



**Cleveland Heights – University Heights
City School District**

**Clinical Health Care
Services Pathway
(Clinical Health Careers)**

COURSE OF STUDY

August, 2008

**Deborah S. Delisle
Superintendent of Schools**

STATEMENT OF APPROVAL

THIS COURSE OF STUDY HAS BEEN EXAMINED BY THE CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS BOARD OF EDUCATION.

THE DOCUMENT WAS FORMALLY APPROVED FOR ADOPTION BY THE BOARD OF EDUCATION ON AUGUST 5, 2008.

RESOLUTION #08-08-100

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CLINICAL HEALTH CAREERS

CLEVELAND HEIGHTS - UNIVERSITY HEIGHTS CITY SCHOOL DISTRICT

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RECOMMENDATION OF ADVISORY COMMITTEE

CLINICAL HEALTH CAREERS CLEVELAND HEIGHTS - UNIVERSITY HEIGHTS CITY SCHOOL DISTRICT

The Career and Technical Advisory Committee of the Clinical Health Careers program, Cleveland Heights - University Heights City School District, has reviewed this course of study and recommends it for use as the foundation for instruction in classroom, laboratory and cooperative occupational experiences.

The developers of the course of study have considered local labor market needs and the school district's ability to offer specialized programs. The competencies found in the Health Science Career Field Technical Content Standards Document have been reviewed, modified and accepted as being congruent with our school district's philosophy and student outcome measures. Additional competencies related to the local health care industry have been incorporated into the course of study.

We believe that this course of study adequately and correctly focuses upon the development of knowledge, technical competencies, attitudes, and values critical to successful employment in the health care field.

The Clinical Health Careers Advisory Committee recommended this course of study on

July 2, 2008
Date

Diane Schenck
Member

Nancy R. Ballou, R.N.
Committee Chairperson

Linda Schenck, R.N.
Member

DISTRICT PHILOSOPHY

PHILOSOPHY OF EDUCATION

The educational organization, administration, development and programs within our school system are to be guided by the following premises:

1. All children are entitled to a public education that will encourage the fullest development of their individual talents.
2. Learning is essential to individual independence and the general welfare of the changing American society.
3. Effective learning develops both intellectual and emotional qualities and is for action; its proper evaluation lies in the quality of resultant activity, not mere response.
4. Organized education, a deployment of human and material resources as means toward learning, implies learning for all -
- students, teachers, administrators -- at different levels of understanding and maturity.
5. Organized education is at its best when graced with experimental attitudes and dedicated to the proposition that all issues between organization and learning shall be resolved in favor of learning.
6. All rewards and penalties adopted in the organization of education become legitimate only insofar as they assist learning.
7. For purposes of learning and growth, internal motivations are more valuable than the external, such as, grades and competition.

The primary people in our school system are first, the students, and next, the teachers. Accordingly, they will be given primary consideration in any action taken by the Board of Education.

Our school system will provide training in the basic skills.

Our school system should provide a framework in which basic problem-solving and personal adjustment methods can be learned in an orderly, phased, and wholly accessible manner.

Our school system should educate toward both responsibility and responsiveness. It should provide greatly enriched conditions for individual growth in self-awareness, in a larger social awareness, and in controlled and meaningful response both to inner and outer influences. It should strive to heighten the developing student's appreciation of the cultural and individual diversity within the human family, and improve his/her skill in working harmoniously and creatively with that diversity, since this is a rich resource for innovative and successful growth.

A major effort of the teaching-learning process should be the early development of positive self-assurance and the continuing development of individual potential to deal with a changing society, to think rationally and creatively, to be independent and productive, and to choose rewarding life activities. Thinking, creativity, independence, productivity, and activity are also characterized by individual differences. Yet they must meet external requirements, and these change with the changing society.

*Ohio Administrative Code 3301-35-02

Approved by Board of Education February 9, 1970

Revised by Board of Education January 31, 1977

Re-adopted by Board of Education January 3, 1978; March 14, 1983;
December 11, 1989

MISSION STATEMENT

-TRI-HEIGHTS CAREER PREP CONSORTIUM-

CLINICAL HEALTH CAREERS CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS CITY SCHOOL DISTRICT

The mission of the Tri-Heights Career Prep Consortium is to prepare students for the ever-changing workforce by developing requisite knowledge and skills for employment and post-secondary education.

We will provide a career-focused education that integrates rigorous academics and meets the needs of all learners and the community by:

- Developing and providing quality programs that address the demands of the workplace and rapidly-changing technology;
- Promoting continuous improvement of programs and services through innovation and flexibility;
- Teaching relevant and necessary technical and academic skills that address workplace needs;
- Developing teamwork, leadership and critical-thinking abilities;
- Providing relevant work-based learning experiences for students and staff;
- Expanding school partnerships with business, industry and organized labor associations;
- Improving communication and collaboration among all stakeholders, students, parents, staff and the community;
- Providing educational opportunities that broaden career options for adult learners, and
- Promoting the necessary knowledge and skills for lifelong learning

PROGRAM DESIGN

CLINICAL HEALTH CAREERS CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS CITY SCHOOL DISTRICT

PROGRAM PHILOSOPHY

We believe that the Clinical Health Careers (CHC) program provides students with the foundation necessary to be successful in the health care workforce. The program prepares students for an entry level career in health care, and also serves as a stepping stone to further education in health care. Instruction is delivered through hands-on lab and clinical experiences as well as in the traditional classroom setting.

We believe that students of all abilities can succeed in acquiring the knowledge, skills and attitudes necessary to obtain a job in a variety of entry level health care fields. We believe that by exposing students to a wide variety of health care occupations we enable them to make better decisions about their future.

We believe the program offers valuable experience in the real world, which serves to increase comfort level and broaden understanding of health care and the workplace. We believe that by placing students in the workforce, monitoring their occupational learning and work performance, and providing support for success on the job, we can best meet the needs of both the students and the workforce.

We believe the program offers students a distinct advantage in the labor market by providing experiences and opportunities that lead to skilled jobs and higher wages. We believe the program meets the needs of the health care industry by addressing critical shortages in the workforce and by cultivating conscientious and service-oriented employees.

PROGRAM GOALS

Students in CHC will develop competencies in the following areas:

- Human anatomy, physiology, growth and development
- Nutrition
- Medical terminology
- Safety and infection control in health care
- Law and ethics in health care
- First aid and CPR
- Patient care skills
- Communication, teamwork and leadership
- Medical assisting, nurse assisting and dental assisting skills
- Computers and technology in health care
- Business practices in health care
- Problem solving and critical thinking
- Developing and managing a career

Students will develop confidence in working with clients in the health care setting
Students will gain valuable experience in the health care workplace

- Certifications that students may be eligible to obtain:
 - CPR/AED
 - First Aid
 - STNA

PROGRAM OVERVIEW

This is a two-year program for students interested in careers in the health care field. In the first year students receive classroom instruction and learn clinical procedures related to medical assisting. Students apply their knowledge and skills in rotations in the various outpatient clinics at the Kaiser Permanente Cleveland Heights Medical Center. These include cardiology, the gastroenterology lab, medicine, oncology, pediatrics, pharmacy, podiatry, and pre-admission testing. Students also complete CPR and First Aid certification in the first year.

In the senior year, students study medical ethics, work and the economy, and personal financial management. They also complete the Ohio Nurse Aide Training Program, which includes 16 hours of clinical experience in a nursing home. Students are then eligible to take the test to become State Tested Nurse Aides (STNA's) at the end of the first semester. During the second semester eligible students can participate in Early Job Placement in the health care setting. Students not in Early Placement will remain in the classroom, where they will develop skills in dental assisting and medical office management.

Students who meet the criteria for Tech Prep status may be eligible to receive 11 hours of college credit through Cuyahoga Community College. Tech Prep students must maintain an overall GPA of 2.0, a GPA of 3.0 in their career prep class, and must complete Algebra 2 by the end of their senior year.

POPULATION TO BE SERVED

The CHC program is open to all students from the Cleveland Heights-University Heights, Shaker Heights and Warrensville Heights school districts who meet the enrollment criteria. Prerequisites are Biology 1, Algebra 1, and permission from the Career Prep Office.

Interested students must submit the Student Application Form and two Teacher Reference Forms to the Career Prep Office or home school guidance counselor. Academic performance, attendance, tardiness and behavioral issues are reviewed and considered in determining admission. This may be followed by an interview with Career and Technical Education staff. Eligible students are admitted on a first-come, first-served basis. All students, including those with disabilities, are admitted, so long as they are not a safety hazard to self or others.

HOUSING OF THE PROGRAM

During the junior year, all classroom and lab activities take place at Taylor

Academy. In the senior year classes and labs are conducted at Taylor Academy and Cleveland Heights High School. Early Placement opportunities occur in a variety of healthcare facilities throughout the region.

SUPERVISOR OF THE PROGRAM

The program is supervised by the Coordinator of Career and Technical Education and the Administrative Principal of Cleveland Heights High School.

OCCUPATIONS ADDRESSED BY THE PROGRAM

The CHC program includes the core competencies required by all people entering the health care workforce. Students explore the wide variety of occupations that exist in health care today. The program focuses in depth on Nurse Assisting, Medical Assisting and Dental Assisting as points of entry into a health career. All students who successfully complete the nurse aide unit are eligible to take the exam to become a State Tested Nurse Aide (STNA).

Following completion of the first semester of the senior year students are qualified to obtain entry level positions in the following areas: nurse aide, home health aide, dental assisting, medical/dental receptionist, medical office assistant; and can obtain jobs in nursing homes, hospitals, medical and dental offices, adult day care and childcare facilities and pharmacies.

Students wishing to continue their education will have a solid foundation on which to pursue careers in areas as diverse as physical, occupational, and speech therapy, athletic training, health care technology, nursing, dentistry and medicine.

BASIC PROGRAM OPERATION

Students are scheduled into this course for 3 consecutive periods per day, and may earn up to 3 units of credit each year.

Activities in the first year and a half of the CHC program include classroom instruction and skill development through lab and clinical experiences. Eligible students may participate in Early Placement for the second semester of the senior year.

