

Wallenpaupack Area School District Planned Course Curriculum Guide

**Department
Career & Technical Education**

**Name of Course
Allied Health 3**

Course Description:

Students will follow a curriculum that will teach them skills and theory pertaining to nursing and medical assisting. They will learn medical assistant based content that will prepare students to become clinically certified medical assistants and pursue careers as future health professionals.

Allied Health 3 involves theory, classroom-laboratory skills, and clinical components in local medical facilities, hospitals and related healthcare facilities. Course content includes phlebotomy, electrocardiography, accounting, Insurance and coding, medical assistant pharmacology, physical exams, ambulatory surgery, EHR simulation, customer Service in healthcare, review and preparation for the national certification exam.

Initial Creation Date (if applicable) and Revision Dates:

9/23/2025

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 3	GRADE/S: 12
UNIT: Phlebotomy	TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS:

Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....
 Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...
 Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...
 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.
 Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.
 Standard CC.3.5.11 -12A Cite specific textual evidence, etc....
 Standard CC.3.5.11 -12.B. Determine the central ideas or conclusions of a text; etc...
 Standard CC.3.5.11 -12.C. Follow precisely a complex multistep procedure, etc...
 Standard CC.3.5.11 -12.D. Determine the meaning of symbols, key terms, and other domain specific words...
 Standard CC.3.5.11 -12.E. Analyze the structure of the relationships among concepts in a text.
 Standard CC.3.5.11 -12.F Analyze the author's purpose in providing an explanation, describing a procedure...

UNIT OBJECTIVES (SWBATS):

- Properly use and care for lab equipment.
- Perform a finger stick procedure.
- Collect specimens for analysis.
- Maintain a safe and clean work area.
- Measure and record a microhematocrit.
- Perform a finger stick procedure.
- Perform CLIA-waived tests that assist with diagnosis and treatment.
- Measure and record hemoglobin.
- Measure and record blood glucose.
- Perform a finger stick procedure.
- Obtain blood for a PKU test.
- Venipuncture
- Describe the following methods for venipuncture: evacuation tube, syringe, and butterfly needle.
- Identify the anatomy of the arm as it relates to venipuncture.
- Identify and describe the type of equipment used for venipuncture.
- Demonstrate correct order of draw.
- Perform venipuncture by evacuated tube system using an arm simulator.
- Collect blood specimens for laboratory analysis.
- Troubleshoot during a venipuncture procedure.
- Perform an ABO and Rh blood-typing test.
- Determine your blood type.
- Practice personal and client safety.
- Communicate effectively with patients.
- Demonstrate procedure proficiency.
- Use and care for equipment.
- Identify the purpose of phlebotomy.

- Name safety precautions related to maintaining a clean and controlled environment for blood drawing procedures.
- Greet and identify patients according to the proper protocol.
- Explain a procedure to a patient.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Worksheets
 Lectures
 Scenario based learning
 Current Events
 Infographics
 Reflection discussions
 Gamification

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Pre-tests
 Oral questioning
 Projects
 Presentations
 Unit Tests

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Curriculum Compacting
 Tiered Assignments
 Learning Contracts
 Independent Study
 Flexible Grouping
 Multi-leveled questions
 Stations

RESOURCES (Technology Based Resources, Text Resources, etc.):

iCEV Cloud based curriculum
 Simmers DHO Health Science
 Dean Vaughn Medical Terminology course
 OSHA- Career Safe

KEY VOCABULARY:

• Sterile lancet • Centrifuge and capillary tubes • Hemoglobin analyzer and testing strips • Glucose meter and testing strips • Tourniquet • Evacuated collection tube, needle with cover, and adapter • Venipuncture arm simulator • Butterfly needle • Syringe • Skin punctures • Microhematocrit • Hemoglobin • ABO system • Rh system • Antigens • Antibodies • Agglutination • Antigen-D • Anti-D serum • Rh system • Antigens • Antibodies • Agglutination

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 3	GRADE/S: 12
UNIT: Electrocardiography	TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS:

Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....
 Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...
 Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...
 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.
 Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.
 Standard CC.3.5.11 -12A Cite specific textual evidence, etc....
 Standard CC.3.5.11 -12.B. Determine the central ideas or conclusions of a text; etc...
 Standard CC.3.5.11 -12.C. Follow precisely a complex multistep procedure, etc...
 Standard CC.3.5.11 -12.D. Determine the meaning of symbols, key terms, and other domain specific words...
 Standard CC.3.5.11 -12.E. Analyze the structure of the relationships among concepts in a text.
 Standard CC.3.5.11 -12.F Analyze the author's purpose in providing an explanation, describing a procedure...

