

# AES Introduction to Healthcare Science Pacing Guide

The AES health science curriculum contains over a thousand hours of content. With so much material available, you may want additional guidance on how to use the curriculum in your classroom.

To help make planning easier and ensure you meet your standards, this guide offers a recommended sequence for a semester-long Introduction to Healthcare Science course.

**In the guide, you'll find a week-by-week breakdown of which modules to use, approximate hours of instruction, and learning objectives for each unit.**

By the end of this guide, you should be well equipped to use the AES curriculum in your classroom.

## Tips and Resources to Help You with Planning:

- The hours listed for each AES Unit refer to the approximate class time it will take students to complete the eLearning lessons.
- The weekly pacing allows time for projects, teacher instruction, student skills practice, and other activities not included in the AES curriculum.
- This guide doesn't account for holidays, school functions, school testing, or other events that may affect your class schedule.
- For week 18, you can choose to create a final exam within the AES system or using your own method. Learn about creating exams in AES here: [How to Create an Exam](#)
- [Visit this page](#) for guidance on resources you can use alongside HealthCenter21.

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WEEK	AES MODULE	UNIT	OBJECTIVES
1	Communication	Unit 1: Basic Communication (1 hour)	<p>Lesson 1 - Types of Communication</p> <ul style="list-style-type: none"> <li>- Identify examples of verbal and nonverbal communication.</li> <li>- Interpret verbal and nonverbal behaviors to augment communication within scope of practice.</li> </ul> <p>Lesson 2 - Communication Process</p> <ul style="list-style-type: none"> <li>- Apply the elements of communication using the sender-receiver model.</li> <li>- Apply active listening skills using reflection techniques.</li> </ul>
1		Unit 2: Interpersonal Communication (1 hour)	<p>Lesson 1 - General Guidelines</p> <ul style="list-style-type: none"> <li>- Identify attitudes and behaviors that promote positive interactions.</li> <li>- Interact appropriately with diverse ethnic, age, cultural, religious, and economic groups.</li> <li>- Discuss the differences between constructive and non-constructive criticism.</li> </ul> <p>Lesson 2 - Group Communication</p> <ul style="list-style-type: none"> <li>- Actively listen to other team members.</li> <li>- Exhibit respectful and empathetic behavior when interacting with peers, superiors, subordinates, and customers in group situations.</li> </ul> <p>Lesson 3 - Directions</p> <ul style="list-style-type: none"> <li>- Demonstrate use of precise language to clearly communicate ideas.</li> <li>- Demonstrate ability to give and follow directions.</li> </ul>
1		Unit 3: Communication Barriers (1 hour)	<p>Lesson 1 - Personal Barriers</p> <ul style="list-style-type: none"> <li>- Identify barriers that can affect client confidence.</li> <li>- Develop communication skills that are responsive rather than reactive.</li> <li>- Adjust communication to other's ability to understand.</li> </ul>

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			<p>Lesson 2 - Cultural Barriers</p> <ul style="list-style-type: none"> <li>- Identify barriers that can affect client confidence.</li> <li>- Adapt communication skills to varied levels of understanding and cultural orientation.</li> <li>- Identify effective techniques for communicating with clients with non-English or limited English proficiency.</li> </ul> <p>Lesson 3 - Physical Barriers</p> <ul style="list-style-type: none"> <li>- Identify barriers that can affect client confidence.</li> <li>- Identify effective techniques for communicating with behaviorally or emotionally impaired clients; hearing, speech, and vision impaired clients; and mentally and physically challenged clients.</li> </ul> <p>Lesson 4 - Environmental Barriers</p> <ul style="list-style-type: none"> <li>- Identify barriers that can affect client confidence.</li> <li>- Access resources needed to remove communication barriers.</li> </ul>
1		Unit 4: Communication with Patients (1 hour)	<p>Lesson 1 - Interaction</p> <ul style="list-style-type: none"> <li>- Identify attitudes and behaviors that promote positive interaction between the health care provider and client.</li> <li>- Explain routine procedures at a client's level of understanding.</li> <li>- Demonstrate courtesy to others, including self-introduction.</li> </ul> <p>Lesson 2 - Education</p> <ul style="list-style-type: none"> <li>- Recognize the importance of patient/client education regarding health care.</li> <li>- Explain routine procedures at client's level of understanding.</li> </ul>
1		Unit 5: Documentation (1 hour)	<p>Lesson 1 - Documents</p> <ul style="list-style-type: none"> <li>- Identify types of documentation used in the health care profession.</li> <li>- Secure needed information to establish a health history.</li> </ul>

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			<ul style="list-style-type: none"> <li>- Provide written communication that is accurate and grammatically correct, using nomenclature appropriate to the environment.</li> </ul> <p>Lesson 2 - Reporting</p> <ul style="list-style-type: none"> <li>- Distinguish between factual reports and opinion.</li> <li>- Develop basic observational skills related to documentation strategies in written and oral form.</li> <li>- Report both subjective and objective information.</li> </ul>
2		Unit 6: Communication Technology (1 hour)	<p>Lesson 1 - Telephone Skills</p> <ul style="list-style-type: none"> <li>- Identify policies and protocols regarding use of telecommunications tools.</li> <li>- Give and take complete and accurate messages.</li> </ul> <p>Lesson 2 - Other Technologies</p> <ul style="list-style-type: none"> <li>- Demonstrate knowledge of new and emerging communication technologies.</li> <li>- Discuss the use of communication technology to access and distribute data and other information in accordance with established policies and protocols.</li> <li>- Describe the uses of computers in health care.</li> </ul>
2	Written Communication	Unit 1: Process Incoming Mail (1 hour)	<ul style="list-style-type: none"> <li>- Give examples of incoming mail.</li> <li>- Explain why it is important to uphold confidentiality when processing incoming mail.</li> <li>- Describe how to process incoming mail.</li> <li>- Explain how using a procedure helps assistants process incoming mail efficiently.</li> <li>- Annotate a letter.</li> </ul>
2		Unit 2: Written Communication (1 hour)	<p>Lesson 1 - Written Communication</p> <ul style="list-style-type: none"> <li>- Identify types of written communications.</li> <li>- Explain how assistants help physicians and other senior office staff when they create written communications.</li> <li>- Explain why it is important to uphold confidentiality when creating written communications.</li> <li>- Describe characteristics of written communications that reflect positively on a medical practice.</li> </ul>

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			Lesson 2 - The Writing Process <ul style="list-style-type: none"> <li>- Describe each of the five steps of the writing process.</li> <li>- Explain how using a process helps assistants create written communications efficiently.</li> <li>- Revise and edit a draft of a letter.</li> </ul>
2		Unit 3: Types of Communication (1 hour)	Lesson 1 - Memos <ul style="list-style-type: none"> <li>- Identify who memos are used to communicate with.</li> <li>- Describe the parts of a memo.</li> <li>- Create a memo using the writing process.</li> </ul> Lesson 2 - Business Letters <ul style="list-style-type: none"> <li>- Identify who business letters are used to communicate with.</li> <li>- Describe the parts of a business letter.</li> </ul> Lesson 3 - Business Letter Extras <ul style="list-style-type: none"> <li>- Compare business letter styles.</li> <li>- Identify a continuation page.</li> <li>- Describe how a business letter should be printed.</li> <li>- Explain when and how to make copies of a business letter.</li> </ul> Lesson 4 - Form Letters <ul style="list-style-type: none"> <li>- Describe a form letter.</li> <li>- Explain how form letters are efficient.</li> <li>- Describe how form letters can be personalized.</li> <li>- Create personalized form letters using mail merge.</li> </ul>
2		Unit 4: Outgoing Mail (1 hour)	Lesson 1 - Inserting Letters into Envelopes <ul style="list-style-type: none"> <li>- Explain why it is important to uphold confidentiality when processing outgoing mail.</li> <li>- List the benefits of correctly inserting letters into envelopes.</li> <li>- Insert a letter into a No. 10 window envelope.</li> </ul> Lesson 2 - Preparing Envelopes