FIELD EXPERIENCE

Two integral components of the CHC class are the Kaiser Permanente clinical rotations during the junior year and the Early Placement (EP) opportunity in the senior year.

Early Placement is offered during the second semester to all seniors who meet the eligibility criteria. EP students are released from their CHC class in order to fulfill a commitment of at least 15 hours per week working in a health care setting, as approved by the instructor. EP students will complete a Training Plan Agreement and comply with all rules and regulations of their workplace, as well as complete required work as assigned by teacher. The instructor supervises all field experiences. Students and employers are required to comply with the established training plan and maintain required records related to work hours, experiences and competencies.

ARTICULATION AGREEMENT

By agreement with the North Coast Tech Prep Consortium, 11 credits from Cuyahoga Community College (CCC) may be earned by eligible students upon graduation from high school. These courses will be shown on their CCC transcript.

INTEGRATED ACADEMICS

Academics are taught outside the career and technical program by a certified teacher. However, math, science and communications are essential components of the program, and are thus an integral part of the Clinical Health Careers lab and classroom instruction.

TECHNOLOGY

The CHC program strives to stay current in the rapidly changing world of medical technology. Students learn about the technological advances pursuant to health care, and participate in their application whenever possible. This includes the use of computers, a variety of software, and other technological tools in the classroom and lab, in the clinical setting, and through field trips.

STUDENT LEADERSHIP

Students are required to join HOSA (Health Occupations Students of America), a leadership organization for students in health occupations programs. Through this program, students have an opportunity to develop, practice and refine technical and leadership skills through classroom activity and participation in competitive events. These events are held at the local, state, and national levels and give students an opportunity to travel and network with other students.

Students also develop skills in teamwork, leadership, marketing, and public relations through their participation in the annual Heights High Career Prep Fair.

All students are encouraged to pursue a volunteer activity of their choice at the start of the junior year. This provides the student the opportunity to: develop leadership and employability skills; gain valuable work experience; and develop job contacts and networking possibilities.

CHC students also participate as a class in at least one volunteer activity each year.

CRITICAL THINKING AND DECISION MAKING

Students learn decision-making techniques as an integral part of the curriculum. Recognizing the need for solid critical thinking skills in the healthcare field, these problem-solving methods are applied through real world situations in the classroom and lab, as well as in the workplace setting.

DISCLAIMER STATEMENT

This course of study conforms to all federal, state and local laws and regulations, including Title IX and nondiscrimination against any student because of race, color, creed, culture, sex, religion, citizenship, economic status, marital status, pregnancy, handicap, other physical characteristics, age, or national origin. This policy of nondiscrimination shall also apply to otherwise qualified handicapped individuals.

Key to Profile Codes

Importance of Competencies

All of the competencies in this document represent the minimum requirements for a College Tech Prep program. It is the responsibility of the local consortia to further define and/or expand, as needed, the descriptors for each competency. Each competency must be taught at the Proficient level (P) by the completion of the College Tech Prep program, which is an Associate Degree (AD). A minimal number of competencies have been identified as Introduce (I) at the Associate Degree level. These may require further higher education.

This document integrates college prep academics with technical skill. Technical skills are a required component.

- I = Introduce** (Learner will demonstrate knowledge and comprehension of the competency.)
- P = Proficient** (Learner will demonstrate ability to apply knowledge of and/or perform the competency.)
- R = Reinforced** (Competencies marked proficient at the secondary level are to be reinforced at the associate degree level.)

- Grade Level: 10** = by the end of grade 10
- 12** = by the end of grade 12
- AD** = by the end of the Associate Degree

Academic Connection:

As rigorous programs of study, College Tech Prep and Career-Technical programs required academics to be taught at a college preparatory level, and contextually within the technical content. State academic mathematics and language arts benchmarks are embedded within the Career Field Technical Content Standards Document (CFS).

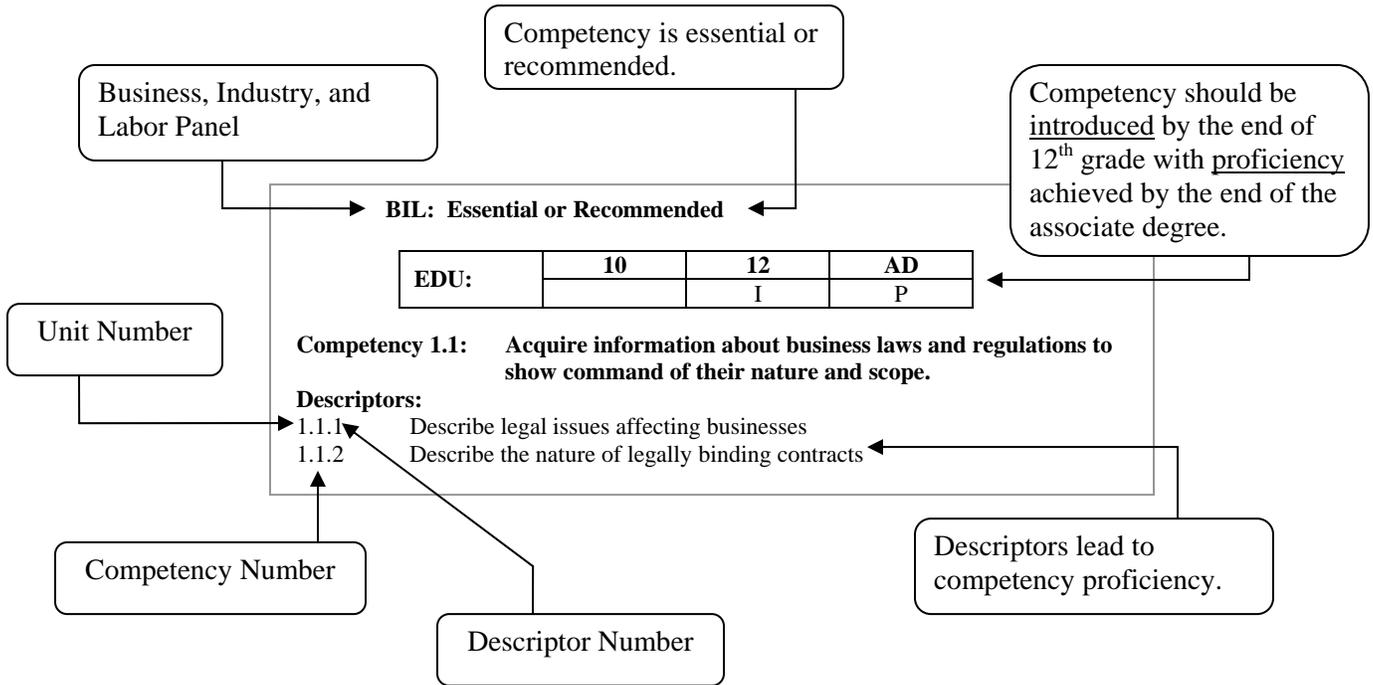
Additional Profile Codes:

TPO: Terminal Performance Objective

CS Competency: Core Competency

SS Competency: Specialization Competency

Example of Profile Codes



SCOPE AND SEQUENCE

FIRST YEAR

**CLINICAL HEALTH CAREERS
CLEVELAND HEIGHTS – UNIVERSITY HEIGHTS
CITY SCHOOL DISTRICT**

Career Exploration, Development and Employability Traits

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 1.1: Explore health science careers.

TPO: Given information and experiential activities, explore health science careers by creating graphic organizers and research reports according to rubric.

Descriptors:

- 1.1.1 Describe current and future trends and issues of various careers in health science.
- 1.1.2 Describe the scope of practice of various careers in health science.
- 1.1.3 Research projected growth of various health science careers.
- 1.1.4 Describe ways of gaining entry and access to the health science careers.
- 1.1.5 Examine personal motivation for seeking a career in health science.
- 1.1.6 Explore professional development and career advancement opportunities.
- 1.1.7 Identify academic requirements for health science credentials.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues* (History B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 1.2: Explore the academic foundation for health science careers.

TPO: Following research activities, explore the academic foundation for health science careers by completing chart with 80 % accuracy.

Descriptors:

- 1.2.1 Describe health science career pathways and their educational requirements.
- 1.2.2 Identify academic courses necessary for a career in health science (e.g., science, English language arts, math).

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.*
(Research B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 1.3: Explain the responsibilities of a health care provider.

TPO: Given lecture and simulations, explain the responsibilities of a health care provider by completing test at 80%.

Descriptors:

- 1.3.1 Describe critical thinking and problem solving skills.
- 1.3.2 Describe positive work behaviors and personal qualities.
- 1.3.3 Explain the impact an individual’s past/present behavior can have on a career in health science.
- 1.3.4 Identify the roles and responsibilities of individuals working as part of a health care team.
- 1.3.5 Recognize the patient and family as key members of the health care team.
- 1.3.6 Identify the qualifications for licensure/certifications for health science careers.

Correlated English Language Arts Academic Content Benchmark

- *Compile, organize and evaluate information, take notes and summarize findings.*
(Research B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 1.4: Complete required training, education, certification and professional development to keep abreast of relevant resources and current information.

TPO: Given prescribed instruction, complete required training, education, certification and professional development to keep abreast of relevant resources and current information according to industry standards.

Descriptors:

- 1.4.1 Establish goals that address training, education and self-development.
- 1.4.2 Participate in career-related in-service training and/or degree programs or continuing education.
- 1.4.3 Establish methods to stay current with changes in the field.
- 1.4.4 Recognize ethical conflicts related to assessment practices (e.g., labeling, confidentiality).

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today. (Government A, 11-12)*
- *Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)*

BIL: Recommended

EDU:	12	AD
	I	R

CS Competency 1.5: Recognize the characteristics of team and team leadership.

TPO: Given discussion and activities, recognize the characteristics of team and team leadership by functioning as a team player in the classroom and at work.

Descriptors:

- 1.5.1 Recognize the importance of teamwork and its impact on health science.
- 1.5.2 Explain the roles and responsibilities of the individual as part of the team.
- 1.5.3 Describe the interpersonal skills that contribute to leadership and teamwork (e.g., empathy, listening, respect, unconditional positive regard).
- 1.5.4 Discuss the importance of relating to the culture and climate of an organization.
- 1.5.5 Assist fellow team members to develop their careers within health science.

