

**MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY**

COURSE TITLE: Health Science Emergency Medicine
COURSE NUMBER: (Aeries)
CBEDS NUMBER: (Aeries)
DEPARTMENT: CTE
LENGTH OF COURSE: 1 year
CREDITS PER SEMESTER: 5 credits
GRADE LEVEL(S): 12th
REQUIRED OR ELECTIVE: Elective

PREREQUISITES:

Required - Student in health care pathway;
Recommended - Medical Science & Terminology; Health Care Essentials

BOARD OF EDUCATION ADOPTION: (Date of Action Meeting)

COURSE DESCRIPTION:

The course begins with basic knowledge of anatomy and physiology, first aid, CPR, data collection, and safety practices and trends with a thorough understanding of medical emergencies. The course presents the tools for students to understand the importance of pre-hospital care and delivers a thorough understanding of the proper use of medical equipment necessary to provide appropriate care. The competencies in this course are aligned with the National Standard Curriculum, Common Core State Standards, and the California Career Technical Education Model Curriculum Standards. There is also an emphasis on college and career readiness skills such as team work effective communication, professionalism, and medical ethics.

COURSE PURPOSE:

This competency-based course is a preparatory course for the EMT (Emergency Medical Technician) program and is designed to prepare students for both entry-level positions into the health care industry and for success in postsecondary education. The course engages students in learning about the philosophy, history, future, and components of the emergency system, the well-being of the first responders, the responsibility of emergency services in a community, and legal issues related to emergency services. The course provides students with a comprehensive understanding of anatomy, physiology, and pathophysiology of the human body as well as some related medical terminology. Concepts solidify the foundational knowledge for specific medical emergencies. The course also gives students a genuine context for the application of the knowledge used to help patients in the field.

COURSE OUTLINE:

Unit One: Orientation: Students will identify the personal characteristics, time involved, and education required for careers in medical field. They will understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations

Unit Two: Introduction to EMS Systems: Students will understand and evaluate the responsibilities of a first responder and the components of the EMS activation. They will apply fundamental knowledge of the EMS

system to the provision of emergency care. The lesson will provide the students with a road map for learning the skill and knowledge domains of the EMS systems.

Unit Three: Legal and Ethical Issues: Students will explore the scope of practice, ethical responsibilities, advance directives, consent, refusals, abandonment, negligence, duty to act, confidentiality, medical identification symbols, and crime scenes. They will recognize the importance of medical identification insignia in treating the patient and state the scope of care and standard of care for a first responder.

Unit Four: Well Being of the First Responder: Students will understand and evaluate the personal, emotional, and physical safety requirements for a first responder. This unit covers the emotional aspects of emergency medical care, stress management, body substance isolation (BSI), personal protection equipment (PPE), and safety precautions that can be taken prior to performing the role of a first responder. Students will identify the signs and symptoms of infection and explain the process of inflammation as a defense mechanism.

Unit Five: Communication and Interpersonal Skills: Students will understand and apply effective communication skills and professional guidelines. Students will discuss and demonstrate techniques to remove barriers in communication and explain the importance of nonverbal communication such as gestures, facial expressions, posture, body language, and touch. Research will help students identify and analyze factors and strategies to consider for therapeutic communication with patients.

Unit Six: Academic Proficiency: Students will understand and apply problem solving, critical thinking, and academic proficiency skills. They will recognize the importance of effective reading, writing, speaking, and computational skills. This unit will allow students to review the mechanics of grammar such as sentence construction, subject-verb agreement, and punctuation. Students will make observations and use the scientific method to create a hypothesis on several stringent medical issues.

Unit Seven: The Human Body: Understanding human anatomy and physiology prepares students to evaluate recommended treatments, critically review advertisements and reports in the popular literature, and accurately discuss the human body with health professionals. Students will know the structure and function of the human body and understand how the body responds to a stimulus. The anatomy and physiology of the human body will provide students with the basis for understanding diseases. This unit serves to introduce the students to the basic functions of living organisms, reviews the concept of homeostasis and introduces positive and negative feedback systems in response to homeostatic regulation. Students will use anatomical terms to describe body sections, body regions, and relative positions. Homeostatic balance, the relationship between structure and function, and the interrelationships between body systems are a focus throughout the chapter.

