HEALTH SCIENCE 2

COURSE CODE: 5551
sTUDENT pROFILE

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

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| 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 | **Demonstrate** the ability to analyze diagrams, charts, graphs, and tables to interpret healthcare results.  |       |       |       |       |
| 2 | **Demonstrate** competency in basic math skills and conversions as they relate to healthcare**.** a. The Metric System, i.e. centi-, milli-, and kilo- b. Mathematical (average, ratios, fractions, percentages, addition, subtraction, multiplication, division). c. Conversions (height, weight/mass, length, volume, temperature, household measurements) d. Perform mathematical applications to determine vital sign applications and basic pharmacology equations. |       |       |       |       |
| 3 | **Identify** basic levels of organization of the human body. **a. Identify** the major human body systems and their basic function.  |       |       |       |       |
| B. Foundation Standard 2: Communications | 0 | 1 | 2 | 3 |
| 1 | **Report and identify** subjective and objective information.  |       |       |       |       |
| 2 | **Recognize and interpret** elements of written and electronic communication (spelling, grammar, formatting, and confidentiality).  |       |       |       |       |
| 3 | **Prepare** examples of technical, informative and creative writing.  |       |       |       |       |
| 4 | **Document, report, and communicate** in a straightforward, understandable, accurate, and timely manner (such as: how to correct errors, read labels, report information and data, and provide hand-off reports).  |       |       |       |       |
| 5 | **Apply and practice** active speaking and listening skills.  |       |       |       |       |
| 6 | **Modify** communication to meet the needs of the patient/client and be appropriate to the situation.  |       |       |       |       |
| **C. Foundation Standard 3: Systems**  | 0 | 1 | 2 | 3 |
| 1 | **Explain** factors influencing healthcare delivery systems. (Example: Affordable Care Act, aging populations etc..)  |       |       |       |       |
| 2 | **Discuss** common methods of payment for healthcare to include Medicaid, Medicare, TRICARE, private insurance, worker’s compensation, etc.  |       |       |       |       |
| 3 | **Describe responsibilities of consumers** within the healthcare system related to admission, discharge, and follow-up. (such as: self-advocacy, patient compliance, provider and consumer obligations).  |       |       |       |       |
| 4 | **Assess and explain** the impact of emerging issues such as technology, epidemiology, genetics, bioethics, and socioeconomics on healthcare delivery systems.  |       |       |       |       |
| **D. Foundation Standard 4: Employability Skills**  | 0 | 1 | 2 | 3 |
| 1 | **Participate** in job-based scenarios (role play, case studies) that allow for application of personal traits, attitudes, and employability skills desirable in a member of the healthcare team. (such as: dealing with the tardy employee, satisfying the unhappy patient, conflict resolution with a fellow team member)  |       |       |       |       |
| 2 | **Demonstrate** process and strategies for obtaining and retaining employment. (proper use of social media, personal networking, soft skills, job sites, internships).  |       |       |       |       |
| 3 | **Develop and expand** components of a personal portfolio (letter of introduction, resume, healthcare project, writing sample, work-based learning, oral presentation, service learning, credentials, technology, and leadership experience).  |       |       |       |       |
| 4 | **Showcase** personal traits, attitudes, and employability skills desirable in a member of the healthcare team through participation **i**n healthcare work-based learning experiences (guest speakers, virtual tours, job shadowing, virtual job shadowing, blood drives, community service projects, HOSA, etc.).  |       |       |       |       |
| 5 | **Expand** upon components of a personal portfolio (letter of introduction, resume, healthcare project, writing sample, work-based learning, oral presentation, service learning, credentials, technology, and leadership experience).  |       |       |       |       |
| 6 | **Demonstrate** professional and leadership skills by participating in experiences through HOSA. (whether as a member or as a participant in a HOSA sponsored event)  |       |       |       |       |
| **E. Foundation Standard 5: Legal Responsibilities**  | 0 | 1 | 2 | 3 |
| 1 | **Explain** practices that could result in malpractice, liability, and/or negligence (to include civil law, criminal law, torts, and contracts.) Summarize laws governing harassment, labor, and scope of practice.  |       |       |       |       |
| 2 | **Apply** procedures for accurate documentation and record keeping (for example, legally correcting errors on medical records, etc.)  |       |       |       |       |
| 3 | **Describe and apply** standards for safety, privacy, and confidentiality of the Health Insurance Portability and Accountability Act **(**HIPAA privileged communication).  |       |       |       |       |
| 4 | **Describe advance directives**, informed consent and explore the Patient’s and Residents Bill of Rights.  |       |       |       |       |
| **F. Foundation Standard 6: Ethics**  | 0 | 1 | 2 | 3 |
