

July 2007

Florida Department of Education  
CURRICULUM FRAMEWORK

<b>Program Title:</b>	<b>Family Health Support Worker-ATD</b>
<b>Occupational Area:</b>	<b>Health Science Education</b>
<b>Program Number</b>	<b>H170205</b>
<b>District CIP</b>	<b>0317.040201</b>
<b>CC CIP</b>	<b>0317.040200</b>
<b>Grade Level</b>	<b>Applied Technology Diploma (ATD)</b>
<b>Length</b>	<b>630 hours</b>
<b>Faculty Credentials</b>	<b>Minimum of an associate degree (AS Degree) in the field or meet the SACS Exception Rule.</b>
<b>Basic Skills</b>	
English	10
Math	10
Reading	10
<b>Transfer Value</b>	<b>21 college credits into Human Services</b>

- I. **MAJOR CONCEPTS/CONTENT:** The purpose of this program is to prepare students for employment as a Family Health Support Worker SOC 31-9099(Healthcare Support Workers, all other).

The content includes, but is not limited to, human relations and interpersonal skills; maternal and child health; infant and child development; basic health education; caregiver-child relationship, client interview and intake; goal setting and achievement; coordination of services; interdisciplinary human services roles and functions; and referrals, resources and eligibility. The Health Science Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any health occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs occurs through vocational classroom instruction and applied laboratory procedures or practice.

This program prepares individuals to become family support workers who provide outreach support services to childbearing families and children ages 0 to 5.

- II. **LABORATORY ACTIVITIES:** Clinical experiences are provided and are an integral part of the program. They may be in the form of clinical experience, practicums or internships.
- III. **SPECIAL NOTES:** Either a community college or school district may offer the Applied Technology Diploma program. A community college may offer the ATD as either college credit or vocational credit. A vocational technical center may offer the ATD as vocational credit only. Vocational credit will be converted to college credit upon transfer to the AS degree at the community college.

This program is part of the Human Services AAS or AS degree and guarantees transfer of 21 credit hours toward the related AAS or AS degree. Minimum entrance requirements for this program include a high school diploma or GED. Students must meet the minimum basic skills to complete this program.

No fees will be charged for the transfer of credit from a vocational technical center to a community college. The

established statewide fee structure will be adhered to by both delivery systems.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and higher-order thinking skills.

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

The National Organization for Human Services Education (NOSHE) and the Health Occupations Students of America, Inc. (HOSA), are the appropriate professional organization and Career and Technical Student Organization (CSO) for providing leadership training experiences and reinforcing specific vocational skills. Student organizations, when provided, shall be an integral part of the instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

This program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 1001.44 F.S.

#### IV. **INTENDED OUTCOMES:**

Outcomes 01-11 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health science program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the national internet certification examination (Nocti) with instructor approval and the completion of a portfolio.

After successfully completing the core curriculum of this program, the student will be able to:

**HEALTH CAREERS CORE (01-11) OCP A-Basic Healthcare Worker-SOC code 31-9099 Healthcare Support Workers, all others**

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.

- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate computer literacy.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including AIDS.
- 11.0 Apply basic math and science skills.

**Family Health Support Worker (12 - 25) (OCP-B SOC Code 31-9099)**  
Healthcare Support Worker, All Others

- 12.0 Establish and maintain a relationship with the family.
- 13.0 Assess family needs, strengths, and resources.
- 14.0 Assist families in goal setting and achievement.
- 15.0 Educate families.
- 16.0 Establish family support system.
- 17.0 Facilitate access to services.
- 18.0 Maintain agency documentation and adhere to program/employer policy, procedures, and guidelines.
- 19.0 Facilitate program transition.
- 20.0 Participate in education/training.
- 21.0 Assess the needs of the child/children.
- 22.0 Assess the needs of the mother/caregiver/family.
- 23.0 Based on needs and goals, educate and role model behaviors that support infant and child development ages 0 to 5.
- 24.0 Based on needs and goals, educate and role model behaviors that support maternal and child health.
- 25.0 Provide basic health education to families.

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**Florida Department of Education  
STUDENT PERFORMANCE STANDARDS**

**Program Title:** Family Health Support Worker  
**Postsecondary Number:** H170205  
**CIP Number:** 0317040200

**HEALTH SCIENCE CORE:** The Health Science Core is a core of basic knowledge necessary for any health care occupations' career. Students who have previously completed the Health Science Core in any other health science program do not have to repeat the intended outcomes 01-11.

