

INTRODUCTION

HEALTH SCIENCE EDUCATION

Health Science Education comprises the body of subject matter and of planned learning experiences designed to prepare persons with competencies required to assist qualified health professionals in providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to patients in health care facilities, in the home, and in the community. The educational programs offered in Florida may be grouped into the following occupational cluster areas: Therapeutic Services, Diagnostic Services, Health Informatics, Support Services & Biotechnology Research and Development.

Clinical affiliations or agreements between educational institutions and health care agencies are an integral and critical component of health science education programs. There is an effective integration of didactic experience and clinical experiences formalized by written contracts of agreement between the two parties. The programs are designed not only to develop clinical or technical skills but also to teach roles, relationships, and responsibilities in the practice setting.

Techniques for the regulation of workers in the health occupations have been developed and administered as a means of safeguarding the public against unqualified workers. Therefore, regulatory procedures involving licensure, certification, or registration in certain of the health occupations have been established that affect program operation. In Florida, graduates from 24 of the programs must be licensed or certified by the State as a requirement for employment. In addition, graduates from at least 47 programs should be eligible for certification or registration by various accrediting agencies at the state or national level.

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

Cooperative training - OJT is appropriate for many of the health science education programs. However, listed below are programs for which cooperative training may not be used:

- Basic X-Ray Machine Operator
- Clinical Laboratory Cluster
- Dental Assisting, (CDA)
- Dental Hygiene
- Emergency Medical Technology - EMT
- Emergency Medical Technology - Paramedic
- First Responder
- Imaging Cluster
- Massage Therapy
- Midwifery
- Nursing Assistant (See frameworks for restrictions)
- Patient Care Technician (See frameworks for restriction.)
- Respiratory Cluster

The Career Student Organization (CSO), Health Occupations Students of America, is an appropriate method for providing leadership training experience and for reinforcing specific knowledge and skills in the Health Science Education programs. The activities of the organization, when provided must be an integral part of the specific program and must complement the objectives of the program. Many professional associations have provided for student membership in their respective societies particularly if the society provides leadership experiences or reinforces role relationships.

Student performance standards are presented for each curriculum framework outcome. These are minimum standards on which program completers will be evaluated. School districts may add to these minimum standards as the particular area needs for employer requirements are considered as long as competencies do not infringe on regulated scopes of practice.

In order for revisions to be incorporated in these program standards, comments must have been received by the occupational Program Director prior to September 1 of each year. It must be realized that not all changes suggested may be realistic within the confines of the regulatory agency concerned.

The Sunshine State Standards have been added to all Health Science Education high school programs and are included in the frameworks after the matching student performance standard. The following code has been used: H = Health, M = Mathematics, LA = Language Arts, S = Science, and SS = Social Studies.