

Wallenpaupack Area School District

Wallenpaupack Area High School

Course Title: Allied Health & Technical Education Level II

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 II

Allied Health II student activities are focused primarily in the clinical setting, where they learn to integrate classroom theory with practical application in a "real-world" setting. Clinical experiences represent eighty percent of course hours. Students participate 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 Care of Older Persons, Confusion & Dementia, Restraint Alternatives & Safe Restraint Use, Safety, Common Health Problems, Oxygen Needs, and The Dying Person.

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 I 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 in meeting 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.

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 the 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.

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.

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 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 in bed.
- Demonstrate clinical competence with regard to patient transfers: bed to chair & return, 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 ambulation of the client, proper use of a gait belt, 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 measuring intake and output.
- Meeting client needs: personal hygiene/ grooming, nutritional and elimination.
- Assisting within the client's unit: bed making, admission, transfer and discharge procedures.

Classroom:

Care of the Older Person

Students will:

- Define key terms.
- Describe the effects of retirement.
- Identify the social changes common in older adulthood.
- Describe the physical changes from aging and the care required.
- Describe housing options for older persons.
- Describe resident rights.

Confusion and Dementia

Students will:

- Define key terms.
- Describe confusion and its causes.
- List the measures that help confused persons.
- Explain the difference between delirium, depression and dementia.
- Describe Alzheimer's disease.
- Describe signs, symptoms and behaviors associated with Alzheimer's.
- Explain the care required for persons with Alzheimer's and other dementias.
- Describe the effects of Alzheimer's on the family.

Restraint Alternatives and Safe Restraint Use

Students will:

- Define key terms.
- Describe purpose and complications of restraints.
- Identify restraint alternatives.
- Explain how to use restraint safely.
- Perform procedure: applying restraints.

Safety

Students will:

- Define key terms.
- Describe accident risk factors.
- Identify safety measures for infants and children.
- Explain why you identify a person before giving care.
- Explain how to accurately identify a person.
- Describe safety measures to prevent falls burns, poisoning and suffocation.
- Explain how to prevent equipment accidents.
- Explain how to handle hazardous substances.
- Describe safety measures for fire prevention and oxygen use.

- Explain what to do during a fire.
- Give examples of natural and human-made disasters.
- Explain how to protect yourself from workplace violence.
- Describe your role in risk management.
- Explain proper use of a fire extinguisher.

Common Health Problems

Students will:

- Define key terms.
- Describe how cancer is treated.
- Describe arthritis and the care required.
- Explain how to care for persons in casts, in traction, and following hip surgery.
- Describe the care required for osteoporosis.
- Describe the effects of amputation.
- Describe signs/symptoms of stroke and care required.
- Describe the care needs of persons with Parkinson's disease and multiple sclerosis.
- Identify the causes of head and spinal cord injuries and the care required.
- Describe common respiratory disorders and the care required.
- Identify signs, symptoms and treatment for hypertension.
- List risk factors for coronary artery disease.
- Describe the care required for persons with heart disease.
- Describe the care required for persons with urinary system disorders.
- Identify signs/symptoms and complications of diabetes.
- Explain care required for persons with digestive problems.
- Describe signs/symptoms and specifics of care for persons with communicable diseases.

Oxygen Needs:

Students will:

- Define key terms.
- Describe factors affecting oxygen needs.
- Identify signs/symptoms of hypoxia and altered respiratory function.
- Describe tests used to diagnose respiratory problems.
- Explain measures that promote oxygenation.
- Describe the oxygen devices.
- Explain how to safely assist with oxygen therapy.
- Explain how to assist with the care of persons with artificial airways.
- Describe safety measures for suctioning.
- Explain how to assist in the care of persons on mechanical ventilation.
- Explain how to assist in the care of persons with chest tubes.

The Dying Person

Students will:

- Define key terms.
- Define terminal illness.
- Explain the factors that affect attitudes about death.
- Describe how different age-groups view death.
- Describe the five stages of dying.
- Explain how to meet the needs of the dying person and family.
- Describe hospice care.
- Explain the importance of the Patient Self-Determination Act.
- Explain what is meant by a "Do Not Resuscitate" order.
- Identify the signs of approaching death and the signs of death.
- Explain how to assist with postmortem care.
- Demonstrate postmortem care.

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 (10pts.)

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/Blocks
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
Care of the Older Person Psychological and Social Changes Physical Changes Housing Options Resident's Rights Ombudsman Program	Study Guide Cooperative Learning Oral/written Presentations Student Demonstrations Quiz	5

<p>Confusion and Dementia Confusion Dementia Alzheimer’s Disease Care of the person with Alzheimer’s and other dementias</p>	<p>Study Guide Cooperative Learning Oral/written Presentations Student Demonstrations Quiz</p>	<p>4</p>
<p>Restraint Alternatives and Safe Restraint Use History of restraint use Restraint alternatives Safe restraint use Applying restraints</p>	<p>Study Guide Cooperative Learning Oral/written Presentations Student Demonstrations Quiz</p>	<p>4</p>
<p>Safety The Safe Environment Accident Risk Factors Identifying the Person Preventing Falls Preventing Burns Preventing Poisoning Preventing Suffocation Preventing Equipment Accidents Wheelchair/Stretcher Safety Handling Hazardous Substances Fire Safety</p>	<p>Study Guide Cooperative Learning Oral/written Presentations Student Demonstrations Quiz</p>	<p>5</p>
<p>Common Health Problems Cancer Musculoskeletal Disorders Nervous System Disorders Respiratory Disorders Cardiovascular Disorders Urinary System Disorders Endocrine System Digestive Disorders Communicable Diseases</p>	<p>Study Guide Cooperative Learning Oral/written Presentations Student Demonstrations Quiz</p>	<p>8</p>
<p>Oxygen Needs Factors Affecting Oxygen Needs Altered Respiratory Function Using a Pulse Oximeter Promoting Oxygenation Assisting with Coughing and Deep-Breathing Exercises Assisting with Oxygen Therapy Setting up For Oxygen Administration Artificial Airways Suctioning the Airway Mechanical Ventilation Chest Tubes Cardiopulmonary Resuscitation</p>	<p>Study Guide Cooperative Learning Oral/written Presentations Student Demonstrations Quiz</p>	<p>7</p>

The Dying Person Terminal Illness Attitudes About Death The Stages of Dying Psychological, Social, and Spiritual Needs Physical Needs The Family Hospice Care Legal Issues Quality of Life Signs of Death Care of the Body after Death Assisting with Post-Mortem Care	Study Guide Cooperative Learning Oral/written Presentations Student Demonstrations Quiz	3
	Clinical Blocks	144
	Classroom Blocks	36
	Total Blocks	180