










HealthCenter21

At Applied Educational Systems, we offer interactive e-learning curriculum and services to health science instructors nationwide

A Few Benefits of Our Platform

-  **Curriculum is always up-to-date:** Our cloud-based technology is updated as standards change so no need to worry about updating lessons because of out of date textbooks or new standards
-  **Saves teachers time:** Interactive e-learning lessons, PowerPoints, lesson plans, automated grading, and skills check lists increase efficiency leading to more one-on-one and hands-on time with students
-  **Increased student engagement:** Students and teachers benefit from engaging and interactive multimedia content allowing you to better reach your diverse students
-  **Always available:** Cloud delivery platform allows teachers and students the ability to access the lessons, assignments and quizzes from anywhere at anytime
-  **Adaptability to standards:** Pick from our content library of over 700 hours of content to build a custom course that best fits your needs
-  **No software to install or maintain:** Our cloud based content works on all major web browsers and operating systems with zero additional software or IT investment required
-  **Less paperwork:** Automatic grading reduces paperwork and provides immediate feedback for teachers and students

What Our Teachers are Saying

"Last year's pass rate on the NCHSE exam was 66%, which put them at 4th in the country. This year, the pass rate was over 75%."

"HealthCenter21 was definitely a positive influence on our higher success rate. We went up a good 10%!"

– Maria Sobolewski, Gloucester County Institute of Technology, NJ

"They prepare students for the CMAA certification... and use mostly your modules. Osceola High School has 100% passing. I am very proud of those teachers."

– Griselle Figueroa-Martorell, School District of Osceola County, FL

"I know that the information is being updated. For me this is the biggest selling point. It's not something that you buy now and use for 5 years without updates. It's updated as new technologies are developed. You can't do that with a textbook."

– Sue Lefler, Auburn Career Center, OH

"Since I've been using HealthCenter21 this year and last year, I have 100% advanced on the NOCTI Exam."

– Michele Dominic, Carbon Career & Technology Institute, PA

Simple, Intuitive Teacher Interface

Health Care Foundations
Course Guide

Business Templates
Career Readiness & Digital Literacy
Computer Applications - Office 2016
Computer Applications - Office 2010
Google Applications
Business Fundamentals
Medical Office

Health Templates
Health Care Foundations
Patient Care Technician
Medical Office Assistant
Nursing Assistant
Medical Assistant
Emergency Medical Technician
Emergency Medical Responder

Health Care Systems | Legal and Ethical Responsibilities | Medical Terminology | Infection Control
Communications | Anatomy and Physiology | Human Growth and Development | Medical Mathematics
Wellness and Nutrition | Client Status | Safety Precautions | CPR Methods 2015

Select modules from our content library to build a custom course best suited for you

Applied Educational Systems | Home | Catalog | **Courses** | Setup | Help | Rose Serrano

Course: Basic healthcare worker, Juniors PM class | Rename | New | Duplicate | Archive

Assignments | Enrollment | Students | Grades | Reports | Settings

Assign Modules | Create Exam | Review Course as Student

Open for Students?	Assignment Title	Version	Curriculum Hours	Date Due
<input checked="" type="checkbox"/>	Health Care Systems		10.0	
<input checked="" type="checkbox"/>	Medical Terminology		9.0	
<input checked="" type="checkbox"/>	Legal and Ethical Responsibilities		13.0	
<input checked="" type="checkbox"/>	Communications		13.0	
<input checked="" type="checkbox"/>	Medical Mathematics		11.0	
<input checked="" type="checkbox"/>	Health Information Technology		4.0	
<input checked="" type="checkbox"/>	Personal Qualities		11.0	
<input checked="" type="checkbox"/>	Job Seeking Skills	Health (ver. 2)	3.0	09/23/2016
<input checked="" type="checkbox"/>	Domestic Violence		2.0	
<input checked="" type="checkbox"/>	Cultural, Social and Ethnic Diversity		3.0	
<input checked="" type="checkbox"/>	Infection Control		8.0	09/05/2016
<input checked="" type="checkbox"/>	Wellness and Nutrition		10.0	09/05/2016
<input checked="" type="checkbox"/>	Anatomy and Physiology		18.0	09/12/2016
<input checked="" type="checkbox"/>	Bloodborne Pathogens		7.0	09/05/2016
<input checked="" type="checkbox"/>	Phlebotomy		5.0	09/30/2016

Easily manage curriculum, students, and view detailed usage and grades to better focus on areas where students are struggling

Rich, Engaging and Interactive E-Learning Lessons

HealthCenter21 - Applied... | learn.aeseducation.com/viewer/page/U_HSANTMYC005_L01_19

HealthCenter21 Applied Educational Systems | Garry Dubbs | My Profile | Help | Sign Out

Health Care Foundations > Anatomy and Physiology > Nervous System > Nervous System

Central Nervous System Exercise
Label the parts of the central nervous system.

