

Medical Procedures

Curriculum Content Frameworks

Please note: All assessment questions will be taken from the knowledge portion of these frameworks.

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Disseminated by

Career and Technical Education
Office of Skilled and Technical Sciences / Technical and Professional Education
Arkansas Department of Workforce Education

Curriculum Content Frameworks

Medical Procedures

Grade Levels: 9-12
Course Code: 495330

Prerequisite: None

Course Description: Medical Procedures is a one-half unit course that helps students develop specific and general skills needed by the health care professional.

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Unit 1: Safety

Hours: 6.5

Terminology: Antisepsis, Bacteria, Body mechanics, Class A fire extinguisher, Class B fire extinguisher, Class C fire extinguisher, Disinfection, Ergonomics, Flagella, Fungi, Microorganism, OSHA, Pathogens, RACE, Sterilization, Virus

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.1 Define terminology related to safety in medical procedures	1.1.1 Prepare a written list of terms and definitions related to safety	Foundation	Reading	Applies/Understands technical words that pertain to medical procedures [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]	
1.2 Outline the basic rules of good body mechanics	1.2.1 Demonstrate correct body mechanics	Foundation	Listening	Listens to follow directions [1.2.6]	
			Reading	Applies information and concepts derived from printed materials [1.3.3]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Personal Management	Responsibility	Pays close attention to details [3.4.8]	
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.3 Identify safety regulations for equipment and solutions used in health care	1.3.1 List and define sections of the MSDS	Foundation	Listening	Listens for content [1.2.3]	
	1.3.2 Demonstrate proper usage of medical equipment		Reading	Listens to follow directions [1.2.6] Applies information and concepts derived from printed materials [1.3.3]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Personal Management	Responsibility	Pays close attention to details [3.4.8]	
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]	
1.4 Discuss regulations for patient safety when performing procedures in the laboratory or clinical area	1.4.1 Demonstrate proper patient safety procedures	Foundation	Listening	Listens for content [1.2.3]	
	1.4.2 List consequences of not following proper safety procedures		Reading	Listens to follow directions [1.2.6] Applies information and concepts derived from printed materials [1.3.3]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Personal Management	Responsibility	Pays close attention to details [3.4.8]	
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.5 Discuss regulations to observe for personal safety	1.5.1 Create posters promoting safety regulations	Foundation	Reading	Uses written resources [books, dictionaries, directories] to obtain factual information [1.3.23]	
	1.5.2 Formulate specific safety regulations for the classroom		Science	Describes/Explains scientific principles related to human medical procedures [1.4.13]	
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]	
		Thinking	Knowing how to learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]	
1.6 Identify three elements needed to start a fire	1.6.1 List the three elements needed to start a fire	Foundation	Listening	Listens for content [1.2.3]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
1.7 Describe the main classes of fire extinguishers	1.7.1 List and describe the main classes of fire extinguishers	Foundation	Listening	Listens for content [1.2.3]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
1.8 Outline fire safety and evacuation guidelines	1.8.1 Simulate the operation of a fire extinguisher	Foundation	Listening	Listens for content [1.2.3]	
	1.8.2 Illustrate a fire evacuation plan/route for the classroom		Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
		Thinking	Seeing Things in the Mind's Eye	Organizes and processes images – symbols, pictures, graphs, objects, etc. [4.6.2]	

Unit 2: Infection Control

Hours: 7.0

Terminology: Antisepsis, Autoclave, Bacilli, Contaminated, Disinfection, Spore, Sterile, Sterilization Toxins,

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.1 Define terminology related to infection control	2.1.1 Prepare a written list of terms and definitions related to infection control	Foundation	Reading	Applies/Understands technical words that pertain to medical procedures [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]	
2.2 Discuss classification of micro-organisms	2.2.1 List different classifications of micro-organisms	Foundation	Listening	Listens for content [1.2.3]	
	2.2.2 Give examples for each different classification		Reading	Comprehends written information for main ideas [1.3.7]	
	2.2.3 Identify shapes and characteristics of common micro-organisms		Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
	2.2.4 View slides of various micro-organisms		Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]	
		Thinking	Problem solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]	
2.3 Discuss elements in the chain of infection	2.3.1 Determine ways to break the chain of infection	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
			Science	Describes/Explains scientific principles related to human medical procedures [1.4.13]	
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]	
			Thinking	Problem solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.4 Distinguish between antiseptics, disinfection, and sterilization	2.4.1 Define antiseptics, disinfection, and sterilization	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]	
	2.4.2 Differentiate between antiseptics, disinfection, and sterilization			Draws conclusions from what is read [1.3.12]	
2.5 Describe how pathogens affect the body	2.5.1 List effects pathogens have on the body	Foundation	Listening	Listens for content [1.2.3]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
2.6 Outline the correct procedure for washing hands	2.6.1 Demonstrate the correct procedure for washing hands	Foundation	Listening	Listens to follow directions [1.2.6]	
			Reading	Applies information and concepts derived from printed materials [1.3.3]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
		Personal Management	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Thinking	Responsibility	Pays close attention to details [3.4.8]	
			Reasoning	Applies rules and principles to a new situation [4.5.1]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.7 Outline universal blood and body fluid precautions	2.7.1 Demonstrate universal precautions	Foundation	Listening	Listens to follow directions [1.2.6]	
	2.7.2 Discuss health risks associated with not following precautions		Reading	Applies information and concepts derived from printed materials [1.3.3]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Personal Management	Responsibility	Participates in conversation, discussion, and group presentations [1.5.8]	
		Thinking	Reasoning	Pays close attention to details [3.4.8]	
			Reasoning	Applies rules and principles to a new situation [4.5.1]	
2.8 Discuss principles of sterilizing with an autoclave	2.8.1 Prepare items for sterilizing in an autoclave	Foundation	Listening	Listens to follow directions [1.2.6]	
			Reading	Applies information and concepts derived from printed materials [1.3.3]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Personal Management	Responsibility	Pays close attention to details [3.4.8]	
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description		
2.9 Discuss methods of infection control	2.9.1 Demonstrate a method of infection control	Foundation	Listening	Listens for content [1.2.3]		
	2.9.2 List and describe methods of infection control			Listens to follow directions [1.2.6]		
	2.9.3 Discuss the healthcare worker's role in infection control			Applies information and concepts derived from printed materials [1.3.3]		
2.10 Differentiate between sterile and contaminated	2.10.1 Identify sterile and contaminated areas of equipment	Foundation	Reading	Describes/Explains scientific principles related to medical procedures [1.4.13]		
				Personal Management	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
						Responsibility
2.10.2 List and describe modes of contamination	Thinking	Reasoning	Responsibility	Pays close attention to details [3.4.8]		
				Personal Management	Speaking	Applies rules and principles to a new situation [4.5.1]
						Responsibility
2.10.2 List and describe modes of contamination	Thinking	Reasoning	Responsibility	Pays close attention to details [3.4.8]		
				Personal Management	Speaking	Applies rules and principles to a new situation [4.5.1]
						Responsibility

