

**Orientation to Health Professions  
for Secondary Schools (HP 130)  
and  
Fundamentals for Health Professionals (HP 133)**

*Technical Committee Report  
and Curriculum Guide*



Health Professions Education  
Idaho Division of Professional-Technical Education

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## **Intended Outcomes Summary**

### **Part I: Fall Semester (I Credit)**

- 1.0 Careers in Allopathic Health Care
- 2.0 Job Seeking and Keeping
- 3.0 Communications in Health Care
- 4.0 The Health Care Industry
- 5.0 Leadership and Followership
- 6.0 Careers in Integrative Health Care
- 7.0 Medical Terminology
8. Infection Control
9. Safety in Healthcare
10. Anatomy and Physiology I

### **Part II: Spring Semester (I Credit)**

11. Anatomy and Physiology II
12. Legal and Physiology II
13. Health Throughout the Life Cycle
14. Risk Taking Behaviors
15. Culture and Diversity

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## INTRODUCTION

The curriculum development process undertaken by the Idaho Division of Professional-Technical Education involves the active use of industry personnel. Industry personnel generally comprise the sole membership on Technical Committees which are responsible for the development of Task Lists for each program but the state used postsecondary and secondary instructors as well as industry people on this committee. A Technical Committee Report is prepared on completion of the Committee's assignment. This publication is the Technical Committee report.

Committee members have prepared all materials in a competency-based format so as to have an effective and efficient methodology for determining student progress. The Statewide Guides are designed as the prime determiner for program content. All programs must follow the established Guide in order to be approved for operation. Any deviation from this Guide requires written approval from the respective program supervisor at the Division of Professional-Technical Education. It is not the intent of the Division that all programs be designed to be exactly the same, but assurance is needed to ensure that the program meets the minimum standards for operation, based on the community needs, equipment, and facilities available to the local school or institution.

There are many reasons why the current curriculum used to teach students in the full year program, Orientation to Health Professions for Secondary Students, was ready for review and revisions. Among these reasons are the following: the many changes in the health care industry, development of national skill standards for health care education, the need to incorporate the SCANS skills, (skills identified by the Secretary's Commission on Achieving Necessary Skills and found in Idaho's Foundation and Job Readiness Skills document), and the adoption of Career Pathways by schools. All of these components of a quality health occupations introductory program were examined in light of what is taught in Idaho.

A diligent committee of experienced health occupations teachers and industry representatives met to conduct the curriculum review and revision. The committee found that the existing curriculum surpasses the recommended National Health Care Skill Standards and indeed provides for the incorporation of the SCANS Skills. The committee further concluded that these standards are incorporated in the existing curriculum.

The committee also considered Clusters and Career Pathways and have included them as part of the revised curriculum. Each unit in the curriculum includes careers that focus on the subject(s) particular to that unit. Students should know of these careers, relate the areas of concentration to the careers, and then be referred back to the other courses suggested for health careers shown in the Career Pathways section. Students should also know that for some careers, such as Health Care Administration, they would need to take courses from at least two pathways; Business and Management and Health Services. Students need to understand that they are not locked into one pathway. Even more important to health care students, is the knowledge that the multiskilled person has more opportunity for employment. The multiskilled worker, professional and/or technical, is prepared for work in an interdisciplinary environment where flexibility in job performance is expected.

## **Changes In This Revised Document**

This revised document was adapted from the Fundamentals for Health Professions Internet Course. Both of these courses now contain the same content and sequence.

The health occupations teacher who worked with the previous curriculum guide will find more information on how to involve students in activities that help them apply job readiness skills, a new discussion of Career Pathways, and information on areas reinforcing leadership through the Health Occupations Students of America (HOSA). A new list of recommended textbooks is also included.

*Idaho's Orientation to Health Professions for Secondary Schools is and has been a superior curriculum. It should be taught with pride and a knowledge that it more than meets national and state standards.*

## ACKNOWLEDGEMENTS

The Technical Committee process involves personnel from industry who are selected by the Division with assistance from the State Council on Vocational Education. People who serve on the Committees are nominated by local administrators. They generally come from local advisory committees for existing Professional-Technical Education programs or are community representatives in a capacity to provide the necessary information about industry needs. These people serve with the support of their employers who freely contribute resources so that Idaho students will receive the most current education and training as demanded by the industry.

The following individuals served on the original curriculum committee for the development of the Internet delivery method for the existing Orientation to Health Occupations curriculum:

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The Health Professions curriculum guide was prepared by the same committee which served on the Technical committee. Their support and assistance was very greatly appreciated. Their patience for enduring the educational process is also noted. The students and instructional staff will be much more able to accomplish their respective goals as a result of their contributions.

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## **Responsibilities**

Authority to approve Statewide Curriculum Guides and major revisions rests ultimately with the Idaho State Board of Professional-Technical Education. The Administrator of the Idaho Division of Professional -Technical Education has responsibility for all required coordination being accomplished prior to approval and is designated as the approving authority for minor revisions to Statewide Curriculum Guides. Each Statewide Curriculum Guide has a Technical Committee that is responsible for identifying the purpose, prerequisites, length, resources, intended outcomes, and content of the course in relationship to industry-wide standards. Oversight of the Technical Committee process rests with the respective Program Managers of the Idaho Division of Professional-Technical Education. Additionally, many others eventually participate in the creation and on-going maintenance and revision of Statewide Curriculum Guides besides technical committee members.