Unit Eight: Medical Terminology: Students will understand and apply the definitions, abbreviations, symbols, and terminology rules that are used in emergency medical care. They will demonstrate how word parts work together to form medical terms and use the many aids to help reinforce the word-building skills while mastering them. Learning medical words is similar to learning a new language. The medical language is logical in that each term, complex or simple, can be broken down into its basic component parts. Students will build medical words for surgical, diagnostic, and pathological conditions. They will write the meaning of the word parts and use them to build and analyze words.

Unit Nine: Vital Signs and Patient Assessment: To perform an adequate patient assessment, the First Responder must be familiar with the normal anatomy of the human body and topographical terminology. This information will provide a solid cornerstone on which the First Responder can build the essentials of quality patient assessment and management. Students will understand the clinical protocol in assessing the vital signs. Adequate blood pressure is necessary to maintain proper circulation and perfusion of the vital organ cells. Students will recognize that a decrease in blood pressure may indicate loss of blood, loss of vascular tone, or a

cardiac pumping problem. Students will also recognize that an increase in blood pressure may lead to fatal conditions even if the body's defenses act to reduce the elevation.

Unit Ten: Lifting, Moving, and Positioning Patients: Students will understand that both the patient's condition and the environment in which he/she is found determine moving a patient. The determination of how to move the patient is made by considering the complaint, the severity of the condition and the location. Students will identify, apply, and evaluate techniques used to lift, move, and position patients. This chapter provides students with knowledge of body mechanics, lifting and carrying techniques, and principles of moving patients.

Unit Eleven: Airway Management: Students will understand airway anatomy and physiology, how to maintain an open airway, pulmonary resuscitation, variations for infants and children, as well as patients with laryngectomies. The use of airways, suction equipment, and barrier devices will help students differentiate between medical equipment required based on the patient's medical condition. Students will recognize and apply the techniques for proper airway management.

Unit Twelve: Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED): Students will understand, apply, and evaluate basic CPR and AED procedures. The lesson provides the First Responder with the knowledge and skills of chest compressions and ventilations for adults, children, and infants. Students will detect skills that will enhance their ability to evaluate a scene for potential hazards, to determine the number of patients, whether additional help is necessary, and to evaluate the mechanism of injury or nature of illness. This lesson provides the knowledge and skills to properly perform the initial assessment. The students will learn about forming a general impression, determining responsiveness, and assessing the airway, breathing, and circulation. Students will discuss how to determine priorities of patient care. They will acquire the knowledge and skills required to continue the assessment and management of the ill or injured patient.

Unit Thirteen: Medical Emergencies: Students will interpret the recognition and management of general medical complaints, seizures, altered mental status, environmental emergencies, behavioral emergencies, psychological crisis, and typical patient situations. While it is important for students to make the distinction between different medical emergencies, it is equally important for students to remember that patients may have a combination of medical conditions. Students will understand that some medical emergencies are caused by psychological or behavioral problems. Students will also recognize that many emergency situations can be very challenging and therefore a good preparation is required to provide efficient patient care.

Unit Fourteen: Bleeding, Shock, and Soft-Tissue Injuries: Students will recognize and apply techniques for different types of bleeding, shock, and soft tissue injuries. The unit reviews the cardiovascular system, describes the care of the patient with internal and external bleeding, and teaches the management of soft tissue injuries and burns. Techniques of dressing and bandaging wounds will also be taught in this unit. Students will review the anatomy of the musculoskeletal system. They will present information about injuries of the skeletal system in a professional manner. A review of the anatomy of the nervous system will be done prior to the demonstration of patient care. Students will discuss the injuries to the spine and head, including the mechanism of injury, signs and symptoms of injury, and assessment

Unit Fifteen: Pregnancy and Childbirth: Students will understand and evaluate childbirth, anatomy of pregnancy, and the stages of labor. Reviews of the anatomical and physiological changes that occur during pregnancy will be major part of the chapter. Throughout the lesson students will demonstrate deliveries and newborn care. Students will describe the structures and functions associated with the reproductive system as well as conditions that may cause homeostatic imbalance. The reproductive system ensures the continuity of the species by producing offspring. It also plays essential roles in the development of the structural and functional

differences between males and females and influences human behavior. Students will identify the care required during pregnancy, childbirth, and postpartum period

Unit Sixteen: Infants and Children: Pediatric patients have their own set of health-related problems that are unique to their population. Similarly, many problems that are common in adults do not occur in children and vice versa. Students will recognize that children are not small adults and their treatment can be a challenge for healthcare providers. Students will understand the assessment and treatment of infants and children. They will present information concerning anatomical differences in infants and children, and discuss common medical and trauma situations.