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.11 Explore techniques for removing articles from sterile wraps	2.11.1 Open sterile packages without contaminating the contents	Foundation	Listening	Listens to follow directions [1.2.6]
	2.11.2 Don sterile gloves without contaminating the gloves		Reading	Applies information and concepts derived from printed materials [1.3.3]
	2.11.3 Prepare a sterile dressing tray without contaminating the supplies		Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
		Personal Management	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
		Thinking	Responsibility	Pays close attention to details [3.4.8]
			Reasoning	Applies rules and principles to a new situation [4.5.1]
2.12 Outline the purposes of isolation	2.12.1 Explain the purposes of isolation	Foundation	Listening	Listens for content [1.2.3]
	2.12.2 List and describe consequences of not following isolation procedures		Reading	Comprehends written information for main ideas [1.3.7]
	2.12.3 Give examples of when isolation is warranted		Science	Describes/Explains scientific principles related to the medical procedures [1.4.13]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Comprehends ideas and concepts related to medical procedures [4.5.2]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.13 Distinguish between types of isolation	2.13.1 Properly don an isolation mask, cap, and gown 2.13.2 Properly remove an isolation mask, cap, and gown	Foundation	Listening	Listens to follow directions [1.2.6]	
			Reading	Applies information and concepts derived from printed materials [1.3.3]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Personal Management	Responsibility	Pays close attention to details [3.4.8]	
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]	

Unit 3: Vital Signs

Hours: 7.0

Terminology: Abnormal respirations, Abnormal temperatures, Abrasion, Afebrile, Apical pulse, Apnea, Brachial pulse, Carotid pulse, Diastolic blood pressure, Dyspnea, Febrile, Hemorrhage, Homeostasis, Hypertension, Incision, Inspiration, Laceration, Popliteal pulse, Pulse, Pulse oximeter, Rales, Shock, Sphygmomanometer, Stethoscope, Systolic blood

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.1 Define terminology related to vital signs	3.1.1 Prepare a written list of terms and definitions related to vital signs	Foundation	Reading	Applies/Understands technical words that pertain to medical procedures [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]	
3.2 Explore main vital signs	3.2.1 List main vital signs 3.2.2 Demonstrate measurement techniques of main vital signs 3.2.3 Describe how measurements are used to assess health status	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]	
			Reading	Applies information and concepts derived from printed materials [1.3.3] Comprehends written information for main ideas [1.3.7]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]	
			Personal Management	Responsibility	Pays close attention to details [3.4.8]
Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1] Comprehends ideas and concepts related to medical procedures [4.5.2]			