The following people were responsible for the development and implementation of the Orientation to Health Professions for Secondary Schools Course:

### **Idaho State Board of Professional-Technical Education**

Roderic W. Lewis, President  
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Milford Terrell, Secretary  
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## **National Standards NHCSS and SCANS**

Health Professions Education in Idaho is composed of subject matter (didactic) and clinical learning experiences designed to prepare students with competencies required to assist qualified health professionals in providing diagnostic, therapeutic, research, health information and supportive health services to patients in health care facilities and in the community. Idaho is facing a shortage of health care professionals, particularly in rural areas.

Health professions programs in secondary schools in Idaho vary throughout the state, but they concentrate on preparing students for pursuit of a health care career. There are several industry-based certifications taught within these programs. Students, who obtain certification upon completion of various health professions courses, are essentially employable upon their meeting the mandated course criteria and skill standards.

For health science education at the secondary level, industry specific skill standards based on National Health Care Skill Standards (NHCSS) have been designed. These skill standards provide a common language, common goals and a common reference point for employers, workers, students, labor, educators and consumers. The U.S. Department of Labor's 1991 report from its Secretary's Commission on Achieving Necessary Skills (SCANS) expressed concerns that American students lack basic academic skills, knowledge about the work world, and the ability to adjust to a changing environment. The report set forth standards deemed necessary for success in a high performance workplace. The standards developed by NHCS project overlap with SCANS, but they are specific to the health services industry. Table 1 describes core expectations most workers need in order to succeed in the health care industry.

**Table 1**

Summary of SCANS Employability Skills and the National Health Care Core Skill Standards

Health Care Core Standard	SCANS Foundation Skills			SCANS Competencies: Ability to Use ...				
	Basic Skills	Thinking Skills	Personal Qualities	Resources	Inter-Personal Skills	Information	Systems	Technology
Academic Foundation	✓	✓				✓	✓	
Communication	✓	✓	✓		✓	✓		
Systems		✓		✓	✓		✓	
Employability Skills	✓	✓	✓		✓			✓
Legal Responsibilities		✓	✓			✓	✓	
Ethics		✓	✓	✓	✓	✓	✓	
Safety Practices	✓	✓	✓	✓				✓
Teamwork	✓	✓	✓	✓	✓		✓	

✓ indicates areas where NHCSSP core standards overlap with SCANS, but are specific to the health services industry

The revised “Orientation to Health Professions” meets the above standards in basic SCANS foundation skills and Healthcare Core Standards skills for academic foundation, communication, systems, employability skills, legal responsibilities, ethics, safety practices and teamwork.

## **Technical Committee Report**

The following is a report of the Technical Committee on the Orientation to Health Professions for Secondary Schools Course. This course mirrors the Fundamentals for Health Professions course that is offered on-line.

## **Instructor Qualifications**

The person qualified to teach Orientation to Health Professions must have the following qualifications:

- Current licensure in a Health Occupation in the State of Idaho (i.e. registered nurse, physician, physical therapist, etc.)
- Meet the recent years of gainful employment as specified in the Vocational Educators Section in the Department of Education Professional School Personnel Certification Standards, 2004.

Note: All teachers of Health Occupations programs must meet the above qualifications depending upon the program being taught, plus any additional requirements of their particular area of health endorsement.

## **Curriculum Overview**

The curriculum development and revision process of the Idaho Division of Professional-Technical Education involves the active use of industry and instructor personnel in the form of a Technical Committee. Their job is to prepare a list of tasks for a course that allows graduates to obtain a job, retain a job once hired, and advance in their chosen professional-technical field. Once these tasks are defined, then they are assembled into an officially approved document called a Statewide Curriculum Guide.

Statewide Curriculum Guides are instructional management documents in that they specify the intended outcomes, prerequisites, content, and length of instruction. Also, they describe any materials and resources that are necessary to conduct such training. Although there is great flexibility for implementation of a formal course of instruction at the local level, public school districts that qualify to receive "added cost reimbursement funding" through the Idaho Division of Professional-Technical Education are encouraged to follow the instructional plan identified in Statewide Curriculum Guides to ensure that minimum industry standards are being taught.

## **Purpose**

The purpose of the Orientation to Health Professions Curriculum Guide is to provide a fundamental entry-level background that is required for understanding a multitude of health professions that help to make up America's health care industry. Although each health profession is specialized, all share a common core of prerequisite knowledge that when understood fully will be of significant benefit to students, especially those who elect to become health professionals. That common knowledge base is

presented in this course. Fundamentals for Health Professions will help stimulate students' interest in health careers.

Secondary health occupations education in Idaho is designed with two purposes in mind: 1) Students who successfully complete two years and training in an occupation are employable, and 2) students are prepared for higher education. Students begin by studying the core competencies that are germane to many health occupations. Having mastered the core competencies, students progress to an advanced level to develop competencies specific to selected occupational areas.

## **Prerequisites**

The Orientation to Health Professions Course is designed with the high school sophomore level or higher in mind. There are no specific course prerequisites. However, this course is a prerequisite to many specialized health programs; therefore, it is important to provide this course by the sophomore or junior year of high school.

## **Program Design**

### *Year I—Orientation to Health Professions*

The program is designed so that beginning students will concentrate on the core competencies. Core competencies are fundamental and transferable to many health occupations. These competencies are used frequently in selected health occupational areas.