Correlated Social Studies Academic Content Benchmark

- *Analyze how issues may be viewed differently by various cultural groups. (People in Societies A, 11-12)*

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 1.6: Demonstrate positive work behaviors and personal qualities.

TPO: Given work situation, demonstrate positive work behaviors and personal qualities by receiving marks in the “Good” or “Excellent” categories on employer evaluations.

Descriptors:

- 1.6.1 Define professionalism.
- 1.6.2 Demonstrate professionalism, self-discipline, positive attitude and integrity in the work environment.
- 1.6.3 Conform to the health care facility’s organizational policies, handbook and manuals (e.g., attendance, dress, punctuality).
- 1.6.4 Identify the roles and responsibilities of the individual as part of the health care team (e.g., dependability, integrity).
- 1.6.5 Exhibit professionalism when handling patient records (e.g., Health Insurance Portability and Accountability Act, [HIPAA]).
- 1.6.6 Recognize one’s own limitations.
- 1.6.7 Explain how individuals impact the public perception of an organization (e.g., customer service).
- 1.6.8 Explain the importance of flexibility and willingness to adapt to changes as technology changes.
- 1.6.9 Engage in continuous self-assessment and goals modification for personal and professional growth.
- 1.6.10 Demonstrate the ability to seek and apply for employment.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text, include appropriate details and exclude extraneous details and inconsistencies.* (Writing Applications C, 8-10)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 1.7: Demonstrate sensitivity to cultural values.

TPO: Given role-playing scenarios, demonstrate sensitivity to cultural values based on accepted standards of respect for the individual.

Descriptors:

- 1.7.1 Compare and contrast values and beliefs from a variety of cultures.
- 1.7.2 Recognize the impact of diversity in the workplace.
- 1.7.3 Demonstrate sensitivity to individuals with disabilities.
- 1.7.4 Explore personal values, beliefs and possible bias and describe how they can possibly lead to conflict.

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups. (People in Societies A, 11-12)*

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 1.8: Employ problem solving and critical thinking.

TPO: Given scenarios, employ problem solving and critical thinking techniques to solve a variety of problems.

Descriptors:

- 1.8.1 Describe decision-making models used in health science careers.
- 1.8.2 Utilize critical thinking (e.g., analysis, synthesis, evaluation) and team-building skills to solve problems.
- 1.8.3 Correlate results and formulate solutions to problems using critical thinking skills.
- 1.8.4 Engage in consensus group decisions within bounds of ethical, safety and legal concerns even when different from a personal preference.
- 1.8.5 Assist patients/clients in identifying alternatives when faced with the need to make a decision.
- 1.8.6 Assist patients/clients in identifying the potential outcomes of alternatives.
- 1.8.7 Cite barriers that limit choices and describe ways to overcome those barriers.
- 1.8.8 Describe specific examples in which professional ethics and responsibilities are potentially in conflict with clients' choices or preferences.
- 1.8.9 Recognize and correct discrepancies.
- 1.8.10 Discuss strategies to avoid recurrent or future problems.
- 1.8.11 Recognize signs and symptoms of emergencies and when to call for assistance.
- 1.8.12 Analyze the solutions and unintended consequences of problem solving methods.

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: **Essential**

EDU:	12	AD
	I	P

CS Competency 1.9: Demonstrate common problem-solving skills used in health science.

TPO: Using techniques presented in class, demonstrate common problem-solving skills used in health science to reach possible solutions to given problems.

Descriptors:

- 1.9.1 Recognize existence of a problem.
- 1.9.2 Identify possible reasons/causes of a problem.
- 1.9.3 Implement plan of action to resolve a problem.
- 1.9.4 Evaluate progress of an action plan.
- 1.9.5 Revise plan as indicated by findings.
- 1.9.6 Identify components of action plan to resolve problem.
- 1.9.7 Monitor progress of an action plan.
- 1.9.8 Apply methods for qualitative and quantitative analysis, data gathering, direct and indirect observations and predictions.
- 1.9.9 Identify ethical dilemmas involved in health careers.

Correlated English Language Arts Academic Content Benchmark

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

CS Competency 1.10: Investigate career interests.

TPO: Given computer and assignment, investigate career interests by completing career exploration project.

Descriptors:

- 1.10.1 Identify elements of career planning
- 1.10.2 Assess differences in the education, duties, wages, benefits, and job opportunities associated with selected career options
- 1.10.3 Identify potential conflicts between interest, aptitudes, lifestyle goals and career choices
- 1.10.4 Identify short-term and long-term goals for achieving career plan

Business Processes

BIL: **Recommended**

EDU:	12	AD
	I	R

CS Competency 2.1: Analyze the business structure of health science career fields.

TPO: Following chapter review, analyze the business structure of health science career fields with 80 % accuracy on written test.

Descriptors:

- 2.1.1 Define business processes.
- 2.1.2 Identify and explain the core business processes in health care.
- 2.1.3 Identify types of health science career providers that work together as a team for the patient and family.
- 2.1.4 Identify various health care organizations and their functions.
- 2.1.5 Describe and explain the mission and goals of various health science careers.
- 2.1.6 Explain how the various health care providers work together to provide services for patients and families.
- 2.1.7 Use organizational charts to analyze jobs and performance objectives.
- 2.1.8 Prepare a diagram/chart/model that illustrates the workflow through a health care facility.
- 2.1.9 Explain the major competitive challenges faced by the health care team.
- 2.1.10 Explain the need for credentials, licensure and continuing education for health science careers.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: **Recommended**

EDU:	12	AD
	I	R

CS Competency 2.2: Explain the impact of economic, social and technological changes on the health science/health care services.

TPO: Following lecture, discussion and a video, explain the impact of economic, social and technological changes on the health science/health care services with 80 % accuracy on a written exam.

Descriptors:

- 2.2.1 Identify and describe types of health care services.
- 2.2.2 Define productivity as it relates to health care services.
- 2.2.3 Describe social and economic conditions that affect income growth/decline.
- 2.2.4 Describe the revenue and reimbursement processes for health care services.
- 2.2.5 Explain the impact of attitudes, preferences, demographics and population shifts on health care services.
- 2.2.6 Describe organizational adjustments needed to accommodate technological advancements.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 2.3: Explain how planning and budgeting are used to accomplish organizational goals and objectives.

TPO: Following presentation by a guest speaker, explain how planning and budgeting are used to accomplish organizational goals and objectives through completion of a case study.

Descriptors:

- 2.3.1 Explain the need to project revenue and expenses.
- 2.3.2 Define cost and benefit analyses.
- 2.3.3 Identify and explain reports used to track performance and resources.
- 2.3.5 Identify needed improvements and modifications and describe their implementation.
- 2.3.6 Explain the major competitive challenges of health care.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Communicate mathematical ideas orally and in writing with a clear purpose and appropriate for a specific audience.* (Mathematical Processes I, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 2.4: Demonstrate internal and external patient service techniques.

TPO: Using examples presented, demonstrate internal and external patient service techniques so that problems are solved in accordance with organizational goals.

Descriptors:

- 2.4.2 Describe the relationship between meeting patient needs while maintaining the organization’s profit.
- 2.4.3 Maintain patient satisfaction by addressing patient problems and complaints timely and efficiently.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Mathematics Academic Content Benchmark

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
		P

CS Competency 2.7: Explain the measures used by health organizations to manage and improve performance.

TPO: Following guest speaker, explain the measures used by health organizations to manage and improve performance through case study analysis.

Descriptors:

- 2.7.2 Define and explain measures for market performance (e.g., patient, sales/service growth).
- 2.7.3 Define and explain measures for service and internal operations performance (e.g., patient satisfaction, service quality).
- 2.7.4 Explain cost and benefits of technological innovations.
- 2.7.5 Define and explain measures for organizational compliance, health, safety and environmental performance (e.g., audit findings, emissions, lost time accidents).

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 2.8: Demonstrate effective use of technology.

TPO: Given a variety of hardware and software applications, demonstrate effective use of technology according to facility standards.

Descriptors:

- 2.8.1 Explain the role of information technology (IT) in the business organization.
- 2.8.2 Operate communication technology (e.g., e-mail, fax, phones).
- 2.8.3 Use computer software to generate reports (e.g. text document, spreadsheet, database).
- 2.8.4 Organize information for written and oral communications.
- 2.8.5 Retrieve and prepare documents with accuracy and completeness.
- 2.8.9 Complete reports in accordance with established standards.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability.* (Data Analysis and Probability B, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 2.9: Demonstrate facility operational protocols.

TPO: Upon completion of training videos, demonstrate facility operational protocols according to corporate expectations and standards.

Descriptors:

- 2.9.1 Comply with facility policy and procedure manuals and/or handbooks.
- 2.9.2 Comply with facility expectation and documentation for specific job assignments.
- 2.9.3 Identify facility security policies.
- 2.9.4 Demonstrate the function and use of various supplies used in daily operations (e.g., inventory, maintenance, budget, purchasing).
- 2.9.5 Prepare data in accordance with facility protocol.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)*
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)*

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions. (Number, Number Sense and Operations G, 8-10)*
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators. (Data Analysis and Probability A, 11-12)*
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner. (Mathematical Processes H, 8-10)*

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)*

Communication

BIL: **Essential**

EDU:	12	AD
	P	R

CS Competency 3.1: Apply effective verbal and nonverbal communication skills.

TPO: Given simulated and real-life situations, apply effective verbal and nonverbal communication skills in accordance with formal English conventions and principles of therapeutic communication.

Descriptors:

- 3.1.1 Classify types of interpersonal communication.
- 3.1.2 Practice techniques of effective verbal and nonverbal communication between health care providers and medical practitioners, medical team and general public.
- 3.1.3 Identify barriers to communication and resolutions to the barriers.
- 3.1.4 Identify adjustments in communication techniques necessary for different levels of client understanding.
- 3.1.5 Identify resources (e.g., interpreters, technology devices) needed to breach communication barriers.
- 3.1.6 Research the benefits of Spanish as a second language.
- 3.1.7 Demonstrate sensitivity to cultural differences that may affect therapeutic and social communication.
- 3.1.8 Apply techniques for communicating with behaviorally or emotionally impaired clients.
- 3.1.9 Apply accepted rules for spelling, grammar and punctuation in written and oral communication.
- 3.1.10 Discuss the essential role of effective communication in all phases of health care.
- 3.1.11 Provide effective risk and hazard communication to clients.