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.3 Outline factors influencing body temperature	3.3.1 List factors influencing body temperature	Foundation Thinking	Listening	Listens for content [1.2.3]	
	3.3.2 Describe physiological mechanisms responsible for controlling body temperature		Reading	Comprehends written information for main ideas [1.3.7]	
	3.3.3 List body tissues responsible for maintaining and/or elevating body temperature		Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
	3.3.4 Describe consequences of an elevated body temperature		Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]	
3.4 Identify the sites for taking body temperature	3.4.1 Demonstrate ability to take body temperature at different sites	Foundation Personal Management Thinking	Listening	Listens to follow directions [1.2.6] Listens for content [1.2.3]	
			Reading	Applies information and concepts derived from printed materials [1.3.3]	
	3.4.2 List and describe the different sites for taking body temperature		Science	Describes/Explains scientific principles related to medical procedures[1.4.13]	
	Speaking		Communicates a thought, idea, or fact in spoken form [1.5.5]		
3.5 Describe the normal ranges of body temperature for each body site	3.5.1 Define normal ranges of body temperature for each body site	Foundation	Responsibility	Pays close attention to details [3.4.8]	
			Reasoning	Applies rules and principles to a new situation [4.5.1]	
			Reading	Draws conclusions from what is read [1.3.12]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.6 Outline the procedure for measuring and recording body temperature	3.6.1 Recognize types of thermometers	Foundation	Listening	Listens to follow directions [1.2.6]	
	3.6.2 Demonstrate procedure for measuring and recording and oral, axillary, and rectal temperature accurately		Reading	Applies information and concepts derived from printed materials [1.3.3] Comprehends written information for main ideas [1.3.7]	
			Science	Describes/Explains scientific principles related to the medical procedures [1.4.13]	
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]	
		Personal Management	Responsibility	Pays close attention to details [3.4.8]	
		Thinking	Problem solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]	
			Reasoning	Applies rules and principles to a new situation [4.5.1]	
3.7 Discuss Fahrenheit and Celsius temperatures	3.7.1 Convert Celsius temperatures to Fahrenheit	Foundation	Arithmetic / Mathematics	Converts different units of measurement [1.1.17]	
	3.7.2 Convert Fahrenheit temperatures to Celsius		Listening	Listens for content [1.2.3]	
			Science	Describes/Explains scientific principles related to the medical procedures [1.4.13]	
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
		Thinking	Problem solving	Comprehends ideas and concepts related to medical procedures [4.4.1]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
3.8 Identify the sites where pulse may be taken	3.8.1 List and describe the sites where pulse may be taken	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]	
	3.8.2 Demonstrate ability to measure pulse at different sites		Reading	Applies information and concepts derived from printed materials [1.3.3]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
		Personal Management	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
			Responsibility	Pays close attention to details [3.4.8]	
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]	
3.9 Describe the normal ranges for pulse	3.9.1 Define normal range for pulse rate	Foundation	Reading	Draws conclusions from what is read [1.3.12]	
3.10 Describe the factors that influence pulse rate	3.10.1 List factors influencing pulse rate	Foundation	Listening	Listens for content [1.2.3]	
	3.10.2 Discuss ways to alleviate an abnormal pulse rate		Science	Describes/Explains scientific principles related to medical procedures[1.4.13]	
	3.10.3 Give examples of disease and/or health conditions that can cause high pulse rates		Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
3.11 Outline the procedure for measuring and recording radial pulse	3.11.1 Demonstrate the procedure for measuring and recording radial pulse	Foundation	Listening	Listens to follow directions [1.2.6]	
			Reading	Applies information and concepts derived from printed materials [1.3.3]	
			Science	Describes/Explains scientific principles related to medical procedures[1.4.13]	
		Personal Management	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Thinking	Responsibility	Pays close attention to details [3.4.8]	
			Reasoning	Applies rules and principles to a new situation [4.5.1]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.12 Discuss the two parts of respiration	3.12.1 Differentiate between the two parts of respiration	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]	
3.13 Discuss the factors that should be noted about respirations	3.13.1 List and describe factors worth noting about respirations	Foundation	Listening	Listens for content [1.2.3]	
	3.13.2 Give examples of health conditions that cause abnormal respirations		Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
3.14 Identify the normal ranges for respirations	3.14.1 Define normal ranges for respirations	Foundation	Reading	Draws conclusions from what is read [1.3.12]	
3.15 Outline the procedure for measuring and recording respirations	3.15.1 Demonstrate procedure for measuring and recording respirations	Foundation	Listening	Listens to follow directions [1.2.6]	
			Reading	Applies information and concepts derived from printed materials [1.3.3]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
			Personal Management	Responsibility	Pays close attention to details [3.4.8]
Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]			
3.16 Outline systolic and diastolic blood pressure	3.16.1 Describe how systolic and diastolic pressures are derived with regard to the cardiac cycle	Foundation	Listening	Listens for content [1.2.3]	
			Reading	Draws conclusions from what is read [1.3.12]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
3.17 Describe the normal ranges of blood pressure	3.17.1 Define the normal ranges for blood pressure	Foundation	Reading	Draws conclusions from what is read [1.3.12]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
3.18 Discuss the factors that can alter blood pressure	3.18.1 List and describe the factors that can alter blood pressure	Foundation	Listening	Listens for content [1.2.3]	
	3.18.2 Give examples of health conditions and/or disease that can cause an abnormal blood pressure		Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
	3.18.3 Discuss health risks associated with chronic high blood pressure	Thinking	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
3.19 Outline the procedure for measuring and recording blood pressure	3.19.1 Demonstrate the procedure for measuring and recording blood pressure	Foundation	Reasoning	Applies rules and principles to a new situation [4.5.1]	
			Listening	Listens to follow directions [1.2.6]	
			Reading	Applies information and concepts derived from printed materials [1.3.3]	
		Personal Management	Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
Thinking	Responsibility	Pays close attention to details [3.4.8]			
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]	

Unit 4: CPR/First Aid

Hours: 6.75

Terminology: ABCs of CPR, Cardiopulmonary resuscitation, Convulsion, Diaphoresis, Dislocation, First degree burn, Fourth degree burn, Fracture, Hypothermia, Pressure bandage, Second degree burn, Sprain, Strain, Third degree burn

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
4.1 Define terminology related to CPR/First Aid	4.1.1	Prepare a written list of terms and definitions related to First Aid/CPR	Foundation	Reading	Applies/Understands technical words that pertain to medical procedures [1.3.6]
				Writing	Applies/Uses technical words and concepts [1.6.4]
					Uses words appropriately [1.6.21]
4.2 Identify the basic principles of providing first aid	4.2.1	List and describe the basic principles of providing first aid	Foundation	Listening	Listens for content [1.2.3]
	4.2.2	Give examples of when first aid principles should be applied		Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
				Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
4.3 Outline the procedure for performing cardiopulmonary resuscitation (CPR)	4.3.1	Demonstrate CPR procedures for one-person rescue, two-person rescue, and CPR for infants and children	Foundation	Listening	Listens to follow directions [1.2.6]
				Reading	Applies information and concepts derived from printed materials [1.3.3]
				Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
			Personal Management	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Thinking	Responsibility	Pays close attention to details [3.4.8]
			Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
4.4 Outline the procedure for performing CPR on a victim with an obstructed airway	4.4.1 Demonstrate the procedure for performing CPR on a victim with an obstructed airway	Foundation	Listening	Listens to follow directions [1.2.6]	
			Reading	Applies information and concepts derived from printed materials [1.3.3]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Personal Management	Responsibility	Pays close attention to details [3.4.8]	
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]	
4.5 Outline the procedure for providing first aid for bleeding wounds	4.5.1 Demonstrate the procedure for providing first aid for bleeding wounds	Foundation	Listening	Listens to follow directions [1.2.6]	
			Reading	Applies information and concepts derived from printed materials [1.3.3]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Personal Management	Responsibility	Pays close attention to details [3.4.8]	
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
4.6 Outline the procedure for providing first aid for shock	4.6.1 Demonstrate the procedure for providing first aid for shock	Foundation Personal Management Thinking	Listening Reading Science Speaking Responsibility Reasoning	Listens to follow directions [1.2.6] Applies information and concepts derived from printed materials [1.3.3] Describes/Explains scientific principles related to medical procedures [1.4.13] Communicates a thought, idea, or fact in spoken form [1.5.5] Pays close attention to details [3.4.8] Applies rules and principles to a new situation [4.5.1]	
4.7 Outline the procedure for providing first aid for poisoning	4.7.1 Demonstrate the procedure for providing first aid for poisoning 4.7.2 Find various poisonous chemicals in the MSDS	Foundation Personal Management Thinking	Listening Reading Science Speaking Writing Responsibility Knowing how to learn Reasoning	Listens to follow directions [1.2.6] Applies information and concepts derived from printed materials [1.3.3] Uses written resources [books, dictionaries, directories] to obtain factual information [1.3.23] Describes/Explains scientific principles related to medical procedures [1.4.13] Communicates a thought, idea, or fact in spoken form [1.5.5] Presents answers/conclusions in a clear and understandable form [1.6.13] Pays close attention to details [3.4.8] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3] Applies rules and principles to a new situation [4.5.1]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
4.8 Outline the procedure for providing first aid for burns	4.8.1 Demonstrate the procedure for providing first aid for burns	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]	
	4.8.2 List and differentiate between different degrees of burns		Reading	Applies information and concepts derived from printed materials [1.3.3]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Personal Management	Responsibility	Pays close attention to details [3.4.8]	
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]	
4.9 Outline the procedure for providing first aid for heat and cold exposure	4.9.1 Demonstrate the procedure for providing first aid for heat and cold exposure	Foundation	Listening	Listens to follow directions [1.2.6]	
			Reading	Applies information and concepts derived from printed materials [1.3.3]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
			Personal Management	Responsibility	Pays close attention to details [3.4.8]
			Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
4.10 Outline the procedure for providing first aid for bone and joint injuries	4.10.1 Demonstrate the procedure for providing first aid for bone and joint injuries	Foundation	Listening	Listens to follow directions [1.2.6]	
			Reading	Applies information and concepts derived from printed materials [1.3.3]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Personal Management	Responsibility	Pays close attention to details [3.4.8]	
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]	
4.11 Outline the procedure for providing first aid for sudden illness	4.11.1 Demonstrate the procedure for providing first aid for sudden illness	Foundation	Listening	Listens to follow directions [1.2.6]	
			Reading	Applies information and concepts derived from printed materials [1.3.3]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Personal Management	Responsibility	Pays close attention to details [3.4.8]	
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.12 Outline the procedure for providing first aid for injuries to the eyes, head, nose, ears, chest, abdomen, and genitals	4.12.1 Demonstrate the procedure for providing first aid for injuries to the eyes, head, nose, ears, chest, abdomen, and genitals	Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]