### *Year II—Occupational Specific Competencies – Health Career Pathways*

Competencies introduced in this advanced part of the curriculum prepare students for entry level jobs and/or continuing education. Students choose from a variety of occupations in five general career pathways. Career pathways are as follows: (1) Health Informatics Pathway which leads to careers such as: health unit clerk, medical records specialist and receptionist for physician, dentist or other medical office; (2) Therapeutic Services Pathway which leads to careers such as: Dental assisting, nursing, EMT Basic, medical assistant, mental health assistant and pharmacy technician; (3) Diagnostics Services Pathway which leads to careers such as physical therapy aide, sports medicine, personal trainer and phlebotomy; (4) Biotechnology Research and Development which leads to careers as pharmacist, biomedical chemist, microbiologist, toxicologist and biostatistics; and (5) Support Services Pathway which leads to careers such as: biomedical engineer, dietitian, purchasing agent, facilities manager and transport technician.

### *Foundation and Job Readiness Competencies*

Integrated throughout the curriculum at both levels of the program are competencies identified by business and industry as characteristic of successful and productive workers. These competencies pertain to the following content areas: math and computations, communications, interpersonal relationships, teamwork, personal management, employability skills, applied science and English skills, problem solving/critical thinking, computer applications, leadership/followership, change process and cultural awareness/diversity. These competencies have been a part of health occupations curriculum but were not always clearly identified. They are separated here to identify them but will be found integrated in life-related and health care-related learning experiences throughout the

curriculum.

## **Health Education Credit**

The health professions curricula necessarily involve a major portion of the course content found in the 9-12 grades health education curriculum. It is therefore logical that students who have an interest in a health career and enter the Orientation to Health Professions program should not have to repeat information in a health education class. This revised health occupations curriculum includes the objectives found in health education classes. Students will be able to receive the required health education credit by completing year one of health professions.

## **Course Length**

Students are given the typical school year (fall and spring semesters), to achieve the intended outcomes for this course. As an option, a student could complete the course in a two-hour block in one semester.

## **Resources**

Although a textbook is not required to successfully complete this course, the following reference texts are suggested:

D. Garber  
Introduction to Clinical Allied Healthcare, 2nd Edition  
Career Publishing, Inc., Orange, CA, 2001

J. Gerdin  
Health Careers Today, 2nd Edition  
Mosby-Year Book, Inc., St. Louis, MO, 2004

L. Simmers, M.Ed., R.N.  
Diversified Health Occupations, 4th Edition  
Delmar Publishers, Albany, NY, 2003

Thibodeau and Patton  
The Human Body in Health and Disease  
Mosby, St. Louis, MO 2005.

## **HOSA – Health Occupations Students of America Association**

HOSA is a national career and technical student organization endorsed by the U.S. Department of Education and Health Occupations Education Division of the American Vocational Association. HOSA provides a unique program of leadership development, motivation and recognition exclusively for secondary and post secondary students interested in the Health Professions Program. HOSA is a powerful instructional tool that works best when it is integrated into the health professions curriculum and classroom. One new addition to this course is the identification of tasks that can integrate HOSA activities and projects into the curriculum and classroom. For more information on HOSA, refer to their website at: <http://www.hosa.org>.



## **Intended Outcomes**

Upon successful completion of this course, students will have achieved the following intended outcomes.

### **1.0 Careers in Allopathic Health Care**

Given information about the allopathic health care system, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.

### **2.0 Job Seeking and Keeping**

Given information about resumes, cover letters, job applications, the interview process, job keeping, and resignation procedures, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.

### **3.0 Communications in Health Care**

Given information about communication barriers, good listening skills, computer use, telephone etiquette, and related careers, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.

### **4.0 The Health Care Industry**

Given information about health care facilities, health care issues, basic human needs, the health care team, health care and legislation, and related careers, the student will be able to develop a philosophy of health care and perform the tasks presented with a minimum of 70 percent accuracy.

### **5.0 Leadership and Followership**

Given information about team building, problem solving, critical thinking, time management, student organizations, and related careers, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.

### **6.0 Careers in Integrative Health Care**

Given information about the National Center for Complementary and Alternative Medicine (NCCAM) and alternative health care modalities, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.

### **7.0 Medical Terminology**

Given information about prefixes, suffixes, word roots, reading medical terms, abbreviations, and related careers, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.

## 8.0 Infection Control

Given information about terms, microorganisms, infection, resistance, infection chain, medical versus surgical asepsis, hand washing, standard precautions, and related careers, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.

## 9.0 Safety in Health Care

Given information about employer and employee responsibilities, safety precautions, reporting procedures, preventing falls / electrical shock chemical injuries and burns, fire safety, using a fire extinguisher, body mechanics, and related careers, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.

## 10.0 Anatomy and Physiology I

Given information about cells, body planes, cavities, and diseases; the cardiovascular system; the respiratory system; the muscular system; the skeletal system, the integumentary system; and related careers, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.

## 11.0 Anatomy and Physiology II

Given information about the endocrine system, reproductive system, nervous / sensory system, excretory / urinary system, gastrointestinal digestive system, and related careers, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.

## 12.0 Legal and Ethical Responsibilities

Given information about ethics, confidentiality, ethical decisions, criminal and tort law, malpractice, case studies, scope of practice, credentialing, regulatory boards, regulations, recording / reporting, Patient Bill of Rights, advanced directives, abuse and neglect, chemical abuse, practicing under the influence, and related health care careers, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.