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			<ul style="list-style-type: none"> <li>- Explain why it is important to prepare an envelope properly.</li> <li>- Describe the parts of an envelope.</li> <li>- Prepare envelopes.</li> </ul> <p>Lesson 3 - Mailing Mail</p> <ul style="list-style-type: none"> <li>- Define postage.</li> <li>- Explain the importance of postage.</li> <li>- Compare classifications of mail.</li> <li>- Compare special delivery services.</li> </ul>
3	Personal Qualities	Unit 1: Personal Characteristics (1 hour)	<p>Lesson 1 - Appearance</p> <ul style="list-style-type: none"> <li>- Adopt personal health, appearance, and hygiene habits.</li> <li>- Discuss why health care facilities require employees to adhere to personal appearance codes.</li> </ul> <p>Lesson 2 - Desirable Traits</p> <ul style="list-style-type: none"> <li>- Adapt to the dynamics of change.</li> <li>- Follow facility guidelines.</li> <li>- Demonstrate professionalism.</li> <li>- Interact appropriately with co-workers and clients.</li> </ul>
3		Unit 2: Health Care Team (1 hour)	<p>Lesson 1 - Teamwork</p> <ul style="list-style-type: none"> <li>- Recognize characteristics of effective team members.</li> <li>- Identify attitudes that promote positive interactions.</li> </ul> <p>Lesson 2 - Team Roles</p> <ul style="list-style-type: none"> <li>- Analyze and respect the roles of team members.</li> </ul> <p>Lesson 3 - Leadership</p> <ul style="list-style-type: none"> <li>- Identify traits of a leader, exercise leadership skills.</li> </ul> <p>Lesson 4 - Collaboration and Meetings</p> <ul style="list-style-type: none"> <li>- Explain how collaboration can make teams more effective.</li> </ul>

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			- Demonstrate the ability to conduct and participate in meetings.
3		Unit 3: Personal Management Skills (1 hour)	<p>Lesson 1 - Time Management</p> <ul style="list-style-type: none"> <li>- Manage time, prioritize responsibilities, and meet deadlines.</li> </ul> <p>Lesson 2 - Problem Solving</p> <ul style="list-style-type: none"> <li>- Solve problems independently and in teams.</li> <li>- Use the problem solving method.</li> </ul>
3	Professionalism in Healthcare	Unit 1: Presence (2 hours)	<p>Lesson 1 - Appearance</p> <ul style="list-style-type: none"> <li>- Explain the importance of maintaining a professional appearance in school or work settings.</li> <li>- Identify appropriate attire necessary for success in a variety of professions.</li> <li>- Demonstrate basic standards in hygiene and grooming habits.</li> <li>- Describe healthy habits such as nutrition, sleep, and stress management.</li> <li>- Recognize body art is a personal choice based on style, background, and culture.</li> <li>- Explain the importance of complying with company dress codes and rules.</li> </ul> <p>Lesson 2 - Conduct</p> <ul style="list-style-type: none"> <li>- Explain the importance of conducting oneself in a manner appropriate for the profession and workplace.</li> <li>- Demonstrate a positive attitude.</li> <li>- Identify expectations of commitment.</li> <li>- Express thoughts and ideas using courteous, respectful verbal and nonverbal communication.</li> <li>- Demonstrate a growth mindset necessary for success</li> </ul>
4		Unit 2: Executive Function (2 hour)	<p>Lesson 1 - Mental Processes</p> <ul style="list-style-type: none"> <li>- Define executive functioning skills as essential to professionalism in any job function or workplace.</li> </ul>

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			<ul style="list-style-type: none"> <li>- Recognize how self-regulation is key to demonstrating dedication, perseverance, and a positive work ethic.</li> <li>- Describe why working memory is important for organization, time management and productive work habits.</li> <li>- Explain why flexible thinking is critical to effectively solving problems and making decisions.</li> </ul> <p>Lesson 2 - Organizational Skills</p> <ul style="list-style-type: none"> <li>- Build organizational skills to optimize professional success by prioritizing tasks, using time management tools, and problem-solving techniques.</li> <li>- Demonstrate a positive work ethic by having good punctuality, attendance, and prioritizing and performing assigned tasks as directed.</li> <li>- Fulfill employer expectations by efficiently planning, following schedules, and meeting deadlines.</li> <li>- Utilize problem-solving strategies to make sound decisions and evaluate their impact.</li> </ul>
4		Unit 3: Collaboration (2 hour)	<p>Lesson 1 - Teamwork</p> <ul style="list-style-type: none"> <li>- Explain the benefits of teamwork.</li> <li>- Model characteristics of effective teamwork to build and maintain healthy interpersonal relationships and reach desired goals.</li> <li>- Describe common roles and functions of the individual members of a team.</li> <li>- Recognize factors and situations that may lead to conflict and demonstrate effective techniques for conflict resolution and consensus-building.</li> </ul> <p>Lesson 2 - Leadership</p> <ul style="list-style-type: none"> <li>- Describe the attributes and attitudes of an effective leader.</li> <li>- Identify common types of leaders.</li> <li>- Implement the leadership techniques needed for an effective team such as setting goals, selecting team members, and assigning roles.</li> <li>- Model ways of making leadership decisions and effectively communicating with a team.</li> </ul>



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4		Unit 4: Workplace Integrity (2 hour)	<p>Lesson 1 - Inclusion</p> <ul style="list-style-type: none"> <li>- Define workplace integrity.</li> <li>- Describe laws which aim to create an inclusive workplace and allow all employees to accomplish job objectives.</li> <li>- Define what is meant by protected characteristics and identify which are covered under the law.</li> <li>- Differentiate between workplace harassment, discrimination, and bullying.</li> <li>- Contribute to an inclusive workplace by demonstrating ethical behavior and upholding legal responsibilities.</li> </ul> <p>Lesson 2 - Confidentiality</p> <ul style="list-style-type: none"> <li>- Describe confidentiality and why it is important.</li> <li>- Display awareness of various types of confidential information.</li> <li>- Understand ways to protect confidentiality by learning and adhering to company policies and by behaving ethically.</li> <li>- Recognize the consequences of and know when to report confidentiality violations.</li> </ul>
5	Cultural, Social, and Ethnic Diversity	Unit 1: Cultural, Social, and Ethnic Diversity (1 hour)	<p>Lesson 1- A Diverse Nation</p> <ul style="list-style-type: none"> <li>- Define culture and cultural diversity.</li> <li>- Recognize the scale of diversity in the United States.</li> <li>- Define demographics, investigate personal biases, and compare generalizations and stereotypes.</li> </ul> <p>Lesson 2- Effects on Healthcare</p> <ul style="list-style-type: none"> <li>- Recognize the effects of culture and religion on healthcare.</li> <li>- Define socioeconomic diversity.</li> <li>- Identify the four steps to building trust.</li> </ul> <p>Lesson 3- Health Disparities and Health Equity</p> <ul style="list-style-type: none"> <li>- Define health disparities.</li> <li>- Compare equality versus equity.</li> </ul>

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			<ul style="list-style-type: none"> <li>- Explain the importance of effective healthcare communication.</li> <li>- Define health literacy, cultural competency, and linguistic competency.</li> </ul> <p>Lesson 4- Customer Service</p> <ul style="list-style-type: none"> <li>- Identify the need for customer service in healthcare.</li> <li>- List the steps to good customer service.</li> <li>- Demonstrate how to respond to customer complaints.</li> <li>- Define and understand service recovery.</li> </ul>
5	Safety Precautions	Unit 1: Safety Guidelines and Regulations (1 hour)	<p>Lesson 1 - Basic Guidelines</p> <ul style="list-style-type: none"> <li>- Define safety in health care.</li> <li>- Describe common safety issues.</li> <li>- Identify common safety symbols.</li> <li>- Define ergonomics.</li> </ul> <p>Lesson 2 - Greeting and Identifying</p> <ul style="list-style-type: none"> <li>- Determine the steps for greeting, identifying, and explaining procedures to patients.</li> <li>- Decide the proper order of these steps.</li> </ul> <p>Lesson 3 - Government Regulations</p> <ul style="list-style-type: none"> <li>- Define what a regulation is, determine the top regulatory agencies, and identify health care regulations.</li> </ul> <p>Lesson 4 - Reporting Safety Hazards</p> <ul style="list-style-type: none"> <li>- Determine what a sentinel event is and how to respond to it.</li> <li>- Identify the legal implications of accidents in a health care facility.</li> <li>- Identify the importance of reporting an incident.</li> <li>- Apply appropriate communication techniques when interviewing the victim of an accident.</li> <li>- Demonstrate how to file an event report.</li> </ul>

