

**Florida Department of Education
CURRICULUM FRAMEWORK**

Program Title: Orientation to Health Occupations
Occupational Area: Health Science Education

Secondary

Program Numbers **8400110**
CIP Number 0317.9999OR
Grade Level 6-9, 30, 31
Standard Length .5 credits
Certification HEALTH ED \$4
 HEALTH \$6
 ANY HEALTH OCCUP G

- I. **MAJOR CONCEPTS/CONTENT:** The purpose of this course is to acquaint students with career opportunities and job requirements in health occupations which will enable students to consider career objectives and interests. An asterisk (*) is used to designate minimum competencies for time-shortened courses such as six and nine weeks.

The students will be provided with basic information about the kinds of jobs and workers involved, the various career paths, financial rewards, occupational hazards, and educational requirements. Information concerning the practices for promoting good health is included.

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

- II. **LABORATORY ACTIVITIES:** Special projects that are related to occupational clusters are provided, including making dental molds, designing eye glasses, fingerprinting, role playing activities of daily living as a handicapped individual, developing an emergency evacuation plan for their own home, menu planning, and visualizing X-rays. Team teaching and integration of the curriculum with English, Math and Science is encouraged.

- III. **SPECIAL NOTE:** The Health Occupations Students of America, Inc., is the appropriate Career/Technical Student Organization (CSO) for providing leadership training experiences and reinforcing specific career/technical skills. CSOs, when provided, shall be an integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065(8), FAC.

Guest speakers from industry make an important contribution to the effectiveness of this program/course.

As stated in the 2007-2008 Course Code Directory, Section 1: D: "Any course listed in this directory that is appropriate for 9th grade or above may fulfill an elective credit for graduation." This applies to courses being offered at the 9th grade level only.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and higher-order thinking skills.

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. 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.

IV. INTENDED OUTCOMES: After successfully completing this course, the student will be able to:

- 01.0 Recognize progress in health care service.
- 02.0 Show an awareness of health careers.
- 03.0 Identify life stages and the health care needs of each.
- 04.0 Demonstrate basic communication skills.
- 05.0 Perform basic mathematical calculations and demonstrate problem solving skills used by the health care worker.
- 06.0 Demonstrate an understanding of principles of wellness.
- 07.0 Demonstrate an understanding of the sciences in the health care field.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

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01.0 RECOGNIZE PROGRESS IN HEALTH CARE SERVICE--The student will be able to:

- 01.01* Compare medical progress from early times to the present. For example: surgical techniques, anesthesia, treatment and equipment. SS A5
- 01.02* Discuss health care leaders who brought about change and progress from early times to the present. SS A5

02.0 SHOW AN AWARENESS OF HEALTH CAREERS--The student will be able to:

- 02.01* Describe the relationship between self-awareness and satisfying career choices. LA C3
- 02.02* Demonstrate an understanding of tasks related to health service careers. H A1
- 02.03 Identify the personal traits required for employment in health care.
- 02.04 List factors related to job satisfaction. LA B2
- 02.05* Complete a project, solve a problem, or complete an activity related to a career through team or group work. S H1
- 02.06* Identify at least three occupations out of each of the career clusters: therapeutic, diagnostic, infomatics, environmental services, and bio-medical(bio-chemist, geneticist, toxicologist, .microbiologist etc.) S H1
- 02.07* Discuss at least three occupations out of each of the career clusters listed above. LA C3
- 02.08* Recognize the differences between volunteer and governmental agencies in healthcare. S H1
- 02.09* Identify types of education and training levels as related to health careers. S H1
- 02.10 Appreciate the importance of legal and ethical behaviors as related to health careers. H C2

03.0 IDENTIFY LIFE STAGES AND THE HEALTH CARE NEEDS OF EACH--The student will be able to:

- 03.01* Describe common health care needs from birth to death and identify occupations that address those needs. H A9
- 03.02* Identify occupations aimed at promoting optimum health. H A2

04.0 DEMONSTRATE BASIC COMMUNICATION SKILLS--The student will be able to:

- 04.01* Demonstrate the ability to follow written and oral directions.LA C1.1
- 04.02* Demonstrate examples of verbal and non-verbal communication. H B3.1
- 04.03 Recognize the role and use of terminology and abbreviations used in various health occupations. LA D1.2

05.0 PERFORM BASIC MATHEMATICAL CALCULATIONS AND DEMONSTRATE PROBLEM SOLVING SKILLS USED BY THE HEALTH CARE WORKER--The student will be able to:

- 05.01* Describe the importance of why accurate calculations and effective problem solving skills are required. LA C3
- 05.02 Accurately identify and perform appropriate numeric procedures with problems found in numeric, symbolic, or word form as they relate to the occupations. M A3

06.0 DEMONSTRATE AN UNDERSTANDING OF PRINCIPLES OF WELLNESS--The student will be able to:

- 06.01 Describe how cultural and individual differences relate to wellness and quality of life and how these differences impact health problems of society. H A 1.5
- 06.02 Demonstrate an understanding of the risk factors that contribute to illness. H C1
- 06.03* Identify consequences of substance abuse and high risk behaviors. H C1.5
- 06.04* Identify ecological issues that affect wellness and identify environmental careers associated such as parks and recreation, health inspectors, sanitariums. H A4

07.0 DEMONSTRATE AN UNDERSTANDING OF THE SCIENCES IN THE HEALTH CARE FIELD--The student will be able to:

- 07.01* Recognize the role science has in the health field. S H1
- 07.02 Identify the various science educational courses required by various health occupations.

* Indicates essential competencies for time-shortened scheduling such as six and nine week courses.