## 13.0 Health Throughout the Life Cycle

Given information about exercise, nutrition, physical and mental changes throughout the life cycle, Maslow's hierarchy of needs, and challenges of individuals with disabilities, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.

## 14.0 Risk Taking Behaviors

Given information about basic human needs, positive mental and emotional health, addictions, abuse, and about related careers, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy

#### 15.0 Culture and Diversity

Given information about culture and diversity, the student will be able to respect and interact with a variety of diverse populations and perform the tasks presented with a minimum of 70 percent accuracy.

## Part I: Fall Semester (1 Credit)

	Estimated Teaching Hours	Recommended Study Time in Hours
1.0 Careers in Allopathic Health Care	2	1
2.0 Job Seeking and Keeping	2-5	5
3.0 Communications in Health Care	2-3	5
4.0 The Health Care Industry	3-6	7
5.0 Leadership and Followership	4	2
6.0 Careers in Integrative Health Care	2-5	2
7.0 Medical Terminology	5	5
8.0 Infection Control	1	4
9.0 Safety in Health Care	10-15	5
10.0 Anatomy and Physiology I	30-50	56
TOTALS	61-96	92

\* Indicates tasks that may be reinforced with HOSA activities and state and national competitive events.

## **1.0 Careers in Allopathic Health Care**

- A. Estimated Teaching Time: 2 Hours
- B. Recommended Study Time: 1 Hours
- C. Intended Outcome:  
Given information about the allopathic health care system, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.
- D. Tasks:
  - 1.01 Define allopathic medical practice.
  - 1.02 Differentiate between allopathy and other models of care -practiced by physicians in the United States.
  - 1.03 List the five pathways under the health cluster.
  - 1.04 Identify resources for researching allopathic health care careers.

## 2.0 Job Seeking and Keeping

[Meets Language Arts Standard 10-12.K.LA.4.2.1]

- A. Estimated Teaching Hours: 2-5
- B. Recommended Study Time: 5 Hours
- C. Intended Outcome:  
Given information about resumes, cover letters, job applications, the interview process, job keeping, and resignation procedures, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.
- D. Tasks:
  - 2.01 Introduction:
    - A. Identify the importance of a job applicant knowing his/her strengths, weaknesses and goals.
    - B. Using a standardized tool assesses one's own job aptitudes and interests.
  - 2.02 Resumes:
    - A. Define the term resume.
    - B. Identify the resume as providing a first impression of an applicant to an employer.
    - C. List tips for preparing a resume.
    - D. List categories of information that should be included on a resume.
    - E. Utilize on-line resources for preparing a resume.
  - 2.03 Job Search
    - A. Identify Resources for finding a job
    - B. Define Internship
  - 2.04 Cover Letter:
    - A. Identify the purpose of a cover letter.
    - B. Discuss tips for writing a good cover letter.
    - C. Describe the content that should be included in 4 paragraphs of a cover letter.
    - D. Utilize on-line resources for preparing a cover letter.
  - 2.05 Job Application:
    - A. Identify guidelines for filling out an application.
    - B. Discuss legal disclosure and required background checks
  - 2.06 \* Interview Process:
    - A. Define the interview process as beginning with the first contact, including the cover letter and resume, and ending with a meeting.
    - B. Identify qualities and skills needed in the workforce.
    - C. List ways to learn about a prospective employer.

D. Utilize on-line resources for preparing for an interview.

2.07 \*Job Keeping:

- A. List areas of interpersonal skills needed for a successful work life.
- B. Discuss the importance of a good attitude.
- C. Describe typical professional dress code policies
- D. Discuss concepts important in working as a member of a team.
- E. List steps in problem solving.
- F. Describe personal characteristics and behaviors desirable in health care workers.
- G. Understand the purpose of job evaluations.
- H. Understand the expectation of continuing education/in-service/career advancement

2.08 Resignation Procedures:

- A. Discuss the importance of following good etiquette in the resignation procedure.
- B. List important things to include in the letter of resignation.

### 3.0 Communications in Health Care

[Meets Health Standard-Consumer Health 9-12.H.4.1.1-4.1.4]

[Meets Communication Standard 9-12.Spch.6.1.1]

- A. Estimated Teaching time: 2-3 hours
- B. Recommended Study Time: 5 Hours
- C. Intended Outcome:  
Given information about communication barriers, good listening skills, computer use, telephone etiquette, and related careers, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.
- D. Tasks:
  - \*3.01 Introduction:
    - A. Discuss positive and effective communication skills.
    - B. Briefly describe the meaning of the terms verbal and non-verbal communication.
    - C. Explain the meaning of the term congruent communication.
    - D. Trace the flow of communication using the terms sender, message, receiver, and feedback.
    - E. Discuss how communication can enhance a respectful safe environment.
  - 3.02 Barriers to Communication:
    - A. Discuss physical, psychological and cultural barriers to communication as well as communicating with individuals with disabilities.
    - B. Discuss how attitudes and behaviors can be barriers to communication including defensiveness, use of silence, and changing the subject or using clichés.
    - C. Differentiate between passive, assertive and aggressive communication and behaviors
  - 3.03 Good Listening Skills:
    - A. Describe ways a good listener shows he or she is listening.
    - B. Define and give an example of clarification.
    - C. Define and give an example of reflective listening.
    - D. Compare open-ended and closed questions.
  - 3.04 Computer Use:
    - A. Discuss various ways computers are used in health care including business transactions, patient records, and diagnostics.
    - B. List practices that will help maintain confidentiality when using computerized health care records.
  - 3.06 Telephone Etiquette:
    - A. Describe effective telephone etiquette.
  - 3.07 Careers:
    - A. Discuss careers related to communications in health care.