OCP A-Basic Healthcare Worker- SOC code 31-9099 Healthcare Support Workers, all others

**01.0 DEMONSTRATE KNOWLEDGE OF THE HEALTH CARE DELIVERY SYSTEM AND HEALTH OCCUPATIONS** -- The student will be able to:

- 01.01 Identify the basic components of the health care delivery system.
- 01.02 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 01.03 Describe the composition and functions of a health care team.
- 01.04 Identify the general roles and responsibilities of the individual members of the health care team.
- 01.05 Develop a basic understanding of human needs throughout the lifespan.
- 01.06 Explain the importance of maintaining professional competence through continuing education.
- 01.07 Describe trends affecting the delivery system of health care.

**02.0 DEMONSTRATE THE ABILITY TO COMMUNICATE AND USE INTERPERSONAL SKILLS EFFECTIVELY** -- The student will be able to:

- 02.01 Develop basic listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, and format.
- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client education regarding health care.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation.
- 02.10 Demonstrate telephone usages including taking messages.
- 02.11 Demonstrate ability to give and follow directions.
- 02.12 Distinguish between factual reports and personal opinion.
- 02.13 Read and discuss technical material.

**03.0 DEMONSTRATE LEGAL AND ETHICAL RESPONSIBILITIES**

-- The student will be able to:

- 03.01 Discuss the legal framework of the health care occupation.
- 03.02 Explain the medical liability of health care workers.

- 03.03 Explain the patients' "Bill of Rights."
  - 03.04 Describe a Code of Ethics consistent with the health care occupation.
  - 03.05 Discuss the importance of maintaining confidentiality of information, including computer information.
  - 03.06 Recognize the limits of authority and responsibility of health care workers.
  - 03.07 Recognize and report illegal and unethical practices of health care workers.
  - 03.08 Recognize and report abuse and neglect.
  - 03.09 Recognize sexual harassment and domestic violence.
- 04.0 DEMONSTRATE AN UNDERSTANDING OF AND APPLY WELLNESS AND DISEASE CONCEPTS -- The student will be able to:
- 04.01 Develop a basic understanding of the structure and function of the body systems.
  - 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
  - 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Recognize the steps in the grief process.
  - 04.05 Explain basic concepts of positive self image, wellness and stress.
  - 04.06 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.07 Explain the nutrition pyramid.
  - 04.08 Discuss the adverse effects of the use of alcohol, illegal drugs and steroids on the human body.
- 05.0 RECOGNIZE AND PRACTICE SAFETY AND SECURITY PROCEDURES  
-- The student will be able to:
- 05.01 Demonstrate the safe use of medical equipment.
  - 05.02 Recognize and report safety hazards.
  - 05.03 Identify and practice security procedures for medical supplies and equipment.
  - 05.04 Demonstrate proper body mechanics.
  - 05.05 Demonstrate the procedure for properly identifying patients.
  - 05.06 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.07 Describe fire safety and evacuation procedures.
  - 05.08 Discuss JCAHO patient safety goals. ([www.JCAHO.org](http://www.JCAHO.org))
- 06.0 RECOGNIZE AND RESPOND TO EMERGENCY SITUATIONS  
-- The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain BLS skills of basic rescuer or higher.
  - 06.04 Demonstrate basic understanding of first aid and emergency care.
  - 06.05 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 RECOGNIZE AND PRACTICE INFECTION CONTROL PROCEDURES  
-- The student will be able to:
- 07.01 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
  - 07.02 Demonstrate knowledge of surgical asepsis as utilized in