Unit 5: Medical Math

Hours: 7.0

Terminology: Apothecary, Centi, Deca, Kilo, Milli, Micro

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
5.1 Define terminology related to medical math	5.1.1 Prepare a written list of terms and definitions related to medical math	Foundation	Reading Writing	Applies/Understands technical words that pertain to medical procedures [1.3.6] Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]	
5.2 Explore the systems of measurement used in the health care profession	5.2.1 List and define measurement systems 5.2.2 Provide examples of each system used in health care professions	Foundation	Arithmetic / Mathematics Listening Science	Converts different units of measurement [1.1.17] Listens for content [1.2.3] Describes/Explains scientific principles related to medical procedures [1.4.13]	
5.3 Identify metric units of measure used to determine length, weight, and volume	5.3.1 Match different metric units to their appropriate measurement	Foundation	Reading	Draws conclusions from what is read [1.3.12]	
5.4 Identify standard (English) units of measure used to determine length, weight, and volume	5.4.1 List standard units of measurement used to describe length, weight, and volume	Foundation	Listening Science	Listens for content [1.2.3] Describes/Explains scientific principles related to medical procedures [1.4.13]	
5.5 Identify metric abbreviations and their units of measurement	5.5.1 Match metric abbreviations to the correct unit of measurement	Foundation	Reading	Draws conclusions from what is read [1.3.12]	
5.6 Identify standard abbreviations and their units of measurement	5.6.1 Match standard abbreviations to the correct unit of measurement	Foundation	Reading	Draws conclusions from what is read [1.3.12]	
5.7 Identify apothecary abbreviations and their units of measurement	5.7.1 Match apothecary abbreviations to the correct unit of measurement	Foundation	Reading	Draws conclusions from what is read [1.3.12]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
5.8 Describe metric, standard, and apothecaries' approximate equivalents	5.8.1 Discuss metric, standard, and apothecaries' approximate equivalents	Foundation	Arithmetic / Mathematics	Converts different units of measurement [1.1.17]	
	5.8.2 Solve problems using approximate equivalents		Listening	Listens for content [1.2.3]	
			Reading	Draws conclusions from what is read [1.3.12]	
			Science	Describes/Explains scientific principles related to the medical procedures [1.4.13]	
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
		Thinking	Problem solving	Comprehends ideas and concepts related to [fill in the correct course area]. [4.4.1]	
5.9 Outline the process of converting from one unit to another within the same system of measurement	5.9.1 Solve conversion problems within the same system of measurement	Foundation	Arithmetic / Mathematics	Converts different units of measurement [1.1.17]	
	5.9.2 Demonstrate the process of converting from one unit to another within the same system of measurement		Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]	
			Reading	Applies information and concepts derived from printed materials [1.3.3]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5] Participates in conversation, discussion, and group presentations [1.5.8]	
		Personal Management	Responsibility	Pays close attention to details [3.4.8]	
		Thinking	Problem solving	Comprehends ideas and concepts related to medical procedures [4.4.1]	
			Reasoning	Applies rules and principles to a new situation [4.5.1]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
5.10 Outline the process of converting units of measure from one system of measurement to another system of measurement	5.10.1 Solve conversion problems from one system of measurement to another system of measurement	Foundation	Arithmetic / Mathematics	Converts different units of measurement [1.1.17]	
	5.10.2 Interpret medication orders accurately		Listening	Listens for content [1.2.3]	
			Reading	Comprehends written information for main ideas [1.3.7]	
			Science	Describes/Explains scientific principles related to human medical procedures [1.4.13]	
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]	
		Thinking	Problem solving	Comprehends ideas and concepts related to medical procedures [4.4.1]	
			Reasoning	Applies rules and principles to a new situation [4.5.1]	
5.11 Describe the Roman numeric system	5.11.1 Write correct Roman numerals for given numbers	Foundation	Arithmetic / Mathematics	Converts different units of measurement [1.1.17]	
			Listening	Listens for content [1.2.3]	
			Science	Describes/Explains scientific principles related to the medical procedures [1.4.13]	
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
		Thinking	Problem solving	Comprehends ideas and concepts related to medical procedures [4.4.1]	

