

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area:	Vocational Education for Students with Disabilities
Course Number:	7980070
Course Title:	Health Science Education
Previous Course Title:	Health Occupations Education
Credit:	Multiple

Will meet graduation requirement for Practical Arts

- A. Major Concepts/Content.** The purpose of this course is to prepare students with disabilities to become employable as basic entry level workers in a health care setting or enter an occupational proficiency program at a higher level.

The content should include, but not be limited to, the following:

- employability skills
- interpersonal and leadership skills
- use of technology, tools, equipment, and supplies
- job-specific skills and competencies

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan. The course requirements must include the vocational performance standards selected for the identified job(s).

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This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school and community for the purposes of practice, generalization, and maintenance of skills. The activities should simulate the conditions and skills that will be experienced on the job. Equipment should be provided to permit experiential learning for each student. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Planned and supervised occupational activities must be provided through one or more of the following: 1) directed laboratory experience, 2) student projects, 3) placement for experience, and 4) cooperative experience.

When the cooperative method of instruction is used for this program, the following are required for each student: a training plan signed by the employer, teacher, and student, which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal.

Health Occupations Students of America (HOSA) is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this course.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Note: For performance objectives related to Benchmarks CL.C.2.In.4 and CL.C.2.Su.4, see Requirement 2 in this course.

Effective Work Habits

- 1.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
- 1.2. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ work according to schedule
 ___ set an alarm clock as a reminder
 ___ track subtasks on calendar
 ___ check off subtasks when completed
 ___ other: _____
- 1.3. Use alternative approaches when having difficulty completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ try different techniques ___ seek advice from others
 ___ seek assistance from others ___ read the instructions or references
 ___ other: _____
- 1.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ use a checklist ___ compare with model or example
 ___ look for errors ___ ask peer or co-worker to review
 ___ ask supervisor to review ___ other: _____
- 1.5. Follow a systematic procedure to complete job-specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ identify task
 ___ name steps of task
 ___ perform task following a model or demonstration
 ___ perform task with decreasing feedback
 ___ perform task independently
 ___ monitor own task performance using workplace or industry standards
 ___ evaluate own task performance using workplace or industry standards
 ___ other: _____
- 1.6. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 1.7. *Follow verbal directions with more than two steps. (Language B 14: V)*

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- 1.8. Complete routine tasks accurately and effectively in work situations (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 1.9. Complete assignments as specified in lab manuals, instruction sheets, and electronic displays. (CL.C.2.In.1, CL.C.2.Su.1)
- 1.10. Demonstrate attentive behavior when working (e.g., stay on task, do not talk excessively, listen to directions). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.11. Use strategies to assist with the maintenance of on-task behavior in work situations. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ work on only one task at a time
_____ pace work so tasks are completed on time
_____ do not take prolonged or unnecessary breaks
_____ reward yourself periodically for completing subtasks
_____ other: _____
- 1.12. Stay on-task for the duration of a work activity (e.g., work on only one task at a time, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.13. *Stay on task until its completion. (Social and Personal C 20: III)*
- 1.14. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 1.15. Demonstrate self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring necessary daily and monthly tasks, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.16. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ use a timer or alarm clock to monitor time or deadlines
_____ keep a model of final product for reference
_____ use breaks appropriately
_____ other: _____

Ethical Behavior

- 1.17. Demonstrate dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.18. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in business). (CL.C.2.In.3, CL.C.2.Su.3)

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- 1.19. Demonstrate responsibility and self-control when working (e.g., do not cry or get angry when criticized, do not argue with co-workers, do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.20. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.21. Use strategies to maintain an acceptable attendance record at work (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ report to work regularly and be on time
 _____ stay until quitting time
 _____ return from breaks promptly
 _____ inform supervisor if unable to work—illness, lateness, scheduling conflict
 _____ other: _____
- 1.22. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.23. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*
- 1.24. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.25. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 1.26. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*