Unit Seventeen: EMS Operations Gaining Access and Hazards on Scene: Students understand, apply, and evaluate access techniques and hazard awareness. The unit presents an overview of the knowledge needed to function as a First Responder in the out-of-hospital environment. In addition it provides the First Responder student with an overview of extrication and rescue operations and information on hazardous materials, mass casualty situations, and basic triage. Students will recognize and apply basic disaster medical operations and multi-casualty incident management.

Unit Eighteen: Pharmacology: Administering medication is very serious since the appropriate use of a medication can alleviate pain and improve patient's well-being. If used inappropriately, medication can cause harm and even death. Students will learn that acting without understanding how medications work is to place patients in danger. They will explore and evaluate the use of medications by a first responder. In this unit students will understand the importance of becoming familiar with the "street" names of commonly used and abused drugs.

Unit Nineteen: College and Career Readiness Knowledge and Skills: Students will understand and evaluate the skills, knowledge, and attitudes needed to locate, obtain, and maintain employment in healthcare careers and how to successfully apply for and succeed in postsecondary education. On completion of this unit the students will be able to establish goals for self-improvement and lifelong education/ training and discuss the function of professional healthcare organizations. This unit will help students design sample résumés and cover letters and demonstrate appropriate interviewing techniques.

KEY ASSIGNMENTS:

Unit 1: Students will use the Internet and look at the levels of training for pre-hospital care. Students will write a 450 word essay about the requirements necessary to obtain a certificate for each level of training.

Unit 2: Students will research Internet sites that focus on information on benefits of Emergency Medical Services and create a brochure that includes five of the benefits of EMS. Students will prepare a class presentation on the benefits of EMS.

Unit 3: Students will write a 300 word essay describing why it is inappropriate to judge a patient based on a cultural, gender, age, or socioeconomic model, and to vary the standard of care rendered as a result of that judgment.

Students will research Internet sites that focus on information regarding the role of the EMS. In a 450 word essay characterize the EMS system's role in prevention and public education in the community.

Using the Internet find the cost for liability insurance for a certified first responder. Students will create a list and write a report that describes what the insurance covers and what it doesn't cover.

Students will write a 450 word essay identifying a law that helps ensure the confidentiality of medical information and summarizing the importance of confidentiality in health care.

Based on the definition of the Health Insurance Portability and Accountability Act (HIPAA) students will explain in 300 word essay the impact of HIPAA on the patient privacy.

In a short essay students will discuss the issues of negligence, abandonment, assault, and battery and explain their implications for the first responder.

Students will write a short essay explaining the reporting requirements for special situations such as abuse, drug injuries, childbirth, and crime scenes.

Students will, in a short essay, discuss the importance of do not resuscitate (DNR) orders.

Unit 4: Students will write a 450 word essay that describes the emotional aspects of emergency care and explain the steps that contribute to wellness and their importance in managing stress.

Students will write a 600 word essay that shows the risk of infections and explain the mode of transmission and the steps necessary to prevent or deal with an exposure to hepatitis, tuberculosis, and HIV.

The main way people “catch” cold is through their hands. After touching an object contaminated with the cold virus, the person transfers the virus to the nasal cavity where it causes an infection. Students will describe other ways in which the virus can get into the nasal cavity.

Students will create a chart to illustrate the difference between active and passive immunity and compare how long active immunity and passive immunity lasts. Students will describe situations where one type of immunity is preferred over the other.

Students will write a 600 word essay that describes the effects that take place during an inflammatory response and name the cells involved in promoting and inhibiting inflammation. Students will identify the symptoms of local and systemic inflammation.

Students will create a poster explaining the “Safety First” procedures that health care professionals need to follow in the workplace. The topic can be either “Wash your hands” or “The use of gloves.” Students will use correct grammar, punctuation, and spelling.

Students will write a 350 word essay that describes posttraumatic stress disorder (PTSD) and steps that can be taken to decrease the likelihood that PTSD will develop.

Unit 5: Students will list and describe the elements of effective leadership. They will create a chart and compare leadership skills and follower skills.

Based on the definition of communication, students will write a 500 word essay showing a dialog between a first responder and a patient by using effective verbal and nonverbal communication.