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5		Unit 2: Body Mechanics (1 hour)	<p>Lesson 1 - Body Mechanics for Workers</p> <ul style="list-style-type: none"> <li>- Define body mechanics.</li> <li>- Identify the proper techniques for lifting and moving and pushing and pulling.</li> </ul> <p>Lesson 2 - Body Mechanics for Patients</p> <ul style="list-style-type: none"> <li>- Identify equipment used to help patients maintain proper body mechanics.</li> <li>- Define the four basic bed positions and their uses.</li> <li>- Identify the four basic bed positions.</li> </ul> <p>Lesson 3 - Patient Transfers</p> <ul style="list-style-type: none"> <li>- Determine how body mechanics relates to patient transfers.</li> <li>- Identify principles of body mechanics to use during transfers.</li> </ul>
5		Unit 3: Environmental Safety (1 hour)	<p>Lesson 1 - Food Safety</p> <ul style="list-style-type: none"> <li>- Describe the aspects of food safety in healthcare.</li> <li>- Define foodborne illness and understand what causes these types of sicknesses.</li> <li>- Recognize ways to handle, prepare, and store foods properly.</li> <li>- Identify ways to help a patient eat a meal.</li> </ul> <p>Lesson 2 - Fire Safety</p> <ul style="list-style-type: none"> <li>- Identify fire prevention guidelines.</li> <li>- Define the acronyms RACE and PASS.</li> <li>- Identify the types of fire extinguishers.</li> </ul> <p>Lesson 3 - Chemical Safety</p> <ul style="list-style-type: none"> <li>- Explain the importance of safety data sheets.</li> <li>- Identify required information on safety data sheets.</li> <li>- Recognize safety guidelines that should be practices when handling chemical solutions.</li> </ul>
6	Healthcare Systems	Unit 1: History of Healthcare	Lesson 1 - Ancient Times

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		(1 hour)	<ul style="list-style-type: none"> <li>- Recognize the medical contributions of several ancient cultures.</li> <li>- Explain the basic teachings of Hippocrates.</li> <li>- Say what ancient healers believed to be the cause of all illnesses.</li> </ul> <p>Lesson 2 - Middle Ages and Renaissance</p> <ul style="list-style-type: none"> <li>- Identify medical contributions from the Middle Ages to the Renaissance.</li> <li>- Describe how the Black Death was important to medical development.</li> </ul> <p>Lesson 3 - Industrial Revolution and Modern Era</p> <ul style="list-style-type: none"> <li>- Identify medical contributions from the Industrial Revolution and the Modern Era.</li> <li>- Recognize how the link between structure and function was important to medical progress.</li> <li>- Describe how technology has improved medical treatment.</li> </ul>
6		Unit 2: Healthcare Delivery Systems (1 hour)	<p>Lesson 1 - National Healthcare Systems</p> <ul style="list-style-type: none"> <li>- Define and understand the purpose and function of systems theory.</li> <li>- Relate systems theory to healthcare systems.</li> <li>- Identify two types of national healthcare systems.</li> <li>- Recognize the three primary goals of a healthcare system.</li> <li>- Compare private and public healthcare systems.</li> </ul> <p>Lesson 2 - Healthcare Facilities</p> <ul style="list-style-type: none"> <li>- Define and list the components of a delivery system.</li> <li>- Identify several types of healthcare facilities.</li> </ul> <p>Lesson 3 - Government and Nonprofit</p> <ul style="list-style-type: none"> <li>- Identify roles of government and nonprofit agencies.</li> <li>- Recognize specific examples of government and nonprofit agencies.</li> </ul>

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			<p>Lesson 4 - Organizational Structure</p> <ul style="list-style-type: none"> <li>- Describe organizational structure in healthcare.</li> <li>- Explain why line of authority is important to healthcare facilities.</li> <li>- Define interdependence.</li> </ul>
6		<p>Unit 3: Trends, Technology, and Emerging Issues (1 hour)</p>	<p>Lesson 1 - Healthcare Trends</p> <ul style="list-style-type: none"> <li>- Explain how trends affect the healthcare system.</li> <li>- Identify five current trends in healthcare.</li> <li>- Describe methods of cost containment.</li> </ul> <p>Lesson 2 - Consumer Responsibilities</p> <ul style="list-style-type: none"> <li>- Understand the importance of patient-centered care.</li> <li>- Make connections between treatment success and patient responsibilities, advocacy, and compliance.</li> </ul> <p>Lesson 3 - Technology and Emerging Issues</p> <ul style="list-style-type: none"> <li>- Explain why it is important for healthcare providers to be adaptable, flexible, and quick learners to keep up with emerging issues.</li> <li>- Define and understand the importance of bioethics.</li> <li>- Understand the importance of life-long learning to the discovery, implementation, and success of new health technologies.</li> </ul>
6		<p>Unit 4: Healthcare Economics (1 hour)</p>	<p>Lesson 1 - Health Insurance</p> <ul style="list-style-type: none"> <li>- Explain the need for health insurance.</li> <li>- Define key health insurance terms.</li> <li>- Distinguish between individual and group insurance.</li> <li>- Describe indemnity insurance and managed care.</li> </ul> <p>Lesson 2 - Types of Health Plans</p> <ul style="list-style-type: none"> <li>- Compare the features of EPO, HMO, PPO, and POS plans.</li> <li>- Evaluate the total cost of healthcare related to choosing a health plan.</li> </ul>

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			Lesson 3 - Government Programs - Explain the need for public medical assistance. - Identify the services of Medicaid and Medicare.
6	Emergency Care	Unit 1: Introduction to Emergency Care (1 hour)	- Demonstrate basic understanding of first aid and emergency care. - Explain how the Good Samaritan Acts protect first responders. - Describe legal parameters relating to the administration of emergency care. - Demonstrate activation of the emergency medical system.
7		Unit 2: Injury Care Techniques (1 hour)	Lesson 1 - Dressing and Bandages - Gather and utilize necessary equipment and supplies for specific procedures. - Apply circular, spiral, figure-eight, and fingertip bandages.  Lesson 2 - Slings and Splints - Apply splints and a sling.  Lesson 3 - Crutches - Demonstrate turning, positioning, transferring, and ambulatory techniques. - Explain routine procedures at client's level of understanding. - Demonstrate ability to follow written directions. - Follow established procedures to safely operate commonly used equipment.
7		Unit 3: Shock and Bone/Joint Injuries (1 hour)	Lesson 1 - Shock - Identify shock and treatment. - Identify procedures to be followed in the event of an emergency.  Lesson 2 - Bones and Joints - Demonstrate first aid procedure for bone and joint injuries.

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			- Demonstrate basic understanding of first aid and emergency care.
7		Unit 4: Wounds and Burns (1 hour)	<p>Lesson 1 - Wounds</p> <ul style="list-style-type: none"> <li>- Describe wounds and their treatment.</li> <li>- Demonstrate basic understanding of first aid and emergency care.</li> <li>- Demonstrate appropriate actions in emergency situations.</li> </ul> <p>Lesson 2 - Burns</p> <ul style="list-style-type: none"> <li>- Identify classifications of burns and their appropriate treatment.</li> <li>- Determine when a doctor's care is necessary.</li> </ul>
7		Unit 5: Foreign Bodies and Poison (1 hour)	<p>Lesson 1 - Foreign Bodies</p> <ul style="list-style-type: none"> <li>- Describe first aid for foreign objects in the eye and ear and determine when a doctor's care is necessary.</li> </ul> <p>Lesson 2 - Poison</p> <ul style="list-style-type: none"> <li>- Recognize types of poisoning and treatment and determine when a doctor's care is necessary.</li> </ul>
7		Unit 6: Extreme Temperatures (1 hour)	<p>Lessons 1 and 2 - Heat and Cold Exposure</p> <ul style="list-style-type: none"> <li>- Describe ill effects of heat and cold and determine when a doctor's care is necessary.</li> <li>- Determine when a doctor's care is necessary.</li> </ul>
8		Unit 7: Sudden Illnesses (1 hour)	<p>Lesson 1 - Heart Attack</p> <ul style="list-style-type: none"> <li>- Recognize the signs of a heart attack.</li> </ul> <p>Lesson 2 - Stroke</p> <ul style="list-style-type: none"> <li>- Recognize the signs of a stroke.</li> </ul> <p>Lesson 3 - Fainting</p> <ul style="list-style-type: none"> <li>- Recognize the signs of fainting and epilepsy.</li> <li>- Determine when a doctor's care is necessary.</li> </ul> <p>Lesson 4 - Diabetes</p> <ul style="list-style-type: none"> <li>- Recognize the signs of diabetic reactions.</li> </ul>