Unit 6: Medical Charting & Abbreviations

Hours: 7.0

Terminology: S.O.A.P. (Subjective, Objective, Assessment, Prognosis) Notes

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
6.1 Define terminology related to medical charting and abbreviations	6.1.1 Prepare a written list of terms and definitions related to medical charting and abbreviations	Foundation	Reading	Applies/Understands technical words that pertain to medical procedures [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]	
6.2 Describe sections of a medical chart	6.2.1 List the different sections of a medical chart	Foundation	Listening	Listens for content [1.2.3]	
	6.2.2 Explain the purposes of each section of a medical chart		Reading	Draws conclusions from what is read [1.3.12]	
			Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
	6.2.3 Match specific patient medical information to the appropriate section of a medical chart	Thinking	Problem solving	Comprehends ideas and concepts related to medical procedures [4.4.1]	
			Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3] Extracts rules or principles from written information [4.5.4]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
6.3 Describe procedures for creating and correcting medical chart notes	6.3.1 List parts of a S.O.A.P. note	Foundation	Listening	Listens for content [1.2.3]	
	6.3.2 Write examples of a S.O.A.P. note		Reading	Draws conclusions from what is read [1.3.12]	
	6.3.3 Explain procedures used to make corrections to medical chart notes			Uses written resources [books, dictionaries, directories] to obtain factual information [1.3.23]	
	6.3.4 Match specific patient information to the appropriate section of a chart note		Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
		Thinking	Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]	
			Reasoning	Comprehends ideas and concepts related to medical procedures [4.5.2]	
				Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]	
6.4 Discuss legal and ethical concerns regarding medical charts	6.4.1 List legal "do's and don'ts" involving medical charts	Foundation	Listening	Listens for content [1.2.3]	
	6.4.2 Discuss current laws regarding inappropriate disclosure of patient information located in medical charts		Science	Describes/Explains scientific principles related to medical procedures [1.4.13]	
	6.4.3 Role-play various scenarios involving both appropriate and inappropriate disclosure of patient information		Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
		Thinking	Writing	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]	
			Reasoning	Comprehends ideas and concepts related to medical procedures [4.5.2]	
				Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]	

Unit 7: Medical Abbreviations

Hours: 6.75

Terminology: ABG, ac, ad lib, ADL, ASAP, b.i.d., BP, CBC, CCs, CHF, C/O, COPD, CVA, CXR, D/C, Dx, gtt, HS (hours of sleep), I & O, IDDM, MI, Milliliters, NKA, NPO, pc, PO, PRN, q, qd (everyday), q.i.d., RTC, s, SOB, STAT, t.i.d., v.s., WBC

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
7.1 Define terminology related to medical abbreviations	7.1.1 Prepare a written list of medical abbreviations		Foundation	Reading	Applies/Understands technical words that pertain to medical procedures [1.3.6]
				Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]
7.2 Discuss proper usage of medical abbreviations when charting	7.2.1 Create a medical chart note using several common abbreviations 7.2.2 Interpret sample medical chart notes 7.2.3 Discuss possible implications of incorrectly used abbreviations		Foundation	Reading	Comprehends written information for main ideas [1.3.7] Uses written resources [books, dictionaries, directories] to obtain factual information [1.3.23]
				Science	Describes/Explains scientific principles related to medical procedures [1.4.13]
				Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
				Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
			Thinking	Knowing how to learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
			Thinking	Reasoning	Comprehends ideas and concepts related to medical abbreviations-medical procedures [4.5.2]

Unit 8: Career and Technical Student Organizations (SkillsUSA / HOSA)

Hours: 12

Terminology: Assess, Assessment, Behavior, Business Meeting, Career, Competency, Critique, Cultural diversity, Customers, Equity issues, Expectation, Government, Image, Interview, Job application, Journal, Management, Mentor, Organizational chart, Parliamentary procedure, Portfolio, Presentation, Professional organizations, Résumé, Self-motivation, Short-term goals, Stress, Task, Trade unions

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
8.1 Define terminology related to student organizations	8.1.1	Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to student organizations [1.3.6]
				Writing	Applies/Uses technical words and concepts Uses words appropriately [1.6.21]
8.2 Outline a self-assessment and identify individual learning styles	8.2.1	Show individual strengths	Interpersonal	Leadership	Conveys attitudes and values of group to others [2.4.3]
	8.2.2	Show areas in need of improvement	Thinking	Problem Solving	Identifies possible reasons for problem [4.4.6]
8.3 Describe self-motivation techniques and establish short-term goals	8.3.1	Prepare a list of short-term goals	Personal Management	Self-Esteem	Develops/Initiates a plan for self-improvement [3.5.4]
	8.3.2	Discuss ways to change or improve lifestyle appearance and behavior		Thinking	Creative Thinking
8.4 Give examples of individual time-management skills	8.4.1	Prepare and maintain a time journal	Foundation	Writing	Prepares a complex document in a concise manner [1.6.12]
	8.4.2	Outline ways to improve time management skills	Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3] Recognizes/Defines problem [4.4.8]
8.5 Predict future occupations	8.5.1	Research the Internet to explore for career opportunities within specified fields of study	Foundation	Reading	Draws conclusions from what is read [1.3.12]
				Writing	Summarizes written information [1.6.17]
	8.5.2	Prepare a presentation on a specified career area	Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]
			Thinking	Creative Thinking	Prepares presentation based on subject research, interviews, surveys [4.1.10]