- sterilization.
- 07.03 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 DEMONSTRATE COMPUTER LITERACY -- The student will be able to:
- 08.01 Define terms and demonstrate basic computer skills.
- 08.02 Describe the uses of computers in health care.
- 09.0 DEMONSTRATE EMPLOYABILITY SKILLS -- The student will be able to:
- 09.01 Conduct a job search.
- 09.02 Secure information about a job.
- 09.03 Identify documents that may be required when applying for a job.
- 09.04 Complete a job application form correctly.
- 09.05 Demonstrate competence in job interview techniques.
- 09.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
- 09.07 Identify acceptable work habits.
- 09.08 Demonstrate knowledge of how to make job changes appropriately.
- 09.09 Demonstrate desirable health habits.
- 09.10 Recognize appropriate affective/professional behavior.
- 09.11 Write an appropriate resume.
- 10.0 DEMONSTRATE KNOWLEDGE OF BLOOD BORNE DISEASES, INCLUDING AIDS -- The student will be able to:
- 10.01 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.02 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.03 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.05 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 APPLY BASIC MATH AND SCIENCE SKILLS -- The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make and use measurements in both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular to 24 hour time.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Organize and communicate the results obtained by observation and experimentation.
- 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
- 11.09 Calculate ratios.

**FAMILY HEALTH SUPPORT WORKER-** Completion of the following competencies provides the remainder of the knowledge and skills required to be a Family Health Support Worker -OCP B. SOC code 31-9099 Healthcare Support Workers, all others

- 12.0 ESTABLISH AND MAINTAIN A RELATIONSHIP WITH THE FAMILY -- The student will be able to:
- 12.01 Reflect on and describe feelings and insights about personal family experiences and recognize the personal impact of these experiences.
  - 12.02 Differentiate personal values and perceptions from those of client families.
  - 12.03 Describe the key concepts of the ecological model of the family as the basis for the family-centered approach to social services.
  - 12.04 Describe how families function and interact from a systems theory perspective.
  - 12.05 Define the roles of families and the range of roles among family members.
  - 12.06 Recognize and distinguish the range of permutations within a family system.
  - 12.07 Identify family roles that are helpful or problematic for the child.
  - 12.08 Show compassion, kindness, and unconditional regard for all family members.
  - 12.09 Interact with family members within appropriate professional boundaries.
  - 12.10 Show cultural sensitivity when interacting with family members.
  - 12.11 Demonstrate personal integrity when interacting with family members.
  - 12.12 Follow agency regulations related to family interactions including appropriate disclosure and confidentiality.
  - 12.13 Interact with family members using the following skills: communication skills (verbal, non-verbal, listening, etc.), customer service skills, telephone skills, follow-up & follow through skills.
  - 12.14 Perform duties using the following skills: observation skills, problem-solving skills, decision-making skills.
  - 12.15 Demonstrate the following when interacting with family members: stress management skills, family empowerment skills (self-awareness, self-sufficiency, independence), goal-setting skills.
  - 12.16 Describe the benefits of empowerment and ways to empower families.
  - 12.17 Recognize the positive and negative consequences to giving help to families.
  - 12.18 Describe family-centered practice and the underlying assumptions about the approaches used in family-centered practice.
  - 12.19 Provide family-centered care and family-directed services.
- 13.0 ACCORDING TO THE LEVEL OF THE POSITION, ASSESS FAMILY NEEDS, STRENGTHS, AND RESOURCES -- The student will be able to:

- 13.01 Describe typical methods used for assessment and screening.
- 13.02 Describe common errors in collection and misinterpretation of assessment finding.
- 13.03 Describe the Do's and Don'ts for collecting assessment and screening information.
- 13.04 Recognize, describe, and communicate observations of families that represent a variety of constellations.
- 13.05 Recognize, describe, and communicate potential risks for children who live in families where substance abuse, violence, and other dysfunctions occur.
- 13.06 Recognize and describe typical adaptive behaviors observed in family members experiencing maternal and child services related problems.
- 13.07 Identify the extent of the incidence of child maltreatment in the state and the nation.
- 13.08 Describe the impacts and effects of child abuse and neglect according to Florida law.
- 13.09 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
- 13.10 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
- 13.11 Identify the characteristics of abusers.
- 13.12 Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
- 13.13 Describe state and local guidelines and procedures for reporting child abuse and neglect.
- 13.14 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.
- 13.15 Review the referral and related documents.
- 13.16 Review the purpose and steps of a successful home visit.
- 13.17 Arrange for language interpreters.
- 13.18 Schedule initial visit with family.
- 13.19 Engage in personal safety behaviors related to home visiting.
- 13.20 Conduct family visit.
- 13.21 Explain program benefits, policies, and procedures.
- 13.22 Assess family's immediate environment.
- 13.23 Assess family living conditions.
- 13.24 Assess household for safety hazards.
- 13.25 Assess family dynamics and strengths.
- 13.26 Assess family's nutritional needs.
- 13.27 Assess need for crisis intervention.
- 13.28 Assess risk for family abuse.
- 13.29 Assess risk for substance abuse.
- 13.30 Identify and report child abuse and neglect in accordance with state regulations.
- 13.31 Use standard measurement tools to assess gross head-to-toe physical growth, nutritional status, developmental milestones, and sensory development.
- 13.32 Determine caregiver's employment status.
- 13.33 Determine family's financial status.
- 13.34 Assess family's housing stability (permanency in home; homelessness).
- 13.35 Determine childcare needs.
- 13.36 Determine family's transportation needs.
- 13.37 Develop home visit schedule.
- 13.38 Provide family-centered care and family-directed services.
- 13.39 Recognize when to take appropriate action in crisis situations.