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			<ul style="list-style-type: none"> <li>- Determine when a doctor's care is necessary.</li> </ul> <p>Lesson 5 - Seizures</p> <ul style="list-style-type: none"> <li>- Demonstrate first aid procedure for sudden illness.</li> </ul>
8	Infection Control	Unit 1: Introduction to Infection Control (1 hour)	<p>Lesson 1 - Microorganisms</p> <ul style="list-style-type: none"> <li>- Analyze the difference between microorganisms, non-pathogens, and pathogens.</li> <li>- Identify types of pathogens, bacteria, parasites, and fungi and diseases caused by each.</li> </ul> <p>Lesson 2 - Infection</p> <ul style="list-style-type: none"> <li>- Distinguish between endogenous, exogenous, nosocomial, or healthcare-acquired (HAI), and opportunistic diseases.</li> <li>- Define infectious disease and communicable disease.</li> <li>- Identify the components of the chain of infection.</li> <li>- Explain the primary modes of transmission in the chain of infection.</li> </ul> <p>Lesson 3 - Asepsis</p> <ul style="list-style-type: none"> <li>- Explain the importance of maintaining asepsis to prevent the spread of disease.</li> <li>- Compare and contrast the two basic types of asepsis, medical and surgical, and the best practices for each method.</li> <li>- Describe the three levels of asepsis and the characteristics of each process.</li> </ul> <p>Lesson 4 - Hand Hygiene</p> <ul style="list-style-type: none"> <li>- Explain the importance of hand cleansing and its role in preventing the spread of infection.</li> <li>- Identify when to cleanse hands.</li> <li>- Analyze the two methods healthcare workers should use to cleanse their hands.</li> </ul> <p>Lesson 5- Cleaning Equipment</p>



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			<ul style="list-style-type: none"> <li>- Explain the importance of cleaning objects or equipment.</li> <li>- Identify the items needed to clean objects or equipment properly.</li> <li>- Explain the benefits and uses of an ultrasonic unit for cleaning objects or equipment.</li> </ul>
8		Unit 2: Standard Precautions (1 hour)	<p>Lesson 1- Standard Precautions</p> <ul style="list-style-type: none"> <li>- Describe the Center for Disease Control and Prevention's list of standard precautions that should be used for all patients, regardless of their type of illness.</li> <li>- Identify protocols for handling used sharps materials.</li> <li>- Evaluate procedures for cleaning spills for hazardous materials, including blood and blood products.</li> <li>- Describe the steps involved in handling contaminated linens and infectious waste.</li> </ul> <p>Lesson 2- Gowns</p> <ul style="list-style-type: none"> <li>- Identify who should wear gowns and when.</li> <li>- Describe when to change gowns.</li> <li>- Explain the proper protocols for disposing of gowns.</li> <li>- Don and doff gowns.</li> </ul> <p>Lesson 3- Masks and Eyewear</p> <ul style="list-style-type: none"> <li>- Describe when and why it is essential to wear masks and eyewear for procedures.</li> <li>- Demonstrate the proper protocols for wearing and disposing of masks and eyewear.</li> <li>- Explain how pandemics affect CDC guidelines for conserving supplies and safeguarding healthcare workers.</li> </ul> <p>Lesson 5 - Non-Sterile Gloves</p> <ul style="list-style-type: none"> <li>- Identify the best practices for donning non-sterile gloves as personal protective equipment (PPE).</li> <li>- Explain the procedure for using non-sterile gloves when other protective equipment is required.</li> </ul>

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> <li>- Describe the process for wearing, maintaining, and disposing of non-sterile gloves.</li> <li>- Don and doff non-sterile gloves.</li> </ul>
8		Unit 3: Transmission-Based Precautions (1 hour)	Lesson 1 - Transmission-Based Precautions <ul style="list-style-type: none"> <li>- Define the various types of communicable diseases.</li> <li>- Differentiate between communicable diseases that are infectious and those that are not.</li> <li>- Identify the various transmission-based precautions for each type of communicable disease including contact, droplet, and airborne.</li> </ul> Lesson 2 - Transmission-Based Garments <ul style="list-style-type: none"> <li>- Describe the protocols for entering and leaving isolation rooms with patients diagnosed with highly communicable diseases.</li> <li>- Describe the protocols used to dispose of PPE and other biohazardous material after removal.</li> <li>- Don and remove transmission-based garments in the correct order.</li> </ul> Lesson 3 - Isolation Units <ul style="list-style-type: none"> <li>- Explain the purpose of isolation units.</li> <li>- Describe the distribution process of meals in isolation units.</li> <li>- Identify the procedures for transferring soiled linens and trash from an isolation unit.</li> </ul>
8		Unit 4: Sterile Technique (1 hour)	Lesson 1 - Sterile Field <ul style="list-style-type: none"> <li>- Describe a sterile field and identify guidelines for working in a sterile field.</li> <li>- Explain how to handle a sterile package correctly.</li> </ul> Lesson 2 - Sterile Gloves <ul style="list-style-type: none"> <li>- Describe the difference between sterile and non-sterile gloves.</li> <li>- Explain the benefits and use cases for both sterile and non-sterile gloves.</li> <li>- Identify which procedures require the use of sterile versus non-sterile gloves.</li> </ul>

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> <li>- Don and remove sterile gloves.</li> </ul> <p>Lesson 3 - Autoclave</p> <ul style="list-style-type: none"> <li>- Describe the sterilization process used in autoclaving.</li> <li>- Identify the types of autoclaving wrappings and the benefits of each.</li> <li>- Explain the procedures for preparing items for autoclaving.</li> <li>- Demonstrate the steps for cleaning and maintaining the autoclave on a daily, weekly, and monthly basis.</li> </ul>
9	Health Career Exploration	Unit 1: Introduction to Career Exploration (1 hour)	<ul style="list-style-type: none"> <li>- Define passion, purpose, skill, and talent</li> <li>- Identify advantages and disadvantages for a health care career</li> <li>- Determine workplace facilities for health care careers</li> <li>- Identify the five health care career pathways</li> </ul>
9		Unit 2: Health Care Career Pathways (1 hour)	<p>Lesson 1 - Diagnostic Services</p> <ul style="list-style-type: none"> <li>- Define the primary role of diagnostic services</li> <li>- Identify various skills needed for diagnostic services</li> <li>- Determine general education/state requirements for diagnostic services</li> <li>- Identify various occupations connected to diagnostic services</li> </ul> <p>Lesson 2 - Therapeutic Services</p> <ul style="list-style-type: none"> <li>- Define the primary role of therapeutic services</li> <li>- Identify various skills needed for therapeutic services</li> <li>- Determine general education/state requirements for therapeutic services</li> <li>- Identify various occupations connected to therapeutic services</li> </ul> <p>Lesson 3 - Health Informatics</p> <ul style="list-style-type: none"> <li>- Define the primary role of health informatics</li> <li>- Identify various skills needed for health informatics</li> <li>- Determine general education/state requirements for health informatics</li> </ul>

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> <li>- Identify various occupations connected to health informatics</li>   <li>Lesson 4 - Support Services</li> <li>- Define the primary role of support services</li> <li>- Identify various skills needed for support services</li> <li>- Determine general education/state requirements for support services</li> <li>- Identify various occupations connected to support services</li>   <li>Lesson 5 - Biotechnology Research and Development</li> <li>- Define the primary role of biotechnology research and development</li> <li>- Identify various skills needed for biotechnology research and development</li> <li>- Determine general education/state requirements for biotechnology research and development</li> <li>- Identify various occupations connected to biotechnology research and development</li> </ul>
9		Unit 3: Health Care Careers (1 hour)	<ul style="list-style-type: none"> <li>Lesson 1 - Radiology Technician</li> <li>- Discover what radiology technicians do and where they do their work</li> <li>- Identify the physical requirements of the job</li> <li>- Determine specific education requirements for the role</li>   <li>Lesson 2 - Physical Therapist</li> <li>- Discover what physical therapists do and where they do their work</li> <li>- Identify the physical requirements of the job</li> <li>- Determine specific education requirements for the role</li>   <li>Lesson 3 - Medical Illustrator</li> <li>- Discover what medical illustrators do and where they do their work</li> </ul>