UNIT OBJECTIVES (SWBATS):

- Properly use and care for lab equipment.
- Explain the role of an ECG in diagnosing illness.
- Describe what an electrocardiogram measures.
- Perform an ECG.
- State that an electrocardiogram can give the physician vital data about the health of a patient's heart.
- Name the layers, chambers, and valves of the heart.
- Describe the differences between pulmonary and systemic circulation.
- Recognize the sinatorial (SA) node as the body's "natural pacemaker."
- Show the sequence in which electrical impulses are transmitted through special heart tissues to regulate the cardiac cycle.
- Label the following waves on a graph of the ECG cycle: P wave, QRS complex, T wave, U wave.
- Describe which part of the cardiac cycle each wave represents.
- Identify the differences between cardiac arrest and a heart attack
- Define atherosclerosis and its effect on the cardiovascular system
- Explore the ways that chest pain may present in patients
- Identify the symptoms of cardiac compromise

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Worksheets
 Lectures
 Scenario based learning
 Current Events
 Infographics
 Reflection discussions
 Gamification

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Pre-tests

Oral questioning
Projects
Presentations
Unit Tests

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Curriculum Compacting
Tiered Assignments
Learning Contracts
Independent Study
Flexible Grouping
Multi-leveled questions
Stations

RESOURCES (Technology Based Resources, Text Resources, etc.):

iCEV Cloud based curriculum
Simmers DHO Health Science
Dean Vaughn Medical Terminology course
OSHA- Career Safe

KEY VOCABULARY:

• Automatic ECG machine, •tracing paper •lead wires • 10 disposable electrodes • Gauze pads •
Alcohol • ECG mount

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 3	GRADE/S: 12
UNIT: Accounting	TIMEFRAME: 2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....

Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...

Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...

Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.

UNIT OBJECTIVES (SWBATS):

- List the skills needed to do accounting tasks in the medical office.
- Identify the communication skills needed to talk to patients about their bill.
- Describe the accounting tasks performed by the medical office assistant.
- Identify information to be kept confidential under the HIPAA Privacy Rule
- Identify several types of accounting transactions.
- Describe the difference between assets and liabilities.
- Define accounts receivable and accounts payable.
- Explain how to calculate equity.
- Identify the parts of an invoice, or itemized statement.
- Explain the purpose of a superbill. • Describe how a physician's fees are determined.
- Communicate with patients about their fees.
- Obtain payment from a patient at the time of service.
- Identify which types of checks are acceptable for payment.
- Process a patient's credit or debit card.
- Explain what it means to extend credit to a patient.
- Inform patients about the office's billing procedures.
- Define billing statement and billing cycle.
- Describe an aging report and explain how it is used.
- Contact patients to collect overdue balances.
- Describe several collection laws.
- Identify ways to manage a patient's delinquent balance.
- Write a collection letter.
- Identify the components of a typical bookkeeping system.
- Update and maintain a daysheet.
- Update a patient account ledger.
- Compare the three manual bookkeeping methods.
- Set up and use a pegboard system.
- Identify the differences between manual and computerized bookkeeping systems.
- Describe types of adjustments and write-offs.
- Post adjustments to the daysheet.
- Post checks returned for non-sufficient funds.
- Post payments from a third-party collection agency.
- Identify the parts of a check.
- Describe the different types of checks.

- Complete a check and a check stub.
- Process a patient credit balance.
- Issue a patient refund check.
- Identify the information to be included on a purchase order.
- Establish and maintain a petty cash fund.
- Maintain a petty cash log.
- Prepare a bank deposit.
- Fill out a deposit slip.
- Identify different types of check endorsements.
- Identify the parts of a bank statement.
- Reconcile bank statements with office bookkeeping records.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Worksheets
 Lectures
 Games
 Scenario based-learning

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Pre-tests
 Oral questioning
 Projects
 Presentations
 Unit Tests

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Curriculum Compacting
 Tiered Assignments
 Learning Contracts
 Independent Study
 Flexible Grouping
 Multi-leveled questions
 Stations

RESOURCES (Technology Based Resources, Text Resources, etc.):

iCEV Cloud based curriculum
 Simmers DHO Health Science
 Dean Vaughn Medical Terminology course
 OSHA- Career Safe

KEY VOCABULARY: Accounting, communication, bill, transactions, asset, liability, accounts receivable, accounts payable, equity, invoice, itemized statement, superbill, fee, payment, credit/debit card, credit, billing statement, billing cycle, aging report, overdue, collections, delinquent, collection letter, bookkeeping, daysheet, account ledger, pegboard system, adjustments, write-offs, non-sufficient funds, check, check stub, third-party collection agency, credit balance, refund, purchase order, petty cash,

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 3	GRADE/S: 12
UNIT: Insurance and Coding	TIMEFRAME: 2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....

Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...

Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...

Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.