- 13.40 Implement appropriate JCAHO patient safety goals.
- 14.0 ASSIST FAMILIES IN GOAL SETTING AND ACHIEVEMENT -- The student will be able to:
- 14.01 Explain purpose of goal setting (e.g., share sample plan).
  - 14.02 Explore family values/traditions.
  - 14.03 Explore family goals/dreams.
  - 14.04 Prioritize family goals.
  - 14.05 Assist family in writing support plan with measurable goals.
  - 14.06 Review plan with family.
  - 14.07 Monitor implementation of family plan (ongoing basis)
  - 14.08 Update plan periodically.
  - 14.09 Update plan according to program/agency standards.
  - 14.10 Provide family-centered care and family-directed services.
- 15.0 EDUCATE FAMILIES -- The student will be able to:
- 15.01 Provide an overview of adult learning principles and strategies.
  - 15.02 Assess learner readiness.
  - 15.03 Recognize and adapt materials, information, and methods to address individual or family needs.
  - 15.04 Use role-playing modeling and demonstration techniques.
  - 15.05 Identify the target of the intervention or visit.
  - 15.06 Measure effectiveness and progress in the teaching/learning experience.
  - 15.07 Provide agency materials in foreign languages.
  - 15.08 Distribute and review program and related literature.
  - 15.09 Inform families about local resources (e.g., libraries).
  - 15.10 Provide families opportunities to attend group training, workshops, and support groups.
  - 15.11 Provide educational experiences to families.
  - 15.12 Educate families regarding available community agencies.
  - 15.13 Educate families in how to advocate for themselves within systems.
- 16.0 ESTABLISH FAMILY SUPPORT SYSTEM -- The student will be able to:
- 16.01 Assess support provided by family members and friends.
  - 16.02 Determine availability of neighborhood support.
  - 16.03 Identify faith-based affiliations.
  - 16.04 Determine family advocate(s).
  - 16.05 Assist family with childcare.
  - 16.06 Assist with family transportation needs.
  - 16.07 Inform families of recreational opportunities.
  - 16.08 Refer families to support groups (e.g., parenting and substance abuse).
  - 16.09 Facilitate participation in needed services.
- 17.0 FACILITATE ACCESS TO SERVICES -- The student will be able to:
- 17.01 Describe typical or traditional programs and how they operate.
  - 17.02 Secure caregiver's authorization for release of