## 4.0 The Health Care Industry

- A. Estimated teaching time: 3-6 hours
- B. Recommended Study Time: 7 Hours
- C. Intended Outcome:  
The student will begin to explore the history, issues and trends impacting the health care system. The student will relate health care services to human needs and to begin to formulate a personal philosophy of health care, and evaluate themselves as potential health care workers.
- D. Tasks:
  - 4.01 History:
    - A. Identify significant historical changes in health care and how those changes have impacted current practice.
  - 4.02 Issues and Trends:
    - A. Identify and discuss major issues and trends impacting health care and the delivery of care.
    - B. Discuss basic concepts of Quality Improvement
  - 4.03 Consumer Health:
    - A. Evaluate the validity of health information, products and services (advertising claims, quackery, fraudulence, health-related research).
    - B. Evaluate resources from home, school, library, and the community that provides valid health care information.
    - C. Evaluate factors and situations that influence personal selection of health care products and services (when to seek treatment, what product to use).
    - D. Analyze the cost and accessibility of health care services.
  - 4.04 Facilities, Agencies, Organizations:
    - A. Identify the types of health care facilities and types of services provided.
    - B. List ways in which the health care facilities, and government and volunteer agencies, affect the health and well-being of a community and the world.
  - 4.05 Health Care Team:
    - A. Identify professional and non-professional health care workers who are members of a health care team.
    - B. Identify the multi-disciplinary approach to health care
  - 4.06 Philosophy of Health Care:
    - A. Define Institute of Medicine's philosophy of health care
    - B. Identify personal philosophy of health and care giving

C. Discuss factors that influence personal perception of health care

4.07 Health Care Team:

- A. Identify professional and non-professional health care workers who may be members of a health care team. Provide titles and functions of each worker.
- B. Explain the need for and focus of a health care team.

4.08 Health Care and Legislation:

- A. Discuss the cost of health care and how individuals pay this cost.
- B. Discuss the services provided through the federal facts of Medicaid and Medicare.
- C. Discuss the effects of the federal Omnibus Budget Reconciliation Act (OBRA) on long-term care.
- D. Discuss the effects of Regulations of the Occupational Safety and Health Administration (OSHA) on health care facilities and workers.
- E. Discuss diagnostic related groups (DRGs) and their effects on health care delivery.

4.09 Careers:

- A. Explore examples of career options.

## 5.0 Leadership and Followership

- A. Estimated Teaching time: 4 Hours
- B. Recommended Study Time: 2 Hours
- C. Intended Outcome:  
Given information about team building, problem solving, critical thinking, time management, student organizations, and related careers, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.
- D. Tasks:
  - 5.01 Introduction:
    - A. Identify skills needed by health care workers: critical thinking, problem solving, time management, flexibility, leadership and followership.
  - 5.02 Team Building:
    - A. Define the concept of teamwork.
    - B. Describe the characteristics of a good team member.
  - 5.03 Problem Solving:
    - A. Describe the 6 steps for problem solving.
    - B. Apply the steps for problem solving in ones own situation.
  - 5.04 Critical thinking:
    - A. Discuss elements of critical thinking.
    - B. Apply critical thinking skills.
  - 5.05 Time Management:
    - A. List elements of time management
    - B. Apply the principles of time management in a hypothetical situation.
  - 5.06 \* Student Organizations:
    - A. List purposes of vocational student organizations.
    - B. Discuss benefits of membership in a vocational student organization.
    - C. Name at least 2 vocational student organizations.
  - 5.07 Careers:
    - A. Explore careers in health care that relate to areas of leadership or followership.

## **6.0 Careers in Integrative Health Care** **[Meets Health Standard 4 -Consumer Health 9-12.H.4.1.3]**

- A. Estimated Teaching Time: 2-5 hours
- B. Recommended Study Time: 2 Hours
- C. Intended Outcome:  
Given information about the National Center for Complementary and Alternative Medicine (NCCAM) and alternative health care modalities, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.
- D. Tasks:
  - 6.01 Introduction:
    - A. Differentiate between Careers in Western Medicine and Integrative (alternative/complementary) practices.
    - B. Identify 3 purposes of the National Center for Complementary and Alternative Medicine.
    - C. Identify how to access reputable on-line information about alternative health care practices.
  - 6.02 Careers:
    - A. Explore careers in Alternative Medicine by defining:
      - 1. Homeopathy
      - 2. Naturopathic medicine
      - 3. Bodywork including Massage and Reflexology
      - 4. Herbal Medicine
      - 5. Biofeedback

## 7.0 Medical Terminology

- A. Estimated teaching time: 5 hours
- B. Recommended Study Time: 5 Hours
- C. Intended Outcome:  
Given information about prefixes, suffixes, word roots, reading health care terms, abbreviations, and related careers, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.
- D. Tasks:
  - 7.01 Introduction:
    - A. Distinguish between the three elements that make up medical words: prefix, suffix, and root and give the meaning of each.
  - 7.02 Define commonly used:
    - A. Prefixes
    - B. Suffixes
    - C. Word roots
    - D. Clearly definable abbreviations
    - E. Identify list of “do not use” abbreviations and risks of usage
  - 7.03 Interpret Medical Terms:
    - A. By applying knowledge of word parts (prefix, Suffix and root) define commonly used medical terms and determine the most likely meaning of rarely used terms.
  - 7.04 Careers:
    - A. Identify careers in which knowledge of medical technology is essential.