Correlated English Language Arts Academic Content Benchmarks

- *Apply editing strategies to eliminate slang and improve conventions.* (Writing Processes D, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

CS Competency 3.2: Utilize available communication technology.

TPO: In clinical and workplace settings, utilize available communication technology in accordance with facility guidelines.

Descriptors:

- 3.2.1 Demonstrate knowledge of general communication technology (e.g., e-mail, Internet, fax).
- 3.2.2 Access information using electronic equipment.
- 3.2.3 Utilize a variety of computer applications that support patient care.
- 3.2.4 Use appropriate automated systems for various tasks.
- 3.2.5 Demonstrate competence with applicable software programs.
- 3.2.6 Identify and demonstrate computer operation for record keeping and data analysis.
- 3.2.7 Accurately transfer information as needed.
- 3.2.8 Identify the process of file maintenance, storage and retrieval systems.
- 3.2.9 Interpret, transcribe and communicate information, data and observations to apply information learned into actual practice.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)

BIL: **Essential**

EDU:	12	AD
	I	P

CS Competency 3.3: Interact with patient/client.

TPO: In clinical setting, interact with patient/client so that their needs are met and their dignity and rights upheld.

Descriptors:

- 3.3.1 Explain planned procedures and goals to patients/clients.
- 3.3.2 Demonstrate professional etiquette and maintain professional boundaries.
- 3.3.3 Respect patients’ cultural differences.
- 3.3.4 Use language appropriate to situation.
- 3.3.5 Identify various forms of patient information.
- 3.3.6 Access resources needed to remedy communication barriers (e.g., patient/client with limited English proficiency).
- 3.3.7 Demonstrate privacy and confidentiality measures and procedures (e.g., HIPAA).
- 3.3.8 Recognize the significance of informed consent to patients.
- 3.3.9 Reinforce self-care recommendations to patients.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 3.4: Convey essential patient/client information to appropriate team members.

TPO: In clinical setting, convey essential patient/client information to appropriate team members in an accurate and expedient manner.

Descriptors:

- 3.4.1 Observe and report unsafe environmental conditions.
- 3.4.2 Recognize and report unusual occurrences or changes in patient’s condition.
- 3.4.3 Use facility guidelines to disseminate health care information.
- 3.4.4 Maintain confidentiality (e.g., HIPAA).

Correlated English Language Arts Academic Content Benchmark

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 3.5: Summarize Health Insurance Portability and Accountability Act (HIPAA).

TPO: Following mandatory training program, summarize Health Insurance Portability and Accountability Act (HIPAA) according to summary rubric.

Descriptors:

- 3.5.1 Demonstrate knowledge of HIPAA standards.
- 3.5.2 Identify forms for release of medical information according to HIPAA and other regulatory agencies.
- 3.5.3 Ensure data security and confidentiality by controlling access and release of information.
- 3.5.4 Apply HIPAA standards.
- 3.5.5 Maintain patient records consistent with HIPAA regulations.
- 3.5.6 Obtain health records consistent with HIPAA regulations.

Correlated English Language Arts Academic Content Benchmark

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 3.6: Utilize basic medical terminology.

TPO: Given medical terminology videos and assignments, utilize basic medical terminology in the classroom and clinical setting, and complete quizzes with 80 % accuracy.

Descriptors:

- 3.6.1 Define basic medical terms related to human physiology and anatomy.
- 3.6.2 Spell medical terms correctly.
- 3.6.3 Accurately pronounce basic medical terms.
- 3.6.4 Identify accepted symbols, abbreviations and acronyms.
- 3.6.5 Use approved standard professional terminology when preparing documents.
- 3.6.6 Apply correct medical terms to major disease processes, diagnostic exams, coding of exams and treatment modalities.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Use correct spelling conventions.* (Writing Conventions A, 8-10, Writing Conventions A, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 3.7: Locate, organize and reference written health science information from various sources.

TPO: Given a written and oral assignment, locate, organize and reference written health science information from various sources according to rubric.

Descriptors:

- 3.7.1 Locate written information to communicate with co-workers and clients.
- 3.7.2 Organize information to use in written and oral communications.
- 3.7.3 Document the source and proper reference for written information.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate writing ideas and identify a topic appropriate to the purpose and audience.* (Writing Processes A, 8-10; Writing Processes A, 11-12)
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 3.8: Write and utilize coherent and focused technical communications that support a defined perspective for health science careers.

TPO: Given various assignments, write and utilize coherent and focused technical communications that support a defined perspective for health science careers according to industry standards.

Descriptors:

- 3.8.1 Use various note-taking techniques to summarize main ideas.
- 3.8.2 Structure ideas and arguments in an organized manner that is supported by relevant documentation and/or examples.
- 3.8.3 Write messages using language that is appropriate for the intended audience and purpose.
- 3.8.4 Use correct spelling, grammar, capitalization and punctuation.
- 3.8.5 Identify positions from relevant research and resources.

- 3.8.6 Calculate and interpret descriptive statistics to communicate and support predictions and conclusions.
- 3.8.7 Utilize tables, charts and graphs to clarify textual explanations and support arguments.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate writing ideas and identify a topic appropriate to the purpose and audience.* (Writing Processes A, 8-10; Writing Processes A, 11-12)
- *Edit to improve sentence fluency, grammar and usage.* (Writing Processes D, 8-10)
- *Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.* (Writing Processes F, 8-10)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Evaluate different graphical representations of the same data to determine which is the most appropriate representation for an identified purpose.* (Data Analysis and Probability B, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability.* (Data Analysis and Probability B, 11-12)
- *Communicate mathematical ideas orally and in writing with a clear purpose and appropriate for a specific audience.* (Mathematical Processes I, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 3.9: Deliver formal and informal presentations that demonstrate organization and delivery skill.

TPO: Using an oral presentation rubric, deliver formal and informal presentations that demonstrate organization and delivery skill so that classmates understand the topic.

Descriptors:

- 3.9.1 Demonstrate appropriate usage of grammar, diction and sentence structure.
- 3.9.2 Communicate main ideas and supporting facts to achieve purpose of communication.
- 3.9.3 Use appropriate technology to enhance the clarity and persuasiveness.
- 3.9.4 Use proper organization and structure to achieve coherence.
- 3.9.5 Use technical terms, references and quoted material properly.

3.9.6 Engage an audience using appropriate vocal variety and gestures.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.* (Communication: Oral and Visual D, 8-10)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)
- *Give presentations using a variety of delivery methods, visual displays and technology.* (Communication: Oral and Visual G, 8-10; Communication: Oral and Visual F, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 3.10: Apply active listening skills to obtain and clarify information.

TPO: In simulated and real-life settings, apply active listening skills to obtain and clarify information so that client's needs can be assessed.

Descriptors:

- 3.10.1 Identify and apply active listening techniques both one to one and in group settings.
- 3.10.2 Paraphrase and repeat information for confirmation of details.
- 3.10.3 Record and report information in written format utilizing available communication technology.
- 3.10.4 Complete reports in accordance with established standards.
- 3.10.5 Use active listening skills that are sensitive to cultural and individual communication differences.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 3.11: Interact in a professional manner.

TPO: In classroom, clinical and workplace settings, interact in a professional manner according to the standards of a health care team member.

Descriptors:

- 3.11.1 Recognize the importance of all patients/customers to health care.
- 3.11.2 Describe the relationship between meeting a patient’s needs and profitability.
- 3.11.3 Demonstrate professional etiquette (e.g., phone, e-mail, person to person) when dealing with patients and/or their families.
- 3.11.4 Utilize reading strategies to interpret information for patients and their families.
- 3.11.5 Discuss the importance of follow-through and follow-up (in a timely manner) when commitments are made to patients and/or their families.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Legal and Ethical Responsibilities

BIL: **Essential**

EDU:	12	AD
	P	R

CS Competency 4.1: Differentiate between legal and ethical issues/obligations.

TPO: Following reading assignment, differentiate between legal and ethical issues/obligations during case analyses and class debates.

Descriptors:

- 4.1.1 Define “legal” and “ethical” issues/obligations.
- 4.1.2 Describe and comply with legal responsibilities specified by state and federal act(s) and other pertinent legislation.
- 4.1.3 Differentiate between ethical and legal issues/obligations impacting health care.
- 4.1.4 Apply legal and ethical protocols to health science professions.
- 4.1.5 Discuss the importance of keeping current in legal and ethical issues/obligations through continuing education.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmark

- *Describe the ethical practices and guidelines in which science operates.* (Scientific Ways of Knowing C, 9-10)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

CS Competency 4.2: Comply with organizational policies and government regulations.

TPO: Following facility orientation, comply with organizational policies and government regulations at all times in clinical and work place settings.

Descriptors:

- 4.2.1 Identify laws, regulations and codes pertaining to health care facilities.
- 4.2.2 Comply with state, local and federal legislation as it relates to standards for workplace safety, harassment, labor and employment laws.
- 4.2.3 Identify legal responsibilities specified by state practice acts, other pertinent legislation and regulatory agencies as it relates to confidentiality (e.g., HIPAA).
- 4.2.4 Explain legal responsibilities, limitations and implications of actions.
- 4.2.5 Identify personal and organizational ramifications for failure to comply with government laws and regulations.
- 4.2.6 Demonstrate professional etiquette when dealing with patients, vendors and the general public.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 4.3: Complete work-related duties within an ethical framework.

TPO: Following discussion of ethics in health care, complete work-related duties within an ethical framework in accordance with clinical role.

