>

Entered by:

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