

Florida Department of Education  
Curriculum Framework

**Program Title:** Medical Skills and Services  
**Program Type:** Non Career Preparatory  
**Career Cluster:** Health Science

<b>Secondary – Non Career Preparatory</b>	
Program Number	8400320
CIP Number	03179997PA
Grade Level	9-12
Standard Length	1 credit
Teacher Certification	Refer to the <b><u>Course Structure</u></b> section.
CTSO	HOSA: Future Health Professionals
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Health Science career cluster.

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Health Science career cluster.

The content includes but is not limited to practical generic skills in health occupations.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Course Structure**

This program is a planned sequence of instruction totaling one credit.

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary course/program structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8400320	Medical Skills and Services	ANY HEALTH OCCUP G ( <a href="#">See DOE approved list</a> ) HEALTH 6	1 credit	2	

*(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)*

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate the ability to communicate effectively.
- 02.0 Apply basic mathematics skills used in health care.
- 03.0 Demonstrate knowledge of the services provided by health occupations career clusters.
- 04.0 Recognize and practice basic health skills.
- 05.0 Demonstrate first aid, CPR and BLS.
- 06.0 Demonstrate knowledge of legal aspects of healthcare delivery.
- 07.0 Demonstrate an understanding of and apply concepts of whole body wellness.
- 08.0 Demonstrate knowledge of blood borne diseases, including AIDS.
- 09.0 Demonstrate and understanding of technology applications in healthcare.
- 10.0 Demonstrate employability skills.

Florida Department of Education  
Student Performance Standards

Course Title: Medical Skills and Services  
Course Number: 8400320  
Course Credit: 1

Course Description:

The purpose of this course is to assist students in making informed decisions about their future academic and occupational goals and to provide information regarding careers and skills in the Health Science career cluster. The content of this course includes, but is not limited to: employability and communication skills, legal and technological aspects of health care, medical mathematics, services provided by health science professions, mental health and wellness, occupational safety, and basic health science skills

CTE Standards and Benchmarks	
01.0	Demonstrate the ability to communicate effectively. – The student will be able to:
01.01	Respond to verbal and non-verbal communication.
01.02	Develop active listening skills.
01.03	Demonstrate ability to follow written and oral directions.
01.04	Analyze elements of constructive and non-constructive criticism.
01.05	Define, pronounce and spell common medical terms and abbreviations necessary to safely carry out medical instructions.
01.06	Demonstrate awareness of and sensitivity to barriers to communication, including cultural differences, language, and disability.
02.0	Apply basic mathematics skills used in health care. – The student will be able to:
02.01	Measure and record height and weight using a variety of measurement systems used in health care.
02.02	Convert common weights, measures and volumes to and from metric as applied in the healthcare setting.
02.03	Convert from regular to 24-hour clock time.
02.04	Perform mathematical calculations to solve numeric, symbolic, and word problems relevant to healthcare occupations and/or medical scenarios.
03.0	Demonstrate knowledge of the services provided by health occupations career clusters. – The student will be able to:

## CTE Standards and Benchmarks

03.01	Discuss the history of health care services and medical progress in the (5) health science career pathway, such as developments in diagnostic technology, sterilization, electronic health records, etc. .
03.02	Identify the basic components of the health care delivery system.
03.03	Describe at least 2 occupations for each health science pathway, 3 types of services provided by each career chosen and perform at least 2 skills for each career chosen: 03.03.01 Therapeutic Services 03.03.02 Diagnostic Services 03.03.03 Health Informatics 03.03.04 Support Services 03.03.05 Biotechnology Research and Development
03.04	Research or explore at 3 "alternative medicine: occupations and services of each.
04.0	Recognize and practice basic health skills. – The student will be able to:
04.01	Demonstrate proper hand cleansing, including proper hand-washing and proper use of alcohol-based hand gel.
04.02	Demonstrate proper application and disposal of Personal Protective Equipment (gloves, gown, mask, goggles)
04.03	Perform proper body mechanics to prevent injury to patients and self.
04.04	Apply infection control techniques designed to prevent the spread of diseases to the care of all patients following Centers for Disease Control and Prevention (CDC) guidelines.
04.05	Demonstrate how to prevent accidents, injuries and infection in accordance with OSHA standards.
04.06	Demonstrate fire safety in medical facilities including RACE and PASS procedures.
04.07	Analyze the parts of the chain of infection and how to break it.
04.08	Demonstrate and record vital signs to include temperature, pulse, blood pressure, and respirations while recognizing the normal range for each.
04.09	Demonstrate vision screening.
04.10	Demonstrate ability to test for hearing using simple tools.
04.11	Demonstrate ability to test reflexes.
05.0	Demonstrate first aid, CPR, and BLS. – The student will be able to:
05.01	Describe wounds and the appropriate first aid treatment.