UNIT OBJECTIVES (SWBATS):

- Define health insurance and explain its purpose.
- Explain the function of a health insurance carrier.
- Define the terms health insurance contract, premium, deductible, copayment, and coinsurance.
- Identify significant dates in the evolution of health insurance in the United States.
- Discuss the different sources of funding for insurance carriers.
- Describe the managed care approach to health insurance.
- List the benefits of managed care.
- Compare the features of HMO, PPO, and POS plans.
- Evaluate and compare health plans.
- Describe the office assistant's insurance and coding responsibilities.
- Confirm a patient's insurance eligibility.
- Coordinate a patient's benefits if they are covered by more than one insurance policy.
- Apply managed care guidelines in the medical office.
- Identify benefits of managed care.
- Understand the referral process.
- Explain preauthorizations.
- Recognize the office assistant's role in preauthorization.
- Define Medicare.

- Describe the four different types of Medicare.
- Identify patients who are eligible for Medicare.
- Explain the purpose of a Medigap policy.
- Define Medicaid.
- Verify the eligibility of Medicaid patients.
- Describe CHIP and why it was developed.
- Explain how Medicare and Medicaid are related.
- Define workers' compensation.
- Identify the steps to managing a workers' compensation case.
- List the forms of insurance offered to military service people.
- Describe the TRICARE models.
- Compare TRICARE and CHAMPVA.
- Define medical coding and its purpose.
- Describe how codes are used in the medical office.
- Identify and apply coding guidelines.
- Describe the evolution of coding and its effect on the coding process.
- Define diagnostic coding.
- Explain the purpose of diagnostic coding.
- Explain the difference between primary and secondary codes.
- Define essential and nonessential modifiers.
- Identify the guidelines that apply to diagnostic coding.
- List the steps involved in performing diagnostic coding.
- Explain the purpose of procedural coding.
- Recognize related parts of the CPT and HCPCS Level II coding manuals.
- Describe a claim form and its purpose.
- Identify general rules for completing claim forms.
- Describe electronic claims processing.
- List the steps an insurance carrier takes after receiving a claim.
- Maintain a log of submitted claim forms.
- Explain the actions to be taken in response to delinquent claims.
- Identify the four main methods of reimbursement.
- Define usual, customary, and reasonable (UCR).
- Describe how resource-based relative value units (RBRVUs) are determined.
- Describe the significance of diagnosis-related code groups in prospective payment systems (PPS).
- Explain the effects of HIPAA on the insurance and claims process in the medical office.
- Compare the meanings of fraud and abuse.
- Describe the Medicare audit process.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Worksheets
Lectures
Games
Scenario based-learning

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Pre-tests
Oral questioning
Projects

Presentations

Unit Tests

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Curriculum Compacting

Tiered Assignments

Learning Contracts

Independent Study

Flexible Grouping

Multi-level questions

Stations

RESOURCES (Technology Based Resources, Text Resources, etc.):

iCEV Cloud based curriculum

Simmers DHO Health Science

Dean Vaughn Medical Terminology course

OSHA- Career Safe

KEY VOCABULARY: insurance, health insurance carrier, contract, premium, deductible, coinsurance, copayment, managed care, HMO, PPO, POS, medical coding, diagnostic coding, primary code, secondary code, essential modifier, nonessential modifier, procedural coding, CPT coding manual, HCPCS Level II coding manual, eligibility, benefits, referral, preauthorization, Medicare, Medicaid, Medigap Policy, CHIP, worker's compensation, TRICARE, CHAMPVA, claim form, electronic claims processing, reimbursement, UCR, RBRVUs, diagnosis-related code groups, PPS

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 3	GRADE/S: 12
UNIT Medical Assistant Pharmacology	TIMEFRAME: 2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....

Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...

Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...

Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.

UNIT OBJECTIVES (SWBATS):

- Define drug and pharmacology.
- Describe the primary medicinal uses for drugs.
- Recognize drug classifications and commonly prescribed drugs.
- Identify the three types of drug names.
- Explain the purpose of the Prescribers' Digital Reference
- Describe drug actions.
- Explain the desirable and undesirable effects of drugs.
- List common drug routes.
- Identify frequently-used drug forms.
- List guidelines for storing drugs appropriately.
- Describe the correct disposal of expired medications.
- Define controlled substances.
- Distinguish between the five classifications of controlled substances.
- Identify regulations for prescribing, labeling, storing, and disposing controlled substances.
- Distinguish between prescribing, dispensing, and administering medication.
- Identify the parts of a prescription form.
- Recognize common medication abbreviations.
- List the responsibilities of a medical assistant related to prescriptions.
- Define dosage.
- Name factors that are considered when determining the appropriate dosage for patients.
- Calculate solid medication dosage, liquid medication dosage, and dosage by weight.
- Identify the items on prescription and nonprescription drug labels.
- List guidelines from proper drug administration.
- Name the six "rights" of drug administration.
- Correctly document medication administration.
- Administer medication orally, topically, transdermally, and rectally.
- List the equipment used to administer injections.
- Read the measurement units on a syringe.
- Withdraw medication from ampules and vials.
- Reconstitute powder medication.
- Educate patients about injections.
- List the syringe and needle sizes used for different types of injections.
- Administer intradermal, subcutaneous, intramuscular, and z-track injections. • List the administration sites for insulin injections.