Employability Skills

- 1.27. Identify responsibilities of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.28. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*
- 1.29. Demonstrate a positive attitude toward tasks at work (e.g., do not complain when given a difficult task, do not talk negatively about supervisors or co-workers, talk positively about the task when not at work). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.30. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)

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- 1.31. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.32. Demonstrate appropriate and effective techniques to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.33. *Identify mistakes on task assignments with and without assistance.* (Social and Personal C 28: V)
- 1.34. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.35. *Seek help and accept assistance.* (Social and Personal C 21: III)
- 1.36. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.37. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ work schedule _____ work duties
 _____ work site _____ supervisor
 _____ other: _____

Applying Problem-solving Strategies

- 1.38. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
- 1.39. Select and use effective problem-solving strategies based on requirements of the work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ brainstorming—identifying all solutions that come to mind
 _____ identifying steps—when a complicated task is involved
 _____ estimating—when numbers are involved
 _____ matching consequences to actions—for cause and effect
 _____ troubleshooting—finding problems within a work process
 _____ creative-thinking—when multiple solutions are acceptable
 _____ modeling—basing actions on those of a good example
 _____ other: _____
- 1.40. Apply brainstorming techniques when starting to solve a problem at work (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

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- 1.41. Identify the separate steps of a complicated process when solving a problem at work involving many tasks (e.g., plan a simple project—decide on location, assign responsibilities, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)
- 1.42. Construct rough estimates of answers to problems at work involving numbers before solving them (e.g., estimate amount of time needed to complete a job assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 1.43. Match consequences to decisions and actions when solving problems at work involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)
- 1.44. Use troubleshooting for problems at work in which the cause is not easily seen (e.g., identifying problem areas in the work process). (CL.B.4.In.1, CL.B.4.Su.1)
- 1.45. Apply creative-thinking strategies to solve problems at work in which a variety of solutions are possible (e.g., design an advertising brochure or pamphlet, re-arrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)
- 1.46. Apply modeling techniques to solve problems at work where a good example exists (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)
- 1.47. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

- 1.48. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)
- 1.49. Determine impact of decisions and activities related to solving the problem in the work situation (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)
- 1.50. Determine effectiveness of problem-solving strategies used in work situations (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

Grooming and Hygiene

- 1.51. Identify characteristics of appropriate grooming and attire for work for specified jobs in the health care field (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)

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- 1.52. *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*
- 1.53. Arrive at work clean and dressed properly (e.g., brush teeth, take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.54. Use strategies to achieve acceptable grooming and hygiene when dressing for work-related activities on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothes the night before). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.55. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*

2. Meet health and safety requirements related to the workplace.

- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
 - ___ assistive technology ___ supervision ___ other: _____
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- 2.1. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.2. Follow safety rules and procedures required for work performed (e.g., wear protective clothing, eyewear, smock, gloves; handle medications properly). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.3. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 2.4. *Recognize dangerous situations in the environment. (Social and Personal C 33: III)*
- 2.5. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.6. *Use language to indicate danger or give warnings to others. (Language C 22: III)*
- 2.7. Perform common health and safety activities involving first aid in work situations. (CL.C.2.In.4, CL.C.2.Su.4)
Specify: ___ stopping bleeding and applying bandages
 ___ taking care of burns, poisons, and wounds
 ___ getting help when needed
 ___ other: _____

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- 2.8. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*
- 2.9. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.10. Identify safety rules and procedures required for a specific job in the health care field (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.11. Demonstrate knowledge of the meaning of laws and regulations that help protect the safety of workers (e.g., Occupational Safety and Health Administration (OSHA)—requires worker to be over 18 to operate dangerous machinery, requires worker to acquire work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with alcohol and other drug problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.12. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.13. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 2.14. Recognize standard industry symbols for caution, warning, or danger and others appropriate to job or task (e.g., electrical shock symbol, poison symbol). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.15. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

3. Display appropriate communication, interpersonal, and leadership skills.

- SE.A.1.In.1 cooperate in a variety of group situations.
- SE.A.1.In.2 assist in establishing and meeting group goals.
- SE.A.1.In.3 function effectively within formal organizations.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