- information.
- 17.03 Identify agencies currently involved with family (e.g., ask, call, and listen).
  - 17.04 If appropriate, investigate databases (child protection, Medicaid, and agencies) for family involvement in agency programs.
  - 17.05 Determine role of each agency and representatives.
  - 17.06 Participate in interagency staffing(s), when appropriate.
  - 17.07 Participate in multi-disciplinary staffing(s), when appropriate.
  - 17.08 Determine if agency/provider service is needed by family.
  - 17.09 Identify local community resources that provide help for the abused and the abuser.
  - 17.10 Identify new community resources.
  - 17.11 Track lost clients.
  - 17.12 Participate in health fairs to facilitate health awareness and to promote program services.
  - 17.13 Ensure families are included in meetings related to decisions regarding family care, where appropriate.
- 18.0 MAINTAIN AGENCY DOCUMENTATION AND ADHERE TO PROGRAM/EMPLOYER POLICY, PROCEDURES, AND GUIDELINES -- The student will be able to:
- 18.01 Document receipt of referral application.
  - 18.02 Record attempts to contact family.
  - 18.03 Document home visits and interactions with family.
  - 18.04 Record home visits and family observations.
  - 18.05 Record contacts with other agencies (e.g., appointments).
  - 18.06 Complete agency specific forms (e.g., health records).
  - 18.07 Document referrals and outcomes.
  - 18.08 Record family plan activities.
  - 18.09 Document family demographic changes.
  - 18.10 Prepare travel, time, and billing reports.
  - 18.11 Record supervision and consultation time.
  - 18.12 Process correspondence (e.g., email, phone, fax).
  - 18.13 Implement program and employer policy, procedures, and guidelines.
  - 18.14 Document program quality assurance measures.
  - 18.15 Follow record keeping procedures with emphasis on accuracy, legal issues, and privacy and confidentiality.
  - 18.16 Wear attire in accordance with program/employer policies and guidelines.
- 19.0 FACILITATE PROGRAM TRANSITION -- The student will be able to:
- 19.01 Evaluate status of family.
  - 19.02 Discuss transition with family.
  - 19.03 Schedule transition meeting.
  - 19.04 Participate in transition meeting.
  - 19.05 Prepare transition paperwork (e.g., consent for information release).
  - 19.06 Recommend change in family services (e.g., level, intensity, types).
  - 19.07 Assess needs for future services.
  - 19.08 Link families to selected agencies.
  - 19.09 Transfer cases to different locations (e.g. counties, states).

- 19.10 Terminate agency services to family.
- 20.0 PARTICIPATE IN EDUCATION/TRAINING -- The student will be able to:
- 20.01 Participate in agency conference, workshops, and retreats.
  - 20.02 Engage in case studies, role play, shadowing, and other practicum experiences on a regular basis.
  - 20.03 Serve on community agency boards.
  - 20.04 Network with agency representatives.
  - 20.05 Review agency curriculum materials.
  - 20.06 Review agency policy and procedure.
  - 20.07 Participate in job shadowing.
  - 20.08 Obtain and maintain certification (e.g., CEUs, contact hours).
  - 20.09 Conduct in-service training.
- 21.0 ACCORDING TO THE LEVEL OF THE POSITION, DESCRIBE, RECOGNIZE, AND COMMUNICATE OBSERVATIONS OF THE DEVELOPMENTAL AND HEALTH NEEDS OF THE CHILD/CHILDREN -- The student will be able to:
- 21.01 Describe the stages of pregnancy and fetal development, including the dating of events such as quickening and kick counts.
  - 21.02 Describe the first trimester of pregnancy and the critical influences on development.
  - 21.03 Describe the genetic, environmental, social, sensory, and health influences on child development.
  - 21.04 Demonstrate knowledge of the needs of infants and children in terms of cognitive (mental), emotional, and social development in the neonatal, infant, toddler, and early childhood periods.
  - 21.05 Describe and recognize social and emotional issues that may occur in young children such as bonding and attachment disorders, behavioral problems, and self-esteem issues.
  - 21.06 Describe a nurturing and protective environment for children.
  - 21.07 Describe the effect of prenatal care on the development of children.
  - 21.08 Describe appropriate physical care of children.
  - 21.09 Describe a safe and healthy environment for children.
  - 21.10 Describe common childhood illnesses and accidents.
  - 21.11 Describe procedures for the ill or injured child.
  - 21.12 Assess the mental needs of the child/children.
  - 21.13 Assess the emotional needs of the child/children.
  - 21.14 Assess the social needs of the child/children.
  - 21.15 Assess the nutritional needs of the child/children.
  - 21.16 Assess the medical/physical needs of the child/children.
  - 21.17 Assess mother/caregiver/family-child relationship.
- 22.0 ACCORDING TO THE LEVEL OF THE POSITION, DESCRIBE, RECOGNIZE, AND COMMUNICATE OBSERVATIONS OF THE NEEDS OF THE MOTHER/CAREGIVER/FAMILY -- The student will be able to:
- 22.01 Examine personal attitudes and beliefs regarding sexuality.
  - 22.02 Obtain sexual history in comfortable non-judgemental manner.
  - 22.03 Demonstrate knowledge of the male and female reproductive systems and associated vocabulary.
  - 22.04 Recognize the influence of hormones and personal history on emotions associated with sexuality.