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> <li>- Identify the physical requirements of the job</li> <li>- Determine specific education requirements for the role</li> </ul> <p>Lesson 4 – Biomedical Equipment Technician</p> <ul style="list-style-type: none"> <li>- Discover what biomedical equipment technicians do and where they do their work</li> <li>- Identify the physical requirements of the job</li> <li>- Determine specific education requirements for the role</li> </ul> <p>Lesson 5 – Forensic Science Technician</p> <ul style="list-style-type: none"> <li>- Discover what forensic science technicians do and where they do their work</li> <li>- Identify the physical requirements of the job</li> <li>- Determine specific education requirements for the role</li> </ul> <p>Lesson 6 – Phlebotomist</p> <ul style="list-style-type: none"> <li>- Discover what a phlebotomist does and where they do their work</li> <li>- Determine specific education requirements for the role</li> <li>- Explore salary ranges for the role</li> </ul> <p>Lesson 7 – Electrocardiogram Technician</p> <ul style="list-style-type: none"> <li>- Discover what an electrocardiogram technician does and where they do their work</li> <li>- Identify the physical requirements of the job</li> <li>- Determine specific education requirements for the role</li> </ul>
9	Health Care Careers	Unit 1: Careers in Healthcare (1 hour)	<ul style="list-style-type: none"> <li>- Explain the importance of maintaining professional competence through continuing education.</li> <li>- Identify the role of professional organizations in the professional development process.</li> <li>- Contrast certification, registration, and licensure.</li> <li>- Identify stresses in the health care profession as well as coping strategies and resources.</li> </ul>

WEEK	AES MODULE	UNIT	OBJECTIVES
9		Unit 2: Choosing a Career in Healthcare (1 hour)	<p>Lesson 1 - Career Decisions</p> <ul style="list-style-type: none"> <li>- Discover how to explore specific health care interests.</li> <li>- Identify resources for career research.</li> <li>- Recognize that a career is like a path or ladder.</li> </ul> <p>Lesson 2 - Research Careers</p> <ul style="list-style-type: none"> <li>- Research levels of education and credentialing requirements for various health care careers.</li> <li>- Consider employer expectations and working conditions for various health care careers.</li> <li>- Investigate career growth potential for various health occupations.</li> </ul> <p>Lesson 3 - Plan Career Paths</p> <ul style="list-style-type: none"> <li>- Identify possible advancement patterns in health care careers.</li> <li>- Explore a potential health science career path in therapeutic, diagnostic, health informatics, or support services.</li> <li>- Identify the availability of educational opportunities for different health professions.</li> </ul>
10	Wellness and Nutrition	Unit 1: Wellness (1 hour)	<p>Lesson 1 - Wellness</p> <ul style="list-style-type: none"> <li>- Define wellness, describe holistic healthcare, and explain how wellness may affect health care systems.</li> </ul> <p>Lesson 2 - Healthy Living</p> <ul style="list-style-type: none"> <li>- Describe factors of healthy living.</li> </ul>
10		Unit 2: Nutrition (1 hour)	<p>Lesson 1 - Nutrients</p> <ul style="list-style-type: none"> <li>- Describe the six types of nutrients.</li> <li>- Contrast simple and complex carbohydrates.</li> <li>- Identify saturated, trans, and unsaturated fats.</li> <li>- Distinguish between complete and incomplete proteins.</li> <li>- Recognize fat and water-soluble vitamins.</li> <li>- Describe fiber.</li> </ul>

WEEK	AES MODULE	UNIT	OBJECTIVES
			<p>Lesson 2 - Food Groups</p> <ul style="list-style-type: none"> <li>- Describe the five food groups.</li> <li>- Contrast refined and whole grains.</li> <li>- Explain the importance of eating a variety of fruits and vegetables.</li> <li>- Explain why fat-free or low-fat foods are recommended.</li> <li>- Describe how much salt and sugar one should consume.</li> <li>- State the amount of food you need from each food group.</li> </ul> <p>Lesson 3 - Diets</p> <ul style="list-style-type: none"> <li>- Interpret MyPlate.</li> <li>- Identify what foods people should eat the most and least.</li> <li>- Read a food label.</li> <li>- Describe types of therapeutic diets.</li> </ul>
10		Unit 3: Healthcare (1 hour)	<p>Lesson 1 - Choosing Providers</p> <ul style="list-style-type: none"> <li>- Explain how to choose health care providers, including professionals, hospitals, and pharmacies.</li> <li>- Describe prescription, over the counter, brand name, and generic drugs.</li> </ul> <p>Lesson 2 - Physical Examination</p> <ul style="list-style-type: none"> <li>- Describe a physical examination and explain how physical examinations affect wellness.</li> <li>- Demonstrate a far vision test.</li> </ul>
10		Unit 4: Stress and Planning for Wellness (1 hour)	<p>Lesson 1 - Stress</p> <ul style="list-style-type: none"> <li>- Define stress and stressors, explain how stress affects wellness, and describe how to manage stress.</li> </ul> <p>Lesson 2 - Wellness Plan</p> <ul style="list-style-type: none"> <li>- Develop a wellness plan.</li> </ul>
10	Legal and Ethical Responsibilities	Unit 1: Civil and Criminal Law (1 hour)	<p>Lesson 1 - Criminal Law</p> <ul style="list-style-type: none"> <li>- Analyze legal responsibilities regarding criminal law.</li> </ul>

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> <li>- Analyze medical liability regarding criminal law.</li> </ul> <p>Lesson 2 - Civil Law and Torts</p> <ul style="list-style-type: none"> <li>- Analyze legal responsibilities regarding torts.</li> <li>- Analyze medical liability regarding torts.</li> <li>- Contrast "scope of practice" for specific careers.</li> </ul> <p>Lesson 3 - Civil Law and Contracts</p> <ul style="list-style-type: none"> <li>- Analyze legal responsibilities regarding contracts.</li> <li>- Analyze medical liability regarding contracts.</li> <li>- Explain the doctrine of informed consent.</li> </ul>
11		Unit 2: Privacy and Security (1 hour)	<p>Lesson 1 - Introduction to HIPAA</p> <ul style="list-style-type: none"> <li>- Define HIPAA and describe why HIPAA is needed.</li> </ul> <p>Lesson 2 - Privileged Communications</p> <ul style="list-style-type: none"> <li>- Analyze legal aspects of privileged communication in health care and recognize abuse.</li> </ul> <p>Lesson 3 - Medical Records</p> <ul style="list-style-type: none"> <li>- Analyze legal aspects of privileged communication in healthcare.</li> <li>- Explain the importance of the confidentiality of medical records.</li> </ul> <p>Lesson 4 - Technology</p> <ul style="list-style-type: none"> <li>- Analyze legal aspects of privileged communication in health care.</li> <li>- Assess risks and benefits of telecommunications tools in health care.</li> </ul>
11		Unit 3: Advance Directives and Client Rights (1 hour)	<p>Lesson 1 - Advance Directives</p> <ul style="list-style-type: none"> <li>- Analyze legal aspects of advance directives.</li> <li>- Explain types of advance directives.</li> </ul> <p>Lesson 2 - Client Rights</p> <ul style="list-style-type: none"> <li>- List patients' rights and responsibilities.</li> </ul>



WEEK	AES MODULE	UNIT	OBJECTIVES
11		Unit 4: Liability and Ethics (1 hour)	<p>Lesson 1 - Reducing Liability</p> <ul style="list-style-type: none"> <li>- Contrast types of liability.</li> <li>- Differentiate between policies and procedures.</li> <li>- Explain the importance of documentation.</li> <li>- Determine when an incident is reportable.</li> <li>- Know the steps of the problem-solving method.</li> <li>- Describe risk management.</li> </ul> <p>Lesson 2 - Ethics</p> <ul style="list-style-type: none"> <li>- Differentiate between laws, ethics, and morality.</li> <li>- Describe a code of ethics for health care workers.</li> </ul> <p>Lesson 3 - Ethical Dilemmas</p> <ul style="list-style-type: none"> <li>- Analyze current and future bioethical dilemmas.</li> </ul>
11		Unit 5: Workplace Law (1 hour)	<p>Lesson 1 - Discrimination</p> <ul style="list-style-type: none"> <li>- Describe non-discriminatory laws in the workplace.</li> </ul> <p>Lesson 2 - Wages, Benefits, and Leave</p> <ul style="list-style-type: none"> <li>- Describe labor laws regarding wages, benefits, and leave.</li> </ul> <p>Lesson 3 - Safety</p> <ul style="list-style-type: none"> <li>- Describe various workplace safety laws.</li> </ul>
11	Health Information Technology	Unit 1: Health Information Technology Overview (1 hour)	<p>Lesson 1- Introduction to Health Information Technology</p> <ul style="list-style-type: none"> <li>- Describe Health Information Technology, its benefits, and who is affected by HIT</li> </ul> <p>Lesson 2 - Health Information Technology and Healthcare Providers</p> <ul style="list-style-type: none"> <li>- Summarize how HIT supports healthcare providers</li> <li>- Explain how HIT helps healthcare facilities share medical findings and provide better client care</li> <li>- Recall how HIT helps pharmacies become efficient</li> </ul> <p>Lesson 3 - Health Information Technology and Clients</p>

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> <li>- Define the personal health record (PHR) and the benefits it provides</li> <li>- Describe the 2 ways to create PHR</li> <li>- Identify what clients can do with PHR</li> <li>- Recognize client's personal health information rights</li> </ul>
12		Unit 2: Electronic Health Records (1 hour)	Lesson 1- Introduction to Electronic Health Records <ul style="list-style-type: none"> <li>- Define the term Electronic Health Record</li> <li>- Recognize the purpose and benefits of using EHRs</li> <li>- Determine the standards of Meaningful Use</li> <li>- Identify barriers to use of an EHR</li> </ul> Lessons 2 & 3 - Electronic Health Record System Tour <ul style="list-style-type: none"> <li>- Navigate the Practice Fusion Electronic Health Record System</li> <li>- Identify important tabs and buttons in the system</li> <li>- Recall the functionality of an EHR system</li> </ul> Lessons 4 & 5- Electronic Health Record Documentation, Part 1 & Part 2 <ul style="list-style-type: none"> <li>- Use a simulated EHR system to: schedule a client appointment, check-in clients, verify and update client's account information, and create a new client account</li> </ul>
12		Unit 3: Health Insurance Portability and Accountability Act (HIPAA) (1 hour)	Lesson 1- Introduction to HIPAA and HIT <ul style="list-style-type: none"> <li>- Define the Health Insurance Portability and Accountability Act</li> <li>- Determine how the Health Information Technology for Economic and Clinical Health (HITECH) Act affects HIPAA</li> <li>- Examine and explain the HIPAA Privacy and Security Rules</li> </ul> Lessons 2&3 - HIPAA Violations <ul style="list-style-type: none"> <li>- Identifying types of HIPAA violations</li> <li>- Determining the level of fault</li> <li>- Deciding whether the violation should be reported to the Department</li> </ul>

WEEK	AES MODULE	UNIT	OBJECTIVES
			of Health and Human Services (DHHS)
12	Medical Terminology	Unit 1: Word Parts: Roots (1 hour)	<p>Lesson 1 - Word Parts</p> <ul style="list-style-type: none"> <li>- Explain why it is important for all health care workers to know medical terms.</li> <li>- Name the words parts found in medical terms.</li> <li>- Describe the use of a medical dictionary.</li> </ul> <p>Lesson 2 - Word Roots</p> <ul style="list-style-type: none"> <li>- Define word root.</li> <li>- Identify basic word roots for body systems.</li> <li>- Pronounce common word roots.</li> </ul>
12		Unit 2: Word Parts: Suffixes and Prefixes (1 hour)	<p>Lesson 1 - Suffixes</p> <ul style="list-style-type: none"> <li>- Define suffix.</li> <li>- Identify suffixes from a basic list.</li> <li>- Pronounce common suffixes.</li> </ul> <p>Lesson 2 - Prefixes</p> <ul style="list-style-type: none"> <li>- Define prefix.</li> <li>- Identify prefixes from a basic list.</li> <li>- Pronounce common prefixes.</li> </ul> <p>Lesson 3 - Combining Word Parts</p> <ul style="list-style-type: none"> <li>- Identify the rules for combining word parts in medical terms.</li> <li>- Explain combining vowels and combining forms.</li> <li>- Build and break apart terms to decode their meanings.</li> </ul>
12		Unit 3: Abbreviations (1 hour)	<p>Lesson 1 - General Abbreviations</p> <ul style="list-style-type: none"> <li>- Explain the purpose of abbreviations.</li> <li>- Describe precautions to use with abbreviations.</li> <li>- List general medical abbreviations.</li> </ul> <p>Lesson 2 - Body System Abbreviations</p> <ul style="list-style-type: none"> <li>- List medical abbreviations related to certain body systems.</li> </ul>

WEEK	AES MODULE	UNIT	OBJECTIVES
13		Unit 4: Anatomical References (1 hour)	<p>Lesson 1 - Body Planes and Directions</p> <ul style="list-style-type: none"> <li>- Describe anatomical position, define and label body planes, and explain directional terms.</li> </ul> <p>Lesson 2 - Body Cavities</p> <ul style="list-style-type: none"> <li>- Identify body cavities and the organs they contain.</li> <li>- Name abdominal regions.</li> </ul>
13	CPR and Basic Life Support	Unit 1: Introduction (1 hour)	<p>Lesson 1 - Why Learn Basic Life Support?</p> <ul style="list-style-type: none"> <li>- Define cardiac arrest and recognize the difference between a heart attack and cardiac arrest.</li> <li>- Learn some causes of cardiac arrest.</li> <li>- Understand what happens to the heart during a cardiac arrest.</li> <li>- Learn about arrhythmia, VF, pVT, and PEA.</li> <li>- Understand the speed of damage caused by a cardiac arrest.</li> <li>- Learn how CPR and defibrillation can help during a cardiac arrest.</li> </ul> <p>Lesson 2 - Basic Life Support</p> <ul style="list-style-type: none"> <li>- Learn some statistics, including survival rates, about cardiac arrest in the United States.</li> <li>- Understand the goal of the American Heart Association concerning cardiac arrest.</li> <li>- Identify the Chain of Survival and the basic life support links in the chain.</li> <li>- Recognize the signs of cardiac arrest.</li> <li>- Define and identify the basic steps of CPR.</li> <li>- Understand defibrillation and shockable rhythms.</li> <li>- Recognize when not to start and when to stop BLS.</li> <li>- Learn about BLS certifications.</li> </ul>
13		Unit 2: Adult BLS (2 hours)	<p>Lesson 1 - Introduction to Adult BLS</p> <ul style="list-style-type: none"> <li>- Identify the age definition for an adult.</li> <li>- Name the steps in the adult Chain of Survival for in-hospital and out-of-hospital cardiac arrests.</li> <li>- Explain basic life support, or BLS.</li> </ul>

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> <li>- Understand the foundational skills needed to administer BLS during an emergency.</li>   <li>Lessons 2 and 3 - Procedure for One-Person and Two-Person Adult Rescue</li> <li>- Learn the BLS procedures for one-person and two-person adult rescues.</li>   <li>Lesson 4 - High-Quality Adult CPR</li> <li>- Recognize and understand the foundational concepts of high-quality CPR.</li> <li>- Understand the steps needed to perform high-quality adult CPR</li>   <li>Lesson 5 - AED for Adults and Older Children</li> <li>- Recognize the importance of an automated external defibrillator, or AED.</li> <li>- Explain the basic operation of an AED for adults and children 8 years of age and older.</li>   <li>Lesson 6 - Opioid Overdose Emergencies</li> <li>- Know about opioids and the dangers of overdoses.</li> <li>- Recognize opioid overdoses.</li> <li>- Know how to treat opioid overdoses in an emergency.</li> </ul>
13		Unit 3: Pediatric BLS (1.5 hours)	<ul style="list-style-type: none"> <li>Lesson 1 - Introduction to Pediatric BLS</li> <li>- Identify age definition for infants and children.</li> <li>- Describe causes of cardiac arrest in infants and children.</li> <li>- Name the steps in the Pediatric Chain of Survival.</li>   <li>Lesson 2 - Procedure for One-Person Pediatric Rescue</li> <li>- Learn some statistics, including survival rates, about cardiac arrest in the United States.</li> <li>- Understand the goal of the American Heart Association concerning cardiac arrest.</li> </ul>

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> <li>- Identify the Chain of Survival and the basic life support links in the chain.</li> <li>- Recognize the signs of cardiac arrest.</li> <li>- Define and identify the basic steps of CPR.</li> <li>- Understand defibrillation and shockable rhythms.</li> <li>- Recognize when not to start and when to stop BLS.</li> </ul> <p>Lesson 3 - Procedure for Two-Person Pediatric Rescue</p> <ul style="list-style-type: none"> <li>- Learn the BLS procedure for a two-person pediatric rescue.</li> </ul> <p>Lesson 4 - High-Quality Pediatric CPR</p> <ul style="list-style-type: none"> <li>- Recognize and understand the foundational concepts of high-quality, pediatric CPR.</li> <li>- Understand the steps needed to perform high-quality CPR.</li> <li>- Learn how to give rescue breaths with and without barrier devices.</li> </ul> <p>Lesson 5 - AED for Infants and Younger Children</p> <ul style="list-style-type: none"> <li>- Learn the basic operation of an AED for children less than 8 years old.</li> </ul>
14		Unit 4: Airway Obstruction (1 hour)	<p>Lesson 1 - Introduction to Airway Obstruction</p> <ul style="list-style-type: none"> <li>- Define choking and identify signs of choking</li> <li>- Describe techniques to relieve choking in responsive victims</li> <li>- How to care for victims that become unresponsive</li> </ul> <p>Lessons 2 and 3 - Choking Relief for Adults, Children, and Infants</p> <ul style="list-style-type: none"> <li>- Learn how to relieve choking for adults, children, and infants</li> </ul>
14		Unit 5: Learning Activities (1 hour)	<p>Lesson 1 - One-Person Adult Rescue</p> <ul style="list-style-type: none"> <li>- Practice your knowledge of a one-person adult rescue in a real-life scenario.</li> </ul>