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
8.6 Identify the customer	8.6.1 Differentiate between External and Internal customers	Interpersonal	Thinking	Customer Service	Recognizes effects of positive/negative attitudes on customers [2.3.7]
	8.6.2 Identify factors which contribute to poor customer relationships			Decision Making	Shows initiative and courtesy in meeting and working with customers [2.3.8] Evaluates information/data to make best decision
8.7 Identify the benefits of doing a community service project	8.7.1 Outline ways to become involved in the community	Foundation	Interpersonal	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
	8.7.2 Develop a community service project	Interpersonal		Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
8.8 Describe effective communication with others	8.8.1 Note personal barriers to listening	Thinking	Problem Solving	Problem Solving	Recognizes/Defines problem [4.4.8]
	8.8.2 Relate a personal plan to overcome barriers to listening				Revises plan of action indicated by findings [4.4.9]
8.9 Give locations for a shadowing activity	8.9.1 Summarize and relate an experience of job shadowing activity	Interpersonal	Leadership	Leadership	Encourages/Motivates members of a group or team [2.4.6]
8.10 Identify the components of an employment portfolio	8.10.1 Present parts of a portfolio	Foundation	Writing	Writing	Completes form accurately [1.6.7]
	8.10.2 Compile a personal employment portfolio for an interview				Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
8.11 List proficiency in program competencies	8.11.1 Construct an interpersonal competency assessment	Foundation	Writing	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
8.12 Describe how to measure / modify short-term goals	8.12.1 Discuss how to pursue short-term goal(s)	Thinking	Creative Thinking	Creative Thinking	Identifies new goals and objectives [4.1.8]
8.13 Identify stress sources	8.13.1 Prepare a list of personal sources of stress	Foundation	Thinking	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
	8.13.2 Outline techniques to cope with individual sources of stress	Thinking		Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
8.14 Identify characteristics of a positive image	8.14.1 List behaviors and traits that lead to a positive image	Foundation	Reading	Determines what information is needed [1.3.10]	
	8.14.2 Note behaviors and traits that lead to a negative image	Personal Management	Self-Esteem	Comprehends the importance of a positive self-concept [3.5.1] Develops/Initiates a plan for self-improvement [3.5.4]	
		Thinking	Decision Making	Identifies pros and cons to assist in decision-making process [4.2.7]	
			Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]	
8.15 Describe how team skills can be applied to a group project	8.15.1 Form a team to develop a class project	Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]	
8.16 Outline how to observe and critique a meeting	8.16.1 Attend a formal meeting held with in the community	Foundation	Writing	Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]	
	8.16.2 Prepare a critique of the meeting attended	Interpersonal	Customer Service	Shows initiative and courtesy in meeting and working with customers [2.3.8]	
8.17 List business meeting skills	8.17.1 Relate the basic rules required to ensure an orderly and business-like meeting	Foundation	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
	8.17.2 Demonstrate with role-playing to illustrate appropriate meeting skills	Interpersonal	Leadership	Conveys attitudes and values of group to others [2.4.3] Influences group behavior [2.4.8]	
8.18 Outline a survey for employment opportunities	8.18.1 Compile information on a particular employment opportunity of interest	Foundation	Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]	
	8.18.2 Perform an Internet search of a specific career area	Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]	
8.19 Select a professional journal for review and develop a three to five minute presentation	8.19.1 Prepare a presentation on the content, purpose, and distribution of a particular professional journal	Foundation	Writing	Prepares a complex document in a concise manner [1.6.12]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
8.20 Identify customer expectations	8.20.1 List customer expectations 8.20.2 Discover the consequences of unmet customer expectations	Interpersonal	Customer Service	Applies human relations skills in real-life situations [2.3.1] Recognizes effects of positive/negative attitudes on customers [2.3.7] Works with customers to satisfy their expectations [2.3.9]	
8.21 List parts of a job application	8.21.1 Prepare a job application from various businesses in the community 8.21.2 Demonstrate a mock job interview	Foundation	Reading Speaking Writing	Determines what information is needed [1.3.10] Communicates a thought, idea, or fact in spoken form [1.5.5] Uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the Completes form accurately [1.6.7]	
8.22 Outline your employment portfolio	8.22.1 Construct a personal employment portfolio	Foundation	Writing	Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] Produces neat, legible document from typewriter or computer [1.6.15] Summarizes written information [1.6.17] Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]	
8.23 Identify supervisory and management roles in an organization	8.23.1 Prepare an organizational chart 8.23.2 Outline the responsibilities of managers and supervisors	Foundation Interpersonal Thinking	Writing Leadership Creative Thinking	Produces neat, legible document from typewriter or computer [1.6.15] Helps an individual or group challenge existing procedures, policies, or authority [2.4.7] Develops visual aids to create audience interest [4.1.4]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce				
Knowledge		Application		Skill Group	Skill	Description
8.24	Outline safety issues	8.24.1	Research safety issues within a given career area	Foundation	Reading	Identifies relevant details, facts and specifications [1.3.16]
					Science	Follows safety guidelines [1.4.15]
				Personal Management	Integrity/Honesty/Work Ethic	Follows established rules, regulations, and policies [3.2.5]

Glossary

Unit 1: Safety

1. Antisepsis – the process of inhibiting the growth and multiplication of microorganisms
2. Bacteria – a small single celled organisms from the Moneran kingdom; known as prokaryotes, which are classified together because they lack nuclear membranes
3. Body mechanics – the mechanics of the function of the various systems of the human body, especially the skeletal, muscular, circulatory, respiratory and nervous systems
4. Class A fire extinguisher – this extinguisher is used for ordinary combustibles such as cloth, wood, rubber and many plastics; these types of fire usually leave ashes after they burn; Type A extinguishers for ashes
5. Class B fire extinguisher – this extinguisher is used for flammable liquid fires such as oil, gasoline, paints, lacquers, grease, and solvents; these substances often come in barrels; Type B extinguishers for barrels
6. Class C fire extinguisher – this extinguisher is used for electrical fires such as in wiring, fuse boxes, energized electrical equipment and other electrical sources; electricity travels in currents; Type C extinguishers for currents
7. Disinfection – the process of killing harmful and objectionable microorganisms by various agents such as chemicals, heat, ultraviolet light, ultrasonic waves, or radiation
8. Ergonomics – the science that studies the relationship of humans to their working environment and seeks to improve working conditions and increase efficiency
9. Flagella – hair-like projection used for locomotion in some microorganisms
10. Fungi – saprophytic and parasitic organisms that lack chlorophyll and include molds, rusts, mildews, smuts, mushrooms and yeast; singular, fungus
11. Microorganism – an organism that can be seen only through a microscope; include bacteria, protozoa, algae, and fungi; although viruses are not considered living organisms, they are sometimes classified as microorganisms
12. OSHA – Occupational Safety and Health Administration
13. Pathogens – agents, such as bacteria, viruses, parasites, or fungi, that cause disease; some bacteria pathogens are food-borne, such as salmonella
14. RACE – an acronym that stands for: Remove all individuals from the affected area, Activate the pull alarm and dial 911, Close all doors and windows, and Extinguish the fire
15. Sterilization – the removal or destruction of all microorganisms, including pathogenic and other bacteria, vegetative forms and spores
16. Virus – a noncellular biological entity that can reproduce only within a host cell; consist of nucleic acid covered by protein; some animal viruses are also surrounded by membrane; inside the infected cell, the virus uses the synthetic capability of the host to produce progeny virus

