

**Florida Department of Education
CURRICULUM FRAMEWORK**

Program Title: Exploration of Health Occupations
Occupational Area: Health Science Education

Secondary

Program Numbers **8400210**
CIP Number 0317.9999EX
Grade Level 6-9, 30, 31

Course Length: **One Semester or the equivalent of one-half a school year**

Certification ANY HEALTH OCCUP G
 HOME EC ¶1 ¶2
 VOC HM EC ¶4

- I. **MAJOR CONCEPTS/CONTENT:** The purpose of this course is to give students initial exposure to the skills and attitudes associated with a broad range of occupations relating to careers in health, including job requirements and tasks performed, to assist students in making informed decisions regarding their future academic and occupational goals.

The content includes, exploratory activities relating to all health occupational clusters. An asterisk (*) is used to indicate essential competencies for time-shortened scheduling such as six and nine week courses. The program also includes an introduction to medical ethics, consumerism, characteristics of health care workers, community health agencies and basic computer literacy.

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.

- II. **LABORATORY ACTIVITIES:** Special projects that are related to each occupational cluster are provided, including role playing activities related to specific careers, visualizing x-rays and crutch-walking, operating the microscope, making orthopedic casts, and specific lab procedures. Team teaching and integration of the curriculum with English, Math and Science is encouraged.

- III. **SPECIAL NOTE:** Guest speakers from industry and related field trips make important contributions to the effectiveness of this course.

The Health Occupations Students of America is an appropriate Career/Technical Student Organization (CSO) for providing leadership training and for reinforcing specific career/technical skills. CSOs, when provided, shall be an integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065(8), FAC.

As stated in the 2007-2008 Course Code Directory, Section 1: D: "Any course listed in this directory that is appropriate for 9th grade or above may fulfill an elective credit for graduation." This applies to courses being offered at the 9th grade level only.

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 career and exploration planning course required by Section 1003.4156, Florida Statutes, may be integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

IV. **INTENDED OUTCOMES**: After successfully completing this course, the student will be able to:

- 01.0 Identify and discuss progress in health care.
- 02.0 Demonstrate an understanding of health careers.
- 03.0 Demonstrate an understanding of the importance of legal and ethical behavior related to health care.
- 04.0 Perform basic communication skills.
- 05.0 Perform basic mathematical calculations and demonstrate problem solving skills used by the health care worker.
- 06.0 Apply science principles to the health care field.
- 07.0 Perform basic health care skills.
- 08.0 Demonstrate occupational safety.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

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- 01.0 IDENTIFY AND DISCUSS PROGRESS IN HEALTH CARE--The student will be able to:
- 01.01* Demonstrate knowledge of how the scientific method and advances in science have impacted beliefs and practices from ancient times to the present. S H1.1-12.7 S-I3.1-6; SS A 1.1-4:H-B2.1,2.4
 - 01.02 Compare the broad scope of health care delivery systems in homes, institutions, and the community.H-A2.2
 - 01.03* Demonstrate ability to make informed decisions regarding choice of health care providers and products. H-A2.1-6
 - 01.04 Research contributions made in the field of medical science and their impact on the health care field.LA-A2.6
- 2.0 DEMONSTRATE AN UNDERSTANDING OF HEALTH CAREERS--The student will be able to:
- 02.01* Identify the personal traits required for employment in health care and discuss factors related to job satisfaction.H-B3.1-8; H-C1.1-6,2.1-6;H-A 1.1, H-B1
 - 02.02* List at least three careers out of each of the career clusters: Therapeutic Services, Diagnostic Services, Health Informatics, Support Services, Bio-technology Research and Development..H-2.2
 - 02.03* Demonstrate the knowledge of skills needed to research and describe a career from the above clusters.LA-A1:LA-A2: LA-C3: LA-B2
 - 02.04 List the advantages and disadvantages of one occupation in each cluster including the following factors; job opportunities, salary range, fringe benefits, working conditions, occupational hazards, and educational requirements.LA-A2.8
- 3.0 DEMONSTRATE AN UNDERSTANDING OF THE IMPORTANCE OF LEGAL AND ETHICAL BEHAVIOR RELATED TO HEALTH CARE--The student will be able to:
- 03.01* Identify responsibilities in maintaining ethical standards, confidentiality, and the patient's rights.LA-A1
 - 03.02* Define terms related to the legal and ethical aspects of the health care industry. For example: malpractice, negligence, invasion of privacy, quackery, ethics and law, Patients Bill of Rights.LA-A1.3
 - 03.03* Identify ethical and unethical conduct through simulated examples such as role playing, making posters, TV commercials, etc.LA-B2: H-C2.3
- 04.0 PERFORM BASIC COMMUNICATION SKILLS--The student will be able to:
- 04.01 Demonstrate ability to follow written and oral directions.LA A1.2: C1.1