| 1 | **Differentiate** between ethical and legal issues impacting healthcare. **a. Recognize and identify** ethical and legal issues and their implications related to healthcare (such as organ donation, in vitro fertilization, euthanasia, scope of practice, ethics committee, etc.)  |       |       |       |       |
| 2 | **Discuss** bioethical issues related to healthcare.  |       |       |       |       |
| 3 | **Apply** ethical behaviors in healthcare including personal, professional, and organizational ethics.  |       |       |       |       |
| 4 | **Discuss and utilize** procedures for reporting activities and behaviors that affect health, safety, and welfare of others (such as an incident report)  |       |       |       |       |
| 5 | **Identify** stages of death and dying.  |       |       |       |       |
| **G. Foundation Standard 7: Safety Practices**  | 0 | 1 | 2 | 3 |
| 1 | **Differentiate** methods of controlling the spread and growth of microorganisms. (aseptic vs. sterile technique, antisepsis, disinfection, sterilization, standard vs. transmission-based precautions, and blood-borne pathogens)  |       |       |       |       |
| 2 | **Apply** principles of body mechanics and patient safety during transfers, ambulation, and positioning.  |       |       |       |       |
| 3 | **Apply** standard precautions as described in the rules and regulations set forth by the Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC).  |       |       |       |       |
| **H. Foundation Standard 8: Teamwork**  | 0 | 1 | 2 | 3 |
| 1 | **Act** responsibly as a team member, including gaining practice employing leadership skills when acting as team leader. |       |       |       |       |
| 2 | **Collaborate** with others to formulate team objectives and accomplish team goals utilizing the characteristics of effective teamwork. |       |       |       |       |
| 3 | **Apply** effective techniques for managing team conflict. |       |       |       |       |
| 4 | **Apply** principles of teamwork. |       |       |       |       |
| **I. Foundation Standard 9: Health Maintenance Practices**  | 0 | 1 | 2 | 3 |
|  |  |       |       |       |       |
| **J. \*Foundation Standard 10: Technical Skills**  | 0 | 1 | 2 | 3 |
| 1 | **Demonstrate** procedures for measuring and recording vital signs (temperature, pulse, respirations, blood pressure, pain, and height/weight) including recognition of normal ranges , data interpretation, reporting of abnormal values, and documentation of values received.  |       |       |       |       |
| 2 | **Apply s**kills to obtain Heartsaver or BLS training for certification in adult, child, and infant cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED).  |       |       |       |       |
| 3 | **Demonstrate** First Aid skills for recommended certification.  |       |       |       |       |
| 4 | **Demonstrate two or more of the special skills** associated with patient care in two or more of the allied health areas depending on the teacher’s area of expertise and time in class.**Dental Assisting –** Ex: Brushing, flossing, tooth identification etc. **Laboratory Assisting –** Ex: Operating a microscope, measuring blood glucose etc.**Medical Assisting –** Ex: Suture removal, aseptic technique, vision screening etc.**Nursing Assisting –** Ex: Feeding a patient, positioning, turning, moving and transferring a patient, etc.**Physical Therapy Skills-** Ex: Ambulating patient with walkers, crutches, canes, etc.**Business, Accounting, Medical Office Skills:** -Ex: Telephone skills, Filing, etc.**Pharmacy Assisting –** Ex: Medication Dosing, Calculations, abbreviations, etc. |       |       |       |       |
| **K. Foundation Standard 11: Information Technology Applications**  | 0 | 1 | 2 | 3 |
| 1 | **Identify** records and files common to the healthcare setting including electronic health record - EHR). a. **Identify** and **differentiate** types and content of health records(including EHR) , i.e. patient, pharmacy, laboratory radiology, etc. b. **Recognize** technology applications in healthcare including file storage.  |       |       |       |       |
| 2 | **Create** documentation in the health record (EHR/MHR) that reflects timeliness, completeness, and accuracy while adhering to information systems policies and procedures at the local, state, and national and organizational level.a. **Use** health record data collection tools (such as input screens, document templates) b. **Understand** the principle and **demonstrate** the appropriate methods to correct inaccurate information/errors personally entered into EHR/MHR, such as adding, clarifying, and correcting information.  |       |       |       |       |
| 3 | **Explore** different types of health record data collection tools such as patient monitoring equipment, telemedicine, phone application, and medical wearable devices). |       |       |       |       |
| 4 | **Identify** common policies and procedures for proper access, disclosure and protection of personal information such as: passwords, administrative safeguards, database security. a. **Apply** fundamentals of privacy and confidentiality policies and procedures (HIPAA). b. **Identify** legal and regulatory requirements related to the use of personal health information (such as: Health Information Technology Act [HITECH Act], American Recovery and Reinvestment Act [ARRA]).c. **Describe** consequences of inappropriate use of health data in terms of disciplinary action. |       |       |       |       |