Descriptors:

- 4.3.1 Identify the Ohio Ethics Law, related statutes and rulings.
- 4.3.2 Identify codes of ethics within the health care professions (e.g., exercise science, nursing, sonography).
- 4.3.3 Abide by HIPAA regulations.
- 4.3.4 Establish a personal ethical framework.
- 4.3.5 Demonstrate ethical behavior when interacting with patients and co-workers, both internal and external to the work facility.
- 4.3.6 Maintain confidentiality by limiting exposure of sensitive information to authorized personnel.
- 4.3.7 Describe the ethical impact of positive cultural sensitivity.
- 4.3.8 Explain the importance of positive professional interactions.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmarks

- *Describe the ethical practices and guidelines in which science operates.* (Scientific Ways of Knowing C, 9-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

BIL: **Essential**

EDU:	12	AD
	I	P

CS Competency 4.4: Assess the implications of ethical/unethical behavior.

TPO: When presented with actual case histories, assess the implications of ethical/unethical behavior based on accepted ethical standards.

Descriptors:

- 4.4.1 Identify the legal ramifications of unethical behavior.
- 4.4.2 Identify professional and personal ramifications of unethical actions (e.g., boundaries).
- 4.4.3 Compare/contrast personal, professional and organizational ethics.
- 4.4.4 Describe issues relating to potential conflicts of interest between personal and organizational ethics.
- 4.4.5 Identify behaviors that violate acceptable practice.
- 4.4.6 Discuss the role of patient feedback in maintaining patient satisfaction.
- 4.4.7 Identify strategies for responding to the unethical actions of health care providers.

Correlated English Language Arts Academic Content Benchmark

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Science Academic Content Benchmark

- *Describe the ethical practices and guidelines in which science operates.* (Scientific Ways of Knowing C, 9-10)

Correlated Social Studies Academic Content Benchmarks

- Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today. (Government A, 11-12)
- Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 4.5: Demonstrate competent care consistent with the requirements and limitations of the professions.

TPO: In clinical setting, demonstrate competent care consistent with the requirements and limitations of the professions by performing tasks accurately and within one’s scope of practice.

Descriptors:

- 4.5.1 Research credentialing requirements.
- 4.5.2 Identify the scope of practice as prescribed by law and the facility of practice.
- 4.5.3 Identify behaviors that violate acceptable practice as outlined by the credentialing agencies.
- 4.5.4 Apply legal and ethical concepts to health profession (e.g., code of ethics).
- 4.5.5 Describe strategies to deal with conflict between personal and organizational ethics.
- 4.5.6 Compare/contrast the roles of various regulatory agencies.

Correlated English Language Arts Academic Content Benchmarks

- Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)
- Compile, organize and evaluate information, take notes and summarize findings. (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- Obtain and evaluate information from public records and other resources related to a public policy issue. (Social Studies Skills and Methods A, 11-12)
- Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 4.6: Practice procedures consistent with legal and ethical behavior.

TPO: In simulated and clinical settings, practice procedures consistent with legal and ethical behavior so that all ethical principles are upheld.

Descriptors:

- 4.6.1 Compare/contrast legal and ethical behavior.
- 4.6.2 Describe the importance and protocol for reporting unethical practices.
- 4.6.3 Comply with legal procedures when reporting diseases or abuse.
- 4.6.4 Recognize the significance of informed consent to patients.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 4.7: Maintain standards of confidentiality and ethical practice.

TPO: In all situations, maintain standards of confidentiality and ethical practice so that no patient’s rights are violated.

Descriptors:

- 4.7.1 Recognize the importance of all customers to business.
- 4.7.2 Inform patients in advance regarding situations that may involve disclosure of private information (e.g. health and safety issues).
- 4.7.3 Inform clients about situations that warrant the release of confidential information without prior consent and the likely consequences of such disclosure.
- 4.7.4 Explain the legal requirement and personal liability for disclosure of all written communication.
- 4.7.5 Ensure clients are informed of their rights pertinent to services to be provided.
- 4.7.6 Maintain ethical standards of practice (e.g., confidentiality, informed consent) in formal as well as informal settings.
- 4.7.7 Demonstrate respect of patient’s cultural, social and ethnic diversity within the health care environment.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

BIL: **Essential**

EDU:	12	AD
	I	P

CS Competency 4.8: Describe employee and employer liability.

TPO: After watching video, describe employee and employer liability accurately by creating scenarios without the use of notes.

Descriptors:

- 4.8.1 Define liabilities.
- 4.8.2 Explain the legal concept of *respondeat superior*.
- 4.8.3 Define negligence.
- 4.8.4 Identify issues related to liability and negligence.
- 4.8.5 Discuss ways to minimize liability and negligence risks (e.g., documentation, policies, procedures).
- 4.8.6 Discuss the importance of malpractice insurance.

Correlated English Language Arts Academic Content Benchmark

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Health and Safety Practices

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 5.1: Demonstrate safe professional practices that contribute to the creation of a hazard-free environment.

TPO: Following unit study, demonstrate safe professional practices that contribute to the creation of a hazard-free environment at all times in the clinical setting.

Descriptors:

- 5.1.1 Identify and comply with Environmental Protection Agency (EPA).
- 5.1.2 Discuss the purpose of the Occupational Safety and Health Administration (OSHA) regulations and how it promotes safety.
- 5.1.3 Comply with OSHA standards.
- 5.1.4 Report unsafe conditions in accordance with occupational safety and OSHA guidelines.
- 5.1.5 Demonstrate emergency procedures (e.g., exit routes, injury, threat, fire, disaster plan).
- 5.1.6 Dispose of refuse and biodegradable materials according to manufacturer's directions and state and federal requirements.
- 5.1.7 Employ standard precautions when exposed to blood and body fluids.
- 5.1.8 Employ precautions designed to prevent injuries and accidents.
- 5.1.9 Interpret material safety data sheets (MSDS) and use materials accordingly.
- 5.1.10 Identify consequences of disregarding safety rules.

Correlated English Language Arts Academic Content Benchmarks

- *Use context clues and text structures to determine the meaning of new vocabulary.* (Acquisition of Vocabulary A, 8-10)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 5.2: Maintain general safety in accordance with government regulations, health standards, company policies and practices.

TPO: Following unit study, maintain general safety in accordance with government regulations, health standards, company policies and practices at all times when in the clinical setting.

Descriptors:

- 5.2.1 Maintain and wear personal protective equipment (PPE) as appropriate.
- 5.2.2 Check and correct potential hazards (e.g. hair, jewelry, clothing).
- 5.2.3 Follow established procedures for the use of safety apparatus and equipment.
- 5.2.4 Check power sources for potential hazards and confirm proper grounding.
- 5.2.5 Identify the location of emergency flush showers, eye wash fountains, fire alarms and exits.
- 5.2.6 Maintain work areas in accordance with standards for cleanliness and safety.
- 5.2.7 Describe how to operate fire extinguishers and identify classes of fires.

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 5.3: Discuss strategies to protect employees from occupation-related injuries.

TPO: After completing safety unit, discuss strategies to protect employees from occupation-related injuries through presentation of a poster project.

Descriptors:

- 5.3.1 Define ergonomics.
- 5.3.2 Identify the principles and purpose of ergonomics and body mechanics.
- 5.3.3 Describe ergonomic factors in the workplace (e.g., height of equipment, noise level, lighting, air quality).
- 5.3.4 Identify work associated with repetitive motion.
- 5.3.5 Identify strategies to minimize repetitive tasks.
- 5.3.6 Identify strategies to minimize use of excessive muscle/physical force.
- 5.3.7 Define maximum permissible limit (MPL) and action limit (AL) for lifting.

Correlated English Language Arts Academic Content Benchmark

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary. (Acquisition of Vocabulary D, 11-12)*

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 5.4: Apply the principles of proper body mechanics and ergonomics.

TPO: In clinical setting, apply the principles of proper body mechanics and ergonomics at all times to avoid injuries.

Descriptors:

- 5.4.1 Demonstrate proper personal body mechanics and ergonomics.
- 5.4.2 Instruct others in proper body mechanics.
- 5.4.3 Demonstrate proper positioning and moving of clients/patients and objects.
- 5.4.4 Utilize available tools for ease in moving/transporting others and objects.
- 5.4.5 Apply the principles of body mechanics in lifting, moving, transferring objects and/or ambulating and positioning clients/patients in accordance with established safety practices.

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 5.5: Identify state, federal and local worker safety, health and environmental regulations.

TPO: Given a written exam, identify state, federal and local worker safety, health and environmental regulations with 80 % accuracy.

Descriptors:

- 5.5.1 Examine the rules and regulations of Occupational Safety and Health Administration (OSHA).
- 5.5.2 Describe the function of the state Bureau of Workers Compensation (BWC).
- 5.5.3 Discuss the Ohio and Federal EPA regulations.
- 5.5.4 Interpret personal safety rights according to employee’s right-to-know plan/hazardous communications.

Correlated English Language Arts Academic Content Benchmark

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)*

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue. (Social Studies Skills and Methods A, 11-12)*
- *Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)*

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 5.6: Demonstrate practices that contribute to a healthy work environment.

TPO: After completing safety instruction, demonstrate practices that contribute to a healthy work environment at all times in the clinical setting.

Descriptors:

- 5.6.1 Identify unsafe operations in the workplace.
- 5.6.2 Participate in safety training meetings.
- 5.6.3 Participate in accident/incident investigations.
- 5.6.4 Identify and correct unsafe actions of co-workers.
- 5.6.5 Identify the training and certification resources for First Aid and cardiopulmonary resuscitation (CPR).
- 5.6.6 Handle substances in accordance with MSDS.
- 5.6.7 Explain basic sanitation, health and hygiene principles.
- 5.6.8 Describe organizational strategies to eliminate substance abuse in the work environment.
- 5.6.9 Describe the risks associated with substance abuse in the workplace.

Correlated English Language Arts Academic Content Benchmark

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 5.7: Complete and apply operation and safety training on pertinent equipment.

TPO: Given new equipment, complete and apply operation and safety training on pertinent equipment so that injuries are prevented.

Descriptors:

- 5.7.1 Participate in an orientation program and training for equipment used before operating.
- 5.7.2 Interpret instructional manuals for safe operation of equipment.
- 5.7.3 Use safety apparatus and equipment in accordance with job requirements and safety standards.
- 5.7.4 Participate in an ongoing evaluation to assure equipment is operated safely.
- 5.7.5 Fulfill safety and health requirements for equipment maintenance.
- 5.7.6 Monitor and operate equipment in compliance with both manufacturers' directions and in accordance with relevant government regulations and statutes.