- Describe the methods of intravenous administration.
- Describe the medical assistant's role in IV therapy.
- Read IV bags and calculate drip rate.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Worksheets
Lectures
Research Projects
Infographics
Games
Scenario- based learning
Skills training

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Pre-tests
Oral questioning
Projects
Presentations
Skill-outs
Unit Tests

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Curriculum Compacting
Tiered Assignments
Learning Contracts
Independent Study
Flexible Grouping
Multi-leveled questions
Stations

RESOURCES (Technology Based Resources, Text Resources, etc.):

iCEV Cloud based curriculum

Simmers DHO Health Science

Dean Vaughn Medical Terminology course

OSHA- Career Safe

KEY VOCABULARY: pharmacology, medicine, drugs, PDR, action, desirable effect, undesirable effect, route, drug storage, disposal, expiration, controlled substance, prescription, label, prescribed, dispensing, administering, medical abbreviation, dosage, calculate, liquid medication, prescription, nonprescription, six "rights", oral, topical, transdermal, rectal, injection, syringe, ampule, vial, reconstitute, needle size, gauge, intradermal, subcutaneous, intramuscular, z-track, insulin, intravenous, IV therapy, IV bag, drip rate

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 3	GRADE/S: 12
UNIT: Physical Exams	TIMEFRAME: 2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....

Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...

Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...

Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.

UNIT OBJECTIVES (SWBATS):

- Name common types of physical exams.
- Describe the role of a medical assistant during a physical exam.
- Explain how SOAP notes may be used.
- Identify types of equipment used during a physical exam.
- Explain the six basic examination techniques
- Discuss the importance of draping during physical exams.
- Identify ten common examination positions
- Define visual acuity.
- Describe three types of visual acuity tests and what they determine.
- List behaviors that indicate a patient may be having difficulty reading a vision chart.
- Perform a far vision test with a Snellen chart.
- Perform a near vision test with a Jaeger chart.
- Perform a color vision test using the Ishihara method.
- Define auditory acuity.
- Distinguish between conduction hearing loss and nerve hearing loss.
- List patient behaviors that may indicate hearing loss.
- Describe the primary types of auditory acuity tests.
- Explain the ways in which a medical assistant prepares the exam room, the equipment, and the patient for an EENT exam.
- Discuss the role of a medical assistant during an EENT exam.
- Assist a physician with an EENT exam.
- Discuss the purpose of a complete physical exam.
- Describe the role of a medical assistant before, during, and after a complete physical exam.
- Assist a physician with a complete physical exam.
- Distinguish between a well-child visit and a sick-child visit.
- Describe the medical assistant's role during a pediatric exam.
- List ways in which obtaining a child's vital signs and measurements differs from an adult's.
- Plot measurements on a pediatric growth chart.
- Discuss the purpose of vaccinations and respect a parent's right to refuse them.
- List the elements of a gynecological exam.
- Describe the medical assistant's role during a breast exam, Pap test, and pelvic exam.
- Prepare a patient for a gynecological exam.
- Assist a physician with a gynecological exam.
- Define obstetrics and prenatal exam.

- Describe the parts of an initial prenatal exam and a routine prenatal exam.
- Identify high-risk conditions for pregnant patients.
- List the common tests and screenings that are performed at prenatal exams.
- Explain prenatal exam techniques.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Worksheets
Lectures
Scenario-based learning
Infographics
Skills

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Pre-tests
Oral questioning
Projects
Presentations
Unit Tests

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Curriculum Compacting
Tiered Assignments
Learning Contracts
Independent Study
Flexible Grouping
Multi-leveled questions
Stations

RESOURCES (Technology Based Resources, Text Resources, etc.):

iCEV Cloud based curriculum
Simmers DHO Health Science
Dean Vaughn Medical Terminology course
OSHA- Career Safe

KEY VOCABULARY: physical exam, SOAP notes, examination techniques, examination positions, visual acuity, Snellen chart, Jaegar chart, Ishihara method, auditory acuity, conduction hearing loss, nerve hearing loss, EENT, well-child visit, sick-child visit, pediatric exam, pediatric growth chart, vaccinations, gynecological exam, pelvic exam, prenatal exam, obstetrics

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 3	GRADE/S: 12
UNIT : Ambulatory Surgery	TIMEFRAME: 2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....

Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...

Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...

Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.