Students will write a 450 word essay that describes a recent event in which you or someone else did not use good listening skills. Explain what could have been done differently to demonstrate good listening skills.

Students will create a chart explaining the special considerations in communicating with older people, children, hearing-impaired patients, visually impaired patients, and non-English speaking patients.

Students will write a 350 word essay that explains the skills that should be used to communicate with family members, bystanders, people from other agencies, and hospital personnel.

Unit 6: Students will write a report to a co-worker in which they describe the condition of their client. Students will read the report to the class.

Students will describe two scenarios in which it would be better to present data in either a table or a graph. Students will create a table and a graph that illustrates their point.

The student's client received a medication prescription for pain. The medication is given in mg per client's weight expressed in kg. Students will create a math problem that includes conversion to metric system.

Unit 7: Students will explain the anatomical position, the directional terms, and the planes of the body.

Students will use the Internet to research the importance of dialysis in clients with kidney failure. In 600 word essay, students will define dialysis, present the types of dialysis, and the importance of the procedure.

Students will create a chart and contrast the functions of the sympathetic and parasympathetic divisions of the autonomic nervous system. Students will create a chart with the functions of the digestive system: enzyme, source, and function. Students will create a diagram that shows the digestion of food molecules. Students will create a chart showing the functions of the endocrine system with emphasis on water balance.

Students will write a 500 word essay describing the journey of the blood from the heart to the body cells and the return of the blood back to the heart. They will also create a diagram of the circulatory system and present it to the class.

Students will research information to evaluate the impact of biotechnology on the individual, society and the environment.

Students will list the hormones secreted from the adrenal gland and write a 450 word essay describing their functions and comparing the means by which the secretion rate of each is controlled.

Students will write a 300 word essay explaining all the reasons why an elderly patient may have a difficult time walking from the living room to the bedroom. Students will explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.

Unit 8: Students will use research materials, either text-based or internet-based, to find ten medical terms. They will write each term and identify the prefixes, roots, and suffixes. Students will give the meaning of each part of the word and the meaning of the medical term. Using this information, students will create a table and fill in the information for the ten words.

Students will choose 25 medical terms and create a "Jeopardy" like game. Students will make a poster with 25 squares and place either the medical term or the definition of a medical term in each square. Cover each word with a 3 x 3 card. Another classmate will challenge the words by giving the definition of the medical term or the medical term the definition on the poster pertains to.

Students will choose 100 medical words and write them on one side of the flash cards. On the other side students will write the definition of the medical terms. Students will quiz each other by using the flashcards.

Students will write three sentences describing a client's medical complaints, initially by writing the sentences with the use of common words and then rewriting them with the use of medical terms.

Unit 9: Students will write a short 450 word script of what they would tell their patient about the procedure as they begin taking a patient's blood pressure.

Taking the temperature is a vital procedure but to many patients it seems a nuisance. Students will write an essay describing how they would explain to the client that a change in temperature is important.

Students will create a chart with normal blood pressure ranges for adults, children, and infants. Students will explain the impact an abnormal blood pressure reading can have on the patient's health.

Students will define the heart rate and explain what information can be determined from monitoring the pulse. Students will write a 450 word report describing the changes in the heart rate caused by common diseases.

Students will interview someone recovering from an accident and have the person describe how the injury occurred and how it first felt. Students will create an emergency action plan. They will write the steps of the Emergency Action Plan as if they would have been there when the incident happened.

In 300 word essay students will explain why it is important to keep the evaluation of each client's medical history in mind at all times during the initial patient assessment. Students will identify the components of the patient assessment process.

In 600 words students will explain how the different causes of emergencies will affect how each step of the patient assessment the First Responder will perform. Students will use correct grammar, punctuation, and spelling.

Unit 10: Students will write a 150 word essay describing the reflex response.

Students will write a 450 word essay explaining why injury to the spinal cord at level of C6 doesn't significantly interfere with nervous system control of the digestive system.

A male patient suffered spinal cord injury in a car accident. Students will write a memo to the EMS staff explaining how you moved and transported the patient and describing the symptoms one could expect to see.

Based on the definition of the term body mechanics in a 500 word essay, students will describe how following proper patient lifting and moving techniques can help prevent work related injuries.

In 300 words, students will summarize the general considerations required to move patients safely without causing them further harm while simultaneously protecting the First Responder from injury.

