

Wallenpaupack Area School District

Wallenpaupack Area High School

Course Title: Allied Health & Technical Education Level III

Length of Course: Semester- 2 Blocks/day-2 credits

District Policies:

Academic Integrity:

Academic integrity is essential to the success of an educational community. Students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, multiple submissions and other forms of dishonest or unethical behavior, is prohibited.

Assessment:

The goal of grading is to report student progress and achievement to the parents to strengthen the home-school connection. The grade should accurately reflect the student's performance in mastering the PA Standards and the WASD curriculum.

Attendance:

Regular school attendance is vitally important to academic success. Not only does attendance reinforce and enrich the learning process; it also establishes patterns and attitudes that will carry forward into adult work habits. Regular, consistent attendance is a prerequisite to successful school life. Children should be absent only in cases of illness or emergency.

Special Education:

Our commitment to each student is to ensure a free appropriate public education which begins with the general education setting, with the use of Supplementary Aids and Services. Inclusive education describes the successful education of all students with the appropriate supports and services to participate in and benefit from the general classroom settings and other educational environments.

Course Description: Allied Health III

Allied Health III student activities are focused primarily in the clinical setting, where they continue to integrate classroom theory with practical application in a "real-world" setting. Clinical experiences represent eighty percent of course hours. Students participate in clinical 2 hours per day, 4 days per week. Clinical experiences are divided between two local sites, a hospital and an assisted-living facility. **Students are expected to adhere to a professional dress code in order to participate in clinical.** Twenty percent of the course hours are conducted in the classroom/classroom- laboratory setting. Classroom curriculum includes Work Ethics, Basic Emergency Care, Growth and Development, Caring for Mothers and Newborns, Mental Health Problems, and Developmental Disabilities.

Pennsylvania State Standards: This program offers the curriculum framework as prescribed by the Pennsylvania Department of Education-Program of Study for CIP 51.0899

Course Objectives: Students apply knowledge and skills mastered in Allied Health levels I and II to the clinical setting. In addition students will be exposed to further Allied Health curriculum content with the opportunity to apply new knowledge and skills in the clinical setting. Throughout this course students will develop a professional skill-set which will facilitate entry into a variety of healthcare professions.

Major Activities to Support Course Objectives:

Major activities are divided between the classroom and clinical setting.

Clinical:

Clinical activities involve demonstration of competence in the clinical setting as related to major competency threads in the allied health curriculum. Major threads include human structure and function (bio-psycho-social), communication employability skills, ethical/legal considerations, safety, infection control, body mechanics, exercise and activity, and basic health assistant skills.

Clinical /Human Structure and Function

Students will:

- Explain basic structure and function of major body systems.
- Explain the effect of aging on major body systems.
- Explain the effects of aging on psycho-social needs.
- Identify common health problems.
- Demonstrate clinical competence with regard to the physical and psycho-social needs of the client.
- Explain oxygen needs in terms of physical function.
- Demonstrate competent use of oxygen equipment in the clinical setting.
- Explain the altered psycho-social function related to common mental health conditions.
- Explain the altered structure/function as related to common developmental disabilities.
- Discuss major principles of human growth and development.

Clinical/ Communication

Students will:

- Describe rules of communication as they relate to the elderly or impaired client.
- Demonstrate effective communication skills in the clinical setting.
- Utilize acceptable English in written & oral communication.
- Explain types of information found in the medical record.
- Demonstrate reporting and recording techniques in the clinical setting.
- Demonstrate behaviors to protect privileged information in the clinical setting.
- Demonstrate professional telephone communications.
- Demonstrate effective strategies to deal with conflict in the clinical setting.
- Demonstrate effective communication skills with the cognitively/mentally impaired person.

Clinical/Employability skills

Students will:

- Demonstrate behaviors consistent with the nurse assistant's role and limitations in the clinical setting.
- Model appropriate health and personal hygiene habits for a nurse assistant in the clinical setting.
- Compare and contrast the roles of a nurse assistant an R.N., and an L.P.N.
- Demonstrate professional behaviors in the clinical setting.
- Discuss and demonstrate principals related to acceptable work ethics.
- Discuss and demonstrate effective leadership skills in the clinical setting.

Clinical/Ethical-Legal Considerations

Students will:

- Demonstrate behaviors to protect confidentiality and privileged information in the clinical setting.
- Practice the role of the nurse assistant with regard to appropriate ethical and legal behaviors in the clinical setting.
- Demonstrate awareness and compliance with regard to patient's rights in the clinical setting.
- Observe for and immediately report any signs of abuse in the clinical setting.

Clinical-Safety/Infection Control

Students will:

- Demonstrate behaviors consistent with principles of infection control in the clinical setting.
- Demonstrate consistent satisfactory clinical performance of infection control measures with regard to timing and technique; specifically hand washing, and appropriate use and removal of gloves.

Clinical-Safety/Body Mechanics

Students will:

- Demonstrate techniques consistent with proper body mechanics.
- Demonstrate clinical competence regarding patient comfort and safety with regard to: lifting, moving, turning and positioning patients.
- Demonstrate clinical competence with regard to patient transfers: bed to chair & return, and chair/wheelchair to bedside commode.

Clinical- Safety/Exercise and Activity

Students will:

- Demonstrate techniques to prevent complications of bed rest in the clinical setting.
- Demonstrate clinical competence with regard to: ambulating the client, proper use of a gait belt, and proper use of walking aids.