Correlated English Language Arts Academic Content Benchmark

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

CS Competency 5.8: Identify practices that contribute to a healthy environment.

TPO: Following unit review, identify practices that contribute to a healthy environment with 80 % accuracy on a written exam.

Descriptors:

- 5.8.1 Describe strategies to reduce exposure to health-threatening environments (e.g., temperature, chemicals, communicable diseases).
- 5.8.2 Identify types of hazardous materials (e.g., chemical, biological).
- 5.8.3 Describe precautions required when using toxic or flammable materials.
- 5.8.4 Describe some consequences of interactions of incompatible substances.
- 5.8.5 Identify government regulations regarding the storage of hazardous materials.
- 5.8.6 Recognize hazardous materials as identified in various government documents/signage.
- 5.8.7 Employ a hazardous materials safety plan.

Correlated English Language Arts Academic Content Benchmark

- *Apply reading comprehension strategies to understand grade-appropriate text. (Reading Process A, 8-10; Reading Process A, 11-12)*

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue. (Social Studies Skills and Methods A, 11-12).*
- *Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12).*

BIL: **Essential**

EDU:	12	AD
	P	R

CS Competency 5.9: Examine emergency preparedness response plans.

TPO: After completing facility orientation, examine emergency preparedness response plans using a variety of simulated crises.

Descriptors:

- 5.9.1 Describe different types of emergency preparedness plans (e.g., natural disaster, crisis planning, substance abuse).
- 5.9.2 Identify the importance of securing emergency care information and parental consent for treatment of minors.
- 5.9.3 Demonstrate the ability to complete accident reports and injury reporting.
- 5.9.4 Demonstrate the ability to complete medical referral and treatment reports.

- 5.9.5 Explain emergency procedures in the event of a disaster.
- 5.9.6 Discuss health care issues related to homeland security.
- 5.9.7 Explain the role of MSDS in an emergency response.
- 5.9.8 Practice standard precautions to protect against infection and communicable diseases.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12).

BIL: **Essential**

EDU:	12	AD
	P	R

CS Competency 5.10: Complete requirements for CPR and First Aid.

TPO: Following course presentation, complete requirements for CPR and First Aid in accordance with agency requirements.

Descriptors:

- 5.10.1 Complete and maintain CPR and Automated External Defibrillation (AED) certification.
- 5.10.2 Complete and maintain First Aid certification.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

BIL: **Essential**

EDU:	12	AD
	I	P

CS Competency 5.11: Respond to medical emergencies.

TPO: In simulated and real-life settings, respond to medical emergencies as appropriate for clinical role.

Descriptors:

- 5.11.1 Perform head to toe assessment.
- 5.11.2 Describe signs and symptoms of emergency situations.
- 5.11.3 Identify basic emergency procedures and equipment.
- 5.11.4 Contact local emergency assistance.
- 5.11.5 Demonstrate first responder procedures.
- 5.11.6 Identify evacuation techniques.

Clinical Health Care Services Core Competencies

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 6.1: Collect and distribute essential information to appropriate team members.

TPO: In simulated and real-life situations, collect and distribute essential information to appropriate team members according to facility policies.

Descriptors:

- 6.1.1 Recognize and report unusual or unsafe environmental conditions.
- 6.1.2 Maintain confidentiality according to the facility’s protocol as well as HIPAA.
- 6.1.3 Recognize and report changes in a patient’s condition.
- 6.1.4 Document patient response to treatment or procedure results accurately and appropriately.
- 6.1.5 Create a treatment plan using a problem-solving model.
- 6.1.6 Recognize ethical conflicts related to assessment practices (e.g., labeling, confidentiality).
- 6.1.7 Document actions according to the facility’s protocol and regulatory guidelines.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 6.2: Process procedural requests.

TPO: In simulated and real-life settings, process procedural requests according to standard procedures and facility policies.

Descriptors:

- 6.2.1 Identify purpose and intent of request (e.g., physician’s order, requisition).
- 6.2.2 Report apparent inconsistency or error in the request.
- 6.2.3 Complete plan for implementation of services ordered.
- 6.2.4 Obtain patient consent if applicable.

Correlated English Language Arts Academic Content Benchmark

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 6.3: Prepare the supplies, equipment, and patient for procedures, according to facility protocol.

TPO: In simulated and real-life settings, prepare the supplies, equipment, and patient for procedures, according to facility protocol so that patient visit is smooth and efficient.

Descriptors:

- 6.3.1 Identify and gather equipment necessary for procedures.
- 6.3.2 Maintain and calibrate equipment according to the operator manual.
- 6.3.3 Explain procedures and give related information to patient.
- 6.3.4 Follow patient identification protocol and confirm proper treatment/protocol (e.g., “Right Patient, Right Treatment”).

Correlated English Language Arts Academic Content Benchmarks

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 6.4: Perform procedures to create precise and accurate diagnostic data.

TPO: In simulated and real-life situations, perform procedures to create precise and accurate diagnostic data according to product instructions and facility guidelines.

Descriptors:

- 6.4.1 Use appropriate supplies and equipment.
- 6.4.2 Monitor quality of sample or specimen.
- 6.4.3 Examine results of procedure to assure a quality result.
- 6.4.4 Evaluate patient response to treatments and procedures.
- 6.4.5 Maintain proper documentation of quality assurance procedures.

Correlated English Language Arts Academic Content Benchmark

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 6.5: Evaluate procedures and results.

TPO: In lab setting, evaluate procedures, results and appropriate actions according to scenarios presented.

Descriptors:

- 6.5.1 Choose appropriate evaluation instruments to assess patient response to procedure/treatment.
- 6.5.2 Analyze test results for diagnostic quality.
- 6.5.3 Recognize and respond to abnormal results.
- 6.5.4 Select alternative protocol, as needed, within established guidelines.

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 6.6: Produce and report results using appropriate communication channels.

TPO: Given mock scenarios, produce and report results using appropriate communication channels according to class handout.

Descriptors:

- 6.6.1 Use appropriate technology to generate reports.
- 6.6.2 Disseminate reports appropriately following HIPAA regulations.
- 6.6.3 Report results in a timely manner.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

CS Competency 6.7: Demonstrate general knowledge of the human body.

TPO: Upon completion of the unit on anatomy and physiology, demonstrate general knowledge of the human body by achieving 80 % accuracy on unit exam.

Descriptors:

- 6.7.1 Describe the basic structures and functions of body systems (e.g., skeletal, muscular, nervous, circulatory, respiratory).
- 6.7.2 Analyze the interdependence of the body systems as they relate to disease, wellness, therapies and rehabilitation.
- 6.7.3 Describe an individual's physiological, psychological and social response to stressors across the lifespan.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

CS Competency 6.8: Record a health history and/or basic information.

TPO: In simulated and real-life settings, record a health history and/or basic information accurately on the established form for documentation.

Descriptors:

- 6.8.1 Complete and document a health history (e.g., allergies, medications, pain, alcohol, previous surgeries).
- 6.8.2 Identify and assess components of a medical clearance (including medications).
- 6.8.3 Discuss health history with the health care team and identify any areas of concern.
- 6.8.4 Identify stressors or anxiety levels of patients.
- 6.8.5 Identify risk factors for high-risk populations.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)

BIL: **Essential**

EDU:	12	AD
	I	P

CS Competency 6.9: Explain the unique needs of each population across the lifespan.

TPO: Given patient care scenarios, explain the unique needs of each population across the lifespan based on knowledge and theories of human growth and development.

Descriptor:

- 6.9.1 Identify the physical, emotional and psychosocial changes across the lifespan.
- 6.9.2 Recognize and report unique medical issues across the lifespan.
- 6.9.3 Recognize and report safety concerns across the lifespan.

Correlated Social Studies Academic Content Benchmark

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

CS Competency 6.10: Assess clients/patients' vital signs and other indicators of health status, within the scope of practice.

TPO: In lab, clinical, and workplace settings, assess clients/patients' vital signs and other indicators of health status, within the scope of practice and within specified margins of error.

Descriptors:

- 6.10.1 Record clients/patients' health status in accordance with facility protocol.
- 6.10.2 Provide input to the plan of care.

Correlated Mathematics Academic Content Benchmarks

- *Apply various measurement scales to describe phenomena and solve problems.* (Measurement B, 11-12)
- *Create, interpret and use graphical displays and statistical measures to describe data; e.g., box-and-whisker plots, histograms, scatterplots, measures of center and variability.* (Data Analysis and Probability A, 8-10)

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 6.11: Utilize appropriate methods of data collection and documentation.

TPO: In practice and real- life settings, utilize appropriate methods of data collection and documentation based on industry standards and facility guidelines.

Descriptors:

- 6.11.1 Identify the types of data collected in health care and the methods of collecting it.
- 6.11.2 Differentiate between subjective and objective data.
- 6.11.3 Record and report information.
- 6.11.4 Maintain professional standards in all documentation activities.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Communicate mathematical ideas orally and in writing with a clear purpose and appropriate for a specific audience.* (Mathematical Processes I, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 6.12: Contribute to the development of a plan of care.

TPO: After evaluating patient/resident, contribute to the development of a plan of care by providing relevant information to the staff.

Descriptors:

- 6.12.1 Identify the purpose of a plan of care.
- 6.12.2 Identify the components of a plan of care.
- 6.12.3 Provide input in the development of plan of care based on the scope of practice or role.

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 6.13: Implement procedures accurately in support of the plan of care, within the scope of practice or role.

TPO: In simulated and real-life situations, implement procedures accurately in support of the plan of care, within the scope of practice or role, according to the facility policy and procedure manual.

Descriptors:

- 6.13.1 Describe the procedures within the scope of practice or role.
- 6.13.2 Perform procedures accurately and in a timely fashion.
- 6.13.3 Document procedures according to facility policy.
- 6.13.4 Examine and monitor patient response to treatments and procedures if applicable.
- 6.13.5 Maintain proper documentation of quality assurance procedures if applicable.