Based on the safety rules, students will describe in a 350 word essay, the guidelines the First Responder should follow when lifting and carrying a patient on a stretcher or backboard and identify how to avoid common mistakes.

Unit 11: Students will write a 500word essay describing how ventilation is regulated during exercise and explaining the effect of exercise training on the respiratory system.

Based on the definition of recovery position, students will, in 300 words, describe the indications for the use of this position to maintain a clear airway.

In a 500 word essay, students will explain the assessment of a patient who is in respiratory distress and the relationship of the assessment findings to patient management and transport decisions.

Patients with diabetes mellitus who are not being treated with insulin rapidly metabolize lipids and acidic by-products of lipid metabolism will accumulate in the circulatory system. In a 500 word essay students will describe the effects this has on the ventilation.

In a 450 word essay, students will describe the factors that affect the diffusion of gases across the respiratory membrane and give examples of diseases that decrease diffusion by altering these factors.

In a 300 word essay, students will describe the pressure changes that causes the air to move into and out of the lungs and explain what causes these pressure changes.

Students will write a report that describes the normal mechanisms within the ear that adjust for changes in pressure, explains how increased pressure might cause reduced hearing and creates a hypothesis of how another common condition might interfere with pressure adjustment.

In a 350 word essay, students will explain why hyperventilating before swimming underwater can increase the time spent underwater.

Unit 12: Students will use the Internet to research available CPR classes locally. They will create a poster or flyer describing the importance of CPR and including sign-up information for three locations.

Students will write a 600 word essay describing the chain of survival and the importance of performing CPR and using AED when available,

In a 300 word essay, students will explain the relationship of age and weight to defibrillation and describe the advantages of using the AED.

Students will prepare a 500 word essay explaining the conditions that may result in a spinal injury following a submersion incident and list the steps for stabilizing a patient with a suspected spinal injury in the water.

Students will write a 450 word essay describing the recovery techniques and resuscitation efforts First Responders may need to follow when managing a patient who has been involved in a submersion incident.

Unit 13: Using EKG strips, students will discuss and compare normal and abnormal heart rhythms. They will name and describe each EKG strip, using correct grammar, punctuation, and spelling.

Students will perform patient assessment and treatment for diabetes. In a 500 word essay, students will describe the effect inadequate insulin therapy has on ventilation and explain why the change in ventilation is beneficial. They will review and demonstrate the correct administration of oral glucose.

Students will perform patient assessment and treatment for seizures. Students will write a note on the assessment and treatment to be placed in the patient's chart.

Students will perform patient assessment and treatment for heart conditions. Students will write a note on the assessment and treatment to be placed in the patient's chart. They will review and demonstrate the correct administration of nitroglycerine.

Unit 14: Granulation tissue and scars consist of dense irregular collagenous connective tissue. Vitamin C is required for collagen synthesis. Students will describe in a 450word essay the effect of scurvy, which is a nutritional disease caused by vitamin C deficiency, on wound healing.

In a 450 word essay, students will describe the function of the immune system. Students will choose a disease and explain the role of the immune system in the recovery process.

Students will write a 300 word essay describing the characteristics of superficial, partial-thickness, and full-thickness burns.

In a 600-word essay, students will explain the tissue response and inflammatory response to physical injury.

Cells are the basic unit of life. Students will write a 500 word essay describing the structure and function of the cells.

Unit 15: In a 600 word essay, students will describe the anatomy and function of the reproductive system. Students will discuss the female reproductive system, including the developmental changes that occur during puberty and menopause.

Students will describe complications that can arise during childbirth. Students will write a 300 word essay describing the assessment and management of gynecological emergencies and list the three stages of labor

Birth control pills for women contain estrogen and progesterone compounds. In a 350 word essay, students will explain how these hormones can prevent pregnancy.

Students will write an essay explaining why it is important to keep the evaluation of each pregnant female (physical and medical history) in mind at all times during the imminent labor. .

Unit 16: Students will discuss in a 450 word essay, the physical and cognitive developmental stages of an infant. Students will include signs that may indicate illness and patient assessment considerations when caring for an infant patient.

Students will do a presentation of a medical condition that can affect pediatrics. The presentation should include an essay and a poster. The essay should include the following: description of the disease, signs, symptoms, treatment, and research about the frequency of the disease. The poster should show the body system affected by the disease.

Students select and research a common chronic disease found in children and write a 600 word essay explaining the potential symptoms and complications.