WEEK	AES MODULE	UNIT	OBJECTIVES
			Lesson 2 - Review Challenge - Practice your BLS and choking relief knowledge using a Jeopardy-style game.
14	Client Status	Unit 1: Vital Signs and Body Measurements (1 hour)	Lesson 1 - Vital Signs - Define vital signs and explain why it is critical that vital signs are measured and recorded accurately. - Study health indicators.  Lesson 2 - Body Measurement - Identify normal height, weight ranges, and head circumference for different age groups and genders and those that should be reported. - Identify factors that may affect height, weight, and head circumference. - Identify common causes of variations in height, weight, and head circumference.
14		Unit 2: Temperature (1 hour)	Lesson 1 - Temperature - Identify normal range and average body temperature for oral, axillary, rectal, and tympanic measurement methods. - Identify common causes of variations in body temperature. - Identify acceptable variations for normal range of body temperature and variations that should be reported.  Lesson 2 - Glass Thermometers - Identify glass thermometers and list what temperatures can be taken with glass thermometers. - Explain the dangers of using mercury thermometers. - Describe how to clean and store a glass thermometer.  Lesson 3 - Oral Temperature - Select the temperature measurement method appropriate to the situation.

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> <li>- Identify acceptable variations for normal range of body temperature and those that should be reported.</li> <li>- Practice taking and recording an oral temperature.</li> </ul> <p>Lesson 4 - Tympanic Temperature</p> <ul style="list-style-type: none"> <li>- Select the temperature measurement method appropriate to the situation.</li> <li>- Identify acceptable variations for normal range of body temperature and those that should be reported.</li> <li>- Practice taking and recording a tympanic temperature.</li> </ul>
14		Unit 3: Pulse (1 hour)	<p>Lesson 1 - Pulse</p> <ul style="list-style-type: none"> <li>- Identify peripheral pulse sites.</li> <li>- Identify criteria to use in selecting pulse site.</li> <li>- Identify normal pulse range for different age groups and pulse readings that should be reported to a supervisor.</li> <li>- Identify factors that may affect pulse rate.</li> <li>- Differentiate between palpation and auscultation.</li> </ul> <p>Lesson 2 - Radial Pulse</p> <ul style="list-style-type: none"> <li>- Measure and record pulse.</li> <li>- Identify normal pulse range for different age groups and those that should be reported.</li> </ul> <p>Lesson 3 - Apical Pulse</p> <ul style="list-style-type: none"> <li>- Measure and record apical pulse.</li> <li>- Identify normal pulse range for different age groups and those that should be reported.</li> </ul>
15		Unit 4: Respiration (1 hour)	<ul style="list-style-type: none"> <li>- Measure and record respiratory rate.</li> <li>- Identify normal respiratory rate for different age groups and those that should be reported.</li> <li>- Identify factors that may affect respiration.</li> <li>- Identify common causes of variations in respiration.</li> </ul>



WEEK	AES MODULE	UNIT	OBJECTIVES
15		Unit 5: Blood Pressure (1 hour)	<ul style="list-style-type: none"> <li>- Measure and record blood pressure.</li> <li>- Identify normal blood pressure ranges for different age groups and those that should be reported.</li> <li>- Identify factors that may affect blood pressure.</li> <li>- Identify common causes of variations in blood pressure.</li> </ul>
15	Human Growth and Development	Unit 1: Genetics (1 hour)	<p>Lesson 1 - Introduction</p> <ul style="list-style-type: none"> <li>- Explain four areas of human development, including physical, intellectual, emotional, and social.</li> <li>- Develop a basic understanding of human needs.</li> </ul> <p>Lesson 2 - Genetics</p> <ul style="list-style-type: none"> <li>- Describe the role of human genetics in relation to genetic diseases.</li> <li>- Identify current issues related to genetic research.</li> </ul>
15		Unit 2: Prenatal and Neonatal Development (1 hour)	<p>Lesson 1 - Prenatal</p> <ul style="list-style-type: none"> <li>- Describe the development of a fetus to birth.</li> <li>- Evaluate the effects of alcohol, controlled substances, and tobacco on a fetus.</li> </ul> <p>Lesson 2 - Neonatal</p> <ul style="list-style-type: none"> <li>- Name developmental tasks for the neonate age group.</li> <li>- Identify health issues for the neonate age group.</li> </ul>
15		Unit 3: Childhood (1 hour)	<p>Lesson 1 - Infants and Toddlers</p> <ul style="list-style-type: none"> <li>- Name developmental tasks for the infant and toddler age group.</li> <li>- Identify health issues for the infant and toddler age group.</li> </ul> <p>Lesson 2 - Early Childhood</p> <ul style="list-style-type: none"> <li>- Name developmental tasks for the early childhood age group.</li> <li>- Identify health issues for the early childhood age group.</li> </ul>

WEEK	AES MODULE	UNIT	OBJECTIVES
			<p>Lesson 3 - Middle Childhood</p> <ul style="list-style-type: none"> <li>- Name developmental tasks for the middle childhood age group.</li> <li>- Identify health issues for the middle childhood age group.</li> </ul>
16		<p>Unit 4: Adolescence and Adulthood (1 hour)</p>	<p>Lesson 1 - Adolescence</p> <ul style="list-style-type: none"> <li>- Name developmental tasks for the adolescent age group.</li> <li>- Identify health issues for the adolescent age group.</li> </ul> <p>Lesson 2 - Early Adulthood</p> <ul style="list-style-type: none"> <li>- Name developmental tasks for the early adult age group.</li> </ul> <p>Lesson 3 - Middle Adulthood</p> <ul style="list-style-type: none"> <li>- Name developmental tasks for the middle adult age group.</li> </ul> <p>Lesson 4 - Late Adulthood</p> <ul style="list-style-type: none"> <li>- Name developmental tasks for the late adult age group.</li> </ul>
16		<p>Unit 5: Aging and Death (1 hour)</p>	<p>Lesson 1 - Aging</p> <ul style="list-style-type: none"> <li>- Examine the effects of aging.</li> <li>- Identify health issues for the geriatric age group.</li> </ul> <p>Lesson 2 - Death and Grief</p> <ul style="list-style-type: none"> <li>- Discuss death and dying.</li> <li>- Recognize the stages of the grief process.</li> </ul> <p>Lesson 3 - Mortuary Science</p> <ul style="list-style-type: none"> <li>- Describe mortuary science.</li> <li>- Discuss services provided by funeral directors and funeral homes.</li> </ul>
16	Medical Records	<p>Unit 1: Medical Records (1 hour)</p>	<p>Lesson 1 - Introduction to Medical Records</p> <ul style="list-style-type: none"> <li>- Give the purpose of medical records.</li> <li>- Identify the owner of medical records.</li> </ul>

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> <li>- Name the parts of medical records.</li> <li>- Recognize the importance of accuracy in medical records.</li> <li>- Explain the importance of the Release of Information form.</li> </ul> <p>Lesson 2 - Types of Medical Records</p> <ul style="list-style-type: none"> <li>- Distinguish between source-oriented and problem-oriented medical records.</li> <li>- Name alternative types of medical records.</li> </ul> <p>Lesson 3 - Electronic Medical Records</p> <ul style="list-style-type: none"> <li>- Define and name features of EMR.</li> <li>- Compare EMR with paper medical records.</li> <li>- List security guidelines for EMR.</li> </ul>
16		Unit 2: Filing Equipment and Systems (1 hour)	<p>Lesson 1 - Filing Equipment and Supplies</p> <ul style="list-style-type: none"> <li>- Identify types of filing units.</li> <li>- Describe the folders and labels used for medical records.</li> <li>- Explain the need for guides and out-guides.</li> <li>- Name the barcode system as an alternative to using out-guides.</li> </ul> <p>Lesson 2 - Filing Systems and Processes</p> <ul style="list-style-type: none"> <li>- Identify the five steps of the filing procedure.</li> <li>- Name four types of filing systems.</li> <li>- Explain the benefit of color-coding medical records.</li> </ul>
16		Unit 3: Alphabetical and Numerical Filing (1 hour)	<p>Lesson 1 - Indexing</p> <ul style="list-style-type: none"> <li>- Describe the role of the Association of Records Managers and Administrators.</li> <li>- Define indexing unit.</li> <li>- Identify rules for indexing patient and company names.</li> </ul> <p>Lesson 2 - Alphabetical Filing</p> <ul style="list-style-type: none"> <li>- Explain the alphabetical filing system.</li> </ul>