Medical Assistant Specialization

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 9.1: Define the role of a medical assistant.

TPO: After completing unit, define the role of a medical assistant with 80 % accuracy on a graphic organizer.

Descriptors:

- 9.1.1 Describe the current and future trends, issues and scope of practice of the medical assistant.
- 9.1.2 Identify the professional associations related to the medical assistant profession.
- 9.1.3 Identify education and training required to work as a medical assistant.
- 9.1.4 Describe the ways of gaining entry and access to the medical assistant profession.
- 9.1.5 Identify career opportunities.
- 9.1.6 Adhere to the principles of the Code of Ethics for Medical Assistants adopted by the American Association of Medical Assistants (AAMA).

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B: Analysis and Interpretation, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 9.3: Perform data collection measurements.

TPO: In clinical setting, perform data collection measurements within specified margins of error.

Descriptors:

- 9.3.1 Measure and record pulse, respiration, blood pressure, temperature, height and weight.
- 9.3.2 Measure and record visual or reading abnormalities.
- 9.3.3 Measure and record physical measurements of adults and children.

Correlated Mathematics Academic Content Benchmarks

- Estimate and compute various attributes, including length, angle measure, area, surface area and volume, to a specified level of precision. (Measurement E, 8-10)
- Apply various measurement scales to describe phenomena and solve problems. (Measurement B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

SS Competency 9.4: Recognize and take action on findings.

TPO: In clinical settings, recognize and take action on findings according to role and scope of practice.

Descriptors:

- 9.4.1 Recognize change in patient condition.
- 9.4.2 Take appropriate action on change in patient condition.
- 9.4.3 Report change to appropriate practitioner.
- 9.4.4 Document nursing interactions and patient response.

Correlated English Language Arts Academic Content Benchmarks

- Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

SS Competency 9.5: Assist with and/or perform procedures according to industry standards.

TPO: In clinical setting, assist with and/or perform procedures according to industry standards and within scope of practice and competency.

Descriptors:

- 9.5.1 Assist with exam by preparing the room/space with necessary equipment.
- 9.5.2 Assist with specialty procedures (e.g., eye and ear irrigations, spirometry, pulse oximetry).
- 9.5.3 Assist with surgical procedures (e.g., prepare room, gather sterile equipment, documentation).

- 9.5.4 Record procedure according to office protocol.
- 9.5.5 Recognize and respond to emergency needs.
- 9.5.6 Apply aseptic and sterilization principles.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: **Essential**

EDU:	12	AD
	I	P

SS Competency 9.6: Perform laboratory procedures.

TPO: In lab and clinical settings, perform laboratory procedures following procedure manuals and infection control precautions.

Descriptors:

- 9.6.1 Collect laboratory specimens according to protocol.
- 9.6.2 Perform basic diagnostic tests (e.g., occult blood, glucose, cholesterol).
- 9.6.3 Maintain laboratory equipment and supplies.

BIL: **Essential**

EDU:	12	AD
	I	P

SS Competency 9.7: Demonstrate office procedures.

TPO: In classroom and clinical settings, demonstrate office procedures according to accepted industry practices.

Descriptors:

- 9.7.1 Prioritize incoming telephone calls while maintaining phone etiquette.
- 9.7.2 Prepare medical records according to HIPAA standards for storage and distribution.
- 9.7.3 Demonstrate use of computer technology for information gathering and dispensing.
- 9.7.4 Demonstrate use of office equipment (e.g. fax, answering machine, multiline phone system, intercom, mail).
- 9.7.5 Maintain inventory of supplies.
- 9.7.6 Maintain patient accounts in accordance with office protocol.
- 9.7.7 Perform procedural and diagnostic coding.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Communicate mathematical ideas orally and in writing with a clear purpose and appropriate for a specific audience.* (Mathematical Processes I, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Recommended

EDU:	12	AD
	I	R

SS Competency 9.8: Perform a 12-lead electrocardiogram (EKG) for interpretation.

TPO: In classroom setting, perform a 12-lead electrocardiogram (EKG) for interpretation using proper procedural technique with 90 % accuracy on skills checklist.

Descriptors:

- 9.8.1 Set and adjust an EKG machine (e.g., enter personal data, paper speed, calibration, interpretation).
- 9.8.2 Describe the steps involved in preparing a patient/client for an EKG.
- 9.8.3 Demonstrate proper placement of electrodes for a 12-lead EKG.
- 9.8.4 Obtain a legible rhythm strip with a 12-lead EKG.
- 9.8.5 Prepare a 12-lead EKG tracing for physician interpretation.

SCOPE AND SEQUENCE

SECOND YEAR

**CLINICAL HEALTH CAREERS
CLEVELAND HEIGHTS – UNIVERSITY HEIGHTS
CITY SCHOOL DISTRICT**

Nurse Assistant Specialization

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 11.1: Define the nurse assistant role.

TPO: Following chapter review, define the nurse assistant role with 80 % accuracy on chapter quiz.

Descriptors:

- 11.1.1 Describe the current and future trends, issues and role of the nurse assistant.
- 11.1.2 Identify the professional associations related to the nurse assistant.
- 11.1.3 Discuss the specializations within the nurse assistant role (e.g., job titles, types of work).
- 11.1.4 Identify education and training required to work as a nurse assistant.
- 11.1.5 Describe the ways of gaining entry and access to the nurse assistant role.
- 11.1.6 Identify employment opportunities for the nurse assistant.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 11.2: Demonstrate performance of basic personal care.

TPO: In lab and clinical settings, demonstrate performance of basic personal care according to procedures taught in nurse aide skill competency tests.

Descriptors:

- 11.2.1 Interact with resident/client.
- 11.2.2 Administer or assist resident/client with personal care.
- 11.2.3 Apply principles of body mechanics for nurse assistant and resident/client.

- 11.2.4 Assist with elimination needs.
- 11.2.5 Provide comfort measures.
- 11.2.6 Demonstrate proper transfer techniques.
- 11.2.7 Measure and record vital signs according to facility policy.
- 11.2.8 Employ techniques for adequate nutrition and hydration of resident/client.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Apply various measurement scales to describe phenomena and solve problems.* (Measurement B, 11-12)
- *Create, interpret and use graphical displays and statistical measures to describe data; e.g., box-and-whisker plots, histograms, scatterplots, measures of center and variability.* (Data Analysis and Probability A, 8-10)

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 11.3: Perform tasks as delegated by the nurse.

TPO: In clinical setting, perform tasks as delegated by the nurse which are within scope of practice and competency level.

Descriptors:

- 11.3.1 Assist with admissions, transfers and discharges.
- 11.3.2 Document activities of daily living (ADL) according to facility policy.
- 11.3.3 Measure intake and output.
- 11.3.4 Collect specimens according to facility policy.
- 11.3.5 Assist with a dying resident/client.

Correlated English Language Arts Academic Content Benchmarks

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

SS Competency 11.4: Explain the effects of the aging process.

TPO: Given graphic organizer and written quiz, explain the effects of the aging process with 80% accuracy.

Descriptors:

- 11.4.1 Identify the physical, emotional and psychosocial changes across the lifespan.
- 11.4.2 Apply individualized interventions for care of resident/client with special needs.
- 11.4.3 Explain restorative care.
- 11.4.4 Contribute to the assessment, planning and evaluation of nursing care.

Correlated Social Studies Academic Content Benchmark

- *Analyze how issues may be viewed differently by various cultural groups. (People in Societies A, 11-12)*

BIL: **Essential**

EDU:	12	AD
	P	R

SS Competency 11.5: Comply with personal safety and hygiene regulations.

TPO: In clinical and workplace settings, comply with personal safety and hygiene regulations 100% of the time.

Descriptors:

- 11.5.1 Define standard precautions for health care professionals (e.g. EPA, CDC/OSHA).
- 11.5.2 Identify consequences of disregarding safety policies.
- 11.5.3 Maintain personal health (e.g., annual physical, immunizations).
- 11.5.4 Follow policies for proper disposal of non-hazardous and hazardous materials (e.g., HMIS, MSDS, OSHA).

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)*

BIL: **Essential**

EDU:	12	AD
	P	R

SS Competency 11.6: Comply with client’s rights, within the scope of practice.

TPO: In clinical setting, comply with client’s rights, within the scope of practice, at all times.

Descriptors:

- 11.6.1 Comply with client’s rights according to current legislation and regulations (e.g., Omnibus Reconciliation Act of 1997 [OBRA], Patient Bill of Rights).
- 11.6.2 Identify legal rights of clients.
- 11.6.3 Discuss ways to respect client rights.

Correlated English Language Arts Academic Content Benchmark

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)*

Correlated Social Studies Academic Content Benchmark

- *Obtain and evaluate information from public records and other resources related to a public policy issue. (Social Studies Skills and Methods A, 11-12)*

Legal and Ethical Responsibilities

Competency 4.9: Explain theoretical models utilized in the study of medical ethics.

TPO: Following unit review, explain theoretical models utilized in the study of medical ethics with 80 % accuracy on a written test.

Competency 4.10: Discuss landmark cases in the history of medical ethics and their implications for health care today.

TPO: In group setting, discuss landmark cases in the history of medical ethics and their implications for health care today, citing relevant facts related to the cases.

Competency 4.11: Analyze ethical case studies from a variety of viewpoints.

TPO: In a small group setting, analyze ethical case studies from a variety of viewpoints according to presentation rubric.

Business Processes

Competency 2.10: Demonstrate knowledge of the economy, how it functions as a whole, and how it impacts individual and group decisions.

TPO: Given a written exam, demonstrate knowledge of the economy, how it functions as a whole, and how it impacts individual and group decisions by completing questions with 80 % accuracy.

- 2.10.1 Demonstrate knowledge of supply and demand and how it affects national and international markets
- 2.10.2 Demonstrate knowledge of competition and how it affects national and international markets
- 2.10.3 Analyze how all levels of government assess taxes in order to provide services
- 2.10.4 Analyze nature and meaning of work, and the value of work to the individual and society
- 2.10.5 Identify wage structure and various benefits offered by employers
- 2.10.6 Identify various management styles and their affect on work process and productivity
- 2.10.7 Identify role of unions in the workplace and implications on work environment
- 2.10.8 Analyze how work life is affected by families and how families are affected by work life
- 2.10.9 Identify strategies for balancing work and family roles

Competency 2.11: Make informed financial decisions

TPO: Given workbook and real- life documents, make informed financial decisions and apply them to the development of a personal financial plan.