## 8 Infection Control

- A. Estimated teaching time: 1 hour
- B. Recommended Study Time: 4 Hours
- C. Intended Outcome:  
Given information about terms, microorganisms, infection, resistance, infection chain, hand hygiene, and related careers, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.
- D. Tasks:
  - 8.01 Introduction:
    - A. Define the following terms: infection control, microorganisms, pathogens, nonpathogens, normal flora, and health care acquired infections.
  - 8.02 Infection Chain:
    - A. Explain each element in the chain of infection.
  - 8.04 Hand Hygiene:
    - A. Identify the single most effective method for preventing the spread of infection.
    - B. List important times when hands should be washed.
    - C. Describe the steps for proper hand-washing
  - 8.06 Careers:
    - A. Explore careers related to infection control.

## 9 Safety in Health Care

### [Meets Health Standards—Healthy Lifestyles 9-12.H.1.1.4]

- A. Estimated teaching time: 10-15 hours
- B. Recommended Study Time: 5 Hours
- C. Intended Outcome:  
Given information about safety precautions, basic first aid, CPR, fire safety, body mechanics, and related careers, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.
- D. Tasks:
  - 9.01 Safety Practices:
    - A. Discuss the OSHA guidelines.
    - B. Basic First Aid
    - C. Cardio Pulmonary Resuscitation
    - D. Fire Safety:
      - 1. List the three requirements for a fire: oxygen, fuel, and heat/flame.
      - 2. Explain the acronym RACE in response to a fire.
      - 3. List 5 general rules for responding to a fire.
      - 4. Describe correct use of a fire extinguisher
    - E. Body Mechanics:
      - 1. Describe and discuss proper body mechanics
  - 9.02 Careers:
    - A. Explore careers in health care related to safety or infection control and prevention.

**10 Anatomy and Physiology I**  
**[Meets Science Standards—Nature of Science 9-10.B.1.1.1]**

- A. Estimated Teaching Time: 30 – 50 hours
- B. Recommended Study Time: 56 Hours
- C. Intended Outcome  
Given information about cells, body planes, cavities, and diseases; the cardiovascular system; the respiratory system; the muscular system; the skeletal system; the integumentary system; and related careers, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.
- D. Tasks:
  - 10.01 Cells, Body Planes, Cavities, and Diseases:**
    - 10.011 Introduction:
      - A. Define the terms anatomy and physiology.
    - 10.012 Structure and Function:
      - A. Identify main parts of body cells and explain their functions.
      - B. Label parts of the cell.
      - C. Describe the relationship between cells, tissues, organs, and body systems.
      - D. Describe the 4 types of tissue.
      - E. List examples of body organs and body systems.
      - F. Identify terms relating to body regions, planes, cavities and directions.
      - G. Label a diagram of the body cavities.
    - 10.013 Diseases / Disorders:
      - A. Identify major diseases/disorders at the cellular level, symptoms, treatment, and risk factors of each.
    - 10.014 Prevention:
      - A. List measures that will promote healthy tissues.
    - 10.015 Terminology:
      - A. Define selected relevant medical terminology.
    - 10.016 Careers:
      - A. Explore selected examples of career options.



## **10.02 Cardiovascular System:**

- 10.021 Introduction:  
A. Explain the cardiovascular system.
- 10.022 Structure and Function:  
A. Describe the function and components of the heart and conduction system.  
B. Define and describe blood pressure.
- 10.023 Diseases and Disorders:  
A. Identify major diseases or disorders of the circulatory system and discuss symptoms, treatment, and implications of each.
- 10.024 Prevention:  
A. List health practices that promote wellness for the circulatory system.
- 10.025 Careers:  
A. Explore career options related to the cardiovascular system.

## **10.03 Respiratory System:**

- 10.031 Introduction:  
A. Explain the respiratory system.
- 10.032 Structure and Function:  
A. Label the major organs and describe the corresponding functions of the respiratory system.
- 10.033 Diseases and Disorders:  
A. Identify the major diseases/disorders of the respiratory system and discuss the symptoms, treatment, and implications of each.
- 10.034 Prevention:  
A. Discuss the risk factors for respiratory disease including hereditary, environmental, and lifestyle factors.
- 10.035 Careers:  
A. Explore selected examples of career options:

## **10.04 Muscular System:**

- 10.041 Introduction:  
A. Explain the Muscular System
- 10.042 Structure and Function:  
A. Describe the structure, location and function of the Muscular system.
- 10.043 Diseases and Disorders:  
A. Identify major muscle disorders/diseases, and discuss the symptoms, treatment, and implications of each.
- 10.044 Prevention:  
A. List practices that will help keep muscles healthy and prevent injury.
- 10.045 Careers:  
A. Identify health careers that focus on muscles.

