HEALTH SCIENCE 1

COURSE CODE: 5550  
sTUDENT pROFILE

| **STUDENT’S NAME** | | **TEACHER’S NAME** | |
| --- | --- | --- | --- |
|  | |  | |
| **School Year/Semester** | **Date Began** | **Date Completed** | **Grade** |
|  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Directions: Document student’s progress using the applicable rating scales below: Enter date of completion under the appropriate column. | | | | | |
| 0 - Has not received instruction in this area / **no experience or knowledge of this task (N/A)** 1 **–** Requires additional instruction and or **close supervision (60-69)**  2 **–** Can perform the task completely with **limited supervision (70-79)**  3 – Can apply and perform **independently (80-100)** | | | | | |
| A. Foundation Standard 1: Academic Foundation | | 0 | 1 | 2 | 3 |
| 1 | **Describe** healthcare history and medical advances. |  |  |  |  |
| 2 | **Identify** components and solve computations of the metric and household systems of measure. |  |  |  |  |
| 3 | **Calculate** mathematical conversions of temperature and weights and measures related to healthcare such as height, weight/mass, length, volume, temperature, and household measurements. |  |  |  |  |
| 4 | **Demonstrate** recording time using 24-hour clock/military time. |  |  |  |  |
| 5 | **Recognize and convert** traditional numbers to roman numerals. |  |  |  |  |
| 6 | **Define and recognize** entry level Medical Terminology and terms related to healthcare. |  |  |  |  |
| 7 | **Identify** body planes, directional terms, cavities, and quadrants. |  |  |  |  |
| B. Foundation Standard 2: Communications | | 0 | 1 | 2 | 3 |
| 1 | **Interpret** and model verbal and nonverbal communication. |  |  |  |  |
| 2 | **Recognize and** Identify common barriers to communication.  a. Physical disabilities (aphasia, hearing loss, impaired vision)  b. Psychological barriers (attitudes, bias, prejudice, stereotyping) |  |  |  |  |
| 3 | **Recognize and interpret** elements of communication using a sender-receiver-message-feedback model. |  |  |  |  |
| 4 | **Apply and practice** speaking and active listening skills. |  |  |  |  |
| 5 | **Recognize** elements of written and electronic communication (spelling, grammar, formatting, and confidentiality). |  |  |  |  |
| 6 | **Use** appropriate medical terminology to communicate information in both oral and written forms.  a. Common root prefixes and suffixes to communicate information  b. Medical abbreviations  c. Common Abbreviations  d. Joint Commission Official “Do Not Use List” |  |  |  |  |
| **C. Foundation Standard 3: Systems** | | 0 | 1 | 2 | 3 |
| 1 | **Identify and compare** healthcare delivery systems (public, private, government).  a. Profit and nonprofit-such as hospitals, ambulatory facilities, long term care facilities, home health, medical and dental offices, mental health services) and explain factors that influence them. (including emerging issues)  b. Regulatory bodies such as: CDC, FDA, WHO, OSHA, Public Health Systems/Health Departments, Veteran’s Administration  c. Non-Profits such as March of Dimes, American Heart Association |  |  |  |  |
| 2 | **Identify** the importance of an organizational structure in health care. |  |  |  |  |
| **D. Foundation Standard 4: Employability Skills** | | 0 | 1 | 2 | 3 |
| 1 | **Identify and apply** personal traits or attitudes desirable as a career ready member of the healthcare team to include:  a. Acceptance of criticism  b. Competence  c. Dependability  d. Discretion  e. Empathy  f. Enthusiasm  g. Honesty  h. Initiative  i. Patience  j. Responsibility  k. Self-motivation  l. Tact  m. Team player  n. Willingness to learn |  |  |  |  |
| 2 | **Identify and apply** employability skills desirable as a career ready member of the healthcare team.  a. Chain of command  b. Correct grammar  c. Decision making  d. Flexibility  e. Initiative  f. Loyalty  g. Positive attitude  h. Professional characteristics  i. Promptness and preparedness  j. Responsibility  k. Scope of practice  l. Teamwork  m. Willingness to learn |  |  |  |  |
| 3 | **Summarize and demonstrate** professional standards and characteristics as they apply to hygiene, dress, language, confidentiality, and behavior. |  |  |  |  |
| 4 | **Compare** careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development). |  |  |  |  |
| 5 | **Research and evaluate** levels of education, credentialing requirements, employment trends in health professions (opportunities, workplace environments, and career earnings etc.). |  |  |  |  |
| 6 | **Initiate** development of components of a personal portfolio (healthcare project, writing sample, work-based learning, oral presentation, service learning, credentials, technology, and leadership experience). |  |  |  |  |
| 7 | **Demonstrate** professional and leadership skills by actively participating in learning experiences through HOSA Future Health Professionals, student organization.  (either as a member or as a participant in some of their sponsored activities) |  |  |  |  |
| **E. Foundation Standard 5: Legal Responsibilities** | | 0 | 1 | 2 | 3 |
|  | These objectives are covered in Health Science 2 |  |  |  |  |