UNIT OBJECTIVES (SWBATS):

- Define minor surgery.
- List common minor surgical procedures performed in ambulatory care settings.
- Describe special minor surgical procedures performed in ambulatory care settings.
- Define asepsis.
- Compare and contrast medical and surgical asepsis.
- List guidelines for a sterile tray.
- Create and add items to a sterile tray.
- Perform a surgical scrub.
- Identify different kinds of surgical instruments.
- Describe the intended use of a variety of surgical instruments.
- List post-procedure guidelines for surgical instruments
- Define preoperative care.
- List the topics that preoperative instructions may include.
- Identify the topics that postoperative instructions may include.
- Describe medical assistants' responsibilities regarding preoperative administrative tasks.
- Identify ways medical assistants should provide psychological care
- Describe how the surgical suite or examination room is prepared for surgery.
- Identify medical assistants' initial tasks in preparing patients for surgery.
- Describe the responsibilities of medical assistants in preparing a patient's skin for surgery.
- Prepare a patient's skin for surgery.
- Define local anesthetics.
- Identify techniques for applying local anesthetics.
- List general guidelines for drawing injectable anesthetics.
- List possible side effects to local anesthetics.
- Identify the role of medical assistants during intraoperative procedures.
- Differentiate between a floater and a sterile scrub assistant.
- Identify the proper way to pass specific surgical instruments during surgery.
- Explain how to assist with minor surgery.
- Define postoperative care.
- Explain medical assistants' responsibilities regarding postoperative patient care.
- Identify possible topics in postoperative instructions.
- List signs of infection.
- Describe medical assistants' responsibilities in regards to patient release
- Identify guidelines for cleaning a room after surgery.

- Describe medical assistants' responsibilities during a follow-up appointment.
- Identify the three phases of the healing process.
- List conditions that can delay healing.
- Identify information that should be documented about suture or staple removal.
- Perform a suture or staple removal.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Worksheets
 Lectures
 Debates
 Infographics
 Games
 Scenario-based learning
 Skills Training

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Pre-tests
 Oral questioning
 Projects
 Presentations
 Skill-outs
 Unit Tests

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Curriculum Compacting
 Tiered Assignments
 Learning Contracts
 Independent Study
 Flexible Grouping
 Multi-leveled questions
 Stations

RESOURCES (Technology Based Resources, Text Resources, etc.):

iCEV Cloud based curriculum
 Simmers DHO Health Science
 Dean Vaughn Medical Terminology course
 OSHA- Career Safe

KEY VOCABULARY: surgery, ambulatory care, asepsis, medical asepsis, surgical asepsis, sterile, surgical scrub, surgical instruments, preoperative care, postoperative care, surgical suite, local anesthesia, injectable anesthetic, intraoperative, floater, sterile scrub assistant, postoperative, patient release, healing process, delayed healing, suture, staple

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 3	GRADE/S: 12
UNIT: Customer Service in Healthcare	TIMEFRAME: 1 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...</p> <p>Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Define customer service. • Identify the different types and methods of customer service. • Identify and describe the components of a customer service environment. • Identify organizational benefits from providing quality customer service. • Examine the effects customer service has on customer expectations and satisfaction. • Identify the components of and the strategies of promoting a positive service culture. • Define and differentiate between a business’s mission statement, vision, statement, and brand promise. • Assess the actions that can result in customer service satisfaction. • Explain the ethical issues present in the customer service industry. • Identify and summarize the key vocabulary terms used in the customer service career sector. • List the daily types of interactions a customer service professional may have and articulate how to appropriately communicate with each different party. • Identify and summarize the professional communication strategies used in the customer service industry and create and devise a mock conversation between a customer service professional and a relevant party. • Identify and summarize the key vocabulary terms used in the customer service career sector. • Identify what communication technologies are relevant to a customer service professional. • List and identify the skills needed for a career in the customer service industry. • Define who a customer service representative is. • List and define customer service characteristics. • Determine how you measure up with your customer service skills. • List and define the expectations, responsibilities, and duties of a customer service representative. • List and explain the acronym RUMBA to set professional goals. • Define cultural diversity. • Identify cultural differences in a group’s values and beliefs. • Understand and evaluate how communication can be used to be mindful of a diverse workplace. • Identify types of difficult customers. • Assess how to handle tense customer situations. • Identify causes of conflict. • Outline ways to salvage customer relationships after conflict using various models and processes. • Identify and summarize the key vocabulary terms used in the healthcare service career sector. • Summarize ways a healthcare organization’s image can be improved through Healthcare Customer Relationship Management.