**10.05 Skeletal System:**

- 10.051 Introduction:  
A. Explain the Skeletal System
- 10.052 Structure and Function:  
A. Identify the name, location, and functions of the major bones of the body.  
B. Name and give examples of the 3 types of joints.  
C. Identify types of movable joints.
- 10.053 Disease and Disorders:  
A. Describe major diseases/disorders of the skeletal system including the symptoms, treatment, and implications of each.
- 10.054 Prevention:  
A. List practices to help maintain healthy bones/skeletal system.
- 10.055 Careers:  
A. Explore examples of career options that relate to the skeletal system.

**10.06 Integumentary System:**

- 10.061 Introduction:  
A. Explain the Integumentary system.
- 10.062 Structure and Function:  
A. List the main structure and function of the Integumentary System.  
B. Describe the 3 layers of the skin.
- 10.063 Diseases and Disorders:  
A. Name and describe major diseases/disorders of the skin including the symptoms, treatment, and implications of each.
- 10.064 Prevention:  
A. List practices that will help to maintain healthy skin.
- 10.065 Careers:  
A. Explore examples of career options that relate to the integumentary system.

## Part II: Spring Semester (1 Credit)

		Estimated Teaching Hours	Recommended Study Time in Hours
11.0	Anatomy and Physiology II	30-50	56
12.0	Legal and Ethical Responsibilities	7-12	10
13.0	Health Throughout the Life Cycle	10-20	2
14.0	Risk Taking Behaviors	15-30	8
15.0	Culture and Diversity	3-5	5
	TOTALS	65-117	81

\* Indicates tasks that may be reinforced with HOSA activities and state and national competitive events.

## 11.0 Anatomy and Physiology II

[Meets Science Standards—Nature of Science 9-10.B.1.1.1]

- A. Estimated Teaching time: 30-50 hours
- B. Recommended Study Time: 56
- C. Intended Outcome:  
Given information about the endocrine system, reproductive system, nervous / sensory system, excretory / urinary system, gastrointestinal digestive system, and related careers, the student will be able to perform 70 percent of the tasks presented correctly.

D. Tasks:

**11.01 Endocrine System:**

- 11.011 Introduction:
  - A. Explain the Endocrine System
  
- 11.012 Structure and Function:
  - A. List the endocrine glands
  - B. Describe the structure and function of the endocrine system.
  
- 11.013 Diseases and Disorders:
  - A. Identify the major diseases and disorders of the endocrine system and discuss symptoms, treatment, and implications of each,
  
- 11.014 Prevention:
  - A. List health practices to maintain healthy glands.
  
- 11.015 Careers:
  - A. Explore selected examples of career options.

**11.02 Reproductive System:**

[Meets Health Standard-Risk Taking Behavior 9-12.H.2.1.1 & Healthy Lifestyles 9-12.H.1.1.3]

- 11.021 Introduction:
  - A. Explain the Reproductive System.
  
- 11.022 Structure and Function:
  - A. Identify the structure and functions of the reproductive system.
  
- 11.023 Diseases and Disorders:
  - A. List and describe the major disorders/disease of the reproductive system and describe the symptoms, treatment, and implications of each.

- B. List and describe the major sexually transmitted (STD) diseases and describe the symptoms and treatment for each disorder/disease.

11.024 Prevention:

- A. List health practices to maintain health of the reproductive system.

11.025 Careers:

- A. Explore examples of career options related to the reproductive system.

### **11.03 Nervous System:**

11.031 Introduction:

- A. Explain the Nervous System

11.032 Structure and Function:

- A. Name and describe the major structures and functions of the nervous system.

11.033 Diseases and Disorders:

- A. Describe the major diseases and disorders of the nervous system and discuss symptoms, treatment, and implications of each.
- B. List health practices to maintain health of the nervous system.

11.035 Careers:

- A. Explore career options related to the nervous system

### **11.040 Sensory System**

11.041 Introduction:

- A. Discuss the sensory system

11.042 Structure and Function:

- A. Name the body's 5 sensory systems
- B. Name and describe the major structures and functions of the sensory systems

11.043 Diseases and Disorders:

- A. Describe the major diseases and disorders of the sensory system and discuss symptoms, treatment, and implications of each. 9.044 Prevention:
- B. List health practices that promote wellness for the sensory system.

11.045 Careers:

- A. Explore selected examples of career options that relate to the Sensory System.

**11.05 Urinary System:**

11.051 Introduction:

- A. Discuss the urinary system

11.052 Structure and Function:

- A. Describe the structure and function of the urinary system

11.053 Diseases and Disorders:

- A. Name and define major diseases and disorders of the urinary system and discuss the symptoms, treatment, and implications of each.

11.054 Prevention:

- A. List the health practices that promote wellness for the urinary system.

11.055 Careers:

- A. Explore selected examples of career options.

**11.06 Digestive System**

11.061 Introduction:

- A. Discuss the digestive system.

11.062 Structure and Function:

- A. Describe the main structures, functions, and locations of the digestive system.

11.063 Diseases and Disorders:

- A. List the common diseases/disorders of the digestive system including the symptoms, treatment, and implications of each.

11.064 Prevention:

- A. List health practices that promote wellness in the digestive system.

11.054 Careers:

- A. Explore selected examples of career options.