Unit 17: Students will create a chart and explain the difference between simple access and complex access in vehicle extrication. They will discuss how to ensure safety at the scene of a rescue incident and include scene size-up and the selection of the proper personal protective equipment.

Students will, in 300 words, explain how to perform triage based on a fictitious scenario that involves a mass-casualty incident.

Unit 18: Students will use the Internet to prepare a display listing the steps necessary in preparing a new drug for marketing. They will include the number and types of trials.

Students will use Internet sites to create a table showing: drug type, drug facts, benefits, actions, contraindications, side effects, generic name and trade name.

Students will create and solve a math problem that converts the amount of medication given in mg into kilogram and pounds.

In a 600 word essay, students will describe the generic name, medication forms, dose, administration, indications, actions, indications and contraindications for the following medications: Epinephrine, Oxygen, Albuterol, Glucose, and Nitroglycerine.

Unit 19: Students will interview three employed adults. They will ask them about their job, how they found the job, and what advice they have for people trying to enter the field. Students will also ask for other comments they might have about their career and about positive and negative experiences related to their job. Students will create a table and fill in the information gathered.

Students will research the Internet and calculate the full value of two different jobs by determining the dollar value of the salary, health insurance, paid vacation time, retirement benefits, and life insurance. Students will create a multimedia presentation of a chart showing the findings and comparing and evaluating which job/career is best for them.

Students will research at least three different colleges, including at least one community college, that offer courses, degrees, and/or certification programs in health related fields. Students will write up their findings. Students should research the following topics: What health-related majors or programs are available at each college? What are the entrance requirements? What is the application process? What are the costs? Are scholarships available?

Students will interview at least one adult who has attended college. They will ask: What was her/his experience? What advice can he/she give you about going to college?

Using college and career readiness indicators provided in class, students will conduct a self-assessment of their own college and career readiness knowledge and skills. Students will make a plan to continue to develop their knowledge and skills.

INSTRUCTIONS METHODS and/or STRATEGIES:

- * Classroom lecture
- * Health Science lab lecture
- * Role Play
- * Triage scenarios
- * Critical Thinking exercises
- * Emergency Response Drills
- * Vehicle Extrication practice
- * Guest Speakers
- * Round Tables
- * Discussion Panels
- * Debates
- * Video Analysis

ASSESSMENTS INCLUDING METHODS and/or TOOLS

- * Formative Assessments
- * Summative Assessments
- * Self Assessments
- * Multiple Choice exams
- * Open-ended questions exams
- * SOAP notes taking
- * PERRLA evaluations
- * Glasgow Coma evaluation
- * EMR Psychomotor Skills evaluation
- * EMT Patient Assessment Management Medical
- * EMT Patient Assessment Flow chart
- * EMT Scene Size-up and Primary Assessment
- * NREMT Patient Assessment / Management Medical Skill Sheet
- * Exam View Test Bank

INSTRUCTIONAL MATERIALS:

CPR Manikins
One way valves
AED simulator
Ambu Bags
PPE
First Aid Training Supplies
Diagnostic set with Otoscope and Ophthalmoscope
Reflex hammer
Dressing and Wound care materials
Electrocardiograph
Glucometer
Hemoglobin meter
Urinalysis meter
Oro-tracheal intubation kit
Cervical-Spinal board
Cervical brace
Medical Biohazard Waste management supplies
Anatomy Posters
Video and digital animations
Oxygen tank
Minor Surgery instruments
Pneumatic Splints
SAM splints
Infant, Child, Adult and Geriatric Manikins

Primary First Responder Bergeron, J., Gloria Bizjak, and Chris La Baudour Prentice Hall 7th edition

Taber's Cyclopedia Medical Dictionary various F.A.

Health Science Fundamentals Badash, Shirley A. and Chesebro, Doreen S. Pearson Education 2009

Essentials of Anatomy & Physiology Seeley, Rod R., Stephens, Trent D., Tate, Philip McGraw Hill 6th Edition

Highlights of the 2015 "Guidelines for CPR and ECC" American Heart Association American Heart Association 2015

For CTE/Pathway/PLTW Distinction:

Industry Partners: American Medical Response, John Muir Health, East Bay CPR

Sequence of Courses: Medical Science and Terminology, Healthcare Essentials

Committee Members:

1. Sandy Johnson Shaw

4. Jonathan Roselin

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6. Lorne Barbosa