## CTE Standards and Benchmarks

05.02	Identify various types of shock and their treatments.
05.03	Recognize types of poisoning and treatment.
05.04	Identify classifications of burns and their appropriate treatment.
05.05	Describe ill effects of heat and cold and the appropriate first aid for each.
05.06	Demonstrate immobilization for suspected fractures.
05.07	Recognize the signs, symptoms, and appropriate first aid for each of the following: 05.07.01 Heart attack 05.07.02 Fainting and seizures 05.07.03 Diabetic reactions 05.07.04 Stroke
05.08	Describe first aid for foreign objects in the eye and ear.
05.09	Perform skills in BLS.
05.10	Demonstrate first aid for choking.
05.11	Demonstrate activation of the Emergency Medical System (EMS).
06.0	Demonstrate knowledge of legal aspects of healthcare delivery. – The student will be able to:
06.01	Identify how laws (i.e. “Good Samaritan”) protect first responders with healthcare delivery in all settings including emergent situations.
06.02	Describe the need for advanced directives and health care surrogate.
06.03	Describe legal procedures for donating organs.
06.04	Describe the need for health insurance and the different types available.
07.0	Demonstrate an understanding of and apply concepts of whole body wellness. – The student will be able to:
07.01	Define stress/stressors.
07.02	Identify problem solving skills to resolve stress.
07.03	Demonstrate stress reduction techniques.
07.04	Demonstrate knowledge of Mental Health as a legitimate illness, equivalent to all general health conditions.

## CTE Standards and Benchmarks

07.05	Identify factors that explain why health occupations are emotionally and physically demanding.
07.06	Demonstrate coping strategies for dealing with mental and emotional health issues
07.07	Identify the needs of the terminally ill.
07.08	Recognize the steps in the grief process.
07.09	Describe special considerations when working with terminally ill patients and their families.
08.0	Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:
08.01	Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens.
08.02	Distinguish between outbreak, epidemic, endemic, and pandemic.
08.03	Identify community resources and services available to the individual with diseases caused by blood borne pathogens.
08.04	Identify at risk behaviors which promote the spread of HIV/AIDS and the public education necessary to combat the spread of diseases caused by blood borne pathogens.
08.05	Demonstrate knowledge of the legal aspect of HIV/AIDS, including testing.
09.0	Demonstrate an understanding of technology applications in healthcare. – The student will be able to:
09.01	Differentiate between the various computer based diagnostic studies in healthcare (ex: X-ray, MRI, CT scan, and CPET).
09.02	Discuss how computers affect legal and ethical questions in the health field.
09.03	Analyze how HIPPA regulations affect the privacy of electronic health records.
09.04	Discuss the use of Electronic Health Records, including information included and necessary protections.
09.05	Demonstrate how to scan, fax, and send by email information / documents.
09.06	Discuss the security of Electronic Health Records and other electronic communications.
10.0	Demonstrate employability skills. – The student will be able to:
10.01	Identify local job openings in health care.
10.02	Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments, and career growth potential.
10.03	Complete a job application.



**CTE Standards and Benchmarks**

10.04 Participate in a job interview.

10.05 Create a cover letter and resume.

10.06 Discuss professionalism and the ethical role and responsibility of the healthcare worker.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

### **Academic Alignment**

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

### **Florida Standards for English Language Development (ELD)**

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **Special Notes**

The cooperative method of instruction is not appropriate for this course.

## **Career and Technical Student Organization (CTSO)**

HOSA: Future Health Professionals is the intercurricular career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

## **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

## **Additional Resources**

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml>