Curriculum Framework for Allied Health

CIP Code: 51.0000

Initial Review Date: 09/05 2025 (August/September 2025)

Eligibility Dates: 09/05/2024 through 08/31/2030

Credit Award: 16 Credits

Course Equivalencies:

Allied Health I & II Program	Credits	TESU Course Equivalent	Effective Dates	For Staff Use
Allied Health I and II	1	APS-1000	9/5/2024 – 8/31/2032	MCTS.AH
Allied Health I and II	3	HEA-2750	9/5/2024 – 8/31/2032	MCTS.AH
Allied Health I and II	1	HEA-1040	9/5/2024 – 8/31/2032	MCTS.AH
Allied Health I and II	1	HEA-1980	9/5/2024 – 8/31/2032	MCTS.AH
Allied Health I and II	3	HEA-1000	9/5/2024 – 8/31/2032	MCTS.AH
Allied Health I and II	3	HEA-2950	9/5/2024 – 8/31/2032	MCTS.AH
Allied Health I and II	4	BIO-2110	9/5/2024 – 8/31/2032	MCTS.AH

Gaining Access to the Evaluated Credit Award

The following curriculum was evaluated by Thomas Edison State University (TESU) through its Professional Learning Review (PLR) Process to determine college-credit equivalency for the training program.

The current state approved Career and Technical Education (CTE) programs in New Jersey that have been verified to follow this curriculum, and to be eligible to receive TESU credit upon completion can be found on the Verification Letter.

Question: How does your CTE program become eligible for this credit award for your students?

Answer: To become eligible, and to have your school's name listed on the Verification Letter, please follow these instructions:

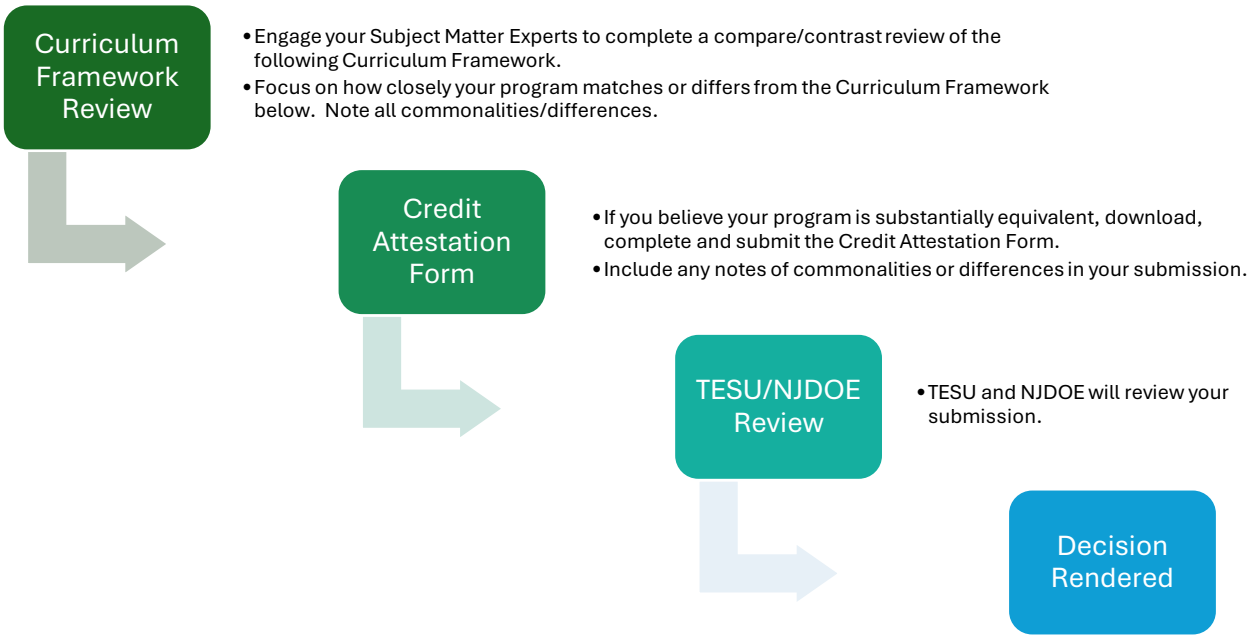
Step 1. Review the following Curriculum Framework and compare it against your school's current state approved CTE program. TESU suggests utilizing your school's subject matter experts for this compare/contrast review. The GOAL of your review is to ensure that the training program in place at your school matches the evaluated program.

Step 2. Complete/Download the Credit Attestation Form for this program on TESU's website.

Step 3. Complete the Credit Attestation Form and email it to plr@tesu.edu.

Step 4. TESU will review the contents and share the attestation form information with the New Jersey Department of Education (NJDOE) for approval.

Step 5. Once approved by TESU and the NJDOE, you will be notified, and an updated Verification Letter will be added to the TESU website for this program.



If you have any questions, or if your compare/contrast review is close but off a little, please contact us at plr@tesu.edu.

Curriculum Framework

Approved Program Name: Allied Health

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Medical Terminology

Course Title: Medical Terminology

Effective Date Range: September 5, 2024 - August 31, 2030

Course Description: (SCED/CIP Code) 14154/51.0000

Medical Terminology is the study of words that pertain to body systems, anatomy, physiology, medical processes and procedures, and a variety of diseases. It provides a specialized language for the healthcare team to communicate in an articulate and concise manner. This course is designed to give the students a comprehensive knowledge of word construction, definition, and use of terms related to all areas of medical science. The course includes but is not limited to terms related to the anatomy of the human body, functions of health and disease, and the use of language in diagnosing and treating conditions related to all of the human body systems. This course replaces the earlier study of Latin and Greek for future healthcare professionals, as it focuses on words used in the medical field. This course serves as an important prerequisite to Anatomy and Physiology. It is useful in preparing students for every career in allied health.[1]

Course Objective: Preparing students for every career in allied health.

Pre-requisite: None

Learning Outcomes: Upon successful course completion, the learner will be able to:

- Understand the necessity of medical vocabulary.
- Recognize that medical terms are derived from simpler components.
- Build medical words from component parts.
- Categorize terms as anatomical, diagnostic, surgical, radiological, pharmacological, or therapeutic.
- Understand basic anatomy and physiology.
- Explain the meaning of word parts associated with each unit.
- Define, spell, and pronounce all medical terms.
- Write the meaning of generally accepted abbreviations.
- Explain basic pharmacology associated with all body systems.
- Identify and discuss basic pathology associated with all body systems.

Major Topics:

- Introduction to Medical Terminology
- Body Organization
- Skeletal System
- Muscular System
- Lymphatic and Immune System
- Respiratory System
- Digestive System
- Urinary System
- Nervous System and Mental Health
- Special Senses: The Eyes and Ears
- Integumentary System
- Endocrine System
- Reproductive System
- Diagnostic and Pharmacology

[1]**Industry Valued Credential**: Heartsaver Bloodborne Pathogens
The Heartsaver Bloodborne Pathogens course teaches students how to protect themselves and others from being exposed to blood or blood-containing materials. This course is designed to meet Occupational Safety and Health Administration (OSHA) requirements for bloodborne pathogens training when paired with site-specific instruction. Reflects science and education from the American Heart Association Guidelines Update for CPR and Emergency Cardiovascular Care (ECC).

Methods of Instruction:

Lecture, Laboratory, Simulation/Practicum/Field Experience = levels of Work-Based Learning (which are a requirement of CTE), Electronic/Online- components (not entire course).

Dynamics in Healthcare

Course Title: Dynamics in Healthcare

Effective Date Range: September 5, 2024 - August 31, 2030

Course Description: SCED/CIP Code: 14251/51.0000

***Course/Program Definition*:** This comprehensive course offers an interdisciplinary approach to healthcare, covering foundational topics such as healthcare services, biology, anatomy, genetics, and medical terminology, while emphasizing critical thinking, ethical reasoning, and effective communication. Students will engage in real-world biomedical challenges using professional tools and hands-on activities, exploring topics from medical processes and terminology to the diagnosis, treatment, and prevention of diseases. The curriculum integrates skills in technical documentation, collaboration, and scientific thinking, preparing students for careers in healthcare by focusing on medical interventions, procedures, the evolving role of technology in the future of medicine, and earning industry valued credentials in OSHA Safety and Blood Borne Pathogens Certification.[2]

Course Objective: Preparing students for careers in healthcare by focusing on medical interventions, procedures, and the evolving role of technology in the future of medicine.