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- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
 - ___ assistive technology ___ supervision ___ other: _____
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Communication Skills

- 3.1. Use appropriate nonverbal language and gestures when communicating in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ facial expressions ___ sounds
 ___ gestures ___ body language
 ___ hand signals ___ other: _____
- 3.2. Use appropriate vocabulary, grammar, and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
- 3.3. *State steps to complete a task. (Language C 31: VI)*
- 3.4. Use appropriate social language skills in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ initiating topics
 ___ maintaining topics
 ___ taking turns
 ___ ending a conversation
 ___ repairing communication breakdowns
 ___ showing sensitivity to cultural differences
 ___ other: _____
- 3.5. *Use language to initiate social greeting. (Language C 23: III)*
- 3.6. Use appropriate language to express need for assistance in work situations (e.g., ask for help, raise hand, call person’s name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.7. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 3.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ listening for content
 ___ paying attention to cues—first, second...; in summary; most important
 ___ linking to prior knowledge and experiences
 ___ considering emotional meaning
 ___ other: _____

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- 3.9. Use strategies to improve listening in work situations (e.g., empathize with and “read” people, check for understanding, nod or comment in response to communication, be flexible in use of listening style, be sensitive to the environment, request feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs, current events). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.11. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 3.12. *Use language to initiate conversation. (Language C 30: VI)*
- 3.13. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 3.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.15. Use feedback to make changes in work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.16. Give effective feedback to others in work situations (e.g., “You need to record the patient information more precisely.” “You did well on your task.” “Keep up the good work.”). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.17. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using “I” statements, making apologies, acknowledging a discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.18. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., get quiet, clean up workstation). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.19. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you know about the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.20. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*

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Interpersonal Skills

- 3.21. Demonstrate behaviors that contribute positively to group effort in work situations (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, using self-control and restraint when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.22. Use appropriate interpersonal communication skills when working in a group in work situations (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.23. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*
- 3.24. Demonstrate behavior that meets social expectations when working in a group in work situations (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.25. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group in work situations (e.g., leader, recorder, timekeeper, manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.26. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 3.27. *Cooperate with peers. (Social and Personal G 51: III)*
- 3.28. Share plans with others in a group in work situations (e.g., explain a plan orally to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.2, SE.A.1.Su.1)
- 3.29. Demonstrate behaviors and communications that are complimentary to others in work situations (e.g., honoring others with awards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.30. Recognize and display sensitivity to others' feelings in work situations (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.Su.1, SE.A.2.In.1)
- 3.31. *Identify personal feelings. (Social and Personal G 54: IV)*
- 3.32. Demonstrate respect for others' rights and property in work situations (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)

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- 3.33. *Show respect for property of others. (Social and Personal G 52: III)*
- 3.34. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 3.35. Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.36. Demonstrate behaviors that represent appropriate physical contact from others in work situations (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.37. Use effective responses to inappropriate physical contact from others that will protect oneself in work situations (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.38. Ask for assistance if one experiences inappropriate physical contact from others in work situations (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.39. Demonstrate behavior that meets the expectations of the target business or institution within the health care field (e.g., follows company policies, interacts with supervisors and co-workers appropriately, files reports as necessary). (SE.A.1.In.3, SE.A.1.Su.2)
- 3.40. Demonstrate behavior that complies with the existing rules and code of conduct of the target business or institution within the health care field (e.g., making comments that reflect a positive attitude; respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Leadership Skills

- 3.41. Establish reasonable group goals related to completion of a task in work situations (e.g., set deadline for completion of a project, assign roles to different members of a group). (SE.A.1.In.2)
- 3.42. Allocate and schedule the time and space needed to accomplish group goals in work situations (e.g., schedule group meetings so every member can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.2)
- 3.43. Demonstrate steps for problem solving in work situations involving groups (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and determine most probable cause, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)

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- 3.44. Demonstrate leadership skills that maintain group effort in work situations (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)
- 3.45. Demonstrate leadership skills that keep the group on-task in work situations (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)
- 3.46. Apply leadership skills in a group activity in work situations (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating the action of group members). (SE.A.1.In.2)
- 3.47. Identify the opportunities for leadership development available through an appropriate student and/or professional organization (e.g., contact state director of Future Health Occupations Students of America [HOSA]). (SE.A.1.In.2)

4. Demonstrate understanding and proficiency in services related to health science occupations for the job(s) reflected in the student’s desired post-school outcome statement in the Transition Individual Educational Plan.