Unit 2: Infection Control

1. Antisepsis – destruction for disease-causing microorganism to prevent infection
2. Autoclave – a device to expose items to steam at a high pressure in order to decontaminate the materials or render them sterile
3. Bacilli – long, rod-shaped bacteria
4. Contaminated – refers to air, water, soil, or food that has been polluted by dangerous chemicals or infectious microbes (viruses, bacteria, or parasites) so that it becomes unusable or harmful
5. Disinfection – to cleanse so as to destroy or prevent the growth of disease-carrying microorganisms
6. Spore – a minute reproductive body produced by primitive organisms, such as ferns and fungi
7. Sterile – free of or using methods to keep free of pathological microorganisms
8. Sterilization – the act or procedures of removing live bacteria; the state or condition of being free from microorganisms
9. Toxins – chemical or natural substances that can cause harmful effects on humans; toxins include heavy metals such as cadmium, lead, and mercury, as well as organic compounds like petroleum products, polychlorinated biphenyls (PCBs), and polynuclear aromatic hydrocarbons (PAHs)

Unit 3: Vital Signs

1. Abnormal respiration – an abnormal pattern of breathing characterized by deep, gasping inspiration with a pause at full inspiration followed by a brief, insufficient release; an abnormal pattern of breathing characterized by periods of breathing with gradually increasing and decreasing tidal volume interspersed with periods of apnea; in cases of increasing intracranial pressure, it is often the first abnormal breathing pattern to appear
2. Abnormal temperature – an abnormally high condition of body heat caused by illness; a fever.
3. Abrasion – a type of wound where the top layer of skin is removed, usually with very little bleeding; usually quite painful, and can easily be infected since dirt and germs can become embedded in it
4. Afebrile – absence of fever; normal body temperature
5. Apical pulse – your heart rate when counted with a stethoscope placed over your heart
6. Apnea – temporary absence or cessation of breathing
7. Brachial pulse – located between the biceps and triceps, on the medial side of the elbow cavity
8. Carotid pulse – located in the neck (carotid artery); the carotid artery should be palpated gently; stimulating its baroreceptors with vigorous palpitation can provoke severe bradycardia or even stop the heart in some sensitive persons
9. Diastolic blood pressure – the second or lower number of a blood pressure reading; the diastolic pressure is the lowest pressure (at the resting phase of the cardiac cycle)
10. Dyspnea – difficult or labored breathing; shortness of breath
11. Febrile – high body temperature, fever
12. Hemorrhage – the medical term for bleeding. In common usage, a hemorrhage means particularly severe bleeding; although technically it means escape of blood to extravascular space
13. Homeostasis – a tendency to stability in the normal body states (internal environment) of the organism. It is achieved by a system of control mechanisms activated by negative feedback, for example a high level of carbon dioxide in extracellular fluid triggers increased pulmonary ventilation, which in turn causes a decrease in carbon dioxide concentration
14. Hypertension – high blood pressure
15. Incision – cut made with a sharp instrument through the skin or other tissue
16. Inspiration – the act of inhaling; the drawing in of air (or other gases) as in breathing
17. Laceration – a cut, tear, or ragged opening in the skin caused by an injury or trauma

18. Popliteal pulse – located behind the knee in the popliteal fossa, found by holding the bent knee; patient bends the knee at approximately 120 degrees, and the physician holds it in both hands to find the popliteal artery in the pit behind the knee
19. Pulse – the rate at which the heart beats; usually measured to obtain a quick evaluation of a person's health
20. Pulse oximeter – a device that measures the amount of oxygen in the blood
21. Rales – an abnormal sound heard in the lungs when listening to the chest through a stethoscope; rales can be sibilant (whistling), dry (crackling) or wet (sloshy) depending on the amount and density of fluid moving in the lung's air passages
22. Shock – bodily collapse or near collapse caused by inadequate oxygen delivery to the cells; characterized by reduced cardiac output and rapid heartbeat and circulatory insufficiency and pallor
23. Sphygmomanometer – a device used to measure blood pressure
24. Stethoscope – an instrument used to listen to the heart and other sounds in the body
25. Systolic blood pressure – the first or higher number in a blood-pressure reading; is defined as the peak pressure in the arteries during the cardiac cycle; is the important factor in determining whether a person has hypertension; represents the maximum force exerted by the heart against the blood vessels during the heart's pumping phase; diastolic pressure is the resting pressure during the heart's relaxation phase; the defining systolic number is 140: a higher measurement indicates a need for blood-pressure reduction through drugs or lifestyle change; it is clear that lowering systolic pressure is associated with better outcomes in cardiovascular and renal disease; systolic hypertension interacts with other major risk factors, such as high cholesterol and diabetes, which also increase with age, to amplify the age-related risk of cardiovascular events