## 12.0 Legal and Ethical

- A. Estimated teaching time: 7-12 hours
- B. Recommended Study Time: 10 Hours
- C. Intended Outcome:  
Given information about legal and ethical topics and related careers, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.
- D. Tasks:
  - 12.01 Introduction:
    - A. In general terms describe the components of legal responsibilities in health care.
  - 12.02 Terminology:
    - A. Define and discuss the following:
      - 1) Confidentiality
      - 2) Ethics/ Ethical dilemma/Code of ethics
      - 3) Privileged communication
      - 4) Negligence and malpractice
      - 5) Patient Bill of Rights
      - 6) Advance directives
  - 12.03 Abuse and Neglect:
    - A. Define and describe abuse and neglect
    - B. Describe the health care worker's responsibilities to identify and report abuse/neglect
  - 12.04 Substance Abuse:
    - A. Define the term "impaired worker."
    - B. Discuss the prevalence of substance abuse in health care workers
    - C. Discuss the implications of a health care worker practicing under the influences of chemicals.
    - D. Define and discuss enabling in the context of chemical abuse.
    - E. Identify the health care worker's responsibility in reporting substance abuses of co-workers.
  - 12.05 Careers:
    - A. Explore health care careers that focus on legal and ethical responsibilities.



### **13.0 Health Throughout the Lifecycle**

[Meets Health Standards—Healthy Lifestyles 9-12.H.1.1.1-1.1.6; Risk Taking Behavior 9-12.H.2.1.1-2.1.3; Communication Skills for Healthy Relationships 9-12.H.3.1.1-3.1.3 and Mental and Emotional Health 9-12.H.5.1.1-5.1.2]

- A. Estimated teaching time: 10-20 hours
- B. Recommended Study Time: 2 Hours
- C. Intended Outcome:  
Given information about exercise, nutrition, physical and mental changes throughout the life cycle, Maslow's hierarchy of needs, and key components to mental and emotional health, the student will be able to perform the tasks presented with a minimum of 70 percent accuracy.

D. Tasks:

13.01. Introduction:

Nutrition and Exercise:

- A. Assess the benefits of proper nutrition and regular physical activity throughout the life cycle.
- B. Design a personal plan to maintain a healthy body through healthy dietary habits and regular physical activity.

13.02. Maslow's Hierarchy of Needs:

- A. Discuss the relationship of Maslow's levels of needs and how health care services in a community respond to these needs.
- B. Assess physical and mental changes that occur throughout the life cycle.

13.03 Mental and Emotional Wellness:

- A. Understand and demonstrate the key components to positive mental and emotional health.
- B. Describe common stressors including issues with time, money, and coping with death.
- C. Identify general categories of coping mechanisms including for personality types A and B.
- D. Identify ways to help maintain a healthy environment.
- E. Discuss the importance of self-esteem and setting personal boundaries
- F. Identify methods for addressing mental and emotional concerns such as depression, grief, disordered eating, and suicide.
- G. Identify common forms of major mental illness.

## **14.0 Risk Taking Behaviors:**

[Meets Health Standards—Healthy Lifestyles 9-12.H.1.1.1-1.1.6; Risk Taking Behavior 9-12.H.2.1.1-2.1.3; Communication Skills for Healthy Relationships 9-12.H.1.1-3.1.3 and Mental and Emotional Health 9-12.H.5.1.1-5.1.2]

- A. Estimated teaching time: 15-30 hours
- B. Recommended Online Study Time = 8 Hours
- C. Intended Outcome:  
Identify risk taking behaviors and develop strategies to encourage students to make healthy lifestyle choices the student will be able to perform the tasks presented with a minimum of 70 percent accuracy
- D. Tasks:
  - 14.01 Introduction:
    - A. Assess the consequences of sexual activity including STDs, unplanned pregnancies, and emotional distress.
    - B. List ways to prevent pregnancy and identify the relative effectiveness of each.
    - C. Assess the short and long-term consequences of tobacco, alcohol, and other drugs, including definitions of use, abuse, dependency and addiction.
    - D. Identify appropriate referral resources for intervention for co-workers or classmates with drug or alcohol problems.
    - E. Evaluate the impact of risky behaviors including reckless driving on personal and community health.
  - 14.02 Communication Skills for Personal Relationships
    - A. Identify and discuss conflict in communication in schools, families, workplaces and communities.
    - B. Discuss threats to personal safety including harassment, domestic violence, sexual assault, rape and date rape.
    - C. Discuss the implications of Cassie's Law involving parental rights in abusive dating situations.
  - 14.03 Mental and Emotional Wellness
    - A. Identify methods for addressing mental and emotional concerns such as depression, grief, disorders, and suicide.
    - B. Identify common forms of major mental illness.
    - C. Describe common stressors including issues with time, money, and coping with death and general categories of coping mechanisms.
    - D. Identify ways to maintain a healthy environment.

## 15.0 Culture and Diversity:

- A. Estimated teaching time: 3-5 hours
- B. Recommended study time: 5 hours
- C. Intended outcome:  
Given information about culture and diversity, the student will be able to respect and interact with a variety of diverse populations and perform the tasks presented with a minimum of 70 percent accuracy.
- D. Tasks
  - 15.01 Introduction
    - A. Describe the key terms of culture and diversity
  - 15.02 Exploring Culture and Diversity
    - A. Explore personal feelings about culture and diversity.
    - B. Examine beliefs about culture and how it relates to health, wellness, and illness.
    - C. Compose a list of cultural and ethnic groups in Idaho.
    - D. Explore health disparities as seen in individual communities.
    - E. Discuss ways to improve community awareness of culture and diversity.