Note: The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Health Science Education.

Indicate guidance and support necessary for mastery at supported level:

- | | | |
|---|--|--|
| <input type="checkbox"/> physical prompt | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision | <input type="checkbox"/> other: _____ |
-

5. Demonstrate knowledge of basic structure and function of systems of the human body.

Indicate guidance and support necessary for mastery at supported level:

- | | | |
|---|--|--|
| <input type="checkbox"/> physical prompt | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision | <input type="checkbox"/> other: _____ |
-

- 5.1. Demonstrate knowledge of major body systems including their structures, including cells, tissues, and organs, and functions.

- Specify: circulatory respiratory digestive
 excretory reproductive nervous
 skeletal muscular other: _____

- 5.2. *Identify body parts and gender. (Social and Personal D 39: III)*
- 5.3. Demonstrate knowledge of how the various systems of the body are related to each other.

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- 5.4. Demonstrate knowledge of basic concepts of human growth and maturation.
Specify: _____ major stages of growth—infancy, childhood, adolescence, adulthood
_____ physical, mental, and emotional changes of humans
_____ other: _____
- 5.5. Demonstrate knowledge of basic concepts of heredity and reproduction.
Specify: _____ development of the reproductive system—males and females
_____ process of fertilization and stages of pregnancy
_____ the birth process
_____ individual responsibilities in family planning
_____ risks of diseases, drugs, alcohol abuse, and smoking on the fetus
_____ heredity
_____ other: _____
- 5.6. *Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)*
- 5.7. Identify characteristics of basic physical needs of the human body, including food, air, shelter, exercise, and rest. (IF.A.1.In.2, IF.A.1.Su.2)
- 5.8. Identify the effects of various diseases on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ how diseases are transmitted and the incubation periods
_____ common communicable diseases and symptoms
_____ life-threatening diseases—cancer, heart disease, emphysema
_____ sexually transmitted diseases, including HIV and AIDs
_____ other: _____
- 5.9. Demonstrate awareness of the effects of nutrition on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ using the Food Guide Pyramid for a balanced diet
_____ common effects of malnutrition
_____ distinguishing nutritious from non-nutritious foods
_____ impact of emotional problems on nutrition
_____ other: _____
- 5.10. Demonstrate awareness of the effects of drugs and other chemicals on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ using prescription and nonprescription drugs
_____ legal control of drugs and other substances
_____ impact of tobacco, alcohol, and other drug abuse
_____ relation of emotional and social problems and substance abuse
_____ other: _____
- 5.11. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*
- 5.12. *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*

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- 5.13. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*
- 5.14. Demonstrate knowledge of the effects of exercise and rest on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ benefits of regular exercise—weight control, blood pressure, stamina
_____ types of exercise—daily activities, aerobic, strength conditioning
_____ using exercise to relieve stress
_____ importance of sleep and rest in maintaining body's functions
_____ impact of chronic fatigue on body's functions
_____ other: _____
- 5.15. Demonstrate knowledge of the effects of emotional and social factors on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ effects of positive outlook and social relationships on health practices
_____ negative impacts of emotional and social factors—
eating disorders, digestive disorders, addictions
_____ impact of positive and negative role models and peer pressure
_____ other: _____

6. Use appropriate technology, tools, equipment, and supplies commonly found in the health care field safely and correctly.

- CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____
-

Using Tools, Equipment, and Supplies

- 6.1. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments in the health care field. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ supplies—medications, charts, IV solution
_____ equipment—hospital bed, bedpan, plastic gloves
_____ tools—thermometer, blood pressure gauge
_____ other: _____
- 6.2. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

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- 6.3. Use strategies to assist in identifying needed supplies, equipment, and tools for specific work assignments in the health care field. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ use a checklist with pictures or descriptions of supplies, tools, and equipment
 _____ set up workstation with all needed supplies and equipment before starting
 _____ other: _____
- 6.4. Organize materials and supplies to complete work assignments in the health care field (e.g., refrigerator, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)
- 6.5. Use tools, equipment, and supplies safely and correctly for specific work assignments in the health care field (e.g., do not use electrical equipment near water; use tools, equipment, and supplies for designated purposes only; wear proper protection when required; don't overload electrical outlets). (CL.C.2.In.2, CL.C.2.Su.2)
- 6.6. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 6.7. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)
- 6.8. Use measuring devices appropriately to complete functional tasks related to the health care field. (CL.C.2.In.2, CL.C.2.Su.2)

Using Telephone, Mail, and E-mail

- 6.9. Use various functions of a telephone appropriately to complete work-related tasks (e.g., conference calls, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for hearing and speech impaired [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)
- 6.10. Use a telephone to complete work-related tasks (e.g., make a conference call, determine information from an outside source, call a list of names to complete a task). (CL.C.2.In.2, CL.C.2.Su.2)
- 6.11. Use a fax machine to complete work-related tasks (e.g., send information to another location—letters, official documents, price quotes, directions). (CL.C.2.In.2, CL.C.2.Su.2)
- 6.12. Use appropriate services to organize, send, and receive information to complete work-related tasks (e.g., United States Postal Service, United Parcel Service, Federal Express). (CL.C.2.In.2, CL.C.2.Su.2)
- 6.13. Use various software programs to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ word processing _____ graphics and presentation
 _____ spreadsheet and databases _____ other: _____

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6.14. Access available databases through the Internet to complete work-related tasks.

(CL.C.2.In.2, CL.C.2.Su.2)

Specify: _____ use software to access Internet
_____ use search engines
_____ other: _____

6.15. Use the various capabilities of e-mail to complete work-related tasks (e.g., send a co-worker or supervisor messages, notes, letters, instructions, or other information; send a co-worker or supervisor an attached file; send a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)

7. Maintain facilities, equipment, and records as required for the job.

CL.C.2.In.5 apply employability skills in the workplace.

CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

7.1. Identify characteristics and skills necessary for optimal job performance in maintaining facilities, equipment, and records in the health care field (e.g., efficiency, accuracy, responsibility, dependability, compassion, ability to communicate, manual dexterity, reading ability, hand-eye coordination). (CL.C.2.In.5, CL.C.2.Su.5)

7.2. Identify responsibilities of employees to meet workplace expectations in maintaining facilities, equipment, and records in the health care field (e.g., repairing equipment, taking care of preventative maintenance procedures, filing records, caring for facilities). (CL.C.2.In.5, CL.C.2.Su.5)

7.3. Clean and maintain tools and equipment used in the health care field (e.g., suture trays and equipment—sterilize, seal in plastic; x-ray machine—clean, call service person to monitor safety). (CL.C.2.In.2, CL.C.2.Su.2)

7.4. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*

7.5. Store tools, supplies, and equipment used in the health care field in appropriate areas (e.g., refrigerator, closets, storage cabinets, laboratories). (CL.C.2.In.2, CL.C.2.Su.2)

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- 8. Demonstrate, in the school setting, mastery of the performance standards required for the job(s) within the health care field reflected in the student's desired post-school outcome statement in the Transition Individual Educational Plan.**

Note: The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Health Science Education.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 9. Demonstrate, in the work environment, mastery of the student performance standards for the job(s) within the health care field reflected in the student's desired post-school outcome statement in the Transition Individual Educational Plan.**

Note: The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Health Science Education.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____
