

**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  
Standard Length         .5 credit  
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 (CTSO) for providing leadership training and for reinforcing specific career/technical skills. CTSOs, 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.

**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.

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.
  - 01.02 Compare the broad scope of health care delivery systems in homes, institutions, and the community.
  - 01.03\* Demonstrate ability to make informed decisions regarding choice of health care providers and products.
  - 01.04 Research contributions made in the field of medical science and their impact on the health care field.
- 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.
  - 02.02\* List at least three careers out of each of the career clusters: nursing services, dental auxiliary, medical office, mental health, health care information technology, emergency medical services, diagnostic services, therapeutic services, supportive services, vision care services, and other health care services (including mental health).
  - 02.03\* Demonstrate the knowledge of skills needed to research and describe a career from the above clusters.
  - 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.
- 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.
  - 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.
  - 03.03\* Identify ethical and unethical conduct through simulated examples such as role playing, making posters, TV commercials, etc.
- 04.0 PERFORM BASIC COMMUNICATION SKILLS--The student will be able to:
- 04.01 Demonstrate ability to follow written and oral directions.
  - 04.02 Demonstrate examples of verbal and non-verbal communication.
  - 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.
  - 04.05\* Use common medical terminology and abbreviations associated with health occupations.
- 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.
  - 05.03\* Understand the role of scientific method in problem solving and medical research.
  - 05.04 Convert common weights, measure, and volumes to metric as applied in the health care setting.
- 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.
  - 06.02\* Demonstrate how the principles of physical science, biology, and microbiology applies within the health care industry.
- 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.
  - 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.
  - 07.04\* Demonstrate basic first aid skills.
  - 07.05 Recognize the need for personal comfort measures to include skin care, bed bath, bedmaking, mouth care.
  - 07.06 Show an awareness of safe patient transfer techniques.
  - 07.07 Recognize the importance of instructions to patients in safe use of assisting devices.
- 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.
  - 08.02 Demonstrate health safety habits that will prevent injury to health care workers, co-workers, and patients.
  - 08.03 Show an awareness of the importance of identifying poisons and hazardous materials commonly found in the workplace.
  - 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.