A Cerebrum
B Spinal Cord
C Medulla oblongata
D Cerebellum
E Midbrain
F Hypothalamus
G Pons
H Diencephalon
I Brain Stem
J Thalamus

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HealthCenter21 - Applied... | learn.aeseducation.com/viewer/page/U_HSCPR03C001_L03_2

Health Care Foundations > CPR Methods > Basic Adult CPR > One-Person Rescue

Procedure for Adult CPR: One-Person Rescue
Follow these steps for a one-person rescue of adults. Whenever possible, rescuers should use protective gloves and face shields.

- Check the patient for responsiveness. Shake the patient carefully and ask loudly, "Are you OK?" If the patient does not respond, activate the EMS system by calling 911.
- Briefly check the patient's carotid pulse. Do not take more than 10 seconds to determine if the patient has a pulse. If you cannot detect a pulse, proceed as if there is none.
 - If the patient has a pulse, give rescue breaths without chest compressions. Give breaths at a rate of one breath every 5 to 6 seconds, or 10 to 12 breaths per minute. Check for a pulse every 2 minutes, but do not take more than 10 seconds.
 - If the patient does not have a pulse, continue with CPR.

Automatic Narration | Copyright 2011 Applied Educational Systems

- ✓ Interactive lessons with demonstrative real world applications of learning concepts keep students engaged
- ✓ Full library of supplemental resources to support teachers including lesson plans, worksheets designed to match our lessons, quizzes, and projects provide teachers with the foundation to succeed in the classroom
- ✓ Cloud delivery model allows students to access lessons anywhere and for us to update content as standards and subject matter changes

Name: _____ Date: _____

Unit Title: CPR Methods

CHILD CPR: ONE-PERSON RESCUE

Procedure Checklist	PASS	REPEAT
1. Get a partner as directed by your teacher.	<input type="checkbox"/>	<input type="checkbox"/>
2. Get the following items: <ul style="list-style-type: none"> Child Mannequin Non-sterile Gloves Face Shield 	<input type="checkbox"/>	<input type="checkbox"/>
3. Place the child mannequin face-up on the floor, or according to your teacher's instructions.	<input type="checkbox"/>	<input type="checkbox"/>
4. Cleanse your hands and put on non-sterile gloves.	<input type="checkbox"/>	<input type="checkbox"/>
5. Check the child for responsiveness. Shake the child carefully and ask loudly, "Are you OK?"	<input type="checkbox"/>	<input type="checkbox"/>
6. Open the child's airway using the head-tilt, chin-lift maneuver. Place one hand on the child's forehead and the other hand under the child's chin. Tilt the forehead UP the chin, and open the mouth.	<input type="checkbox"/>	<input type="checkbox"/>
7. Check for breathing for no longer than 10 seconds. Place your ear by the child's mouth, with looking at the chest. Look, listen, and feel for signs of respiration.	<input type="checkbox"/>	<input type="checkbox"/>
8. Give 2 rescue breaths using the mouth-to-mouth technique: <ul style="list-style-type: none"> Place a face shield over the child's mouth. Place your hand on the child's forehead and pinch the nose closed with thumb and index finger. Seal your mouth around the child's mouth. Give 2 breaths, lasting about 1 second each. Puff for an amount between 1 and 2 seconds. Watch the child's chest and make sure it rises slightly. If the child's chest does not rise, reposition the airway and try again. 	<input type="checkbox"/>	<input type="checkbox"/>
9. Check the child's carotid pulse. Do not take more than 10 seconds to determine if the child has a pulse.	<input type="checkbox"/>	<input type="checkbox"/>
10. Administer 30 chest compressions, followed by 2 rescue breaths: <ul style="list-style-type: none"> Place the heel of your hand on the lower half of the patient's sternum, between the nipples. Lock your elbows. Lean forward so that your shoulders are directly over the child. Apply pressure straight down on the sternum with one hand. Compress the sternum about 1/2 the depth of the chest. Administer 30 compressions at a rate of about 100 compressions per minute. Be sure to allow the chest to completely recoil between each compression. Give 2 rescue breaths, lasting about one second each. Be sure the child's chest rises with each breath. 	<input type="checkbox"/>	<input type="checkbox"/>

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Teacher Portal | Infection Control - Lesson 8

LESSON 5: Cleaning Equipment

OBJECTIVES

- Identify methods of cleaning.
- Practice appropriate cleaning process.

LESSON PLAN
Students must have completed the following lessons prior to beginning this lesson:
• Lesson 3: Asepsis

STUDENT TASKS

- Identify methods used for cleaning equipment.
- Describe the steps for cleaning equipment.
- Clean a piece of equipment.
- Complete all Lesson 5 questions.

MATERIALS
The items below are needed for lab procedure in this lesson.
• Utility gloves
• Liquid soap
• Bowl
• Scrub brush
• Antiseptic
• Procedure Checklist: Equipment Cleaning

PREPARATION

- Students are required to clean an item in this lesson. Before class begins, select several items that students can clean. Recommended items include tweezers, forceps, suture holder, or a similar piece of equipment.
- Determine how students will be presented with the equipment cleaning procedure. See Lab Procedure.

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