Unit 4: CPR/First Aid

1. ABC's of CPR – an acronym used to assist in remembering the steps of CPR; stands for: airway, breathing, chest compressions
2. Cardiopulmonary resuscitation – (CPR) a method of artificial breathing and circulation usually administered by a CPR certified responder, when the natural heart action and breathing have stopped; artificial rescue breaths and chest compressions are used which are only about 1/3 as effective of a normal circulation
3. Convulsion – a sudden attack characterized by a loss of consciousness and severe, sustained, rhythmic contractions of some or all voluntary muscles; are most often a manifestation of a seizure disorder
4. Diaphoresis – excessive sweating commonly associated with shock and other medical emergency conditions
5. Dislocation – condition where bones that usually meet at a joint, have completely lost contact with each other at the joint surface and are displaced; usually results from trauma
6. First degree burn – involves minimal tissue damage and they involve the epidermis (skin surface); these burns affect the outer-layer of skin causing pain, redness and swelling; sunburn is a good example of a first-degree burn
7. Fourth degree burn – a fourth degree burn goes through all the layers of the skin and down into the muscle and the bone; it looks like a third degree burn and does great harm to the body structure; since the nerves are burnt there is little pain in this burn
8. Fracture – breach in continuity of a bone; types of fractures include simple, compound, comminuted, greenstick, incomplete, impacted, longitudinal, oblique, stress or transverse
9. Hypothermia – a decrease in the core body temperature that impairs normal muscular and cerebral functions: it occurs when the body loses heat faster than it is replaced; symptoms begin when the core body temperature drops below 95 degrees F.(35 degrees Celsius)
10. Pressure bandage – is a kind of bandage designed to reduce the flow of blood to a particular area of the body by applying pressure there
11. Second degree burn – a burn that injures the top layers of skin, called the epidermis, and extends down to the deeper layers of skin, called the dermis
12. Sprain – a sudden or violent twist or wrench of a joint causing the stretching or twisting of ligaments and often rupture of blood vessels with hemorrhage to the tissues
13. Strain – injury to a muscle (often caused by overuse); results in swelling and pain
14. Third degree burn – burns that extend into deeper tissues; they cause white or blackened, charred skin that may be numb

Unit 5: Medical Math

1. Apothecary — (from the Latin apothecarius, a keeper of an otheca, a store) is a historical name for a medical practitioner who formulates and dispenses materia medica to physicians, surgeons and patients — a role now served by a pharmacist
2. Centi — $1/100$
3. Deca — 10
4. Kilo — (symbol: k) is a prefix in the SI and other systems of units denoting 10^3 or 1000; for example: kilogram is 1000 grams, kilometre is 1000 metres, kilowatt is 1000 watts, kilojoule is 1000 joules; officially adopted in 1795 (though in common use before that), it comes from the Greek χίλιοι ("khilioi"), meaning thousand;
 $1/1,000$
5. Milli — adopted in 1795, the prefix comes from the Latin mille, meaning one thousand (the plural is milia) $1/1,000$
6. Micro — $1/1,000,000$

Unit 6: Medical Charting & Abbreviations

1. S.O.A.P. – an acronym used to describe a standardized method of taking notes in a patient's medical chart; that stands for: Subjective, Objective, Assessment, Prognosis

Unit 7: Medical Abbreviations

1. ABG – arterial blood gases
2. ac – before meals (ante cibos)
3. ad lib – as desired
4. ADL – activities of daily living
5. ASAP – as soon as possible
6. b.i.d. – twice per day
7. BP – blood pressure
8. CBC – complete blood count
9. C/O – complaint of
10. CC – cubic centimeter
11. CHF – congestive heart failure
12. COPD – Chronic obstructive pulmonary disease
13. CVA – cerebrovascular accident
14. CXR – chest x-ray
15. D/C – discontinue
16. Dx – diagnosis
17. gtt – drop
18. HS – hours of sleep
19. I & O – intake and output
20. IDDM – insulin dependent diabetes mellitus
21. MI – myocardial infarction

22. Milliliters – a unit of volume equal to one thousandth of a liter
23. NKA – no known allergies
24. NPO – nothing by mouth
25. pc – after meal
26. PRN – as needed
27. PO – by mouth
28. q – every
29. qd – every day
30. q.i.d. – four times daily
31. RTC – return to clinic
32. RVC – routine viral culture
33. s – without
34. SOB – shortness of breath
35. STAT – at once or immediately
36. t.i.d. – three times daily
37. v.s. – vital signs
38. WBC – white blood cell count

Unit 8: Career and Technical Student Organizations (SkillsUSA / HOSA)

1. Assess – to determine the value, significance, or extent; to judge
2. Assessment – a tool used to determine value, significance, or extent
3. Behavior – the actions one takes, how one conducts oneself
4. Business meeting skills – the ability for individuals who share a common ground (occupational, work, trade, or organizational) to conduct a methodical, and systematic meeting
5. Career – a chosen pursuit, the general course of progression of one's working life
6. Competency – the knowledge that enable one to comprehend and complete a task
7. Critique – a critical review or commentary
8. Cultural diversity – integrated existence of ethnic groups based on their values, beliefs, behavior patterns (social, educational, economic, religious, artistic values)
9. Customers – one who buys goods or services
10. Equity issues – a point of matter affecting the justice and fairness for all concerned
11. Expectation – eager anticipation; to look forward to the probable occurrence or appearance of something
12. Government – the agency or apparatus through which a governing individual or body functions and exercises authority
13. Image – the public's opinion or concept of something
14. Interview – a formal, in person meeting in which the assessment of the qualifications of an applicant are demonstrated/determined
15. Job application – a form or document used by an employer when hiring prospective employees
16. Journal – a personal record of occurrences, experiences, reflections kept on a regular basis
17. Management – the person or persons who control or direct a business or other enterprise
18. Mentor – a wise or trusted counselor or teacher
19. Organizational chart – a chart that reflects the structure through which individuals cooperate systematically to conduct business
20. Parliamentary procedure – a body of rules governing a meeting

21. Portfolio – a portable case for holding materials, such as photographs, drawings, or other materials that represent a person's work
22. Presentation – a performance; a formal introduction; the process of offering for consideration or display
23. Professional organization – a service provider utilizing a business relationship that allows outsourcing of human resources tasks, mainly for small to mid-sized business that do not have the need or resources for a dedicated human resources department; the concept is virtually unknown outside of the United States
24. Résumé – a brief account of one's professional or work experience and qualifications often submitted with a job application
25. Self-motivation – to take action, move forward of one's own volition
26. Short-term goals – goals or targets that are reachable with a short or brief period of time
27. Stress – an extreme pressure, strain, or difficulty
28. Task – a function to be performed
29. Trade unions – a labor union, especially one limited in membership to people in the same trade