- 22.05 Demonstrate understanding of the range of STI's and how they are spread.
  - 22.06 Recognize that both sexual partners require treatment in cases of STI and HIV.
  - 22.07 Describe and recognize environmental risk factors (such as well water, cats, lead) that threaten pregnancy outcomes.
  - 22.08 Describe and recognize maternal behaviors risk factors (such as use of alcohol, tobacco, drugs, over-the-counter medications) that threaten pregnancy outcomes.
  - 22.09 Describe and recognize medical risk factors (such as stress, hypertension, diabetes, bleeding, violence) that threaten pregnancy outcomes.
  - 22.10 Recognize risk factors that are serious enough (e.g. no menses) to be reported or referred to a care provider
  - 22.11 Describe and recognize common complaints and problems associated with pregnancy.
  - 22.12 Describe and recognize red flags associated with pregnancy such as pregnancy denial, abortion issues, bleeding.
  - 22.13 Describe and recognize nutritional needs before, during, and after pregnancy.
  - 22.14 Describe and recognize healthy prenatal practices and care.
  - 22.15 Assess educational needs of the mother/caregiver/family.
  - 22.16 Assess emotional needs of the mother/caregiver/family.
  - 22.17 Assess social needs of the mother/caregiver/family.
  - 22.18 Describe the labor and delivery experience including the signs of labor, types of delivery, and the birth plan.
  - 22.19 Describe behaviors and attitudes that promote maternal-child bonding.
  - 22.20 Describe and recognize successful and unsuccessful adaptations during the postnatal period for the mother such as postpartum blues, depression, bleeding, fever, pain.
  - 22.21 Describe and recognize successful and unsuccessful adaptations during the postnatal period for the infant such as physical appearance, changes in appearance, jaundice, and cord care.
  - 22.22 Prepare for the unanticipated such as grief and loss.
  - 22.23 Describe and recognize the emotional and other typical responses to grief by the mother/caregiver, family, and friends.
  - 22.24 Describe the fetal and infant mortality review process (FMR) and community resources available for the grieving family.
  - 22.25 Describe and recognize preconceptional health attitudes and need for interceptional care.
  - 22.26 Describe the advantages of spacing pregnancies.
  - 22.27 Describe values and views regarding family planning.
  - 22.28 Describe common myths surrounding family planning and describe family planning options.
  - 22.29 Describe community services and programs that support family planning.
- 23.0 BASED ON NEEDS AND GOALS, EDUCATE AND MODEL BEHAVIORS THAT PROMOTE INFANT AND CHILD DEVELOPMENT AGES 0 TO 5, IN CONSIDERATION OF CULTURAL PRACTICES -- The student will be able to:
- 23.01 Describe why the first five years of life is so important to the health and well being of a child.
  - 23.02 Describe the events and early experiences that are needed for optimal brain development in the neonatal, infant,

- toddler, and early childhood periods.
- 23.03 Describe and recognize the timing, ranges, ages, and stages of important developmental events.
  - 23.04 Explain the impact of crisis situations on children and ways of coping with divorce, death, separation, sibling rivalry, child abuse and other crises.
  - 23.05 Reflect on and discuss feelings and insights about personal experiences and influences associated with parenting.
  - 23.06 Model ways to help children express emotions.
  - 23.07 Model ways to create an enriched environment for children.
  - 23.08 Identify the complexity of resource management in various family structures as it relates to children.
  - 23.09 Model ways in which parents and other family members can help children understand decision-making.
  - 23.10 Describe cultural and social influences on parenting roles, parenting skills, and child discipline.
  - 23.11 Describe and recognize the following on parenting roles and skills: age and maturity, social and antisocial behaviors, addictive behaviors.
  - 23.12 Facilitate mother/caregiver/family-child interaction activities related to child development.
  - 23.13 Describe and recognize normal healthy child behaviors that parents may interpret negatively.
  - 23.14 Use observed behaviors and emergence of normal developmental events to model positive parenting practices and behaviors.
  - 23.15 Use observed behaviors to model anticipatory guidance and parenting skills.
  - 23.16 Use normal developmental events as touch points to teach parents supportive parenting skills.
  - 23.17 Describe and recognize parent contributions and child contributions to parent-child interactions.
  - 23.18 Recognize the strengths and weaknesses of parent-child interactions in the observed family.
  - 23.19 Assess parental sensitivity and adaptability to cues of distress.
  - 23.20 Provide and demonstrate the use of age-appropriate materials to mother/caregiver/family (e.g., toys, books, puzzles, equipment).
  - 23.21 Promote family literacy and school readiness using approved curriculum.
  - 23.22 Model positive behavioral supports to address undesirable child behaviors.
  - 23.23 Assess environmental influences that effect undesirable behavior.
  - 23.24 Identify positive ways to reinforce desirable behavior.
  - 23.25 Provide counseling and teaching when appropriate avoiding quick judgments and personal bias.
  - 23.26 Evaluate discipline techniques that are age appropriate.
  - 23.27 Demonstrate positive parenting skills to utilize at different stages of development.
  - 23.28 Demonstrate discipline, punishment, and guidance appropriate to development stages.
  - 23.29 Describe the process of developing self-discipline in children.
  - 23.30 Describe the importance of helping children follow