- Examine how technology is used by Healthcare Customer Relationship Management to support the needs of the organization.
- Explain stage one (pre-visit and pre-diagnosis) within the patient journey and identify the touchpoints between the organization and the patient.
- Identify and summarize the key vocabulary terms used in the healthcare service career sector.
- Explain stage two (the doctor's visit and diagnosis) within the patient journey and identify the touchpoints between the organization and the patient.
- Identify and summarize the key vocabulary terms used in the customer service career sector.
- Explain stage three (treatment and maintenance post-visit) within the patient journey and identify the touchpoints between the organization and the patient

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Worksheets
Lectures
Scenario-based learning
Interactive assignments

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Pre-tests
Oral questioning
Projects
Presentations
Unit Tests

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Curriculum Compacting
Tiered Assignments
Learning Contracts
Independent Study
Flexible Grouping
Multi-leveled questions
Stations

RESOURCES (Technology Based Resources, Text Resources, etc.):

iCEV Cloud based curriculum
Simmers DHO Health Science
Dean Vaughn Medical Terminology course
OSHA- Career Safe

KEY VOCABULARY: customer service, customer expectations, customer satisfaction, mission statement, vision statement, brand promise, professional communication, customer service skills, Customer service representative, expectations, responsibilities, RUMBA, cultural diversity, group values, group belief, conflict, healthcare service career sector, healthcare customer relationship management, pre-visit stage, pre-diagnosis stage, diagnosis stage, doctor's visit stage, treatment stage, maintenance stage

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 3	GRADE/S: 12
UNIT: EHR Simulation	TIMEFRAME: 1 week

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...</p> <p>Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Use an EHR simulation to: accurately enter information, properly identify patients, create appointments for new and existing patients, navigate within an EHR • Use good security practices when finished using an EHR • Use an EHR simulation to: check patients in and out during an office visit, access patient charts from the Patient Tracker, enter intake information for a new patient, process pending lab orders, properly identify patients • Use good security practices when finished using an EHR • Use an EHR simulation to: enter a patient’s height, weight, and vital signs, document a patient’s chief complaint and ROS, reconcile a patient’s allergies and medications, document point of care tests, document a vaccination, update the patient flow through the visit using the Patient Tracker, properly identify patients • Perform English to metric conversions. • Use good security practices when finished using an EHR. • Provide patient education.
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <p>Worksheets</p> <p>Lectures</p> <p>Simulation</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <p>Pre-tests</p> <p>Oral questioning</p> <p>Presentations</p> <p>Unit Tests</p>
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <p>Curriculum Compacting</p> <p>Tiered Assignments</p> <p>Learning Contracts</p> <p>Independent Study</p> <p>Flexible Grouping</p> <p>Multi-leveled questions</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <p>iCEV Cloud based curriculum</p> <p>Simmers DHO Health Science</p> <p>Dean Vaughn Medical Terminology course</p> <p>OSHA- Career Safe</p>

KEY VOCABULARY: EHR, simulation, appointment scheduling, navigation, patient tracker, intake information, pending, chief complaint, ROS, vital signs, reconcile, point of care tests, vaccination, conversions, patient education, EHR simulation sandbox

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 2	GRADE/S: 11
UNIT: Written Communication	TIMEFRAME: 1 week

PA COMMON CORE/NATIONAL STANDARDS:

Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....

Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...

Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...

Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.

Standard CC.3.5.9 -10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9 -10.H. Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9 -10.I. the narration of technical processes, etc.

Standard CC.3.6.9 -10.C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9 -10 D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9 -10.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products.

Standard CC.3.6.11 -12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9 -10 D

Standard CC.3.6.11 - 12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for compare and contrast findings presented in a text to those from other sources, etc...

UNIT OBJECTIVES (SWBATS):

- Define behavioral health.
- Identify the difference between behavioral health and mental health.
- Determine the importance of healthcare professionals in behavioral health.
- Define stigma.
- Recognize the behaviors associated with having a stigma.
- Identify ways that having a stigma against mental health disorders and diseases is harmful.
- Determine ways to help combat stigma within yourself and others.
- Identify various careers in behavioral health.
 - Define anxiety disorder, panic disorder, obsessive-compulsive disorder, phobias, and psychotherapy.
- Identify symptoms of anxiety disorders.
- Understand treatment options for anxiety disorders.
- Define mood disorders, depression, and bipolar disorder.
- Identify symptoms of mood disorders.
- Understand treatment options for mood disorders.
- Define eating disorder, binge-eating, bulimia nervosa, and anorexia nervosa.
- Identify symptoms of eating disorders.