Pre-requisite: None

Learning Outcomes: Upon successful course completion, the learner will be able to:

- Develop critical thinking skills and strategies for solving problems.
- Understand how various health team members function in diverse health care settings to serve the needs of individuals and society as a whole.
- Demonstrate the characteristics, behaviors, and attitudes of professionals.
- Clarify and analyze their own values and values of others.
- Speak and write clearly, effectively, and forcibly
- Detect and circumvent barriers that obstruct interpersonal communication.
- Analyze the fundamental questions and implications raised by selected ethical healthcare issues.
- Communicate effectively with patients of all ages, from a variety of cultural backgrounds.
- Develop satisfactory personal and professional definitions of health, wellness, illness and disease and analyze factors that affect health status.
- Demonstrate an understanding of the evolution, nature and complexities of the U.S. health care delivery system.
- Differentiate among some of the key technical, economic, social moral, legal, and political issues associated with biomedical technologies.
- Demonstrate an understanding of the complex problems that underlie the escalation of costs for health care in the U.S. and suggest ways of solving them.
- Analyze current healthcare policy issues and describe how particular factors and groups affect the formulation of health care policy

[2]**Industry Valued Credential –** OSHA Safety - 10 Hour: General Industry Healthcare

Major Topics:

- Healthcare Systems
- Ethical, Legal, and Diversity Aspects in Healthcare
- Exploration of Healthcare Careers
- Communication & Professional Qualities in Healthcare
- Public Health
- Critical Thinking & Advocacy

Methods of Instruction:

Lecture, Laboratory, Simulation/Practicum/Field Experience = levels of Work-Based Learning (which are a requirement of CTE), Electronic/Online- components (not entire course).

Emergency and Clinical Care

Course Title: Emergency and Clinical Care

Effective Date Range: September 5, 2024 - August 31, 2030

Course Description: (SCED/CIP Code) 14999/51.0000

Emergency and Clinical Care is a semester course that entails treating health-related emergencies before medical help arrives. The course is designed to give the student the knowledge of how to recognize and respond to an emergency. The intent of the course is to help the student feel more confident in his/her ability to act appropriately from minor first aid situations to major trauma-related emergencies. First aid topics such as bleeding, shock, bandaging, burns, head and spinal injuries chest, abdominal and pelvic injuries, soft tissue, musculoskeletal injuries, medical emergencies, environmental emergencies, and traumatic injuries are also addressed.[3]

Course Objective: Prepare students to feel more confident in his/her ability to act appropriately from minor first aid situations to major trauma-related emergencies.

Pre-requisite: None

Learning Outcomes: Upon successful course completion, the learner will be able to:

- Explain why first aid is important and identify who needs first aid. (IDST1100)
- Define the different types of consent. (IDST1100)
- Explain the legal and ethical issues concerning first aid. (IDST1100)
- Define the characteristics of an emergency. (IDST1100)
- Describe the standard/universal precautions (IDST1100)
- Perform the sequence of victim assessment for responsive and unresponsive victims. (IDST1100)
- Describe and demonstrate how to perform CPR for an adult, child, or infant. (IDST1100)
- Describe and demonstrate how to care for a choking adult, child, or infant. (IDST1100)
- Demonstrate how to use an AED (IDST1100)
- Describe the difference between perfusion and hypoperfusion. (IDST1100)
- Describe care for shock. (IDST1100)
- Describe how to manage external bleeding and open wounds. (IDST1100)
- Demonstrate how to bandage a wound using various methods. (IDST1100)
- Describe the three different types of burns and how to evaluate the victim's injury. (IDST1100)
- Identify and care for scalp wounds, skull fractures, and brain injuries. (IDST1100)
- Identify and care for closed and open chest and abdominal injuries. (IDST1100)
- Identify and care for open and closed fractures and other joint injuries. (IDST1100)
- Identify and list the splinting guidelines. (IDST1100) Identify and care for someone who is suffering from chronic obstructive pulmonary disease (COPD), asthma, angina, heart attack, diabetes, syncope, nausea/vomiting, and seizures. (IDST1100)

[3] **Industry Valued Credential(s):**
Basic Life Support (BLS) Certification - American Heart Association
Heartsaver CPR AED - American Heart Association
Heartsaver First Aid - American Heart Association