Clinical/Health Assistant Skills

Students will demonstrate clinical competence with regard to:

- Assessment skills: vital signs- temperature, pulse, respirations & blood pressure, measuring height and weight, and measuring intake and output.
- Meeting client needs: personal hygiene/grooming, nutritional, elimination.
- Assisting within the client's unit, specifically bed making, and admission/transfer and discharge procedures.
- Basic Emergency Care; classroom-laboratory demonstration of emergency procedures, cardiopulmonary resuscitation/ use of AED, treatment of foreign body airway obstruction, hemorrhage, seizure, and shock.

Classroom:

Work Ethics

Students will:

- Define Key terms.
- Identify good health & personal hygiene practices.
- Explain how to look professional.
- Describe qualities and traits of a successful nursing assistant.
- Explain how to get a job.
- Describe ethical behavior on the job.
- Explain how to manage stress.
- Explain the aspects of harassment.
- Explain how to resign from a job.
- Identify common reasons for losing a job.

Basic Emergency Care

Students will:

- Describe key term/general rules in emergency care.
- Identify signs of cardiac arrest/obstructed airway.
- Identify signs, symptoms and emergency care for hemorrhage, shock, seizure, burns, fainting and stroke.
- Perform procedures described in this unit.

Growth and Development

Students will:

- Define key terms.
- Explain principles of growth and development.
- Identify Developmental tasks for each age-group.
- Describe normal growth and development for each age group.

Caring for Mothers and Newborns

Students will:

- Define key terms.
- Explain how to meet an infant's safety and security needs.
- Identify signs and symptoms of illness in infants.
- Explain how to help mothers with breast-feeding.
- Describe three forms of baby formula.
- Explain how to: bottle-feed and burp a baby.
- Explain how to perform cord care.
- Explain the purpose of circumcision, needed observations and required care.
- Explain how to bathe infants.
- Explain why infants are weighed.
- Describe the care needed by mothers after childbirth.
- Perform the procedures described in this unit.

Mental Health Problems

Students will:

- Define key terms.
- Explain the difference between mental health and mental illness.
- Explain how personality develops.
- Describe three anxiety disorders.
- Explain the defense mechanisms used to relieve anxiety.
- Describe bipolar disorder and depression.
- Describe three personality disorders.
- Describe substance abuse.
- Explain two types of eating disorders.
- Describe the care required for persons with mental health disorders.

Developmental Disabilities

Students will:

- Define key terms.
- Identify the areas of function limited by a developmental disability.
- Explain how a developmental disability affects the child and family across the life span.
- Explain when developmental disabilities occur.
- Describe the causes of developmental disabilities.
- Explain how the various developmental disabilities affect a person's function.

Student Responsibilities:

Attendance expectations: The majority of course work is completed in the clinical setting; the student is not able to make-up missed clinical experiences. Therefore regular attendance is vital to success in this course. In addition, attendance is calculated as part of the grade (see grading components).

Homework expectations: Students with good attendance, who are actively engaged in classroom/clinical activities on a daily basis, can expect minimal homework assignments.

Make-Up Work: Students will be given one day for each excused day of absence to make-up missed classroom work. See the instructor if you have concerns regarding make-up work.

Late Work: For any work that is turned in late, five points will be deducted per day late. Any classroom work more than five days late will receive a grade of zero.

Assessment:**Grading Components:****Allied Health II/III-Grading Point System****Clinical Performance (40 points)**

Interest/ Motivation (10 pts.)

Patient Care Skills (10 pts.)

Interactive Communication

Skills (10 pts.)

Professional Behavior (10 pts.)

Clinical Attendance (15 points)**Clinical Journal (15 points)****Classroom Performance (30 points)**

Quiz Average (10 points)

Projects (10 points)

Participation (10 points)

Content Pacing Guide:

Topic	Major Assignments	Estimated Time
Clinical /Human Structure and Function	Clinical participation	16
Clinical/ Communication	Clinical participation	18
Clinical/Employability skills	Clinical participation	16
Clinical/Ethical-Legal Considerations	Clinical participation	18
Clinical-Safety/Infection Control	Clinical participation	20
Clinical-Safety/Body Mechanics	Clinical participation	18
Clinical- Safety/Exercise and Activity	Clinical participation	18
Clinical/Health Assistant Skills	Clinical participation	20
Work Ethics Personal Health, Hygiene and Appearance Getting a Job Preparing for Work On the Job Managing Stress Harassment Resigning from a Job Losing a Job	Study Guide Oral Presentations Cooperative Learning Role-Play/Mock Interview Quiz	7
Basic Emergency Care Emergency Care Basic Life Support CPR- AED Adult 1/2 Rescuer, Infant, Child Foreign Body Airway Obstruction Hemorrhage, Shock, Seizures, Burns Fainting, Stroke	Study Guide Cooperative Learning Student Demonstrations Visual Aides/Videos Practice with CPR Manikins Quiz	7

Growth and Development Principles of Growth & Development Infancy Toddlerhood Preschool School age Late childhood Adolescence Young/Middle/Late Adulthood	Study Guide Cooperative Learning Presentations Quiz	5
Caring for Mothers and Newborns Infant Safety and Security Helping Mothers Breast-feed Bottle-Feeding Babies Diapering Umbilical Cord Care Circumcision Bathing an Infant Nail Care Weighing Infants Care of the Mother	Study Guide Cooperative Learning Student Demonstrations Quiz	6
Mental Health Problems Basic Concepts Anxiety Disorders Schizophrenia Affective Disorders Substance Abuse Eating Disorders Care and Treatment	Study Guide Cooperative Learning Student Demonstrations Case Studies Quiz	6
Developmental Disabilities Mental Retardation Down Syndrome Cerebral Palsy Autism Epilepsy Spina Bifida Hydrocephalus	Study Guide Cooperative Learning Student Demonstrations Quiz	6
	Clinical Blocks	144
	Classroom Blocks	36
	Total Blocks	180