- 04.02 Demonstrate examples of verbal and non-verbal communication.H B3.1
 - 04.03* Identify employability skills necessary to obtain a job in health care.
 - 04.04* Demonstrate an understanding of how computers and other technology are used in the health care field.LA B2.4
 - 04.05* Use common medical terminology and abbreviations associated with health occupations.LA D1.2
- 05.0 PERFORM BASIC MATHEMATICAL CALCULATIONS AND DEMONSTRATE PROBLEM SOLVING SKILLS USED BY THE HEALTH CARE WORKER--The student will be able to:
- 05.01* Identify the importance of why accurate calculations and effective problem solving skills are required for health care workers.
 - 05.02* Calculate mathematical problems and measurements related to health care.M B1, M A1.1
 - 05.03* Understand the role of scientific method in problem solving and medical research. S H1
 - 05.04 Convert common weights, measure, and volumes to metric as applied in the health care setting.M B2
- 06.0 APPLY SCIENCE PRINCIPLES TO THE HEALTH CARE FIELD--The student will be able to:
- 06.01* Identify the general plan of the human body and how it functions.S F1.1-3
 - 06.02* Demonstrate how the principles of physical science, biology, and microbiology apply within the health care industry. S F1
- 07.0 PERFORM BASIC HEALTH CARE SKILLS--The student will be able to:
- 07.01* Measure and record (graph) height, weight, and temperature, pulse and respiration (TPR), intake and output of body fluids. M-B1
 - 07.02* Demonstrate medical aseptic technique by handwashing, gloving, and application of mask and gown.
 - 07.03 Perform proper body mechanics to prevent self and patient injuries. H B1.5
 - 07.04* Demonstrate basic first aid skills. H B1.5
 - 07.05 Recognize the need for personal comfort measures to include skin care, bed bath, bedmaking, mouth care. H B1
 - 07.06 Show an awareness of safe patient transfer techniques.H B1-5
 - 07.07 Recognize the importance of instructions to patients in safe use of assisting devices.H B3.1-8: H C2
- 08.0 DEMONSTRATE OCCUPATIONAL SAFETY--The student will be able to:
- 08.01 Discuss occupational safety issues that relate to the employer, employee, and the patient in the health care setting.L C3
 - 08.02 Demonstrate health safety habits that will prevent injury to health care workers, co-workers, and patients.H C1.5
 - 08.03 Show an awareness of the importance of identifying poisons and hazardous materials commonly found in the workplace.H C1.1; H B1
 - 08.04 Describe the importance of fire safety including prevention and evacuation.

* indicates essential competencies for time-shortened scheduling such as six and nine week courses.

Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

Understanding the Workplace

- 01.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 02.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 03.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 04.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 05.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 06.0 Identify five values that they consider important in making a career choice.
- 07.0 Identify skills needed for career choices and match to personal abilities.
- 08.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 09.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 21.0 Identify secondary and postsecondary school courses and major area of interests that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.