- 2.11.1 Identify the need for personal financial management records
- 2.11.2 Create a budget
- 2.11.3 Evaluate the effectiveness of the budget
- 2.11.4 Demonstrate knowledge of how credit affects personal/family finances
- 2.11.5 Identify the steps to follow to avoid credit problems
- 2.11.6 Maintain checking account in accordance with standard financial practices

Dental Assistant Specialization

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 12.1: Explore the dental assistant profession.

TPO: Given written exam, explore the dental assistant profession with 80 % accuracy.

Descriptors:

- 12.1.1 Explain what Doctor of Dental Surgery (DDS) and Doctor of Dental Medicine (DMD) stand for.
- 12.1.2 Describe, generally, the career skills performed by dentists, dental assistants, dental hygienists, Certified Dental Assistants (CDA), dental laboratory technicians and expanded functions dental auxiliaries (EFDAs).
- 12.1.3 List the education required for and the professional organizations that represent each profession.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 12.3: Explain oral health and nutritional factors as they relate to dentistry.

TPO: Following demonstrations, explain oral health and nutritional factors as they relate to dentistry with 80 % accuracy.

Descriptors:

- 12.3.1 Describe how plaque forms and affects the teeth.
- 12.3.2 Identify the oral hygiene aids available to all patients, including manual and automatic.
- 12.3.3 Demonstrate tooth brushing techniques.
- 12.3.4 Identify types of dental floss and demonstrate flossing technique.
- 12.3.5 Describe fluoride and its use in dentistry.

- 12.3.6 Define fluoridation and describe its effectiveness on tooth development and the post-eruption stage.
- 12.3.7 Describe how an understanding of nutrition is used in the dental assisting profession.

BIL: Essential

EDU:	12	AD
	I	P

SS Competency 12.4: Describe basic anatomical structures of the head and neck as utilized in the dental assistant profession.

TPO: Given models and diagrams, describe basic anatomical structures of the head and neck as utilized in the dental assistant profession with 80 % accuracy.

Descriptors:

- 12.4.1 Describe the basic structures and functions of body systems (e.g., skeletal, muscular, nervous, circulatory, respiratory).
- 12.4.2 List and identify the major landmarks of the face and oral cavity.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 12.5: Describe structure and function of teeth.

TPO: Given written quiz and labeling diagram, describe structure and function of teeth with 80 % accuracy.

Descriptors:

- 12.5.1 Identify the four primary structures of the tooth and the location and function of each.
- 12.5.2 Identify the substances of enamel, dentin, cementum and pulp.
- 12.5.3 Identify the components of the periodontium and the considerations of the alveolar bone.
- 12.5.4 Describe the structures of the gingival and the mucosa.
- 12.5.6 List the primary and permanent teeth by name and location.
- 12.5.7 Describe the eruption schedule for the primary and permanent teeth.
- 12.5.9 List the anatomical structures and their definitions.
- 12.5.10 Describe each permanent and deciduous (primary) tooth according to location, anatomical features, morphology, function, position and other identifying factors.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

SS Competency 12.6: Explain dental charting and its importance in dentistry.

TPO: Given workbook assignment, explain dental charting and its importance in dentistry with 80 % accuracy.

Descriptors:

12.6.1 Explain why charting is used in most dental practices.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

SS Competency 12.7: Explain the importance and procedures of infection control in a dental office.

TPO: Given written quiz, explain the importance and procedures of infection control in a dental office with 80 % accuracy.

Descriptors:

- 12.7.1 Maintain personal health records (e.g., physicals, inoculations).
- 12.7.2 Identify the rationale, regulations, recommendations and training that govern infection control in the dental office.
- 12.7.3 Describe how pathogens travel from person to person in the dental office.
- 12.7.4 List the three primary routes of microbial transmission and the associated dental procedures that affect the dental assistant.
- 12.7.5 Demonstrate the principles of handwashing.
- 12.7.10 Identify and demonstrate the correct protocol for disinfection, cleaning and sterilizing prior to seating the patient, as well as at the end of the dental treatment, in the dental radiography area and in the dental laboratories.

BIL: **Essential**

EDU:	12	AD
	P	R

SS Competency 12.8: Describe the proper steps necessary for preparation of patient care.

TPO: Given a simulation, describe the proper steps necessary for preparation of patient care with 80 % accuracy on skill checklist.

Descriptors:

- 12.8.1 Help the patient complete the patient history.
- 12.8.2 Review the medical and dental history and alert the dentist to any areas of concern.
- 12.8.5 Read and understand the vital signs and alert the dentist if the signs are abnormal.

Correlated English Language Arts Academic Content Benchmarks

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Apply various measurement scales to describe phenomena and solve problems.* (Measurement B, 11-12)
- *Create, interpret and use graphical displays and statistical measures to describe data; e.g., box-and-whisker plots, histograms, scatterplots, measures of center and variability.* (Data Analysis and Probability A, 8-10)

BIL: **Essential**

EDU:	12	AD
	P	R

SS Competency 12.9: Describe the management of hazardous materials in the dental office.

TPO: Given written assignment, describe the management of hazardous materials in the dental office with 80 % accuracy.

Descriptors:

- 12.9.1 Identify the scope of the OSHA bloodborne/hazardous materials standard.
- 12.9.2 Identify physical equipment and mechanical devices provided to safeguard employees (e.g., eyewash station, sharps containers).
- 12.9.3 Demonstrate safe disposal of sharps.
- 12.9.4 Describe MSDS manuals and their importance.

- 12.9.5 Demonstrate the use of the colors and numbers in hazardous chemical identification.
- 12.9.6 Describe employee training required to meet the OSHA standard for hazardous chemicals.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 12.11: Explain potential emergencies in the dental office.

TPO: Following video presentation, explain potential emergencies in the dental office by analyzing case studies.

Descriptors:

- 12.11.1 Describe several emergency situations that may take place in the dental office and explain how dental assistants can be prepared for these possibilities.
- 12.11.2 Demonstrate the ABC’s of CPR and associated skills.
- 12.11.3 Identify the causes, signs and treatments of the emergencies of syncope, asthma, allergic reactions, anaphylactic reaction, hyperventilation, epilepsy, diabetes mellitus, hypoglycemia, angina pectoris, myocardial infarction, congestive heart failure and stroke/cerebrovascular accident (CVA).
- 12.11.4 Identify several dental emergencies that a patient may have, such as an abscessed tooth, avulsed tooth, broken prosthesis, soft tissue injury, broken tooth and loose crown.

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 12.13: Explain basic dental office and dental assisting operations and procedures.

TPO: In role playing activities, explain basic dental office and dental assisting operations and procedures without the assistance of teacher or classmates.

Descriptors:

- 12.13.1 Describe the design of a dental office, explaining the purpose of each area.
- 12.13.2 Describe the equipment and function of the equipment in each area.
- 12.13.3 Explain basic concepts of chairside assisting.
- 12.13.4 Describe the necessary steps to prepare a patient for treatment.
- 12.13.5 Explain the necessary steps to seat the patient for treatment.
- 12.13.6 Describe the ergonomics of the operator and the assistant at chairside.
- 12.13.7 Describe the necessary steps to dismiss the patient after treatment is concluded.
- 12.13.8 Identify the special needs of certain patients (e.g., pregnancy, wheelchair).

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 12.14: Explain various instruments used in dentistry.

TPO: Following demonstration, explain various instruments used in dentistry with 80 % accuracy on labeling quiz.

Descriptors:

- 12.14.1 Describe how instruments are identified.

BIL: Essential

EDU:	12	AD
	I	P

SS Competency 12.15: Explain proper management of a dental patient’s pain and anxiety.

TPO: After viewing video, explain proper management of a dental patient’s pain and anxiety with 80 % accuracy on a written exam.

Descriptors:

- 12.15.1 Describe the methods used to manage the pain and anxiety related to dental procedures.
- 12.15.2 Explain different topical anesthetics and their placements.

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 12.16: Demonstrate dental laboratory procedures.

TPO: Given demonstration by teacher, demonstrate dental laboratory procedures so that completed impressions and models serve basic functions.

Descriptors:

- 12.16.1 Prepare, take and remove impressions and wax bites.

12.16.2 Use gypsum products such as Type 1: Impression plaster; Type II: laboratory or model plaster; Type III: laboratory stone; Type IV: die stone; and Type V: high strength die stone.

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 12.18: Explore various specialty procedures in dentistry.

TPO: Given textbook and handout, explore various specialty procedures in dentistry by completing all sections in chart.

Descriptors:

- 12.18.1 Define pediatric dentistry as a specialty.
- 12.18.4 Define orthodontics and describe the orthodontic facility.
- 12.18.6 Define endodontics and describe what an endodontist does.
- 12.18.10 Describe the scope of oral surgery.
- 12.18.13 Describe the scope of periodontics.
- 12.18.14 Describe the stages of periodontal disease.
- 12.18.16 Explain surgical procedures and the role of the dental assistant.
- 12.18.17 Define the scope of fixed prosthodontics including crown, bridge and implants.
- 12.18.18 Define removable prostheses and list the reasons for using them.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

STUDENT ASSESSMENT POLICY

CLINICAL HEALTH CAREERS CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS CITY SCHOOL DISTRICT

Students will be evaluated in a variety of ways:

Methods of Evaluation

Employability points (daily grade-includes promptness, preparation, participation, politeness, and performance of daily job assignment)

Lab assignments (modules, evaluation of skills, clinical rotations)

Tests and quizzes, including 9-week exam

Homework

Classwork

Projects

Letter grades will be assigned using the following grading scale:

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	F

Grades during Early Placement:

Student grades during Early Placement will be determined using input from the employer. This grade is determined through:

- Employee Performance Evaluations
- Instructor visitations and observations
- Completion of cooperative training plan
- Student submission of time sheets
- Written journal and work-related assignments
- Completion of a final assignment / project