WEEK	AES MODULE	UNIT	OBJECTIVES
			<ul style="list-style-type: none"> <li>- Name rules for using the alphabetical filing system.</li> </ul> <p>Lesson 3 - Numerical Filing</p> <ul style="list-style-type: none"> <li>- Name the advantages of the numerical filing system.</li> <li>- Explain the need for the Master Patient index.</li> <li>- Use three types of numeric filing: straight numeric, terminal digit, and middle digit.</li> <li>- Convert between terminal digit and middle digit.</li> </ul> <p>Lesson 4 - Cross-References</p> <ul style="list-style-type: none"> <li>- Explain the importance of cross-references.</li> <li>- Define primary file and cross-reference file.</li> <li>- Name four situations in which cross-references should be used.</li> </ul>
16		Unit 4: Medical Records Management (1 hour)	<p>Lesson 1 - New Medical Records</p> <ul style="list-style-type: none"> <li>- Prepare a new medical record.</li> <li>- Name the forms that should be included in a new medical record.</li> </ul> <p>Lesson 2 - Maintaining Medical Records</p> <ul style="list-style-type: none"> <li>- Identify a medical office assistant's responsibilities with medical records.</li> <li>- Name day-to-day tasks for proper record maintenance.</li> <li>- Take steps to locate a missing medical record.</li> <li>- Explain when medical records may be deleted.</li> <li>- Correct a medical record.</li> </ul> <p>Lesson 3 - Medical Records Retention</p> <ul style="list-style-type: none"> <li>- Define purging as it relates to medical records.</li> <li>- Name three different statuses of medical records.</li> <li>- Explain how long facilities must retain medical records.</li> <li>- Identify types of storage for old medical records.</li> </ul>
17	Office Equipment	Unit 1: Computers (1 hour)	<p>Lesson 1 - Computer Basics</p> <ul style="list-style-type: none"> <li>- Explain the role of the computer in the medical office.</li> <li>- Define hardware and software.</li> <li>- Explain the three basic computer functions: input, processing, and output.</li> </ul>

WEEK	AES MODULE	UNIT	OBJECTIVES
			<p>Lesson 2 - Computer Operations</p> <ul style="list-style-type: none"> <li>- After you finish this lesson, you will be able to:</li> <li>- Boot and shut down a computer.</li> <li>- Organize computer files.</li> <li>- Copy, move, and rename files and folders.</li> </ul> <p>Lesson 3 - Security</p> <ul style="list-style-type: none"> <li>- After you finish this lesson, you will be able to:</li> <li>- Explain the importance of computer safeguards.</li> <li>- Describe methods for securing confidential electronic information.</li> </ul>
17		Unit 2: Other Equipment (1 hour)	<p>Lesson 1 - Telecommunication</p> <ul style="list-style-type: none"> <li>- Identify telecommunication devices.</li> <li>- Explain the uses of telecommunication devices in the medical office.</li> </ul> <p>Lesson 2 - Automation</p> <ul style="list-style-type: none"> <li>- Identify automation devices.</li> <li>- Describe the uses of automation devices in the medical office.</li> </ul>
17		Unit 3: Maintenance and Troubleshooting (1 hour)	<p>Lesson 1 - Maintenance</p> <ul style="list-style-type: none"> <li>- Explain the importance of preventative maintenance.</li> <li>- Describe how maintenance contracts protect equipment.</li> <li>- Explain how to maintain a computer.</li> </ul> <p>Lesson 2 - Troubleshooting</p> <ul style="list-style-type: none"> <li>- Identify the steps in the troubleshooting method.</li> <li>- Use the troubleshooting method to solve computer problems.</li> </ul>
17		Unit 4: Office Supplies (1 hour)	<p>Lesson 1 - Inventory</p> <ul style="list-style-type: none"> <li>- Describe types of medical office supplies.</li> <li>- Explain the importance of managing inventory.</li> <li>- List ways to manage inventory.</li> </ul>

WEEK	AES MODULE	UNIT	OBJECTIVES
			<p>Lesson 2 - Purchasing</p> <ul style="list-style-type: none"> <li>- Describe the steps to place an order for supplies.</li> <li>- Explain the importance of comparing prices when purchasing supplies.</li> <li>- List the information included on a purchase order.</li> <li>- Identify how to receive and pay for an order.</li> </ul> <p>Lesson 3 - Completing a Purchase Order</p> <ul style="list-style-type: none"> <li>- Prepare a purchase order for supplies.</li> </ul>
17	Medical Mathematics	Unit 1: Number Basics (1 hour)	<p>Lesson 1 - Medical Mathematics</p> <ul style="list-style-type: none"> <li>- Explain the importance of mathematics in health care and overcome math anxiety.</li> </ul> <p>Lesson 2 - Number Basics</p> <ul style="list-style-type: none"> <li>- Identify two numerical systems.</li> <li>- Recognize the functions of fractions, decimals, and percentages.</li> </ul>
18		Unit 2: Key Calculations (1 hour)	<p>Lesson 1 - Ratios and Proportions</p> <ul style="list-style-type: none"> <li>- Calculate ratios.</li> <li>- Solve for an unknown term in a proportion.</li> </ul> <p>Lesson 2 - Estimating</p> <ul style="list-style-type: none"> <li>- Make estimates and judge the reasonableness of the result.</li> <li>- Draw conclusions from an estimate.</li> </ul>
18		Unit 3: Measurement Systems (1 hour)	<p>Lesson 1 - English System</p> <ul style="list-style-type: none"> <li>- Make and use measurements in traditional units.</li> <li>- Make conversions within the English measuring system.</li> </ul> <p>Lesson 2 - Metric System</p> <ul style="list-style-type: none"> <li>- Make and use measurements in metric units.</li> <li>- Make conversions within the metric measuring system.</li> </ul>

WEEK	AES MODULE	UNIT	OBJECTIVES
			<p>Lesson 3 - Apothecary System</p> <ul style="list-style-type: none"> <li>- Make and use measurements in apothecary units.</li> <li>- Recognize symbols of the apothecary system.</li> <li>- Calculate problems using the apothecary system.</li> </ul> <p>Lesson 4 - Conversions</p> <ul style="list-style-type: none"> <li>- Convert between English, metric, and apothecary measurements.</li> </ul>
18		Unit 4: Medications (1 hour)	<p>Lesson 1 - Labels and Prescriptions</p> <ul style="list-style-type: none"> <li>- Read medication labels and medical prescriptions</li> </ul> <p>Lesson 2 - Dosages</p> <ul style="list-style-type: none"> <li>- Define oral and parenteral medication.</li> <li>- Calculate dosages by using ratios and proportions.</li> </ul> <p>Lesson 3 - Parenteral Medication</p> <ul style="list-style-type: none"> <li>- Define drip rate and drip set.</li> <li>- Use a mathematical equation to calculate drip rate.</li> </ul>
18		Unit 5: Temperature and Time (1 hour)	<p>Lesson 1 - Temperature</p> <ul style="list-style-type: none"> <li>- Convert readings from Fahrenheit to Centigrade.</li> </ul> <p>Lesson 2 - Time</p> <ul style="list-style-type: none"> <li>- Measure time</li> <li>- Convert from standard time to 24-hour time.</li> </ul>
18		Unit 6: Charts and Graphs (1 hour)	<p>Lesson 1 - Intake and Output Chart</p> <ul style="list-style-type: none"> <li>- Estimate standard intake amounts.</li> <li>- Record, read, and evaluate a chart.</li> </ul> <p>Lesson 2 - TPR Graph</p> <ul style="list-style-type: none"> <li>- Draw, read, and interpret a graph.</li> <li>- Record temperature, pulse, respiration, and blood pressure on a graph.</li> </ul>
18	Final Exam		Review course material and take the final exam