- established routines.
- 23.31 Describe responsible behavior in children at different development stages.
  - 23.32 Describe and model acceptable methods of guidance to modify behavior in a child.
  - 23.33 Describe and model positive parental care at different developmental stages.
  - 23.34 Describe ways time, space, money, energy and other resources impact relationships.
  - 23.35 Describe and model ways in which parents can help children relate to a wide variety of people.
  - 23.36 Describe and model ways in which parents can help children deal with conflicts in relationships.
  - 23.37 Describe the role of communication in a child's development.
  - 23.38 Discuss the importance of openness and truthfulness in parent/child communications.
  - 23.39 Recognize and describe inhibitors to open communication between parent and child.
  - 23.40 Recognize when to refer client to a care provider.
- 24.0 BASED ON NEEDS AND GOALS, EDUCATE AND MODEL BEHAVIORS THAT PROMOTE MATERNAL AND CHILD HEALTH, IN CONSIDERATION OF CULTURAL PRACTICES  
 -- The student will be able to:
- 24.01 Describe and recognize common health problems of infancy and early childhood by organ system, by infections disease, and in terms of vision and hearing.
  - 24.02 Model behaviors that promote health and disease prevention including daily care, back to sleep, infectious disease risk, immunization schedules, environmental toxins and poisoning, and physical activity.
  - 24.03 Model behaviors that promote safe and nurturing environments including home safety, food safety, car seat safety, injury prevention, swimming pool safety, handgun safety, shaken baby syndrome, and violence in the home.
  - 24.04 Model behaviors that promote dental care and oral hygiene.
  - 24.05 Describe and recognize the cultural, societal, parental, and developmental influences on child eating and nutrition.
  - 24.06 Describe and recognize the nutritional requirements of infants and children.
  - 24.07 Identify over and under nutrition issues.
  - 24.08 Model behaviors for planning and preparation of nutritious snacks and meals for infants to age 5.
  - 24.09 Identify and describe foods that are potentially dangerous for young children's consumption.
  - 24.10 Demonstrate techniques to encourage positive food choices and good eating habits for toddlers.
  - 24.11 Model age appropriate nutrition education activities.
  - 24.12 Demonstrate knowledge of the needs of mothers in terms of prenatal, perinatal, and postnatal health.
  - 24.13 Provide counseling and teaching when appropriate.
  - 24.14 Recognize when to refer client to a care provider.
  - 24.15 Recognize the need for emergency health care.
  - 24.16 Recognize the need for health advice.

- 25.0 PROVIDE BASIC HEALTH EDUCATION TO FAMILIES -- The student will be able to:
- 25.01 Develop a basic understanding of the structure and function of the body systems.
  - 25.02 Explain the nutrition pyramid.
  - 25.03 Demonstrate proper body mechanics.
  - 25.04 Demonstrate procedures for the safe transport and transfer of children.
  - 25.05 Describe fire safety and evacuation procedures.
  - 25.06 Demonstrate basic understanding of first aid and emergency care.
  - 25.07 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
  - 25.08 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 25.09 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 25.10 Demonstrate infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of individuals following Centers for Disease Control (CDC) guidelines.
  - 25.11 Demonstrate knowledge of the legal aspects of AIDS, including testing.
  - 25.12 Use appropriate medical terminology and abbreviations.
  - 25.13 Explain basic medical terminology to family members as needed.