- Recognize the signs of ingested poisoning and administer care for victims. (IDST1100)
- Recognize and care for victims of animals, snakes, spider, and insect bites. (IDST1100)
- Recognize and care for victims of insect stings and marine animal injuries. (IDST1100)
- Describe treatment for heat and cold injuries (IDST1100)
- Explain the difference between heat exhaustion and heatstroke and be able to treat victims affected by heat illness. (IDST1100)
- Determine whether delivery is imminent and transport or deliver the woman. (IDST1100)
- Describe treatment for behavioral emergencies including depression, suicide, emotional injuries, sexual assault and rape, child abuse and neglect, domestic violence, and elder abuse. (IDST1100)
- Assess rescuing victims from water, ice, electrical emergencies, hazardous material incidents, motor vehicle crashes, fires, and confined spaces. (IDST1100)
- Identify, interpret and classify a variety of first aid conditions and situations (HPE105)
- Perform and articulate specific first aid skills competently and demonstrate the ability to make appropriate decisions for immediate care safely, effectively and responsibly (HPE105)
- Utilize technology to navigate the course and to acquire reliable information to support research (HPE105)
- Evaluate ideas and experiences of oneself and others to determine successful outcomes and expand personal knowledge base (HPE105)

Major Topics:

- Basics of First Aid
- Medical Emergencies
- Psychological Emergencies
- Injury Emergencies
- Environmental Injuries and Rescue Techniques
- Disaster Preparedness

Methods of Instruction:

Lecture, Laboratory, Simulation/Practicum/Field Experience = levels of Work-Based Learning (which are a requirement of CTE), Electronic/Online- components (not entire course).

Human Anatomy and Physiology I

Course Title: Human Anatomy and Physiology I

Effective Date Range: September 5, 2024 - August 31, 2030

Course Description: (SCED/CIP Code) 03053/51.0000

Human Anatomy and Physiology I is designed for the advanced biology student. The intent of the course is to provide an in-depth study of the human body with an emphasis on the interrelationships between form and function at the gross and microscopic levels of the organization. The essential principles that will be presented include basic anatomical and directional terminology, principles of cell biology, and a survey of the Integument, Skeletal system, Muscular system, and Nervous system, including the sensory organs. As the course progresses, students will integrate all parts into the whole, reflecting the unifying theme of homeostasis. An integral part of the course will be the laboratory component, including dissections of varying higher-order species to simulate human anatomy.

Course Objective: To provide an in-depth study of the human body with an emphasis on the interrelationships between form and function at the gross and microscopic levels of the organization

Pre-requisite: Medical Terminology

Learning Outcomes: Upon successful course completion, the learner will be able to:

- Utilize the language of anatomy to describe levels of structural organization and example of homeostasis (Rutgers IDST 1221)
- Apply basic concepts of chemistry and biochemistry. (Rutgers IDST 1221)
- Identify microscopic structures as presented in the lab. (Rutgers IDST 1221)
- Identify and explain the structure and function of the major body systems and explain their interrelationships with one another in maintaining homeostasis. (Rutgers IDST 1221)
- Identify and locate gross structures of human anatomy. (Rutgers IDST 1221)
- Develop dissection and lab skills with awareness of infection control and safety. (Rutgers IDST 1221)
- Compare and contrast normal and abnormal characteristics and functions of the body. (Rutgers IDST 1221)
- Use working vocabulary of appropriate terminology in the integumentary, skeletal, muscular, and nervous systems. (MCCC Bio103)
- Identify structures of the integumentary, skeletal, muscular, and nervous systems. (MCCC Bio103)
- Differentiate among various histological body tissue samples. (MCCC Bio103)
- Explain the function of the organs within a particular system and their importance to that system's function and to maintaining homeostasis. (MCCC Bio103)
- Correlate structure and function relationships within each system. Integrate knowledge of anatomical and physiological functions of the entire body. (MCCC Bio103)
- Utilize concepts of the scientific method investigating laboratory/clinical data. (MCCC Bio103)

Methods of Instruction:

Lecture, Laboratory, Simulation/Practicum/Field Experience = levels of Work-Based Learning (which are a requirement of CTE), Electronic/Online- components (not entire course).

Major Topics:

- Intro to Anatomy and Physiology
- Biochemistry and Cells
- Integumentary System
- Musculoskeletal System
- Nervous System and Special Senses

End of Curriculum Framework

Suggested Degree Tracks at TESU:

Health Studies Track

- Associate of Applied Science (AAS) in Applied Health Studies
- Bachelor of Science (B.S.) in Health Studies

Other Degree Programs to consider

- Bachelor of Science (B.S.) in Health Services Technology

For more information, please contact Thomas Edison State University's Professional Learning Review Office via email at plr@tesu.edu.