- Understand treatment options for eating disorders.
- Define post-traumatic stress disorder (PTSD).
- Identify symptoms of PTSD.
- Understand treatment options for PTSD.
- Define substance use disorder, addiction, relapse, and detoxification.
- Identify symptoms of substance use disorder.
- Understand treatment options for substance use disorder.
- Identify the risk factors for behavioral health disorders.
- Determine how to find help for behavioral health disorders.
- Identify methods of self-care.
- Identify signs someone may be suffering from a behavioral health issue.
- Review behavioral health treatment options.
- Identify various types of care facilities.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Worksheets
 Lectures
 Historical Figure research
 Debates
 Infographics

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Pre-tests
 Oral questioning
 Projects
 Presentations
 Unit Tests

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Curriculum Compacting
 Tiered Assignments
 Learning Contracts
 Independent Study
 Flexible Grouping
 Multi-leveled questions
 Stations

RESOURCES (Technology Based Resources, Text Resources, etc.):

iCEV Cloud based curriculum
 Simmers DHO Health Science
 Dean Vaughn Medical Terminology course
 OSHA- Career Safe

KEY VOCABULARY: Mental health disorders, Behavioral health, Psychological well-being, stress management, Substance abuse, Addiction, Depression, Anxiety, Suicide prevention, Patient communication, Empathy, Cultural sensitivity, HIPAA and mental health, Confidentiality, Therapeutic communication, Crisis intervention, Referral procedures, Support systems, Mental health professionals, Treatment modalities (e.g., CBT, medication)

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 2	GRADE/S: 11
UNIT 1: CPR & Basic Life Support	TIMEFRAME: 1 week

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...</p> <p>Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Demonstrate proper body mechanics. • Identify common causes of back injuries. • Demonstrate safe management of hospital beds, side rails, wheelchairs, and stretchers. • Demonstrate the correct application of a transfer belt. • Identify causes and symptoms of pressure ulcers. • Identify places on the body to check for pressure ulcers. • Identify measures, such as turning and positioning, to prevent pressure ulcers. • Assist a patient to move up in bed. • Apply the principles of body mechanics when positioning a patient. • Turn and position a patient in bed by using logrolling. • Demonstrate turning a patient toward you and away from you. • Apply principles of body mechanics when turning and positioning a patient. • Assist the patient to a dangling position. • Apply principles of body mechanics when turning and positioning a patient. • Position patients in bed. • Turn and position patients in proper alignment. • Apply proper body mechanics when turning and positioning a patient. • Demonstrate proper position of a patient in a wheelchair. • Reposition a patient in a chair or wheelchair. • Apply principles of body mechanics when positioning a patient. • Identify situations that warrant the use of particular lifts. • Identify standard assistive devices and adaptive equipment and their uses. • Transfer patient from a bed to a wheelchair or vice versa. • Demonstrate safe transfer techniques. • Apply principles of body mechanics and alignment during transfers. • Transfer patient from a stretcher to a bed and vice versa. • Move a patient from bed to stretcher, using three-person lift. • Demonstrate the use of a draw sheet when transferring patients. • Assist a patient from a wheelchair to a toilet and vice versa. • Apply principles of body mechanics and alignment during transfers. • Transfer patient from a wheelchair to a vehicle or vice versa. • Apply principles of body mechanics and alignment during transfers.
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <p>Worksheets</p>

Lectures
Historical Figure research
Debates
Infographics

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Pre-tests
Oral questioning
Projects
Presentations
Unit Tests

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Curriculum Compacting
Tiered Assignments
Learning Contracts
Independent Study
Flexible Grouping
Multi-leveled questions
Stations

RESOURCES (Technology Based Resources, Text Resources, etc.):

iCEV Cloud based curriculum
Simmers DHO Health Science
Dean Vaughn Medical Terminology course
OSHA- Career Safe

KEY VOCABULARY:

Body mechanics
Posture
Alignment
Balance
Base of support
Center of gravity
Muscle productivity
Back injury prevention
Abduction – movement away from the midline
Adduction – movement toward the midline
Flexion – bending a joint
Extension – straightening a joint
Elevation – raising a body part
Depression – lowering a body part
Eversion – turning the sole of the foot outward
Rotation – turning around an axis
Ball and socket joint
Condylod joint
Cartilaginous joint
Synovial joint
Fibrous joint
Muscle Properties
Contractibility
Excitability

Elasticity

Safety Practices

Lifting techniques

Bend at hips and knees

Hold objects close to the body

Avoid twisting the spine

Use leg muscles to lift

Secure side rails

Lock wheelchair wheels before transfer

Back injuries

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 2	GRADE/S: 11
UNIT: Emergency Care	TIMEFRAME: 1 week

PA COMMON CORE/NATIONAL STANDARDS:

Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....

Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...

Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...

Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical p

Standard CC.3.5.11 -12.D. Determine the meaning of symbols, key terms, and other domain specific words...

Standard CC.3.5.11 -12.E. Analyze the structure of the relationships among concepts in a text.

Standard CC.3.5.11 -12.F Analyze the author's purpose in providing an explanation, describing a procedure...processes, etc.