| **F. Foundation Standard 6: Ethics** | | 0 | 1 | 2 | 3 |
| 1 | **Identify** and discuss religious and cultural values as they impact healthcare (such as; ethnicity, race, religion, gender) and demonstrate respectful and empathetic interactions and treatment of all patients/clients within a diverse population (such as: customer service, patient satisfaction, civility). |  |  |  |  |
| **G. Foundation Standard 7: Safety Practices** | | 0 | 1 | 2 | 3 |
| 1 | **Identify** major classes of microorganisms and describe the chain of infection. |  |  |  |  |
| 2 | **Demonstrate** infection control basics. (such as handwashing, clean gloving, environmental cleaning) |  |  |  |  |
| 3 | **Apply** techniques pertaining to personal and environmental safety. (body mechanics, ergonomics, safe operation of equipment, patient safety) |  |  |  |  |
| 4 | **Apply** common safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations. |  |  |  |  |
| 5 | **Comply** with safety signs, labels, and symbols including all safety standards related to the Occupational Exposure to Hazardous Chemicals Standard (Safety Data Sheets). |  |  |  |  |
| 6 | **Practice** fire safety related to a healthcare setting. |  |  |  |  |
| 7 | **Summarize** principles of basic emergency response in natural disasters or other emergencies (safe location, bioterrorism, active shooter, contact emergency personnel, following protocol). |  |  |  |  |
| **H. Foundation Standard 8: Teamwork** | | 0 | 1 | 2 | 3 |
| 1 | **Explain and Evaluate** roles and responsibilities of team members.  a**.** Examples of healthcare teams  b. Responsibilities of team members  c. Benefits of teamwork |  |  |  |  |
| 2 | **Respect** interdisciplinary roles of team members and act responsibly as a team member. |  |  |  |  |
| 3 | **Recognize** characteristics of effective teams and methods for building positive team relationships.  a. Active participation  b. Commitment  c. Common goals  d. Cultural sensitivity  e. Flexibility  f. Open to feedback  g. Positive attitude  h. Reliability  i. Trust  j. Value individual contributions |  |  |  |  |
| 4 | **Collaborate** with others to formulate team objectives. |  |  |  |  |
| 5 | **Explore and analyze** attributes and attitudes of an effective leader:  a. Characteristics (interpersonal skills, focused on results, positive)  b. Types (autocratic, democratic, laissez faire)  c. Roles (sets vision, leads change, manages accountability) |  |  |  |  |
| 6 | **Apply** techniques for managing team conflict (negotiation, assertive communication, gather the facts, clear expectations, mediation). Recognize methods for building positive team relationships (such as: mentorships and teambuilding). |  |  |  |  |
| **I. Foundation Standard 9: Health Maintenance Practices** | | 0 | 1 | 2 | 3 |
| 1 | **Apply** behaviors that promote health and wellness (such as: nutrition, weight control, exercise, sleep habits). |  |  |  |  |
| 2 | Describe strategies for prevention of diseases.  • Routine physical exams  • Medical, dental, and mental health screenings  • Community health education outreach programs  • Immunizations  • Stress management  • Avoid risky behaviors |  |  |  |  |
| 3 | **Investigate** complementary and alternative health practices as they relate to wellness and disease such as Eastern medicine, holistic medicine, homeopathy, manipulative and natural therapies. |  |  |  |  |
| **J. \*Foundation Standard 10: Technical Skills** | | 0 | 1 | 2 | 3 |
| 1 | **Explore** procedures for measuring and recording vital signs (TPR, BP and height/weight including normal ranges. *(This is just an introduction. Talk about procedures, why and how it’s used- have a day where they can touch and feel, This is not a check off for HS1 but will be in HS2)* |  |  |  |  |
| 2 | **Demonstrate** use of Snellen chart. |  |  |  |  |
| 3 | **Introduction to** first aid procedures. (Certification optional in level 1) |  |  |  |  |
| **K. Foundation Standard 11: Information Technology Applications** | | 0 | 1 | 2 | 3 |
| 1 | **Demonstrate** appropriate usage of email and social media in a work environment (such as: work- related communications, personal texting on own time, appropriate language and content, use full language sentences. **a. Communicate** using technology (fax, e-mail, and Internet) to access and distribute data and other information. (including assignments and online assessments). |  |  |  |  |
| 2 | **Demonstrate** basic computer skills.  a. Apply basic computer concepts and terminology necessary to use computers and other mobile devices.  b. Demonstrate basic computer troubleshooting procedures (such as: restart, check power supply, refresh browser, and check  settings).  c. **Demonstrate** use of file organization and information storage.  d. **Identify** uses of basic word processing, spreadsheet, and  database applications. |  |  |  |  |
| 3 | **Recognize** technology applications and key technology principles used in healthcare.  • **Identify** types of data collected in Electronic Health Records/Electronic Medical Records (EHR or EMR), such as history and physical, medications, diagnostic tests, patient demographics.  • **Evaluate** the validity of web-based resources. |  |  |  |  |