UNIT OBJECTIVES (SWBATS):

- Explain four areas of human development, including physical, intellectual, emotional, and social.
- Develop a basic understanding of human needs.
- Describe the role of human genetics in relation to genetic diseases.
- Identify current issues related to genetic research.
- Describe the development of a fetus to birth.
- Evaluate the effects of alcohol, controlled substances, and tobacco on a fetus.
- Name developmental tasks for the neonate age group.
- Identify health issues for the neonate age group.
- Name developmental tasks for the infant and toddler age group.
- Identify health issues for the infant and toddler age group.
- Name developmental tasks for the early childhood age group.
- Identify health issues for the early childhood age group.
- Name developmental tasks for the middle childhood age group.
- Identify health issues for the middle childhood age group.
- Name developmental tasks for the adolescent age group.
- Identify health issues for the adolescent age group.
- Name developmental tasks for the early adult age group.
- Name developmental tasks for the middle adult age group.
- Name developmental tasks for the late adult age group.
- Examine the effects of aging.
- Identify health issues for the geriatric age group.
- Discuss death and dying. • Recognize the stages of the grief process.
- Describe mortuary science.
- Discuss services provided by funeral directors and funeral homes.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Worksheets

Lectures

Historical Figure research

Debates

Infographics

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

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Dean Vaughn Medical Terminology course
OSHA- Career Safe

KEY VOCABULARY:

- Developmental Domains
- Physical development
- Emotional development
- Social development
- Cognitive development
- Intellectual development
- Stages of Development
- Infancy
- Toddlerhood
- Preschool age
- School-age children
- Adolescence
- Adulthood
- Late adulthood
- Key Theories & Concepts
- Maslow's Hierarchy of Needs
- Nature vs. nurture
- Continuous vs. discontinuous development
- Developmental milestones
- Contexts of development
- Stages of human development
- Genetics and heredity
- Chromosomal diseases
- Recombinant DNA
- Influences on Development
- Family dynamics

- Socioeconomic status
- Cultural values
- Environmental factors
- Public policies
- Skills & Applications
- Employability skills
- Communication in developmental care
- Observation and assessment
- Supporting developmental needs

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 2	GRADE/S: 11
UNIT: Medical Records	TIMEFRAME: 1 week

PA COMMON CORE/NATIONAL STANDARDS:

Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....
 Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...
 Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...
 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.
 Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.
 Standard CC.3.5.11-12A Cite specific textual evidence, etc....
 Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc...
 Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc...

UNIT OBJECTIVES (SWBATS):

- Define safety in health care
- Describe common safety issues
- Identify common safety symbols
- Define ergonomics
- Determine the steps for greeting, identifying, and explaining procedures to patients
- Decide the proper order of these steps
- Define what a regulation is
- Determine the top regulatory agencies
- Identify health care regulations
- Determine what a sentinel event is and how to respond to it
- Identify the legal implications of accidents in a health care facility
- Identify the importance of reporting an incident
- Apply appropriate communication techniques when interviewing the victim of an accident
- Demonstrate how to file an event report
- Define body mechanics
- Identify the proper technique for lifting and moving
- Identify the proper technique for pushing and pulling
- Identify equipment used to help patients maintain proper body mechanics
- Define the four basic bed positions and their uses
- Identify the four basic bed positions
- Determine how body mechanics relates to patient transfers
- Identify principles of body mechanics to use during transfers
- Describe the two aspects of food safety in healthcare
- Define foodborne illness and understand what causes these types of sicknesses
- Recognize ways to handle, prepare, and store foods properly
- Identify ways to help a patient eat a meal
- Identify fire prevention guidelines
- Define the acronyms RACE and PASS
- Identify the types of fire extinguishers
- Explain the importance of safety data sheets
- Identify the required information on safety data sheets
- Recognize safety guidelines that should be practices when handling chemical solutions

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Worksheets
Lectures
Historical Figure research
Debates
Infographics

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

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Oral questioning
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RESOURCES (Technology Based Resources, Text Resources, etc.):

iCEV Cloud based curriculum
Simmers DHO Health Science
Dean Vaughn Medical Terminology course
OSHA- Career Safe

KEY VOCABULARY:

Body mechanics
Injury prevention
Back injuries
Ergonomics
Muscle productivity
Posture
Balance
Center of gravity
Base of support
Safe Movement & Positioning
Bend at hips and knees
Use leg muscles to lift
Avoid twisting
Hold objects close to body
Ask for assistance when needed
Transfer belt
Hydraulic lift
Wheelchair safety
Side rails
Patient Positioning
Prone position
Fowler's position

Supine position
Lateral position
Walker
Cane
Wheelchair
Lift devices
Workplace Safety Practices
OSHA guidelines
Fire safety (RACE & PASS)
Emergency codes
Disaster plans
Material Safety Data Sheet (MSDS)
Restraints and postural supports
Workplace violence prevention